

Los Angeles Valley College
Student Equity Plan

December 7, 2015

LOS ANGELES VALLEY COLLEGE STUDENT EQUITY PLAN

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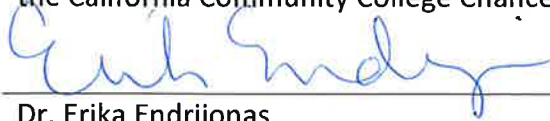
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Signature Page

Los Angeles Valley College Student Equity Plan Signature Page

District: Los Angeles Community College District **Board of Trustees Approval Date:** _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



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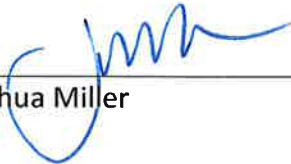


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I certify that Classified Staff (AFT 1521A) representatives were involved in the development of the plan and the research goals, activities, budget and evaluation it contains.

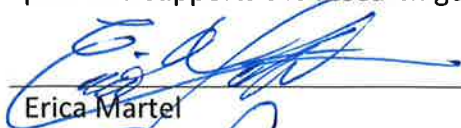


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Executive Summary

EXECUTIVE SUMMARY

Los Angeles Valley College (LAVC) is a comprehensive community college located in the heart of the San Fernando Valley. LAVC is one of nine community colleges in the Los Angeles Community College District (LACCD). The college serves the community by providing program options for transfer, degree, career-technical, foundational, transitional and continuing education.

LAVC serves over 20,000 students annually who come from a 15 mile service area including mixed, low-high, income neighborhoods: North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, Sun Valley, Arleta, and North Hills. Most of our students come from schools with low-average API scores. Additionally, 40% of our students are first generation college students, and the majority (70%) of students taking the Accuplacer Assessment test in English or Math, place below college level.

The Fall 2013 Student Profile Data identifies a headcount of 28,203 credit and noncredit students; 57% female and 43% male. The LAVC study body is comprised of a diverse mix of ethnicities that reflect the communities it serves, and is designated as a Hispanic-Serving Institution (HSI). The ethnic make-up of the campus includes 48% Latino/Hispanic, 29% Caucasian/White, 9% Asian/Pacific Island, 8% Multiple Ethnicities, 5.5% Unknown; 6% Black/African American and 0% American Indian/Other non-White.

The Los Angeles Valley College Educational Master Plan (EMP) (2014-2020) emphasizes the campus' commitment and efforts in advancing three areas of development: facilitating completion (obtaining a certificate, associate degree, or certification for transfer) for students; sustaining institutional effectiveness through increased infrastructure; and ensuring equity for all students in each mode of instructional delivery. These three themes provide the basis for planning at the college and outline the college's priorities and commitment for improvement. The LAVC Student Success and Support Program Plan (SSSP), Basic Skills Initiative (BSI), and the Student Equity Plan (SEP) align with the EMP.

The Student Equity Plan committee carefully analyzed the data to determine the greatest needs for our students. This plan addresses the needs and establishes achievable, measurable, and sustainable goals, activities and outcomes.

The Committee prioritized three specific, measurable goals intended to reach the greatest number of Black/African-American and Latino/Hispanic students with the maximum impact. These goals include: 1) Institute equitable access by creating a First Year Experience program for incoming students from underrepresented populations; 2) Implement a targeted professional development effort to assist faculty implement high impact practices in the classroom, mentoring strategies, and cultural competency; and 3) Increase completion and success of basic skills courses in Math and English.

The activities/strategies for instituting a dedicated First Year Experience will commence by developing a college-going culture at the feeder schools through outreach to students,

counselors, and parents. Outreach will continue through high school with established classroom visits, presentations, and SSSP recruitment activities. After assessment, students will be invited to attend Summer Bridge classes in Math and English and filtered into the First Year Experience Cohorts. The plan timeline starts the cohorts in Fall 2015 through Year 5 of the plan. The evaluation method will measure the success of students in these courses versus the general population from the same age group and ethnicity. The expected impact is that African-American and Latino students will better integrate onto the campus and thus render better outcomes.

Professional Development is the second prioritized goal of the plan and will be led by a Faculty Inquiry Group (FIG) under the auspices of the Senate, with representation from faculty across the Senate clusters to research best practices and methods. The FIG initiated Fall 2015 and will continue through Spring 2016. The expected outcome is an initiation and expansion of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success. Faculty evaluations of the training and the campus SLO (Student Learning Outcome) assessments will measure the effectiveness of these changes.

The third prioritized goal of the LAVC Student Equity Plan is to accelerate the Basic Skills Math and English Sequence. Fall 2015, LAVC became a Multiple Measures Assessment Project (MMAP) pilot campus. Pilot implementation will begin Spring 2016, and is anticipated to increase accuracy of student assessment/placement. The existing Math bridge program, which accelerates math placement of entering students, will be expanded to include English Bridge. The English Bridge will begin Summer 2016 and will help accelerate program completion. The Office of Institutional Effectiveness (OIE) has collected data on the Math Bridge success, demonstrating more than half of the students who complete are placed 1 or 2 levels higher. OIE will include English Bridge in the data collection moving forward.

Los Angeles Valley College will invest human and physical resources to increase enrollment and completion rates to the 80% index. Faculty, staff, and administrators are stakeholders in successfully implementing the activities and achieving the goals in the plan. Faculty will be involved in developing the academic pathways and professional development efforts to employ high impact practices, mentoring strategies, and cultural competency. Counselors will develop targeted “milestone” interventions for the impacted groups. Staff and administrators will assist students in completing the matriculation process, accessing learning/tutoring resources, and monitoring completion. In addition to office space, the new campus Library and Learning Resource Center has dedicated tutoring labs and will become an equity hub with specialized lab time for impacted groups, while foster youth will be welcomed into the EOPS program as a safe and nurturing environment.

Los Angeles Valley College – Contact Person – Student Equity Coordinator
Llanet Martín, PhD

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

Comprised of faculty, staff, students and administrators, the Student Equity Committee worked together to develop the 2015-16 Student Equity Plan. Through a series of meetings and retreats, participants met in workgroups to analyze the 2014-15 Student Equity Plan, review data, develop goals and activities, and initiate priorities. In analyzing the equity data, the workgroups determined that the overall campus rates for access, course completion, ESL/Basic Skills completion, degree/certification and transfer need improvement. The data revealed that there are significant gaps in student achievement with a disproportionately lower participation rate for Black/African American and Latino/Hispanic students, especially males. Additionally, the rate of disproportionate impact for foster youth is the highest compared to the student groups analyzed.

In revising the Student Equity Plan, the planning committee recognized the need for maintaining a dedicated Equity Coordinator to supervise the comprehensive plan, as well as collect additional research to determine the root to equity issues on campus, continue to develop best practices for teaching and learning, continue to build cohorts, and collaborate with campus-wide professional development efforts. Keeping the spirit of the original Student Equity Plan, the revised plan is specifically focused on these disproportionately impacted groups: Black/African American, Latino/Hispanic, Males, and Veterans and Foster Youth. Collectively, the committee agreed on a number of interventions that the college is prepared to implement in order to improve access, persistence, and course/degree completion rates for students that make up the surrounding community and campus. Lastly, recognizing the need for strong college branding that complements the college mission, LAVC initiated a targeted campaign to grow a population that mirrors the diversity of the community we serve, and emphasizes the campus as a welcoming and nurturing place to learn.

Student Equity Plan Committee Membership List

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|----------------------|-----------------------------------|--|
| Florentino Manzano | Vice President | Student Services |
| Llanet Martín | Coordinator | Student Equity |
| James Bland | Professor | English Department |
| Vernon Bridges | Manager | Financial Aid |
| Steven Castillo | Professor/Chair | Mathematics Department |
| Anna Cheshmedzhyan | Supervisor | Admissions and Records |
| Karen Daar | Vice President | Academic Affairs |
| Marco De La Garza | Dean | Student Success and Support Services |
| Silvia Diaz | Supervisor | Financial Aid |
| Deborah DiCesare | Dean | Academic Affairs |
| Ashley Dunn | Registrar | Admissions and Records |
| Michelle Fowles | Dean | Institutional Effectiveness |
| Meghan Gaynor | Librarian | Library |
| Barbara Goldberg | Counselor | Counseling |
| Clive Gordon | Director | Counseling/Career Center |
| David Green | Assistant Dean | Services for Student with Disabilities |
| John Kawai | Professor Math | Mathematics Department |
| Lizette Lopez | Office Assistant | Psychology Department |
| Erica Martel | Associated Student Body President | Student |
| Sheyda Melkonian | Learning Disability Specialist | Services for Student with Disabilities |
| Joshua Miller | Faculty | Academic Senate President |
| Keidra Morris | Faculty | Ethnic Studies |
| Ronald Mossler | Faculty | Psychology |
| Elizabeth Negrete | Dean | Student Life |
| Sherri Rodriguez | Dean | Specially Funded Programs |
| LaVergne Rosow | Faculty | English Department |
| Raquel Sanchez | Student Services Specialist | Assessment Center |
| Zuma Sharpe | Student Representative | Student |
| Rebecca Stein | Faculty | Anthropology |
| Katherine Tejeda May | Counselor | Services for Student with Disabilities |
| Joseph Thomas | Secretary | English Department |
| Joel Trudgeon | Coordinator | Outreach and Recruitment |
| William Wallis | Faculty/Interim Chair | English Department |
| Scott Weigand | Director | Learning Resource Center |
| Yosief Yihunie | Assistant Research Analyst | Institutional Effectiveness |

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Analysis: LAVC predominantly serves the population in San Fernando Valley. Forty-nine zip codes around LAVC are identified as primary service areas for this analysis¹. Access is measured by comparing the percentage of population group enrolled in the college to the percentage of the same population group living in the primary service area. Using Fall 2013 enrollment and 2013 population data, disproportionate impact analysis shows that Hispanics have disproportionately lower participation rate compared to the other ethnic groups. Males have lower participation rate than females. Access was also analyzed based on the top 15 LAVC feeder high school student populations. Accordingly, Hispanics, American Indians, Asians, and Pacific Islanders are identified as disproportionately impacted groups.

Access: Race/Ethnicity

Population Count by Ethnic Group

| Ethnic Group | Service Area Population ² | | TOP 15 Feeder High School ³ | | LAVC Enrollment ⁴ | | | |
|------------------|--------------------------------------|--------|--|------|------------------------------|------|-------|------|
| | | | | | All | | New | |
| | Count | % | Count | % | Count | % | Count | % |
| Hispanic | 832,045 | 44.1% | 24574 | 59% | 7921 | 44% | 1536 | 46% |
| White | 748,356 | 39.6% | 9760 | 23% | 5754 | 32% | 872 | 26% |
| African American | 67,456 | 3.6% | 1955 | 5% | 1007 | 6% | 200 | 6% |
| American Indian | 1,271 | 0.1% | 190 | 0% | 31 | 0% | 8 | 0% |
| Pacific Islander | 808 | 0.0% | 122 | 0% | 39 | 0% | 5 | 0% |
| Two or more | 36,052 | 1.9% | 260 | 1% | 1749 | 10% | 435 | 13% |
| Asian | 201,561 | 10.7% | 5002 | 12% | 1539 | 9% | 268 | 8% |
| All | 1,887,549 | 100.0% | 41863 | 100% | 18040 | 100% | 3324 | 100% |

¹ List of zip codes identified as primary service area are attached to this document.

² Service Area includes 49 zip codes around LAVC, and the definition is for this analysis only. 2013 Population: EMSI: <http://www.economicmodeling.com/>

³ 2913-14 Enrollment: Ulysses Grant, North Hollywood, Van Nuys, John Francis, Burroughs, Birmingham, James Monroe, Burbank, San Fernando, Sherman Oaks, Granada, John F Kennedy, Cleveland, Taft, El Camino Real High School.

⁴ Fall 2013 head count

Proportionality Index

Access Based on Top 15 Feeder High School Population

| Students by Race/Ethnicity | Top 15 Feeder High Schools | Fall 2013 LAVC Enrollment | | Proportionality Index | | Percentage Point Difference | |
|----------------------------|----------------------------|---------------------------|--------------|-----------------------|-------------|-----------------------------|------|
| | | All Students | New Students | All Students | New Student | All | New |
| Hispanic | 0.587 | 0.439 | 0.462 | 0.748 | 0.787 | -15% | -13% |
| White | 0.233 | 0.319 | 0.262 | 1.368 | 1.125 | 9% | 9% |
| African American | 0.047 | 0.056 | 0.060 | 1.195 | 1.288 | 1% | 1% |
| American Indian | 0.005 | 0.002 | 0.002 | 0.379 | 0.530 | 0% | 0% |
| Pacific Islander | 0.003 | 0.002 | 0.002 | 0.742 | 0.516 | 0% | 0% |
| Two or more races | 0.006 | 0.097 | 0.131 | 15.610 | 21.071 | 9% | 9% |
| Asian | 0.119 | 0.085 | 0.081 | 0.714 | 0.675 | -3% | -3% |
| All | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 0% | 0% |

80% Index⁴

Access Based on Service Area Population

| Ethnic Group | Service Area Population | All Students | New Students | Enrollment Rate | | 80% Index | |
|-------------------|-------------------------|--------------|--------------|-----------------|-------|-----------|-------|
| | | | | All | New | All | New |
| Hispanic | 832,045 | 7921 | 1536 | 0.95% | 0.18% | 1.24 | 1.58 |
| White | 748,356 | 5754 | 872 | 0.77% | 0.12% | 1.00 | 1.00 |
| African American | 67,456 | 1007 | 200 | 1.49% | 0.30% | 1.94 | 2.54 |
| American Indian | 1,271 | 31 | 8 | 2.44% | 0.63% | 3.17 | 5.40 |
| Pacific Islander | 808 | 39 | 5 | 4.83% | 0.62% | 6.28 | 5.31 |
| Two or more races | 36,052 | 1749 | 435 | 4.85% | 1.21% | 6.31 | 10.36 |
| Asian | 201,561 | 1539 | 268 | 0.76% | 0.13% | 0.99 | 1.14 |
| All | 1,887,549 | 18040 | 3324 | 0.96% | 0.18% | 1.24 | 1.51 |

Access Based on Top 15 Feeder High School Population

| Ethnic Group | TOP 15 Feeder High School | All Students | New Students | Enrollment Rate | | 80% Index | |
|-------------------|---------------------------|--------------|--------------|-----------------|-------|-----------|--------|
| | | | | All | New | All | New |
| Hispanic | 24574 | 7921 | 1536 | 0.322 | 0.063 | 0.547 | 0.700 |
| White | 9760 | 5754 | 872 | 0.590 | 0.089 | 1.000 | 1.000 |
| African American | 1955 | 1007 | 200 | 0.515 | 0.102 | 0.874 | 1.145 |
| American Indian | 190 | 31 | 8 | 0.163 | 0.042 | 0.277 | 0.471 |
| Pacific Islander | 122 | 39 | 5 | 0.320 | 0.041 | 0.542 | 0.459 |
| Two or more races | 260 | 1749 | 435 | 6.727 | 1.673 | 11.410 | 18.726 |
| Asian | 5002 | 1539 | 268 | 0.308 | 0.054 | 0.522 | 0.600 |
| All | 41863 | 18040 | 3324 | 0.431 | 0.079 | 0.731 | 0.889 |

Access: Gender

Proportionality Index

| Sex | Service Area Population | | LAVC Enrollment | | Proportionality Index | Percentage Point Difference |
|---------|-------------------------|-------------------|-----------------|-----------------------|-----------------------|-----------------------------|
| | Count | Cohort Percentage | Count | Enrollment Percentage | | |
| Males | 940,957 | 49.9% | 7,977 | 43% | 0.86 | -7% |
| Females | 946,594 | 50.1% | 10,420 | 57% | 1.14 | 7% |
| Total | 1,887,551 | 100% | 18,397 | 100% | 1.00 | 0% |

80% Index

| Sex | Population Count | Fall 2013 Enrollment Count | Enrollment Rate | 80% Index |
|---------|------------------|----------------------------|-----------------|-----------|
| Males | 940,957 | 7,977 | 0.85% | 0.77 |
| Females | 946,594 | 10,420 | 1.10% | 1.00 |
| Total | 1,887,551 | 18,397 | 0.97% | |

Limitations of data did not allow us to analyze access to Veterans and Foster Youths as a group. According to a State level study, Californian foster youths enroll and persist in community colleges at a lower rate than the general population⁵. In fact, the rate of disproportionate impact for all the indicators for Californian foster youth is the highest compared to any of the student groups discussed above. This suggests that LAVC needs to do more to improve access, completion, and award degree and transfer rates for foster youth students.

| Group | Access: Entering Community Colleges | Persistence | |
|--------------------|-------------------------------------|--------------------------------|-------------------------------|
| | | Earn 15 Credit during 1st year | Enrollment to the second year |
| General Population | 59% | 37% | 62% |
| Foster Youth | 43% | 21% | 41% |
| 80% Index | 0.73 | 0.57 | 0.66 |

Source: CalPASS, www.calpassplus.org

Foster Youth students are disproportionately impacted in transfer level courses when placed solely based on their Mathematics and English Accuplacer assessment results. Most foster youth are placed in developmental level English and Math courses, which implies they require more time to complete the Math and English sequences.

| Group | % placed in transfer/college level Math | % placed in transfer/college level English |
|--|---|--|
| All foster youth enrolled in academic year 2012-2013, regardless of year they were first-time students, LAVC | 13% | 9% |

⁵ At Greater Risk: California Foster Youth and the Path from High School to College, March 2013.

| | | |
|--|------|------|
| All non-foster youth enrolled in academic year 2012-2013, regardless of year they were first-time students, LAVC | 28% | 23% |
| 80% Index | 0.46 | 0.39 |

Source: CalPASS, www.calpassplus.org

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

Institute Equity and Access Pathways to increase participation of underrepresented students at LAVC to mirror the diversity of the community we serve.

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------|-------------------|-----------------|-----------|
| Males | -7% | Close Gap by 5% | 2020 |
| Hispanics | -15% | Close Gap by 5% | 2020 |
| Foster Youth | N/A | Close Gap by 5% | 2020 |

ACTIVITIES: A. ACCESS

A.1

Create a cohorts for incoming students identified as disproportionately impacted by the Student Equity Plan.

| | | | | | |
|---|---|--|---|--|----------------------------------|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| X | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|--------------|------------------------|
| A.1 | Males | 15,558 |
| A.1 | Hispanic | 24,574 |
| A.1 | Foster Youth | 400 |

Activity Implementation Plan

- A. Develop a college-going culture at the middle schools through outreach to students, counselors, and parents. Host open house family and parent events on campus for middle-school and high-school parents to introduce them to the campus and academic programs. **(Spring 2015) (Responsibility:** LAVC Outreach and Recruitment staff)
- B. Continue outreach to high school students with established classroom visits, presentations, and SSSP recruitment activities. **(Ongoing) (Responsibility:** LAVC Outreach and Recruitment staff)
- C. Based on assessments, students are encouraged to attend Summer Bridge classes and then enroll in Latino, African-American, or STEM cohorts. Similar to the existing Puente program, the cohorts, will register the students in an English class (with a culture-specific literature component), a math class, a Personal Development class, and a culture-specific social studies class and/or STEM specific course. **(Math Bridge – Summer 2015) (Cohorts: Fall 2015) (Responsibility:** Faculty in Math, English, Counseling, Ethnic Studies, STEM; LAVC Student Equity Coordinator)
- D. The cohorts will continue through the second semester with a similar course load. **(Cohort: Spring 2016) (Responsibility:** Faculty in Math, English, Counseling, Ethnic Studies; LAVC Student Equity Coordinator)
- E. Develop a mentoring program and invite students in the cohorts to join. **(Fall 2016) (Responsibility:** LAVC Outreach and Recruitment staff)

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| A.1 | Spring 2015- Ongoing | | SSSP |

Link to Goal

1. Increased awareness to students and parents of LAVC’s accessibility, affordability, and opportunities.
2. Implementation of expanded bridge programs and cohorts will assist students who are under-prepared for college to successfully complete basic skills sequences and culture-specific literature/ethnic studies courses will expand students’ interest and participation.
3. The expected outcome is that African-American and Latino students, in increasing numbers, will be connected to the school, their fellow students, and their instructors, thus leading to a better chance of meeting success.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

A.2

Advance college branding with specific advertising and marketing materials to reach targeted populations.

| | | | | | |
|---|---|---|---|--|----------------------------------|
| X | Outreach | X | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|--------------|------------------------|
| A.2 | All Students | 41,863 |

Activity Implementation Plan

- A.** Working collaboratively with the campus Enrollment Management team develop a college brand that uses targeted messages to reach our diverse population. **(Spring 2016) (Responsibility:** Enrollment Management Committee, Webmaster, Student Equity Coordinator, and campus Public Information Officer.)
- B.** Produce brochures, publications and webpages using the college branding message in multiple languages. **(Fall 2016) (Responsibility:** Student Equity Coordinator, Webmaster, and Public Information Officer.)
- C.** Create group-specific publications for distribution to high school and community groups. **(Fall 2016) (Responsibility** Distribution: LAVC Outreach and Recruitment)

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------|----------------------|-------------------|
| A.2 | Spring 2016-Ongoing | | SSSP, Categorical |

Link to Goal

1. Expanded recognition of LAVC in community.
2. College information readily accessible on the campus website and through distribution at middle schools, high schools, and community outreach events.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

A.3

Expand targeted outreach services to feeder high schools.

| | | | | | |
|---|---|--|---|---|----------------------------------|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| X | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| A.3 | African American | 1,955 |
| A.3 | Hispanic | 24,574 |
| A.3 | Males | 15,558 |

Activity Implementation Plan

- A. On a weekly basis, continue to work with students at the primary feeder high schools’ college centers. Continue to make presentations to classrooms, clubs and organization. Presentations focus on dispelling myths and removing barriers to students enrolling in college, in addition to facilitating the completion of all student success services prior to graduation from high school. **(Ongoing) (Responsibility: LAVC Outreach and Recruitment staff)**
- B. Develop specific workshops for Latino and African-American students at the high schools and at the annual campus College Fest event. **(Spring 2015) (Responsibility: LAVC Outreach and Recruitment staff)**
- C. Invite students and parents to attend campus cultural and sports events. **(Fall 2016) (Responsibility: Student Equity Coordinator and the LAVC Outreach and Recruitment staff)**

- D. Explore opportunities to further outreach to high school staff and parent groups. **(Fall 2016) (Responsibility: LAVC Outreach and Recruitment staff)**

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| A.3 | Spring 2015-Ongoing | | SSSP |

Link to Goal

1. Increased enrollment of Latino and African-American students.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION.⁶ The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Analysis: LAVC's course completion rate for the Fall 2013 semester was 67.82% (CCCCO, Data Mart). Within this low completion rate, African Americans, Hispanics and Pacific Islanders were disproportionately impacted in course completions. No disproportionate impact observed by gender or age groups. Hence, the focus will be on improving completion rate in general, with particular emphasis on eliminating the adverse effects observed in African Americans, Hispanics and Pacific Islanders.

Course Completion: Race/Ethnicity

Proportionality Index

| Ethnic Group | Cohort Percentage | Completion Percentage | Proportionality Index | Percentage Point Difference |
|--------------------|-------------------|-----------------------|-----------------------|-----------------------------|
| African-American | 5.69% | 4.69% | 0.82 | -1.00% |
| American Indian | 0.18% | 0.19% | 1.07 | 0.01% |
| Asian | 7.78% | 8.56% | 1.1 | 0.78% |
| Hispanic | 47.68% | 44.51% | 0.93 | -3.17% |
| Multi-Ethnicity | 2.14% | 2.02% | 0.94 | -0.12% |
| Pacific Islander | 0.22% | 0.19% | 0.84 | -0.03% |
| Unknown | 4.49% | 4.58% | 1.02 | 0.09% |
| White Non-Hispanic | 31.81% | 35.26% | 1.11 | 3.45% |

80% Index

| Race/Ethnicity | Enrollment | Success | Success Rate | 80% Index |
|--------------------------------|------------|---------|--------------|-----------|
| Total | 46,147 | 31,299 | 0.68 | |
| African-American | 2,628 | 1,467 | 0.56 | 0.74 |
| American Indian/Alaskan Native | 83 | 60 | 0.72 | 0.96 |
| Asian | 3,588 | 2,678 | 0.75 | 0.99 |
| Hispanic | 22,005 | 13,932 | 0.63 | 0.84 |
| Multi-Ethnicity | 989 | 631 | 0.64 | 0.85 |
| Pacific Islander | 103 | 59 | 0.57 | 0.76 |
| Unknown | 2,073 | 1,435 | 0.69 | 0.92 |
| White Non-Hispanic | 14,678 | 11,037 | 0.75 | 1.00 |

Course Completion: Gender

Proportionality Index

| Gender | Cohort Percentage | Completion Percentage | Proportionality Index | Percentage Point Difference |
|--------|-------------------|-----------------------|-----------------------|-----------------------------|
| Female | 56.22% | 57.74% | 1.03 | 1.52% |
| Male | 43.78% | 42.26% | 0.97 | -1.52% |

⁶ The cohort population is Fall 2013 credit enrollment (Data Mart).

80% Index

| Gender | Enrollment | Success | Success Rate | 80% Index |
|--------|------------|---------|--------------|-----------|
| All | 46,147 | 31,299 | 0.68 | |
| Female | 25,946 | 18,072 | 0.70 | 1 |
| Male | 20,201 | 13,227 | 0.65 | 0.94 |

Course Completion: by Age Group**Proportionality Index**

| Age Group | Cohort Percentage | Completion Percentage | Proportionality Index | Percentage Point Difference |
|-------------|-------------------|-----------------------|-----------------------|-----------------------------|
| Under 20 | 26% | 26% | 100% | 0% |
| 20-24 | 37% | 35% | 94% | -2% |
| 25-49 | 31% | 32% | 105% | 1% |
| 50 or more | 6% | 7% | 115% | 1% |
| Grand Total | 100% | 100% | 100% | 0% |

80% Index

| Age Group | Enrollment | Success | Success Rate | 80% Index |
|-------------|------------|---------|--------------|-----------|
| Under 20 | 11,916 | 8,052 | 68% | 95% |
| 20-24 | 17,052 | 10,838 | 64% | 89% |
| 25-49 | 14,198 | 10,089 | 71% | 100% |
| 50 or more | 2,981 | 2,320 | 78% | 110% |
| Grand Total | 46,147 | 31,299 | 68% | |

Foster Youth

The tables below highlight foster youth course completion rates compared to the general student population. The figures in the table indicate foster youth students have disproportionately lower course completion rates compared to non-foster youth students.

| Group | Success Rate (A,B,C, Pass, or Credit) |
|--|---------------------------------------|
| All foster youth enrolled in academic year 2012-2013, regardless of year they were first-time students, LAVC | 49% |
| All non-foster youth enrolled in academic year 2012-2013, regardless of year they were first-time students, LAVC | 70% |
| 80% Index | 0.70 |

Source: CalPASS, www.calpassplus.org

Veterans

Veterans have higher course completion rate than non-veteran students. No disproportionate impact observed.

| | Grand Total | Count | Success Rate | 80% Index |
|--------------|--------------------|--------------|---------------------|------------------|
| Non-Veterans | 20246 | 13602 | 67% | 1 |
| Veterans | 460 | 344 | 75% | 1.11 |
| Grand Total | 20706 | 13946 | 67% | |

SOURCE: SIS DEC, STUD-ENROLLMENT, based on course count

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to increase course completion rates among African Americans, Pacific Islanders, Hispanics, and male students.

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------|-------------------|-----------|-----------|
| African American | -1% | Close Gap | 2020 |
| Hispanic | -3% | Close Gap | 2020 |
| Pacific Islander | -.03% | Close Gap | 2020 |
| Males | -1.5% | Close Gap | 2020 |
| Foster Youth | N/A | Close Gap | 2020 |

ACTIVITIES: B. COURSE COMPLETION

B.1

Implement a targeted professional development effort to assist all faculty in employing high impact practices; mentoring strategies; and Cultural competency in the classroom.

| | | | | |
|---|---|---|---|----------------------------------|
| Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| Research and Evaluation | X | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|-----|------------------|------------------------|
| B.1 | African American | 2,628 |
| B.1 | Hispanic | 22,005 |
| B.1 | Pacific Islander | 103 |
| B.1 | Males | 19,845 |

Activity Implementation Plan

- A.** Form a Faculty Inquiry Group under the auspices of the Senate with representation from faculty across the Senate clusters. Along with the Office of Professional Development, research best practices in professional development, high- impact practices for the classroom, and propose delivery methods that is focused and involves all faculty; full-time and adjunct. **(Fall 2015 – Form Faculty Inquiry Group)**
(Responsibility: Academic Senate, Professional Development, VP Academic Affairs)
- B.** Provide training and reinforcement for all faculty in:
 - 1. Cultural competency/culturally responsive teaching;
 - 2. Mentoring strategies;
 - 3. Early/alert/intervention strategies for at-risk students;
 - 4. Integrating essential academic skills into courses (e.g., note taking, time management, growth mindset)**(Year 2:** Hire faculty coordinator, plan beginning workshops) **(Responsibility:** Faculty coordinator for Equity Professional Development, LAVC Student Equity Plan Coordinator)
- C.** Provide forums and workshops to faculty and staff focusing on serving African American, Pacific Islander, Hispanic, and male students. **(Year 3:** Implement trainings recommended by FIG; **Year 4:** Continue and reinforce trainings; **Year 5:** Continue and reinforce trainings)
(Responsibility: Faculty coordinator for Equity Professional Development, LAVC Student Equity Plan Coordinator)

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| B.1 | Fall 2015-Ongoing | | Categorical |

Link to Goal

- 1. Initiate and implement a professional development program on equity and training of all faculty with a commitment from the faculty (Senate) that there is an expectation that Valley College faculty incorporate cultural competency and high impact practices in the classroom.
- 2. Growing number of faculty each year having the knowledge base to implement strategies in the classroom and act as mentors/advisors.
- 3. Creation of a more welcoming and nurturing classroom environment for students to help them succeed.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

B.2

Learn more about where and why equity issues are and propose informed solutions. Use this data to inform departments/programs about equity challenges and guide the future of our equity plan.

| | | | | |
|---|---|---|---|----------------------------------|
| Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
| Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | | Direct Student Support |
| Research and Evaluation | X | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|--------------|------------------------|
| B.2 | All | 28,203 |

Activity Implementation Plan

- A.** Analyze additional quantitative and qualitative data (e.g., equity gaps in course completion rates by course – identify where are the issues, in which subjects, departments, and programs?).
- B.** As part of Program Review, programs should examine their own equity data and propose activities to address any issues.
- C.** Acquire qualitative data to learn why certain data trends exist. Hold focus groups need to be held based on 1) experiences/challenges of different populations on campus and 2) why students don’t complete courses.
- D.** Research on the literature on equity issues in community colleges is also needed. What is already known and what has already been tried.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------------|----------------------|---------------|
| B.2 | Fall 2015-Ongoing | | Categorical |

Link to Goal

1. Identify unintentional structural barriers in serving the campus population and creation of strategies to address those barriers.
2. Identify high-demand pathway/gatekeeper courses and key momentum/pipeline points where success rates are significantly lower for African American, Pacific Islanders, Hispanics, and male students.

3. Identify best practices in addressing equity gaps in community colleges.
4. Create longitudinal, disaggregated cohort tracking.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

B.3

Provide targeted interventions and learning resources for students to learn how to be students and to connect course completion to their overall goals.

| | | | | | |
|---|---|---|---|---|----------------------------------|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| B.3 | African American | 2,628 |
| B.3 | Hispanic | 22,005 |
| B.3 | Pacific Islander | 103 |
| B.3 | Males | 19,845 |

Activity Implementation Plan

- A. Investigate ways to modify curriculum to incorporate contextualized learning and integration of essential academic skills (e.g., student success class targeted to specific populations, extra lab hour dedicated to essential academic skills in basic skills classes).
- B. Recruit targeted populations for workshops and tutoring services. Conduct research to learn of any barriers to use of these services.
- C. Use Tutor Track to email targeted student success messages (e.g., study skills, growth mindset).

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------------|----------------------|--------------------|
| B.3 | Fall 2015-Ongoing | | Categorical , SSSP |

Link to Goal

1. Increased use of academic support services by the target population.
2. Incorporation of contextualized learning and essential academic skills into the classroom.
3. Increased student success skills resulting in higher course completion rates.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION⁷. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Analysis: Generally speaking, rates of students who complete a degree applicable course after they complete their basic skill /ESL courses are low. Within this low rate, noticeable equity gap exists between the different segments of the student population. African Americans, American Indians (English and Math), Hispanics (ESL, English, and Math); Males (in ESL); Filipinos (in Math); and age groups 25-54 (in ESL and English) are disproportionately impacted compared to the other groups.

| Basic Skills Area | Completed Final Basic Skills Course | Completed Degree Applicable Course | % |
|-------------------|-------------------------------------|------------------------------------|--------|
| ESL | 1,473 | 347 | 23.56% |
| English | 6,531 | 2610 | 39.96% |
| Math | 7169 | 1793 | 25.01% |

ESL & Basic Skill Completion: Race/Ethnic Group Proportionality Index

| Ethnic Group | Completed Final Basic Skills Course | | | Completed Degree-Applicable Course | | | Proportionality Index | | | Percentage Point Difference | | |
|------------------|-------------------------------------|---------|-------|------------------------------------|---------|--------|-----------------------|---------|------|-----------------------------|---------|--------|
| | ESL | English | Math | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| African American | 1.00 % | 7.10% | 8.60% | 1.20 % | 5.10% | 4.80% | 1.1 | 0.7 | 0.6 | 0.20% | -2.00% | -3.80% |
| American Indian | n/a | 0.30% | 0.50% | n/a | 0.20% | 0.50% | n/a | 0.6 | 1.1 | n/a | -0.10% | 0.00% |
| Asian | 14.7 | 6.10% | 3.70% | 17.90 | 7.40% | 5.20% | 1.2 | 1.2 | 1.4 | 3.20% | 1.30% | 1.50% |
| Filipino | 0.60 | 4.20% | 3.80% | 1.40 | 4.80% | 3.80% | 2.4 | 1.1 | 1 | 0.80% | 0.60% | 0.00% |
| Hispanic | 23.4 | 49.50% | 46.80 | 18.40 | 43.80% | 40.30% | 0.8 | 0.9 | 0.9 | -5.00% | -5.70% | -6.50% |
| Pacific Islander | 0.10 % | 0.40% | 0.60% | 0.00 % | 0.50% | 0.70% | 0 | 1.2 | 1.3 | -0.10% | 0.10% | 0.10% |
| Unknown | 10.9 | 9.00% | 9.80% | 8.60 | 10.50% | 11.30% | 0.8 | 1.2 | 1.1 | -2.30% | 1.50% | 1.50% |
| White | 49.3 | 23.30% | 26.20 | 52.40 | 27.80% | 33.40% | 1.1 | 1.2 | 1.3 | 3.10% | 4.50% | 7.20% |

⁷ Three cohort year data (i.e. 2005-2006, 2006-2007, 2007-2008) are merged to get significant number of student population to make meaningful analysis (Source: CCCC, Data on Demand).

Proportionality Index

| Gender | Completed Final Basic Skills Course | | | Completed Degree-Applicable Course | | | Proportionality Index | | | Percentage Point Difference | | |
|--------|-------------------------------------|--------|--------|------------------------------------|---------|--------|-----------------------|---------|------|-----------------------------|---------|------|
| | English | Math | ESL | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| Female | 60.00% | 60.70% | 71.40% | 78.70% | 63.70% | 64.40% | 1.1 | 1.1 | 1.06 | 7% | 4% | 4% |
| Male | 40.00% | 39.30% | 28.60% | 21.30% | 36.30% | 35.60% | 0.8 | 0.9 | 0.91 | -7% | -4% | -4% |

80% Index

| | Completed Final Basic Skills Course | | | Completed Degree-applicable Course | | | Completion Rate | | | 80% Index | | |
|-------------|-------------------------------------|---------|------|------------------------------------|---------|------|-----------------|---------|------|-----------|---------|------|
| | ESL | English | Math | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| Female | 1052 | 3917 | 4351 | 273 | 1662 | 1154 | 0.26 | 0.42 | 0.27 | 1.00 | 1.00 | 1.00 |
| Male | 421 | 2614 | 2818 | 74 | 948 | 639 | 0.18 | 0.36 | 0.23 | 0.68 | 0.85 | 0.85 |
| Grand Total | 1473 | 6531 | 7169 | 347 | 2610 | 1793 | 0.24 | 0.40 | 0.25 | | | |

ESL & Basic Skill Completion: Age Group

Proportionality Index

| Age Group | Completed Final Basic Skills Course | | | Completed Degree-Applicable Course | | | Proportionality Index | | | Percentage Point Difference | | |
|-----------|-------------------------------------|------|---------|------------------------------------|------|---------|-----------------------|------|---------|-----------------------------|---------|------|
| | ESL | Math | English | ESL | Math | English | ESL | Math | English | ESL | English | Math |
| Under | 8% | 41% | 52% | 13% | 42% | 60% | 168% | 102% | 115% | 5% | 8% | 1% |
| 20-24 | 16% | 26% | 22% | 26% | 26% | 19% | 168% | 100% | 90% | 11% | -2% | 0% |
| 25-49 | 61% | 31% | 24% | 54% | 30% | 20% | 89% | 98% | 82% | -6% | -4% | -1% |
| 50 & | 16% | 3% | 2% | 7% | 3% | 1% | 41% | 86% | 41% | -9% | -1% | 0% |
| Grand | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 0% | 0% | 0% |

80% Index

| Age Group | Completed Final Basic Skills Course | | | Completed Degree-Applicable Course | | | Completion Rate | | | 80% Index | | |
|-------------|-------------------------------------|---------|------|------------------------------------|---------|------|-----------------|---------|------|-----------|---------|------|
| | ESL | English | Math | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| Under 20 | 114 | 3385 | 2914 | 45 | 1562 | 745 | 39% | 46% | 26% | 100% | 100% | 100% |
| 20-24 | 230 | 1403 | 1833 | 91 | 503 | 460 | 40% | 36% | 25% | 100% | 78% | 98% |
| 25-49 | 893 | 1595 | 2200 | 188 | 521 | 540 | 21% | 33% | 25% | 53% | 71% | 96% |
| 50 & above | 236 | 148 | 222 | 23 | 24 | 48 | 10% | 16% | 22% | 25% | 35% | 85% |
| Grand Total | 1473 | 6531 | 7169 | 347 | 2610 | 1793 | 24% | 40% | 25% | | | |

ESL & Basic Skill Completion: by Disability

Proportionality Index

| Disability Status | Completed Final Basic Skills Course | | | Completed Degree-Applicable Course | | | Proportionality Index | | | Percentage Point Difference | | |
|-------------------|-------------------------------------|---------|--------|------------------------------------|---------|--------|-----------------------|---------|------|-----------------------------|---------|--------|
| | ESL | English | Math | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| Not Disabled | 96.50% | 95.30% | 94.40% | 96.50% | 96.20% | 95.00% | 1 | 1 | 1.01 | 0.00% | 0.90% | 0.60% |
| Disabled | 3.50% | 4.70% | 5.60% | 3.50% | 3.80% | 5.00% | 1 | 0.8 | 0.89 | 0.00% | -0.90% | -0.60% |

80% Index

| | Completed Final Basic | | | Completed Degree- | | | Completion Rate | | | 80% Index | | |
|-------------|-----------------------|---------|------|-------------------|---------|------|-----------------|---------|------|-----------|---------|------|
| | ESL | English | Math | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| Not Disable | 1421 | 6224 | 6770 | 335 | 2511 | 1704 | 0.24 | 0.40 | 0.25 | 1 | 1 | 1 |
| Disable | 52 | 307 | 399 | 12 | 99 | 89 | 0.23 | 0.32 | 0.22 | 0.98 | 0.80 | 0.89 |
| Grand Total | 1473 | 6531 | 7169 | 347 | 2610 | 1793 | 0.24 | 0.40 | 0.25 | | | |

ESL & Basic Skill Completion: Economic Group

Proportionality Index

| Economic Status | Completed Final Basic Skills Course | | | Completed Degree-Applicable Course | | | Proportionality Index | | | Percentage Point Difference | | |
|----------------------------|-------------------------------------|---------|--------|------------------------------------|---------|--------|-----------------------|---------|------|-----------------------------|---------|------|
| | ESL | English | Math | ESL | English | Math | ESL | English | Math | ESL | English | Math |
| Economically advantaged | 27.60% | 39.70% | 38.40% | 22.50% | 34.90% | 34.70% | 0.8 | 0.9 | 0.91 | -5% | -5% | -4% |
| Economically Disadvantaged | 72.40% | 39.70% | 61.60% | 77.50% | 65.10% | 65.30% | 1.1 | 1.6 | 1.06 | 5% | 25% | 4% |

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

Increase completion and success of basic skills courses in mathematics.

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------------|---------------------------|-----------|-----------|
| African American | -2 (English); -3.8 (Math) | Close gap | 2020 |
| American Indian | -.1 (English) | Close gap | 2020 |
| Hispanic | -5 (English); -6.5 (Math) | Close gap | 2020 |
| Students with Disabilities | -.9 (English); -.6 (Math) | Close gap | 2020 |

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Offer Math Bridge and develop English Bridge Program

| | | | | |
|---|---|---|---|----------------------------------|
| Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected:

| ID | Target Group(s) | # of Students Affected |
|-----|----------------------------|------------------------|
| C.1 | African American | 230 |
| C.1 | American Indian | 190 |
| C.1 | Hispanic | 13,933 |
| C.1 | Students with Disabilities | 758 |

Activity Implementation Plan

Offer Math Bridge and develop English Bridge. Offer Bridge Programs throughout the year. Targeted students are given a three-week review of arithmetic and pre-algebra.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|------------------------|
| C.1 | Summer 2015-Ongoing | | SSSP, BSI, Categorical |

Link to Goal

Upon successful completion of Math 100, students are guaranteed a seat in Math 115, Math 115/125 or Math 125, depending on performance in Math 100. This will allow students to take a transferable math course after one semester.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

C.2

Targeted tutoring/workshops and embedded tutoring for students in Basic Skills English, ESL, and Math

| | | | | | |
|--|---|---|---|---|----------------------------------|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| C.2 | African American | 1007 |
| C.2 | American Indian | 31 |
| C.2 | Hispanic | 7921 |

| | | |
|-----|----------------------------|-----|
| C.2 | Students with Disabilities | 758 |
|-----|----------------------------|-----|

Activity Implementation Plan

Provide targeted and extended tutoring hours for target populations. Include embedded tutoring for equity populations in selected courses. Establish a marketing campaign to increase visibility of tutoring services. Initiate tutoring club targeted on culturally relevant literature and authors.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------------|----------------------|------------------------|
| C.2 | Fall 2015-Ongoing | | SSSP, BSI, Categorical |

Link to Goal

Students who complete required tutoring sessions/workshops succeed at a higher rate in their English, ESL, and math courses than those who do not.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

C.3

Increase completion and success of basic skills courses in English

| | | | | | |
|--|---|---|---|---|----------------------------------|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|-----|------------------|------------------------|
| C.3 | African American | 1007 |

| | | |
|-----|----------------------------|------|
| C.3 | American Indian | 31 |
| C.3 | Hispanic | 7921 |
| C.3 | Students with Disabilities | 758 |

Activity Implementation Plan

Form inquiry group to evaluate Basic Skills English Curriculum (review and collect data, identify best practices) and map accelerated pathways and bridge program to increase pathway completion. **(Spring 2015) (Responsibility:** English Chair, English Faculty, Foundational Skills Chair, Dean Academic Affairs, Dev. Com. Chair, ASU President

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|------------------------|
| C.3 | Spring 2015-Ongoing | | SSSP, BSI, Categorical |

Link to Goal

The Faculty Inquiry Group will make a recommendation for the Basic Skill English curriculum to map accelerated pathways and bridge programs to increase pathway completion.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

C.4

Identify clear pathways for ESL Students based on student goals (basic communication, degree/transfer, unknown) and best practices for ESL students.

| | | | | | |
|--|---|---|---|---|----------------------------------|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|-----|----------------------|------------------------|
| C.4 | Basic Skills Writing | 201 |
| C.4 | Basic Skills Reading | 1209 |
| C.4 | Basic Skills Math | 1999 |

Activity Implementation Plan

Form inquiry group to better understand and address ESL needs (collect data, identify best practices, review alignment and pathways), Continuing Education ESL courses, Learning Skills, Credit ESSL, Adult Education, and Credit ESL Basic Skills Courses and make recommendations for pathways. **(Spring 2015) Responsibility:** ESL faculty and English Department Chair; Communications faculty and Chair; Continuing Education Faculty Chair; Dev. Com Chair; ASU President

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|------------------------|
| C.4 | Spring 2015-Ongoing | | SSSP, BSI, Categorical |

Link to Goal

The Faculty Inquiry Group will make a recommendation for ESL pathways to address ESL student needs.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

C.5
Increase completion and success of required math courses for SSD students with math disabilities.

| | | | | | |
|--|---|--|---|---|----------------------------------|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|-----|----------------------------|------------------------|
| C.5 | Students with Disabilities | 40 |

Activity Implementation Plan

Provide specialized and individualized tutoring to students with the same tutor 2-3 times/week for 60 minutes/session. (**Responsibility:** SSD LD Specialist)

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|------------------------|
| C.5 | Fall 2015-Ongoing | | SSSP, BSI, Categorical |

Link to Goal

Increase in the number of SSD students with Math disabilities who are able to pass their math classes required for degree completion/transfer.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. Ratio of the number of student by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Analysis: The most significant equity gap observed in degree/certificate completion is between ethnic, gender, and economic groups. African Americans (in both degree and certificates), male students (degree), and age groups “50 and above” and “under 20” (degree and certificates) are disproportionately impacted compared to others.

Degree and Certificate Completion: Race/Ethnic Group

Proportionality Index

| Ethnic Group | Fall 2007 New Student | Completion | | Proportionality Index | | Percentage Point Difference | |
|------------------|-----------------------|-------------|--------|-----------------------|--------|-----------------------------|--------|
| | Cohort | Certificate | Degree | Certificate | Degree | Certificate | Degree |
| African American | 5.50% | 2.70% | 4.10% | 0.48 | 0.74 | -2.80% | -1.40% |
| American Indian | 0.20% | 0.00% | 0.30% | 0 | 2.18 | -0.20% | 0.10% |
| Asian | 6.40% | 6.50% | 7.50% | 1.01 | 1.16 | 0.10% | 1.10% |
| Filipino | 4.10% | 4.40% | 4.60% | 1.09 | 1.13 | 0.30% | 0.50% |
| Hispanic | 44.00% | 42.30% | 41.00% | 0.96 | 0.93 | -1.70% | -3.00% |
| Pacific Islander | 0.50% | 0.60% | 0.60% | 1.15 | 1.1 | 0.10% | 0.10% |
| Unknown | 9.60% | 9.50% | 8.60% | 0.99 | 0.9 | -0.10% | -1.00% |
| White | 29.70% | 34.00% | 33.40% | 1.15 | 1.12 | 4.30% | 3.70% |

80% Index

| Race/Ethnicity | Cohort Population | AA | Certificate | Award Rate | | 80% Index | |
|------------------|-------------------|-----|-------------|------------|-------------|-----------|-------------|
| | | | | AA | Certificate | AA | Certificate |
| African American | 356 | 36 | 9 | 0.10 | 0.03 | 0.34 | 0.42 |
| American Indian | 10 | 3 | | 0.30 | 0.00 | 1.00 | 0.00 |
| Asian | 414 | 66 | 22 | 0.16 | 0.05 | 0.53 | 0.88 |
| Filipino | 263 | 41 | 15 | 0.16 | 0.06 | 0.52 | 0.95 |
| Hispanic | 2833 | 362 | 143 | 0.13 | 0.05 | 0.43 | 0.84 |
| Pacific Islander | 33 | 5 | 2 | 0.15 | 0.06 | 0.51 | 1.01 |
| Unknown | 615 | 76 | 32 | 0.12 | 0.05 | 0.41 | 0.86 |
| White | 1910 | 295 | 115 | 0.15 | 0.06 | 0.51 | 1.00 |
| Grand Total | 6434 | 884 | 338 | 0.14 | 0.05 | | |

Los Angeles Community Colleges
Degree and Certificate Completion: Age Group
Proportionality Index

Los Angeles Valley

| Age Group | New Student | Completion | | Proportionality Index | | Percentage Point Difference | |
|-----------|-------------|-------------|--------|-----------------------|--------|-----------------------------|--------|
| | | Certificate | Degree | Certificate | Degree | Certificate | Degree |
| Under 20 | 73.60% | 71.60% | 67.40% | 0.97 | 0.92 | -2.00% | -6.20% |
| 20-24 | 9.70% | 7.40% | 11.40% | 0.77 | 1.18 | -2.30% | 1.70% |
| 25-49 | 14.30% | 19.20% | 18.70% | 1.35 | 1.31 | 4.90% | 4.40% |
| 50 & | 2.50% | 1.80% | 2.50% | 0.71 | 1 | -0.70% | 0.00% |

80% Index

| Age Group | Cohort Population | Award | | Award Rate | | 80% Index | |
|-------------|-------------------|-------|-------------|------------|-------------|-----------|-------------|
| | | AA | Certificate | AA | Certificate | AA | Certificate |
| Under 20 | 4733 | 596 | 242 | 0.13 | 0.05 | 0.70 | 0.72 |
| 20-24 | 622 | 101 | 25 | 0.16 | 0.04 | 0.90 | 0.57 |
| 25-49 | 919 | 165 | 65 | 0.18 | 0.07 | 1.00 | 1.00 |
| 50 & above | 160 | 22 | 6 | 0.14 | 0.04 | 0.77 | 0.53 |
| Grand Total | 6434 | 884 | 338 | 0.14 | 0.05 | | |

Degree and Certificate Completion: Gender
Proportionality Index

| Gender Group | New Student | Completion | | Proportionality Index | | Percentage Point Difference | |
|--------------|-------------|-------------|--------|-----------------------|--------|-----------------------------|--------|
| | | Certificate | Degree | Certificate | Degree | Certificate | Degree |
| Female | 57.00% | 58.30% | 66.20% | 1.02 | 1.16 | 1.30% | 9.20% |
| Male | 43.00% | 41.70% | 33.80% | 0.97 | 0.79 | -1.30% | -9.20% |

80% Index

| GENDER | Cohort Population | Award | | Award Rate | | 80% Index | |
|-------------|-------------------|-------|-------------|------------|-------------|-----------|-------------|
| | | AA | Certificate | AA | Certificate | AA | Certificate |
| F | 3667 | 585 | 197 | 0.16 | 0.05 | 1 | 1 |
| M | 2767 | 299 | 141 | 0.11 | 0.05 | 0.68 | 1 |
| Grand Total | 6434 | 884 | 338 | 0.14 | 0.05 | | |

Degree and Certificate Completion: Disability Status
Proportionality Index

| Status | New Student | Completion | | Proportionality Index | | Percentage Point Difference | |
|-------------|-------------|-------------|--------|-----------------------|--------|-----------------------------|--------|
| | | Certificate | Degree | Certificate | Degree | Certificate | Degree |
| Not Disable | 96% | 96% | 95% | 1 | 0.99 | 0% | -1% |
| Disable | 4% | 4% | 5% | 0.9 | 1.19 | 0% | 1% |
| Grand Total | 100% | 100% | 100% | 1 | 1 | 0% | 0% |

80% Index

| Status | Grand Total | Award | | Award Rate | | 80% Index | |
|-------------|-------------|-------|-------------|------------|-------------|-----------|-------------|
| | | AA | Certificate | AA | Certificate | AA | Certificate |
| Not Disable | 6155 | 839 | 325 | 0.14 | 0.05 | 0.84 | 1 |
| Disable | 276 | 45 | 13 | 0.16 | 0.05 | 1.00 | 1 |
| Grand Total | 6431 | 884 | 338 | 0.14 | 0.05 | | |

Degree and Certificate Completion: Economic Status

Proportionality Index

| Status | New Student | Completion | | Proportionality Index | | Percentage Point Difference | |
|----------------------------|-------------|-------------|--------|-----------------------|--------|-----------------------------|---------|
| | | Certificate | Degree | Certificate | Degree | Certificate | Degree |
| Economically advantaged | 27.00% | 13.90% | 17.00% | 0.51 | 0.63 | -13.10% | -10.00% |
| Economically Disadvantaged | 73.00% | 86.10% | 83.00% | 1.18 | 1.14 | 13.10% | 10.00% |

80% Index

| Status | Grand Total | Award | | Award Rate | | 80% Index | |
|----------------------------|-------------|-------|-------------|------------|-------------|-----------|-------------|
| | | AA | Certificate | AA | Certificate | AA | Certificate |
| Economically advantaged | 1738 | 150 | 47 | 0.09 | 0.03 | 0.55 | 0.44 |
| Economically Disadvantaged | 4696 | 734 | 291 | 0.16 | 0.06 | 1.00 | 1.00 |
| Grand Total | 6434 | 884 | 338 | 0.14 | 0.05 | | |

Foster Youth

Degree and Certificate Completion (Number of unduplicated students from a cohort who are classified as career technical education and who completed an AA or AS degree or a certificate)
Foster youth students have disproportionately lower rate of degree and certificate completion rate when compared to non-foster youth students.

| Group | % completed from a cohort |
|--|---------------------------|
| All foster youth enrolled in academic year 2012-2013, regardless of year they were first-time students, LAVC | 14% |
| All non-foster youth enrolled in academic year 2012-2013, regardless of year they were first-time students, LAVC | 22% |
| 80% Index | 0.64 |

Source: CalPASS, www.calpassplus.org

Veterans

Though veterans have lower award rate than non-veterans, no disproportionate impact is observed using the methodology provided.

| Group | Cohort | Award | % Award from Cohort | 80% Index |
|--------------|---------------|--------------|----------------------------|------------------|
| Others | 748 | 210 | 28% | 1.00 |
| Veterans | 16 | 4 | 25% | 0.89 |
| Grand Total | 765 | 214 | 28% | |

SOURCE: SIS DEC, STUD-ENROLLMENT, based on head count

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

Increase the number of Latino and African American male students who successfully complete Associate Degrees and Certificate programs.

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------|-------------------|-------------------|-----------|
| Male | -9.2% | Close Gap by 5% | 2020 |
| Hispanic | -3% | Close Gap by 3% | 2020 |
| African American | -1.4% | Close Gap by 1.4% | 2020 |
| Foster Youth | N/A | N/A | 2020 |

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

The Counseling Dept. will develop a targeted “milestone” intervention for those Latino and African American male students who are not part of a special program.

| | | | | | |
|---|---|---|---|---|----------------------------------|
| | Outreach | X | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

Target Student Group(s) & # of Each Affected:

| ID | Target Group(s) | # of Students Affected |
|-----|------------------|------------------------|
| D.1 | Male | 7,977 |
| D.1 | Hispanic | 7,921 |
| D.1 | African American | 1007 |
| D.1 | Foster Youth | 400 |

Activity Implementation Plan

Targeted Population: Latino and African American male students

- A. Invite Latino and African American male students during their first semester to learn about SSSP requirements to develop a comprehensive SEP.
- B. Students will be matched with a Counselor or CGCA mentor who will actively reach out to students at designated “milestones”: 15, 30, and 45 units, for example, and will provide personalized guidance throughout the process of selecting an ed. goal and program of study, development of a comp. SEP, successful completion of program requirements, until the student is ready to petition for graduation and/or a certificate completion.
- C. Students will be actively encouraged to participate in campus activities and cultural events, student government, and other types of experiential learning.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|-------------------|
| D.1 | Spring 2016-Ongoing | | SSSP, Categorical |

Link to Goal

The number of Latino and African American students, particularly males, who complete certificates and/or graduate will increase.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

D.2

Develop a support program for African American Students.

| | | | | | |
|--|---|---|---|---|----------------------------------|
| | Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| D.2 | African American | 1,207 |

Activity Implementation Plan

- A. Develop a cohort model that would pair an African American studies class with English and Counseling class.
- B. Provide on-going counseling and mentoring support to ensure that each student has a comprehensive SEP, is provided assistance with the financial aid application and, if applicable, the appeals process, career assessment and internship/work opportunities.
- C. Hire a program coordinator to plan and administer program activities and oversee the budget. Program activities include financial aid assistance, scholarship preparation, coordinate Black Heritage Celebration each February, cultural and university field trips, new student welcome event and end-of-year event. Coordinator would also provide a year-end report that includes retention, persistence, success and completion data. Finally, the program coordinator will collaborate with the Office of Outreach and Recruitment to identify potential students.
- D. Secure a permanent location for the program and activities, with adequate facilities, including a lounge or gathering space for students.
- E. Create a website. Present and promote program to counselors, faculty and staff.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------------|----------------------|-------------------|
| D.2 | Fall 2015-Ongoing | | SSSP, Categorical |

Link to Goal

Increase the number of African American students with comprehensive SEP’s, and who successfully complete degree applicable English and Math courses. Increase the number of African American students who complete certificates and graduate.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

D.3
Create a mentor training program and require mentors from all relevant programs to participate.

| | | | | | |
|---|---|---|---|---|----------------------------------|
| | Outreach | X | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| D.3 | Male | 7,977 |
| D.3 | Hispanic | 7,921 |
| D.3 | African American | 1007 |
| D.3 | Foster Youth | 400 |

Activity Implementation Plan

Spring 2016: Research and explore successful mentor training programs. Make recommendations for proposed LAVC mentor training program to the SSSP Committee for approval. Develop the program, once approved.

Summer 2016: Begin mentor training for all individuals who plan to serve as mentors in Fall 2015.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------|----------------------|-------------------|
| D.3 | Spring 2016-Ongoing | | SSSP, Categorical |

Link to Goal

Working collaboratively across campus, the Student Equity Committee will establish a mentoring program for students. This will include faculty, staff, and student mentors.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in Mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Analysis: Disabled students, Calworks students, American Indians, Pacific Islanders, Filipinos, and students of age 30 and above are disproportionately impacted when it comes to transferring to a four year institution. The higher the student's age, the less likely the student transfer. Modest equity gap observed among American Indians, Filipinos, Hispanics, and students of age group 18 to 29.

Transfer by Demographics

Proportionality Index

| Ethnic Group | Cohort Percentage | Transfer Percentage | Proportionality Index | Percentage Point Difference |
|--------------------------------|-------------------|---------------------|-----------------------|-----------------------------|
| African-American | 4.0% | 4.0% | 1.01 | 0.0% |
| American Indian/Alaskan Native | 0.2% | 0.2% | 0.89 | 0.0% |
| Asian | 7.7% | 9.1% | 1.18 | 1.4% |
| Filipino | 4.1% | 3.5% | 0.85 | -0.6% |
| Hispanic | 41.0% | 38.6% | 0.94 | -2.4% |
| Pacific Islander | 0.5% | 0.3% | 0.77 | -0.1% |
| Unknown | 10.4% | 12.2% | 1.18 | 1.9% |
| White | 32% | 32% | 0.99 | -0.2% |

80% Index

| Ethnic Group | Cohort Student | Transfers | Transfer Rate | 80% Index |
|--------------------------------|----------------|-----------|---------------|-----------|
| Total | 1536 | 573 | 37% | 85% |
| African-American | 61 | 23 | 38% | 86% |
| American Indian/Alaskan Native | 3 | 1 | 33% | 76% |
| Asian | 118 | 52 | 44% | 100% |
| Filipino | 63 | 20 | 32% | 72% |
| Hispanic | 629 | 221 | 35% | 80% |
| Pacific Islander | 7 | 2 | 29% | 65% |
| Unknown | 159 | 70 | 44% | 100% |
| White Non-Hispanic | 496 | 184 | 37% | 84% |

Proportionality Index

| Age Group | Cohort Percentage | Transfer Percentage | Proportionality Index | Percentage Point Difference |
|-------------|-------------------|---------------------|-----------------------|-----------------------------|
| Under 20 | 80% | 87% | 108% | 7% |
| 20-24 | 8% | 6% | 83% | -1% |
| 25-49 | 11% | 7% | 60% | -5% |
| 50 or more | 1% | 0% | 17% | -1% |
| Grand Total | 100% | 100% | 100% | 0% |

80% Index

| Age Group | Cohort Student | Transfers | Transfer Rate | 80% Index |
|-------------|----------------|-----------|---------------|-----------|
| Under 20 | 1230 | 497 | 40.4% | 100.0% |
| 20-24 | 116 | 36 | 31.0% | 76.8% |
| 25-49 | 174 | 39 | 22.4% | 55.5% |
| 50 or more | 16 | 1 | 6.3% | 15.5% |
| Grand Total | 1536 | 573 | 37.3% | 92.3% |

Proportionality Index

| Gender | Cohort Percentage | Transfer Percentage | Proportionality Index | Percentage Point Difference |
|--------|-------------------|---------------------|-----------------------|-----------------------------|
| Female | 58% | 58% | 1.01 | 0.0 |
| Male | 42% | 42% | 0.98 | 0.0 |
| Total | 100% | 100% | 1.00 | 0.0 |

80% Index

| Gender | Cohort Student | Transfers | Transfer Rate | 80% Index |
|--------|----------------|-----------|---------------|-----------|
| Female | 885 | 335 | 37.9% | 1.00 |
| Male | 651 | 238 | 36.6% | 0.97 |
| Total | 1536 | 573 | 37.3% | |

Transfer by CalWORKS, Disability, and EOPS/CARE status**Proportionality Index**

| Disability Status | Cohort Percentage | Transfer Percentage | Proportionality Index | Percentage Point Difference |
|-------------------|-------------------|---------------------|-----------------------|-----------------------------|
| Total | 100% | 100% | 100% | 0% |
| Not Disabled | 96% | 97% | 101% | 1% |
| Disabled | 4% | 3% | 72% | -1% |

| CalWorks Status | Cohort Percentage | Transfer Percentage | Proportionality Index | Percentage Point Difference |
|-----------------|-------------------|---------------------|-----------------------|-----------------------------|
|-----------------|-------------------|---------------------|-----------------------|-----------------------------|

Los Angeles Community Colleges

Los Angeles Valley

| | | | | |
|----------------------------|------|------|------|-----|
| Total | 100% | 100% | 100% | 0% |
| Not a CalWORKs Participant | 97% | 99% | 102% | 2% |
| CalWORKs | 3% | 1% | 41% | -2% |

| EOPS Status | Cohort Percentage | Transfer Percentage | Proportionality Index | Percentage Point Difference |
|-----------------------|-------------------|---------------------|-----------------------|-----------------------------|
| Total | 100% | 100% | 100% | 0 |
| EOPS /Care Students | 14% | 12% | 86% | -2% |
| Not EOPS/CARE Student | 86% | 88% | 102% | 2% |

80% Index

| Disability Status | Cohort | Transfers | Transfer Rate | 80% Index |
|-------------------|--------|-----------|---------------|-----------|
| Total | 1536 | 573 | 37% | |
| Not Disabled | 1480 | 558 | 38% | 1.00 |
| Disabled | 56 | 15 | 27% | 0.71 |

| CalWorks Status | Cohort Student | Transfers | Transfer Rate | 80% Index |
|----------------------------|----------------|-----------|---------------|-----------|
| Total | 1536 | 573 | 37% | |
| Not a CalWORKs Participant | 1490 | 566 | 38% | 1 |
| CalWORKs | 46 | 7 | 15% | 0.4 |

| EOPS Status | Cohort Student | Transfers | Transfer Rate | 80% Index |
|-----------------------|----------------|-----------|---------------|-----------|
| Total | 1536 | 573 | 37% | |
| EOPS /Care Students | 215 | 69 | 32% | 0.84 |
| Not EOPS/CARE Student | 1321 | 504 | 38% | 1 |

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

Increase the number of Latino and African American male students who choose transfer as their goal, become transfer-ready, and successfully transfer to four-year institutions by 5%.

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|-----------------------------|--------------------------|-----------------|------------------|
| 25-49 Age Group | -5% | Close Gap by 3% | 2020 |
| Hispanic | -3% | Close Gap by 3% | 2020 |
| CalWorks /EOPS/CARE | -2% | Close Gap by 2% | 2020 |
| Disabled Students | -1% | Close Gap by 1% | 2020 |

ACTIVITIES: E. TRANSFER

E.1

Increase transfer rates of Latino and African American Students.

| | | | | | |
|---|---|---|---|---|----------------------------------|
| X | Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|-----------|------------------------|-------------------------------|
| E.1 | Hispanic/Latino | 9,457 |
| E.1 | African American/Black | 1,207 |

Activity Implementation Plan

A. Work with First Year Experience cohorts to provide supports including embedded tutoring, counseling, workshops, and specialized programming to celebrate cultural differences.

- B. Increase the recruitment efforts providing outreach to Latino students, particularly males. Coordinate with HS Outreach efforts.
- C. Create an active and robust mentoring component for Latino and African American students.
- D. Engage students in social and community related activities.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|-------------------|
| E.1 | Fall 2015-Ongoing | | SSSP, Categorical |

Link to Goal

1. The number of African American and Latino males who successfully complete transfer requirements and gain acceptance at a four-year university will increase by at least 5% within 3 years.
2. The number of African American and Latino male students who choose transfer as a goal and have a written Comprehensive SEP will increase by 10%.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

E.2

Develop a support program to provide targeted and comprehensive services to Latino and African American students, particularly males.

| | | | | | |
|---|---|---|---|---|----------------------------------|
| X | Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------------|------------------------|
| E.2 | Hispanic/Latino | 9,457 |
| E.2 | African American/Black | 1,207 |

Activity Implementation Plan

- A. Develop learning community or cohort model that would pair a Chicano or African American Studies or Sociology, English and Counseling class.
- B. Establish a budget and hire a program coordinator to plan and administer program activities.
- C. Secure a permanent location with adequate facilities to house the Black Scholars program.
- D. Hire and/or assign a Counselor to work with the Black Scholars students.
- E. Create a website.
- F. Promote Black Scholars to administration, faculty, staff and students

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------|----------------------|-------------------|
| E.2 | Spring 2016-Ongoing | | SSSP, Categorical |

Link to Goal

1. Increase the number of Latino and African American students with comprehensive SEP's.
2. Increase the number of Latino and African American students who graduate and/or transfer.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

E.3

Support and implement the goals and strategies established by the Career/Transfer Center and the campus Team Transfer Committee to increase transfer awareness and create a transfer culture.

| | | | | | |
|---|---|---|---|---|----------------------------------|
| | Outreach | X | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------------|------------------------|
| E.3 | Hispanic/Latino | 9,457 |
| E.3 | African American/Black | 1,207 |
| E.3 | Males | 7,977 |
| E.3 | Veterans | 460 |

Activity Implementation Plan

1. Establish direct collaboration between the Career/Transfer Center and programs which serve under-represented students, both at LAVC as well as at local feeder high schools and universities.
2. Train peer mentors to identify and contact Veterans, African American and Latino students at **designated milestones**: completion of 15, 30 and 45 transferable units. Peer mentors would contact students via email, regular mail, and telephone, in order to inform them about transfer programs, application deadlines, university bus trips, TAG's, TAP, and opportunities to meet with university representatives. Mentors will refer those students who need career counseling and/or do not yet have a comprehensive SEP to schedule counseling appointments.
3. Heavily market the TAP Program, TAG agreements, transfer degrees, bus trips to universities, opportunities to meet with university representatives, as well as other CTC services to this targeted population.
4. Improve collaboration between the CTC, counselors and instructional faculty, whereby the counseling liaison would attend department meetings to discuss course articulation, transfer requirements, encourage faculty to include relevant transfer information on course syllabi and to discuss transfer with their classes.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------|----------------------|-------------------|
| E.3 | Spring 2016-Ongoing | | SSSP, Categorical |

Link to Goal

Increase the number of African American and Latino students, particularly males; as well as the number of Veterans who transfer

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

E.4
Create a mentor training program and require potential mentors from all programs to participate.

| | | |
|---|---|----------------------------------|
| Outreach | Student Equity Coordination/Planning | Instructional Support Activities |
| Student Services or other Categorical Program | Curriculum/Course Development or Adaptation | Direct Student Support |
| Research and Evaluation | Professional Development | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| E.4 | Male | 7,977 |
| E.4 | Hispanic | 7,921 |
| E.4 | African American | 1007 |
| E.4 | Foster Youth | 400 |

Activity Implementation Plan

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------|----------------------|-------------------|
| E.4 | Spring 2016-Ongoing | | SSSP, Categorical |

Link to Goal

Working collaboratively across campus, the Student Equity Committee will establish a mentoring program for students. This will include faculty, staff, and student mentors.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

Other College- Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Indicators/Goals to be affected by the activity

| | | | |
|---|--|---|------------------------------------|
| X | Access | X | Degrees and Certificate Completion |
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

Activity Type(s):

First Year Experience Program to provide structured support for the cohorts of Student Equity Populations

| | | | | | |
|--|---|---|---|---|----------------------------------|
| | Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

Target Student Group(s) & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| F.1 | African American | 1955 |
| F.1 | Hispanic | 24,574 |
| F.1 | Males | 15,558 |

Activity Implementation Plan

1. Convene the Student Equity committee, including new campus partners to discuss formation of First Year Experience (FYE)
2. Create marketing materials to promote FYE and other Student Equity Initiatives
3. Recruit FYE participants (Equity Cohorts) Spring 2016
4. Enroll FYE participants into Summer Bridge Program (Spring 2016 for Summer 2016)
5. Fall 2016-Full implementation of first FYE cohort

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|-------------------|
| F.1 | Fall 2015-Ongoing | | SSSP, Categorical |

Link to Goal

The FYE program is designed to prepare first-generation, low-income, students of color for academic success and help students move through the college matriculation, course selection and degree completion in a supported manner. Whether students are transitioning from high school or just beginning a college education, the rigors of college life can present even the best students with challenges that require major adjustments. Sometimes getting started may seem overwhelming, as there are many decisions to make. Providing this structure to our equity populations will allow the campus to support our students and facilitate the overall goals in our Student Equity Plan. Further, these structured interventions and supports are proven effective methods at neighboring community colleges.

Evaluation

With the support of the Office of Institutional Effectiveness, data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.

- A timeline of / frequency of data collection and review.

Summary Budget

See Attached.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

At Los Angeles Valley College, the Student Equity Plan will be assessed and evaluated using the campus annual plan and program review process which provides a foundation for campus planning and continuous institutional improvement. This evaluation process provides the framework for developing strategic planning connected to student success. The program review components include student achievement data, student and service learning outcomes, and program effectiveness measures.

The Student Equity Plan's activities will be measured by their successful completion and achievement of the expected outcomes. The Student Success Indicator goals will be assessed along with the campus academic or service division responsible. This initiative will be assessed annually, and at the mid-point of the five-year plan, a comprehensive analysis and assessment will be conducted to evaluate the progress toward closing the equity gaps.

Attachments
