Los Angeles Valley College

Student Equity Plan

Your Future Begins Here

Equity is ensuring all students have the opportunity to achieve the same level of success regardless of demographic factors that put some students at a disadvantage.

Los Angeles Valley College is dedicated to achieving parity in access and outcomes among its diverse students by allocating resources to establish equitable policies, practices, and strategies.

LOS ANGELES VALLEY COLLEGE STUDENT EQUITY PLAN

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District: Los Angeles Community College District   **Date Approved by Board of Trustees**: 12/3/2014

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Executive Summary

EXECUTIVE SUMMARY

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

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 and the Student Equity align with the EMP and the Basic Skills Initiative.

LAVC serves over 20,000 students annually. The majority of students come from a 15 mile service area filled with a mix of average and low-income neighborhoods; North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, Sun Valley, Arleta, and North Hills. Most of our students come from neighborhoods that are often economically lower than the average San Fernando Valley on whole and from low API scoring high schools. At LAVC, 40% of our students are first generation college students, and the majority (70%) of students taking the assessment test in English or math place below college level in English and Math assessments.

The Student Profile data collected for Fall 2013 identifies a headcount of 18,397 credit students and 985 noncredit students; 57% female and 43% male (17% Hispanic Males, 3% Black/African American Males). Designated as a Hispanic-serving institution (HIS), the LAVC study body is comprised of a diverse mix of ethnicities that reflect the communities it serves, the majority being of Hispanic descent. Ethnicity data: 39% Hispanic, 31% Caucasian/While, 9% Asian/Pacific Island, 8% Multiple Ethnicities, 7% Unknown; 6% Black/African American and 0% American Indian/Other non-White.

LAVC has multiple special programs and student support services that service under-prepared students and address equity gaps; Puente, EOPS, TRiO, CalWorks, DSPS. However, the populations serviced by these programs represent a small proportion of the needs of the majority of students. To provide more opportunities to students and promote greater access, persistence, and academic goal completion, campus programs and services that focus efforts to target populations are used as models to address equity gaps and will be expanded and supplemented to achieve a greater impact toward student success and equity.

Since the majority of LAVC students are from low socioeconomic status communities, who have been poorly educated in public schools, face economic challenges, and are often the first in their family to attend college, the challenges in meeting the goals outlined in the campus Educational Master Plan, the Student Success and Support Program Plan, and the Student

Equity Plan are many. The Student Equity Plan committee carefully analyzed the data to determine the greatest need. This plan addresses that need in establishing achievable, measurable, and sustainable goals, activities and outcomes.

Faculty, staff, and administrators worked together to develop the Student Equity Plan. Through a series of weekly meetings and retreats, participants met in workgroups to analyze data, develop goals and activities, and initiate priorities. In analyzing the equity data, the workgroups determined that the campus overall rates for access, course completion, ESL and Basic Skills completion and degree/certification and transfer rates needed improvement. The data revealed that there are significant gaps in student achievement with a disproportionately lower participation rate for black and Hispanic students, especially males. Also, the rate of disproportionate impact for foster youth is the highest compared to the student groups analyzed. The Student Equity Plan is specifically focused on these impacted groups: Hispanics, African-Americans, and Foster Youth. The college is prepared to improve access, persistence, and course/degree completion rates for these students.

The LAVC Student Equity Plan workgroup prioritized three specific, measurable goals intended to reach the greatest number of African-American and Latino students with the maximum impact within a short timeframe. These goals are: 1) Institute an Equity and Access Pathway by creating cohorts for incoming students from underrepresented populations; 2) Implement a targeted professional development effort to assist all faculty in implementing high impact practices in the classroom; mentoring strategies; and Cultural competency; and 3) To increase completion and success of basic skills courses in mathematics and English.

The activities/strategies for instituting a dedicated Equity and Access Pathway will commence by developing a college-level culture at the middle 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. Similar to the existing Puente program, African-American and Latino students will be recruited to enroll in culture-specific cohorts that include a math class, an English class with a culture-specific literature component, a Counseling class, and a culture-specific social studies class. These cohorts will continue for another semester. The plan timeline starts the cohorts in Fall 2015 with 40 African-American students and 80 Latino Students and scales to 200 African-American students and 320 Latino students in Year 5. The evaluation method will measure the success of students in these courses vs. the general population from the same age group and ethnicity. Improvements and adjustments can be made each semester. The expected impact 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 success.

The strategies/activities for implementing targeted Professional Development start with developing the best method for training faculty that is focused and reaches all faculty members. Training and reinforcements, forums, and workshops in cultural competency/culturally responsive teaching, mentoring strategies, early alert/intervention

strategies for at-risk students and integrating essential academic skills into courses will be provided to faculty and staff. The timeline starts in year one with a faculty inquiry group, under the auspices of the Senate, with representation from faculty across the Senate clusters to research best practices and methods. Year Two will include planning workshops and implementation of training. The expected outcome is growing numbers of faculty having this knowledge base and expectation to incorporate 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 assess the effectiveness.

The third prioritized goal of the LAVC Student Equity Plan is to accelerate the Basic Skills Math and English Sequence. A Math bridge program is already in place at LAVC. The Student Equity Plan strategy includes extending the Math bridge throughout the year, in which targeted students are given a three-week review of arithmetic and pre-algebra. The timeline beings Summer 2015 and the evaluation method is based on completion of the next math course. Since an English bridge does not currently exist, this strategy starts in Summer 2015 with forming an inquiry group to evaluate Basic Skills English Curriculum and map accelerated pathways and bridge programs to increase pathway completion.

In developing the campus Student Equity Plan, the planning group recognized the comprehensive need for additional research to determine the where and why of equity issues and the best solutions; the necessity of hiring a dedicated Equity Coordinator to supervise the program, collect data, build the cohorts, and plan the professional development; and the importance of creating a college branding campaign that complements the college mission, mirrors the diversity of the community we serve, and emphasizes the campus as a welcoming and nurturing place to learn.

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; and staff and administrators will assist students in completing the matriculation process, in 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, and foster youth will be welcomed into the EOPS program as a safe and nurturing environment.

Los Angeles Valley College – Contact Person – Student Equity Coordinator
Mr. Florentino Manzano, Vice President, Student Services

Campus-Based Research

About the equity analysis

Equity analysis in this document shows whether all segments of our student's population are fairly represented in education outcomes such as access to education services, completion of courses, awards of degrees and certificates, and transfer to four year universities or not. The objective is to identify disproportionately impacted segment of the student population so that we can explore the barriers that adversely affected the group, and improve their share in education outcomes by introducing appropriate policies and practices. The following two measures are used to identify disproportionately impacted segments of our student population:

Proportionality Index: $= \dfrac{percentage\ of\ a\ group\ in\ an\ intial\ cohort}{perecentage\ of\ the\ same\ group\ in\ the\ outcome}$

Interpreting the result:

A ratio of "1" shows the subgroup present in both conditions at the same rate: no adverse effect (disproportionate impact) observed.

A ratio of < "1" shows the subgroup is less prevalent in the outcome group, indicator of adverse effect (disproportionate impact) on the group.

80% Rule Index: $= \dfrac{rate\ from\ the\ population\ for\ a\ given\ group}{rate\ of\ referance\ group\ from\ the\ populatio}$

Interpreting the result:

80% and above result considered to have no adverse effect

< 80% adverse effect on the group

Access, course completion, degree and certificate completion, and transfer are the educational outcomes identified and analyzed for disproportionate impact. Segment of student population disproportionately impacted are shaded gray in the tables.

A. Access

Chancellor's Office Definition: "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. Accordingly, participation rate is measured by comparing the percentage of population group enrolled in the college to the percentage of the same population group living in San Fernando Valley. Using Fall 2013 enrollment and 2012 population data, disproportionate impact analysis shows that Black/African-Americans, Asians, and Hispanics have disproportionately lower participation rate compared to the other groups. Males have lower participation rate than females. Therefore, emphasis should be given to improve the participation rate of males in general; and Black/African-American, Asian, and Hispanic groups in particular.

Access: by Race/Ethnicity

Proportionality Index[1]

Race/Ethnicity	SFV Population[2]		LAVC Enrollment		Proportionality Index
	Count	Cohort Percentage	Count	Enrollment Percentage	
White, Non-Hispanic	3,023,051	29%	5,743	33%	1.15
Black/African-American, Non-Hispanic	813,753	8%	1,010	6%	0.75[3]
American Indian	21,207	0%	36	0%	1.03
Asian & Pacific Islanders	1,413,939	14%	1,599	9%	0.69
Multiple ethnicities	204,797	2%	1,527	9%	4.52
Hispanic	4,934,853	47%	7,250	42%	0.89
	10,411,600	100%	17,165	100%	1.00

80% Index[4]

Race/Ethnicity	Population Count	Fall 2013 Enrollment Count	Enrollment Rate	80% Index (using Multiple Ethnicities as reference group)	80% Index (using Whites as reference group)
White, Non-Hispanic	3,023,051	5,743	0.0019	0.25	1
Black/African-American, Non-Hispanic	813,753	1,010	0.0012	0.17	0.65
American Indian	21,207	36	0.0017	0.23	0.89
Asian & Pacific Islanders	1,413,939	1,599	0.0011	0.15	0.60
Multiple ethnicities	204,797	1,527	0.0075[5]	1.00	3.92
Hispanic	4,934,853	7,250	0.0015	0.20	0.77
Total	10,411,600	17,165			

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[1] Proportionality Index compares the percentage of disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. A ratio of 1.00 indicates that a subgroup is present in both conditions at the same rate, a ratio of less than 1.00 shows that the subgroup is less prevalent in the outcome than the cohort, greater than 1.00 indicates the subgroup is more prevalent in the outcome than the cohort group (CCCCO).

[2] EMSI: http://www.economicmodeling.com/

[3] Gray highlights indicate disproportionately impacted group

[4] 80% Index compares the "percentage of each disaggregated sub-group attaining an outcome to the percentage attained by a reference subgroup". Below 80% Index indicate the subgroup is disproportionately impacted when compared to the reference group (CCCCO)

[5] Multiple Ethnicities exceptionally have higher participation rate which dwarfs the participation rates of others. 80% Index is calculated based on two scenarios: by including and excluding Multiple Ethnicities.

Access by: Gender

Proportionality Index

Sex	SFV Population		LAVC Enrollment		Proportionality Index
	Count	Cohort Percentage	Count	Enrollment Percentage	
Males	5,135,608	49%	7,977	43%	0.88
Females	5,275,991	51%	10,420	57%	1.12
Total	10,411,599	100%	18,397	100%	1.00

80% Index

Sex	Population Count	Fall 2013 Enrollment Count	Enrollment Rate	80% Index
Males	5,135,608	7,977	0.0016	0.79
Females	5,275,991	10,420	0.0020	1.00
Total	10,411,599	18,397		

B. Course Completion

Chancellor's Office Definition: "Ratio of the number of credit courses those students by population group actually complete by the end of the term 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 and Pacific Islanders were disproportionately impacted in course completions. No disproportionate impact observed by gender or age groups. Hence, the focus should be on improving completion rate in general, with particular emphasis on eliminating the adverse effects observed in African Americans and Pacific Islanders.

Course Completion: by Race/Ethnicity

Proportionality Index

Ethnic Group	Cohort Percentage	Completion Percentage	Proportionality Index
African-American	5.69%	4.69%	0.82
American Indian	0.18%	0.19%	1.07
Asian	7.78%	8.56%	1.10
Hispanic	47.68%	44.51%	0.93
Multi-Ethnicity	2.14%	2.02%	0.94
Pacific Islander	0.22%	0.19%	0.84
Unknown	4.49%	4.58%	1.02
White Non-Hispanic	31.81%	35.26%	1.11

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: by Gender

Proportionality Index

Gender	Cohort Percentage6	Completion Percentage	Proportionality Index
Female	56.22%	57.74%	1.03
Male	43.78%	42.26%	0.97

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[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
1 to 17	4%	5%	1.10
18 & 19	22%	21%	0.98
20 to 24	37%	35%	0.94
25 to 29	13%	13%	1.00
30 to 34	7%	8%	1.06
35 to 39	5%	5%	1.09
40 to 49	6%	7%	1.10
50 +	6%	7%	1.15

80% Index

Age Group	Enrollment	Success	Success Rate	80% Index
All	46,147	31,299	0.68	
1 to 17	1,929	1,433	0.74	0.95
18 & 19	9,987	6,619	0.66	0.85
20 to 24	17,052	10,838	0.64	0.82
25 to 29	5,892	3,999	0.68	0.87
30 to 34	3,275	2,361	0.72	0.93
35 to 39	2,160	1,591	0.74	0.95
40 to 49	2,871	2,138	0.74	0.96
50 +	2,981	2,320	0.78	1.00

C.   ESL and Basic Skills Completion[7]

Chancellor's Office Definition: "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 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.

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

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%

80% Index

Ethnic Group	Completed Final Basic Skills Course			Completed Degree-Applicable Course			Proportionality Index		
	ESL	English	Math	ESL	English	Math	ESL	English	Math
African American	1.00%	7.10%	8.60%	1.20%	5.10%	4.80%	1.13	0.71	0.56
American Indian	n/a	0.30%	0.50%	n/a	0.20%	0.50%	n/a	0.6	1.06
Asian	14.70%	6.10%	3.70%	17.90%	7.40%	5.20%	1.21	1.21	1.39
Filipino	0.60%	4.20%	3.80%	1.40%	4.80%	3.80%	2.36	1.14	1.02
Hispanic	23.40%	49.50%	46.80%	18.40%	43.80%	40.30%	0.79	0.88	0.86
Pacific Islander	0.10%	0.40%	0.60%	0.00%	0.50%	0.70%	0	1.21	1.27
Unknown	10.90%	9.00%	9.80%	8.60%	10.50%	11.30%	0.79	1.17	1.14
White	49.30%	23.30%	26.20%	52.40%	27.80%	33.40%	1.06	1.19	1.28

ESL & Basic Skill Completion: by Gender

Proportionality Index

Gender	Completed Final Basic Skills Course			Completed Degree-Applicable Course			Proportionality Index		
	English	Math	ESL	ESL	English	Math	ESL	English	Math
Female	60.00%	60.70%	71.40%	78.70%	63.70%	64.40%	1.1	1.06	1.06
Male	40.00%	39.30%	28.60%	21.30%	36.30%	35.60%	0.75	0.91	0.91

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[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: CCCCO, Data on Demand).

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: by Age Group

Proportionality Index

Age Group	Completed Final Basic Skills Course			Completed Degree-Applicable Course			Proportionality Index		
	ESL	Math	English	ESL	Math	English	ESL	Math	English
Under 20	7.7%	40.6%	51.8%	13.0%	41.6%	59.8%	1.68	1.02	1.15
20-24	15.6%	25.6%	21.5%	26.2%	25.7%	19.3%	1.68	1.00	0.90
25-49	60.6%	30.7%	24.4%	54.2%	30.1%	20.0%	0.89	0.98	0.82
50 or more	16.0%	3.1%	2.3%	6.6%	2.7%	0.9%	0.41	0.86	0.41
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	1.00	1.00	1.00

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	0.39	0.46	0.26	1.00	1.00	1.00
20-24	230	1403	1833	91	503	460	0.40	0.36	0.25	1.00	0.78	0.98
25-49	862	1556	2149	185	510	527	0.21	0.33	0.25	0.54	0.71	0.96
35-54	31	39	51	3	11	13	0.10	0.28	0.25	0.24	0.61	1.00
50 or more	236	148	222	23	24	48	0.10	0.16	0.22	0.25	0.35	0.85
Grand Total	1473	6531	7169	347	2610	1793	0.24	0.40	0.25			

ESL & Basic Skill Completion: by Disability

Proportionality Index

Disability Status	Completed Final Basic Skills Course			Completed Degree-Applicable Course			Proportionality Index		
	ESL	English	Math	ESL	English	Math	ESL	English	Math
Not Disabled	96.50%	95.30%	94.40%	96.50%	96.20%	95.00%	1.00	1.01	1.01
Disabled	3.50%	4.70%	5.60%	3.50%	3.80%	5.00%	0.98	0.81	0.89

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
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: by Economic Group

Proportionality Index

Economic Status	Completed Final Basic Skills Course			Completed Degree-Applicable Course			Proportionality Index		
	ESL	English	Math	ESL	English	Math	ESL	English	Math
Economically advantaged	27.60%	39.70%	38.40%	22.50%	34.90%	34.70%	0.82	0.88	0.91
Economically Disadvantaged	72.40%	39.70%	61.60%	77.50%	65.10%	65.30%	1.07	1.64	1.06

D. Degree and Certificate Completion[8]

Chancellor's Office Definition: "Ratio of the number of students 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), students from economically better families (in both degree and certificates), and age groups "50 and above" and "under 20" (degree and certificates) are disproportionately impacted compared to others.

Degree and Certificate Completion: by Race/Ethnic Group

Proportionality Index

Ethnic Group	Fall 2007 New Student Cohort	Degree Completion	Proportionality Index	Certificate Completion	Proportionality Index
African American	5.5%	4.1%	0.74	2.7%	0.48
American Indian	0.2%	0.3%	2.18	0.0%	0.00
Asian	6.4%	7.5%	1.16	6.5%	1.01
Filipino	4.1%	4.6%	1.13	4.4%	1.09
Hispanic	44.0%	41.0%	0.93	42.3%	0.96
Pacific Islander	0.5%	0.6%	1.10	0.6%	1.15
Unknown	9.6%	8.6%	0.90	9.5%	0.99
White	29.7%	33.4%	1.12	34.0%	1.15

80% Index

Race/Ethnicity	Cohort Population	AA	Certificate	Award Rate AA	Certificate	80% Index 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		

Degree and Certificate Completion: by Age Group
Proportionality Index

Age	New Student Cohort	Degree Completion	Proportionality Index	Certificate Completion	Proportionality Index
Under 20	73.6%	67.4%	0.92	71.6%	0.97
20-24	9.7%	11.4%	1.18	7.4%	0.77
25-49	14.3%	18.7%	1.31	19.2%	1.35
50 or more	2.5%	2.5%	1.00	1.8%	0.71

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[8] 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: CCCCO, Data on Demand).

80% Index

Age Group	Cohort Population	AA	Certificate	Award Rate		80% Index	
				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 or more	160	22	6	0.14	0.04	0.77	0.53
Grand Total	6434	884	338	0.14	0.05		

Degree and Certificate Completion: by Gender

Proportionality Index

Sex	Fall 2007 New Student Cohort	Degree Completion	Proportionality Index	Certificate Completion	Proportionality Index
Female	57.0%	66.2%	1.16	58.3%	1.02
Male	43.0%	33.8%	0.79	41.7%	0.97

80% Index

GENDER	Grand Total	AA	Certificate	Award Rate		80% Index	
				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: by Disability Status

DSPS Status	Grand Total	AA	Certificate	Award Rate		80% Index	
				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		

Proportionality Index

Degree and Certificate Completion: by Economic Status

Proportionality Index

Economic Status	Fall 2007 New Student Cohort	Degree Completion	Proportionality Index	Certificate Completion	Proportionality Index
Economically advantaged	27.0%	17.0%	0.63	13.9%	0.51
Economically Disadvantaged	73.0%	83.0%	1.14	86.1%	1.18

80% Index

ECON_DIS	Grand Total	AA	Certificate	Award Rate		80% Index	
				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		

E. Transfer

Chancellor's Office Definition: "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, Calwork 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
African-American	4.0%	4.0%	1.01
American Indian/Alaskan Native	0.2%	0.2%	0.89
Asian	9.1%	7.7%	1.18
Filipino	3.5%	4.1%	0.85
Hispanic	38.6%	41.0%	0.94
Pacific Islander	0.3%	0.5%	0.77
Unknown	12.2%	10.4%	1.18
White Non-Hispanic	32.1%	32.3%	0.99

80% Index

Ethnic Group	Transfers	Cohort Student	Transfer Rate	80% Index
Total	573	1536	0.37	
African-American	23	61	0.38	0.86
American Indian/Alaskan Native	1	3	0.33	0.76
Asian	52	118	0.44	1.00
Filipino	20	63	0.32	0.72
Hispanic	221	629	0.35	0.80
Pacific Islander	2	7	0.29	0.65
Unknown	70	159	0.44	1.00
White Non-Hispanic	184	496	0.37	0.84

Proportionality Index

Age Group	Cohort Percentage	Transfer Percentage	Proportionality Index
17 or Less	53.6%	44.6%	1.20
18 & 19	33.2%	35.5%	0.93
20 to 24	6.3%	7.6%	0.83
25 to 29	3.0%	3.3%	0.89
30 to 34	0.7%	2.5%	0.27
35 to 39	1.4%	2.1%	0.67
40 to 49	1.7%	3.4%	0.52
50 +	0.2%	1.0%	0.17

80% Index

Age Group	Transfers	Cohort Student	Transfer Rate	80% Index
Total	573	1536	0.37	
17 or Less	307	685	0.45	1
18 & 19	190	545	0.35	0.78
20 to 24	36	116	0.31	0.69
25 to 29	17	51	0.33	0.74
30 to 34	4	39	0.10	0.23
35 to 39	8	32	0.25	0.56
40 to 49	10	52	0.19	0.43
50 +	1	16	0.06	0.14

Proportionality Index

Gender	Cohort Percentage	Transfer Percentage	Proportionality Index
Female	58.5%	57.6%	1.01
Male	41.5%	42.4%	0.98

80% Index

Gender	Transfers	Cohort Student	Transfer Rate	80% Index
Total	573	1536	0.37	
Female	335	885	0.38	1
Male	238	651	0.37	0.97

Transfer by CalWORKS, Disability, and EOPS/CARE status

Proportionality Index

CalWorks Status	Cohort Percentage	Transfer Percentage	Proportionality Index
Not a CalWORKs Participant	98.8%	97.0%	1.02
CalWORKS	1.2%	3.0%	0.41

Disability Status	Cohort Percentage	Transfer Percentage	Proportionality Index
Not Disabled	97.4%	96.4%	1.01
Disabled	2.6%	3.6%	0.72

EOPS/CARE Status	Cohort Percentage	Transfer Percentage	Proportionality Index
EOPS /Care Students	12.0%	14.0%	0.86
Not EOPS/CARE Student	88.0%	86.0%	1.02

80% Index

Disability Status	Transfers	Cohort Student	Transfer Rate	80% Index
Total	573	1536	0.37	
Not Disabled	558	1480	0.38	1
Disabled	15	56	0.27	0.71

CalWorks Status	Transfers	Cohort Student	Transfer Rate	80% Index
Total	573	1536	0.37	
Not a CalWORKs Participant	566	1490	0.38	1
CalWORKs	7	46	0.15	0.40

EOPS Status	Transfers	Cohort Student	Transfer Rate	80% Index
Total	573	1536	0.37	
EOPS /Care Students	69	215	0.32	0.84
Not EOPS/CARE Student	504	1321	0.38	1.00

F. Foster Youth and Veterans

Foster Youth

Access : Since it is hard to get comparable data at local level, statewide data is used for this analysis. According to a study made at State level, Californian foster youths enroll and persist in community colleges at a lower rate than the general population[9]. In fact, the rate of disproportionate impact for Californian foster youth is the highest compared to any of the student groups discussed above. This shows that colleges need to do more to improve access and persistence for foster youth groups.

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

Foster Youth students are disproportionately underrepresented in college or transfer level courses when placed based on their Math and English test results. Most of them are placed in remedial 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%
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
Foster youth who enrolled as first time students in 2012-2013, LAVC	12%	2%
Non-Foster youth who enrolled as first time students in 2012-2013, LAVC	19%	11%
80% Index	0.63	0.18

Source: CalPASS, www.calpassplus.org

Course Completion: The tables below shows how successful were foster youth students in completing courses when compared to the general student population. The figures in the table indicate foster youth students are disproportionately having lower course completion rate when 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%

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[9] Source: *At Greater Risk: California Foster Youth and the Path from High School to College, March 2013*.

80% Index	0.70
Foster youth who enrolled as first time students in 2012-2013, LAVC	41%
Non-Foster youth who enrolled as first time students in 2012-2013, LAVC	67%
80% Index	0.61

Source: CalPASS, www.calpassplus.org

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

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

Group	Success %	Count	80% Index	Grand Total
Non-Veterans	67%	13602	1.00	20246
Veteran	75%	344	1.11	460
Grand Total	67%	13946		20706

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

Awards: Though veterans have lower award rates than non-veterans, no disproportionate impact is observed.

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

SOURCE: SIS DEC, STUD-ENROLLMENT, based on headcount

Goals and Activities

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

GOAL A.

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

ACTIVITY A.1
Create cohorts for incoming students from underrepresented populations.
Targeted population: Latino and African-American students.

A. Start to 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 an Ambassador's mentoring program and invite students in the cohorts to join. (**Fall 2016**) (**Responsibility**: LAVC Outreach and Recruitment staff)

EXPECTED OUTCOME A.1

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.

   Cohort Timeline:
   Year 1: 40 African-American Students – 80 Latino Students
   Year 2: 80 African-American Students – 160 Latino Students
   Year 3: 120 African-American Students – 200 Latino Students
   Year 4: 160 African-American Students – 280 Latino Students
   Year 5: 200 African-American Students – 320 Latino Students

ACTIVITY A.2

Advance college branding with specific advertising and marketing materials to reach targeted populations.
Targeted Populations: All students, especially Latino, African-American, Veterans, DSPS

A. Working collaboratively with the campus Enrollment Management team develop a college brand that uses targeted messages to reach our diverse population. (**Spring 2015**) (**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)

EXPECTED OUTCOME A.2

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.

ACTIVITY A.3

Expand targeted outreach services to feeder high schools.
Targeted Populations: High school Students, African-American and Latino Students

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)

EXPECTED OUTCOME A.3

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

GOALS AND ACTIVITIES

B.   **STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

GOAL B.1
Increase course completion rates among African Americans, Pacific Islanders, Hispanics, and male students.

ACTIVITY 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.

Targeted Population: All students, African-American, Pacific Islander, Hispanic, and male students

   A. Develop a method for training faculty that is focused and reaches all faculty members. Form a Faculty Inquiry Group under the auspices of the Senate with representation from faculty across the Senate clusters. 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. (**Year One** – Spring and Summer 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)

EXPECTED OUTCOME B.1

1. Development of 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.

ACTIVITY 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.

Targeted Population: All students, African-American, Pacific Islander, Hispanic, and male students

A. Analyze additional quantitative data (e.g., equity gaps in course completion rates by course – 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.

Activity B.2. Timeline

Year 1: 1) Office of Institutional Effectiveness (OIE) charged to provide a breakdown of data regarding differences in success, persistence and completions in specific departments, programs, and subjects and preliminary analysis. 2) Information disseminated to departments as part of comprehensive program review. 3) Initial focus groups held. 4) Inquiry group formed to review literature.

Year 2: 1) More in-depth focus groups held.2) Conclude initial quantitative data analysis. 3) Conclude initial literature review. 4) Disseminate information to departments, programs and planning committees.

Year 3: 1) Use data analysis to inform any needed changes to the equity plan. 2) Conduct focus groups to assess impact of equity efforts on campus.

Activity B. 2. Responsibility: Office of Institutional Effectiveness; Department Chairs for review of department equity data during program review.

EXPECTED OUTCOME B.2

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.

ACTIVITY 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.

Targeted Population: All students, African-American, Pacific Islander, Hispanic, and male students

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).

Activity B.3. Timeline

Year 1: 1) Form inquiry groups to investigate curriculum modification options. 2) Conduct focus groups with target populations on essential academic skills and use of academic support services. 3) Develop workshops on essential academic skills and student success for targeted populations.

Year 2: 1) Propose curriculum changes. 2) Develop targeted recruiting for target populations for workshops and academic support services. Add additional tutoring hours to support increased demand. 3) Offer workshops. 4) Send targeted student success emails.

Year 3: 1) Implement curriculum changes. 2) Continue targeted recruiting, emails and workshops. 3) Add additional tutoring hours to support increased demand.

Year 4: 1) Evaluate curriculum changes. 2) Continue targeted recruiting, emails and workshops. 3) Add additional tutoring hours to support increased demand.

Year 5: Continue targeted recruiting, emails and workshops. Add additional tutoring hours to support increased demand.

Activity B. 3. Responsibility: Academic Resource Center Director; Office of Institutional Effectiveness – Focus Groups; Academic Senate – Faculty Inquiry Groups and curriculum changes

EXPECTED OUTCOME B.3

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.

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"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 to the number of those students who complete such a final course"

GOAL C.1

Increase completion and success of basic skills courses in mathematics.
Target Population: African Americans, American Indians, Hispanics, Filipinos, Foster Youth, Veterans

ACTIVITY C.1

A. Math bridge given throughout the year in which targeted students are given a three-week review of arithmetic and pre-algebra. (**Summer 2015**) **Responsibility**: Mathematics Chair, Mathematics Faculty

EXPECTED OUTCOME C.1

1. 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.

GOAL C.2

Increase completion and success of basic skills courses in English, ESL, and Math.
Target Population: African Americans, American Indians, Hispanics, Filipinos, Foster Youth, Veterans, Males, Age Groups 25-54

ACTIVITY C.2

A. Targeted tutoring/workshops and embedded tutoring for students in Basic Skills English, ESL, and Math (**Fall 2015**) **Responsibility:** Math Chair, English/ESL Chair, Academic Resource Director

EXPECTED OUTCOME C.2

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

GOAL C.3

Increase completion and success of basic skills courses in English
Target Population: African Americans, American Indians, Hispanics, Foster Youth, Veterans, Males, Age Groups 25-54

ACTIVITY C.3

A. 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

EXPECTED OUTCOME C.3
1. 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.

GOAL C.4

Identify clear pathways for ESL Students based on student goals (basic communication, degree/transfer, unknown) and best practices for ESL students.
Target Populations: Hispanics, Unknown, Males, Age Groups 25-54

ACTIVITY C.4
A. 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

EXPECTED OUTCOME C.4
1. The Faculty Inquiry Group will make a recommendation for ESL pathways to address ESL student needs.

GOAL C.5

Increase completion and success of required math courses for SSD students with math disabilities.
Target Population: SSD Students with Math Disabilities

ACTIVITY C.5
A. Provide specialized and individualized tutoring to students with the same tutor 2-3 times/week for 60 minutes/session. (**Responsibility:** SSD LD Specialist)

EXPECTED OUTCOME C.5
1. Increase in the number of SSD students with Math disabilities who are able to pass their math classes required for degree completion/transfer.

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*"Ratio of the number of students by population group who receive a degree or certificate to the
number of students in that group with the same informed matriculation goal"*

GOAL D. (Please include the target date in chronological order and identify the responsible person/group for each activity)

Increase the number of Latino and African American male students who successfully complete Associate Degrees and Certificate programs by 10%.

ACTIVITY 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.

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.

ACTIVITY D.1: Timeline: Begin program development in Spring 2015, with full implementation in 2015-2016.
Responsibility: Counseling Chair and Project Coordinator

EXPECTED OUTCOME D.1

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

ACTIVITY D.2

Develop an Umoja program.
Targeted Population: African American Students

A. Develop a learning community or cohort model that would pair an African American studies class with an 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 Umoja 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.

ACTIVITY D.2:
Timeline:
- Determine the amount of FTE to be requested and begin process of requesting additional FTE, as well as, reallocation of existing FTE during 2014-15.
- Hire or reassign faculty member to serve as the Umoja Program Coordinator by Fall 2015.
- Establish Umoja advisory committee by Fall 2015.

- Coordinator, in collaboration with the advisory committee, designs and establishes program: 2015-16.
- Begin recruitment for Umoja: Fall 2015- Spring 2016.
- Program will be fully operational beginning Fall 2016.

ACTIVITY D.2:
Responsibility:
- Dept. Chairs in collaboration with administration – to obtain FTE, grant release time, and hire hourly counseling; determine process for selecting and assigning program coordinator.
- Coordinator and Office of Outreach and Recruitment – will identify and recruit potential students.

EXPECTED OUTCOME D.2
1. Increase the number of African American students with comprehensive SEP's, and who successfully complete degree applicable English and Math courses.
2. Increase the number of African American students who complete certificates and graduate.

ACTIVITY D.3

Create a mentor training program and require mentors from all relevant programs to participate.
Targeted Population: All students who participate in mentoring programs.

Timeline:
- <u>Fall 2014:</u> Hire adjunct faculty member to research and explore successful mentor training programs.
- <u>Spring 2015:</u> Make recommendations for proposed LAVC mentor training program to the SSSP Committee for approval. Develop the program, once approved.
- <u>Summer 2015:</u> Begin mentor training for all individuals who plan to serve as mentors in Fall 2015.

GOALS AND ACTIVITIES

E.   STUDENT SUCCESS INDICATOR FOR 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"

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%.

ACTIVITY E.1

Increase participation in the Puente Program by developing a second cohort.
Targeted Population: Latino Students

A.   Work with Administration and relevant shared governance committees to secure additional FTE for a second Puente English and Counseling course for Fall and Spring semesters.
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 students enrolled in Puente.
D.   Engage students in social and community related activities.
E.   Guarantee scholarships (minimum of $500) to all students who successfully complete the Puente program and who have been accepted as transfer students at a university.

ACTIVITY E.1
Timeline:
- Begin the process during the 2014-15 year with a goal for establishment of a second cohort by Fall 2016**. Responsibility:** Counseling Chair and dean of Academic Affairs

- Begin recruitment during the 2014-15 year, with a goal to increase the number of eligible students to apply for the Puente program for Fall 2016. **Responsibility**: Puente Counselor
- Begin recruitment of potential mentors during 2014-15; provide training during the summer prior to the Fall 2016 classes beginning. **Responsibility**: Puente Counselor
- Begin to develop opportunities for student involvement during 2014-15.
- Begin collaboration with the college Foundation Office to seek funding opportunities for scholarships during 2014-15; continue to fully develop and fund scholarship program during 2015-16; guarantee scholarships for all new Puente students who begin the program in Fall 2016. **Responsibility**: Puente Counselor, Foundation Office

EXPECTED OUTCOME E.1
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%.**

ACTIVITY E.2

Develop an Umoja program to provide targeted and comprehensive services to African American students, particularly males.
Targeted Population: African American Students

A. Develop learning community or cohort model that would pair an African American Studies, 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 Umoja program.
D. Hire and/or assign a Counselor to work with the Umoja students.
E. Create a website.
F. Promote Umoja to administration, faculty, staff and students

ACTIVITY E.2
Timeline

- Determine the amount of FTE to be requested and begin process of requesting additional FTE, as well as, reallocation of existing FTE during 2014-15.
- Hire or reassign existing faculty member to serve as the Umoja Program Coordinator- by Fall 2015.
- Establish Umoja advisory committee by Fall 2015.
- Coordinator, in collaboration with the advisory committee, designs and establishes program: Fall 2015 – Spring 2016.
- Begin recruitment for Umoja: Fall 2015- Spring 2016
- Program will be fully operational in 2016-2017.

ACTIVITY E.2
Responsibility:
- Dept. Chairs, in collaboration with administration – to obtain FTE, grant release time, and hire hourly counseling; Determine process for selecting and assigning program coordinator.
- Coordinator and Office of Outreach and Recruitment – will identify potential students.

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

ACTIVITY 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.
Targeted Population: African American and Latino students; males, Veterans

A. 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.

B. Train peer mentors to identify and contact Veterans, African American and Latino students at **designated benchmarks**: 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.

C. 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.

D. 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.

ACTIVITY E.3
Timeline:
- Pilot during 2014-15
- Program will be fully functioning during 2015-16

Responsibility: Career/Transfer Center Director and Transfer Counselor

EXPECTED OUTCOME E.3

1. Increase the number of African American and Latino students, particularly males; as well as the number of Veterans who transfer
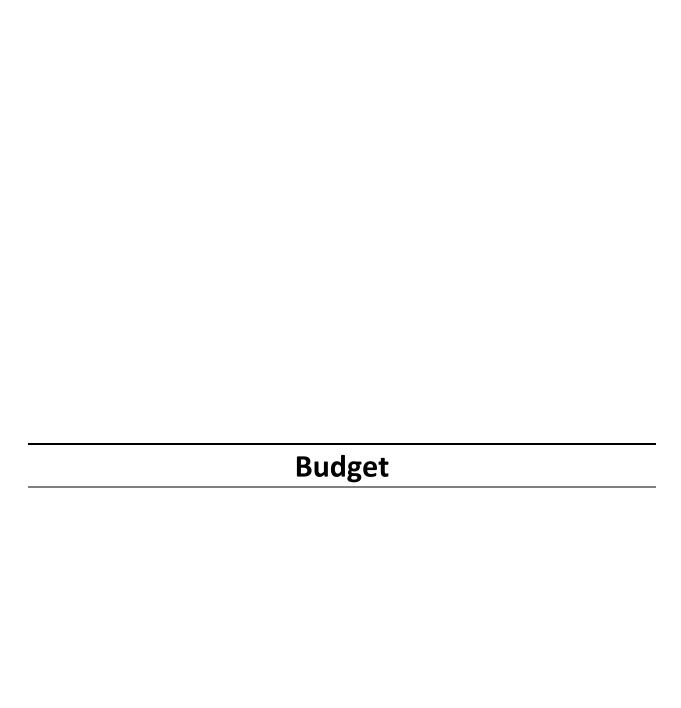
ACTIVITY E.4

Create a mentor training program and require potential mentors from all programs to participate.
Targeted Population: All students participating in a mentoring program.

ACTIVITY E.4
Timeline:
- <u>Fall 2014:</u> Hire an adjunct faculty member to research and explore successful models for mentor training programs;
- <u>Spring 2015:</u> Make recommendations for the proposed LAVC mentor training program to the SSSP Committee for approval. Develop the training program.
- <u>Summer 2015:</u> Begin mentor training for all individuals who will serve as mentors in Fall 2015.

Budget

SOURCES OF FUNDING
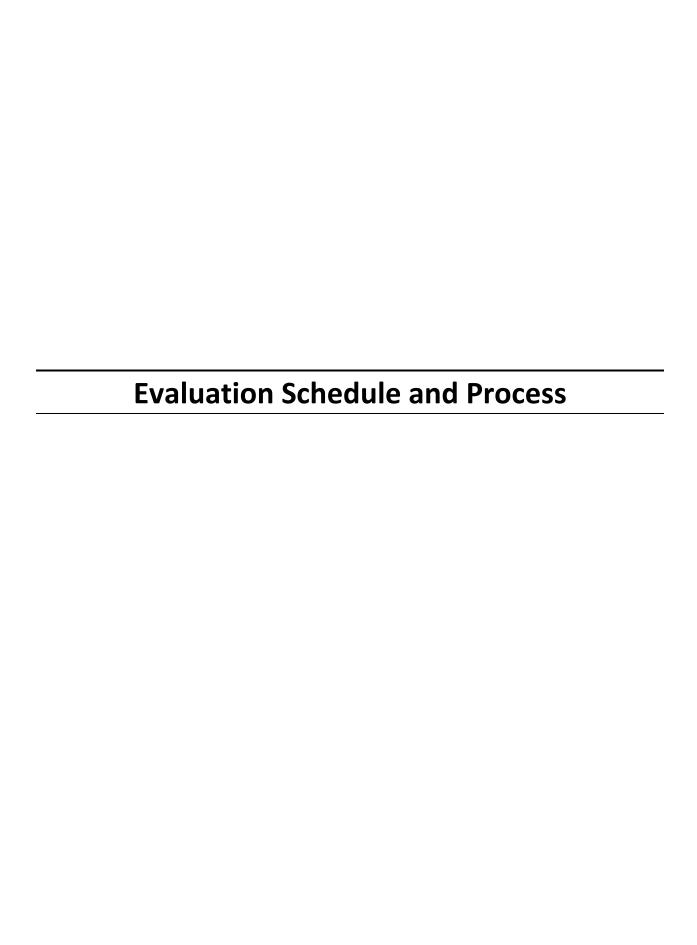
LOS ANGELES VALLEY COLLEGE - STUDENT EQUITY PLAN

2014 - 2015 STUDENT EQUITY BUDGET

	Classification		Total
1000	**Academic Salaries: Position Titles**	**# of FTE Positions**	
	Student Equity Coordinator	1.0	100,000
	ISA-NT Supervision - Tutoring Labs/Resource Ctr.	1.0	96,000
	Counselor - Limited - African-American Cohort	0.5	50,000
	Counselor - Spec. Assign. - CEED - STEM Cohort	0.2	31,500
	Counselor - Hourly - Foster Youth (6hr/wkx42wks)		16,380
	Faculty Spec. Assign. - Communication Coordinator	0.2	2,000
	Faculty Coordinator - Prof. Development - 15hrs.		2,000
	Faculty Stipend (FIG)- 6 NTFaculty/Adj.1.5 hr/wkx10		5,580
		Subtotal	**303,460**
2000	**Classified and Other Nonacademic Salaries: Position Title (s)**	**# of FTE Positions**	
	Instructional Asst. - Tutoring Lab	0.5	27,100
	Foster Youth Coordinator - SFP Spec.	0.5	25,800
	Research Analyst - Reports/Focus Groups	0.5	37,500
	CGCAs - Counseling (1.5) (Milestone-Math Bridge)	1.5	35,400
	CGCA - Outreach (Middle Sch. - Community)	4.0	46,800
	CGCA - Admission (Sub-Relief) Math Bridge	0.5	12,000
	CGCA- Foster Youth 12 hr/wkx42 @17.39		8,765
	Student Tutors - Evening/WE - math/GT/Writing Ctr.		60,077
	Student Tutors - Embedded Tutoring		46,000
	Student Tutors - Foster Youth		2,087
	Tutoring - Veterans		10,000
	Tutoring -SSD/DSPS		10,000
	Student Worker - Counseling/Milestone		10,433
		Subtotal	**331,962**
3000	**Employee Benefits**		
	Faculty Benefits		60,935
	Faculty Hourly Benefits		6,000
	Classified Benefits		38,612
	Unclassified Benefits		11,781
		Subtotal	**117,328**

4000	Supplies and Materials		
	Transporation - Leadership Event		5,000
	Transportation - Outreach Enrollment/STEM Trips		3,200
	Rentals - Campus Diversity/Special Events		15,000
	Hospitality - Diversity/Special Events/Workshops		25,000
	Hospitality - African-Am. and Latino Recognition		5,000
	Printing Brochures - Outreach/FIG/Campus		15,000
	Other Expenses		10,000
		Subtotal	**78,200**

5000	Other Operating Expenses and Services		
	Consultant - PR/Advertising		25,000
	Contract - Web/Graphic Design		15,000
	Contracts - Speakers - Workshops		15,000
	Contracts - African-Am. and Latino Recognition		5,000
	Conference Attendance		25,000
	Direct Services Voucher - Foster Youth		16,000
	Unallocated Expenses		62,780
		Subtotal	**163,780**

TOTAL:			994,730

Evaluation Schedule and Process

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. Initiative will be assessed annually, and at the mid-point of the five-year plan, a comprehensive analysis and assessment will be conducted to evaluation the progress toward closing the equity gaps.

Attachments

Los Angeles Valley College – 2014-15 Student Success and Support Plan

Los Angeles Valley College – 2013-14 Basic Skills Initiative

Los Angeles Valley College Foundational Skills 2014-15 Action Plan
http://www.lavc.edu/fsc/actionplans.html

Los Angeles Valley College – 2014 – 2020 Educational Master Plan
https://www.lavc.edu/research/EMP%20final_05202014.pdf

Los Angeles Community College District – 2012-2017 Strategic Plan
http://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Documents/LACCD-Vision-2017.pdf

Available in Alternative Media Formats

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