



**Los Angeles Valley College
Proposal for Institutionalization of
Achieving the Dream (PASS) Initiatives and Principles
November 2014**

In 2011, LAVC joined Achieving the Dream (AtD) and made a commitment to instituting our AtD initiatives (locally branded as PASS) in a way that would impact the maximum number of students possible and achieve institutional transformation. In the past four years we have instituted a successful planning process (which was presented at the 2013 DREAM conference), shifted data front and center in decision-making and have embarked on five new initiatives that required a fair amount of change in the way we do things. We count as a great success that we have been able to achieve most of our plans and are starting to do things differently. This shift, along with economic realities, remains a challenge.

Our initial data analysis showed that our developmental and gatekeeper math course success rates are well below where we would like them to be. The longer the sequence, the less likely a student is to successfully complete transfer-level math. The longer a student waits to take the placement test and begin the math sequence, the less likely they are to be successful. A large number of students do not even take the math placement test but instead start the sequence at the lowest level. We also found that a large number of our students are first-generation and students in focus groups reported difficulties navigating the college environment and with having the necessary “student success” skills. A similar sentiment was reported in focus groups with faculty and student services.

Based on this data, the PASS goals were to: 1) Increase percent of new students successfully completing the developmental math sequence. 2) Increase retention and persistence through interventions aimed at teaching “how to be a student”. Together, meeting these goals will help us to increase the number of completers at the college.

The PASS initiatives have already had a positive impact with significant increases in student success based on student participation in the Welcome Fair, Accelerated Math and Tutoring. The initiatives are directly related to the college’s mission and Educational Master Plan and are being integrated into our implementation of the Student Success Act (SB1456).

With the original four-year plan for PASS coming to a close, it is time for the college to take steps to institutionalize the successful PASS initiatives to ensure their continued impact on student success.

PASS INITIATIVES

Initiative	Intent	Outcomes
Welcome Fair	Connection to college and identity as a Valley student (welcome home); more specific resources; information and skills needed for first weeks of school (how to be a student)	Fall 2012 Welcome Fair students (n=228) were more likely to be retained (89% vs. 85%), be successful (71% vs. 59%) and persist to the spring semester (74% vs. 52%) when compared to incoming first-time students (n=4813) who did not attend Welcome Fair. In subsequent semesters for the same cohort the impact of Welcome Fair drops off. The Fall 2013 cohort had a similar bump in first semester success rate (74% vs. 63%) but the numbers drop after that.
START	Enrolled in math, English and Pers Dev 1. Full SEP; success skills (e.g., time management, study skills); campus resources; some career planning.	A pilot of the START program ran in the spring 2013 semester with approximately 140 students. A larger cohort of 444 students was enrolled for the fall 2013 semester and the fall 2014 cohort is approximately 700 students. As the expected outcome is increased completion rates, we are not able to fully judge success yet, but early data shows START students success and persistence rates are generally similar to (or in some cases better than) non-START students.
Clear Pathways	Additional packaging of pathways classes; FTEF distribution; student success checklists	Student success checklists have been established and FTEF analysis has been completed and given to EPC. Pathway creation is in progress.
Accelerated Math	Shortened developmental pathway	<p>For students who started their math sequence in Fall 2012, those who started the sequence in Math 105 and attempted a gatekeeper course, 91% of them require four or more terms to make their first attempt. On the other hand, those who started the sequence in Math 110 and attempted a gatekeeper course, 33% were able to do it within two terms and 94% within three terms.</p> <p>When looking at a cohort of students who began their math sequence in Fall 2012 or Spring 2012, by summer 2014 only 10% of those starting in Math 105 had completed the gatekeeper class (Math 125) compared to 15% of those who began in Math 110.</p>
Tutoring	Integrating student success skills into tutoring; subject-specific tutoring for basic skills math and English; support for accelerated pathways	In every semester for over ten years of data, students who received tutoring in the Writing Center or Math Lab were more likely to be successful and retained. This trend is continued in the most recent semester available (Spring 2014) where students who received tutoring had a higher success rate (61% vs. 51% for Math and 82% vs. 66% for English) and retention rate (84% vs. 78% for Math and 91% vs. 83% for English). In a spring 2013 survey, when essential academic skills were included students found it very helpful (89% Writing Center; 83% Math Lab) and almost all students reported using the learning strategies suggested by the tutors (100% Writing Center; 94% Math Lab).

Below is a description of each of our initiatives, the supporting data for the initiative, how it was implemented, an evaluation of success so far, and an institutional proposal.

Welcome Fair

Initiative Description:

During the welcome fair, the focus will be on preparing students and faculty/staff for the semester. Student activities will include a festival or fair format focused on “finding your way” and connecting to the campus community. Information on academic resources, student services, majors, clubs, etc. will be available. Students will take tours of the campus and visit various offices, such as financial aid and counseling, and actually get assistance on the spot. They will learn how to navigate the college and student success skills.

Supporting Data for Initiative:

A large number of our students are first-generation and students in focus groups reported difficulties navigating the college environment and with having the necessary “student success” skills. A similar sentiment was reported in focus groups with faculty and student services. Research on best practices nationwide includes the effectiveness of a welcome week and required orientation.

Implementation:

Four Welcome Fair events have been held immediately before the start of Fall 2012 (for 254 students), Spring 2013 (for 87 students), Fall 2013 (for 417 students) and Fall 2014 (for 349 students).

Evaluation:

In order to scale up, the format of the Welcome Fair has been adjusted. Based on evaluation of logistical issues and student participation, the fair is now offered in the Fall only.

Data from the events show that it is very highly rated by students in both exit surveys and focus groups. Incoming first-time students who attended the Fall 2012 Welcome Fair were more likely to be retained (89% vs. 85%), be successful (71% vs. 59%) and persist to the spring semester (74% vs. 52%) when compared to incoming first-time students who did not attend Welcome Fair. When we follow students in subsequent semesters, we see that the impact of Welcome Fair drops off.

SUCCESS RATE		Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	Student Group	%	Success	Total	%	Success	Total	%	Success	Total	%	Success	Total
Fall 2012 Cohort	New Students	65%	7361	11275	67%	6418	9556	67%	5702	8488	68%	5116	7525
	Welcome Fair	71%	444	626	68%	367	543	74%	342	460	68%	288	422
	All	66%	7805	11901	67%	6785	10099	68%	6044	8948	68%	5404	7947
		Fall 2013			Spring 2014								
Fall 2013 Cohort	New Students	63%	7638	12179	66%	6371	9622						
	Welcome Fair	74%	799	1079	63%	523	825						
	All	64%	8437	13258	66%	6894	10447						

Data Notes:

Not all Welcome Fair students are coded as first time beginners in DEC SIS.

New Student data excludes Welcome Fair students.

New Students are students coded as 110 to 135 in DEC.

Counts for this table are based on enrollments, which are duplicated.

Headcount for Welcome Fair was 228 (Fall 2012) and 364 (Fall 2013).

Institutionalization:

The Welcome Fair has been included in the SSSP plan as part of the orientation pipeline.

Recommendations:

Given the drop off in impact and the fact that all of the PASS initiatives were mainly focused on intake, the college needs to address the reinforcement of the skills taught at Welcome Fair later in the students' time at Valley College.

Checking in with students at various critical momentum points is an approach that has proved successful at other colleges and should be explored.

The structure of Welcome Fair needs to be reevaluated and made more directive for students (i.e., certain sessions all students will attend).

Accelerated Math

Initiative Description:

Accelerated math will increase the success rates of students in developmental math by shortening the sequence. The initial effort will focus on the offering of a new course (Math 110: Introduction to Algebraic Concepts) that combines the current Math 105 (Arithmetic) and 112 (Pre-Algebra) courses and the paired offering of Math 115 (Elementary Algebra) and 125 (Intermediate Algebra) for an immersion approach. Math department faculty will explore the possibility of a new course that combines Math 115 and Math 125. Math 125 is a gatekeeper course.

Supporting Data for Initiative:

Our developmental and gatekeeper math course success rates are well below where we would like them to be. The longer the sequence, the less likely a student is to successfully complete transfer-level math. In Fall 2006, 29% of students placed in Math 105; of those students only 5% had completed transfer-level math by Spring 2010. Accelerated developmental education is a best practice.

Implementation:

Additional sections of Math 110 and the Math 115/125 combination were scheduled beginning in fall 2012. Effective Winter 2015, Math 105 will no longer be offered.

Evaluation:

For students who started their math sequence in Fall 2012, those who started the sequence in Math 105 and attempted a gatekeeper course, 91% of them require four or more terms to make their first attempt. On the other hand, those who started the sequence in Math 110 and attempted a gatekeeper course, 33% were able to do it within two terms and 94% within three terms.

In spring 2013, of students on the longer Math 105/112 pathway, only 24% were ready to start Math 115 compared to 46% of those on the accelerated (Math 110) path.

When looking at a cohort of students who began their math sequence in Fall 2012 or Spring 2012, by summer 2014 only 10% of those starting in Math 105 had completed the gatekeeper class (Math 125) compared to 15% of those who began in Math 110.

Institutionalization:

The Math Department is continuing to scale up the number of Math 110 sections offered and has archived Math 105 (Effective Fall 2015). In order to complete the conversion, additional FTEF will be needed.

Recommendations:

Additional tutoring support is needed for students on accelerated pathways.

The Math Department should archive Math 112.

The Math Department should continue to implement ways to accelerate/shorten the math pathway. The pathway needs to be clearer and contain limited options.

Raise awareness that Math 105 will no longer be offered effective Winter 2015 (including among counselors, students, and instructors).

Continue to share best practices with instructors who are new to teaching Math 110.

The Math Department has converted three-unit Math 105 classes to the more effective five-unit Math 110. In order to support this change, the Math Department will need an addition 2.0 FTEF in both Fall and Spring semesters. This would allow them to convert all 10 Math 105 sections offered in Fall 2014 to Math 110 sections for Fall 2015. With the additional FTEF, they would also convert five sections of Math 112 to Math 110. They would then be able to offer between 18 and 20 sections of Math 110.

Tutoring

Initiative Description:

Math lab hours and staffing will be increased to provide additional tutoring with special attention paid to recruiting students from developmental math classes. The Writing Center will expand its workshops on central student success skills (e.g., critical thinking, study skills) as well as work with developmental English classes on directed learning activities. These activities would initially target English 21 and then be expanded to include English 28 and English 101 (the gatekeeper course). Increased center hours will be necessary to accommodate these students. Writing Center hours and staffing will be increased. The initial campus focus for tutoring will be on Math and English. All tutors on campus will be trained in how to infuse student success skills into their tutoring.

Supporting Data:

Previous campus data shows that students who use tutoring succeed up to 12% or two grades higher than those who don't. They are retained at up to 5% higher. Participation in tutoring and supplemental instruction is a best practice.

Progress to Date:

For the PASS initiative, tutoring was focused on students in developmental math and English. Students in the math lab received one-on-one tutoring and attended workshops for the first time. The Writing Center increased the number of workshops. Directed learning activities were developed with a few sections of English 21 for one year but due to the limited tutoring budget were unable to be continued or expanded. Tutor training for all tutors on campus on how to infuse essential academic skills into tutoring was first held in February 2013 and has continued every semester.

Evaluation:

In every semester for over ten years of data, students who received tutoring in the Writing Center or Math Lab were more likely to be successful and retained. This trend is continued in the most recent semester available (Spring 2014) where students who received tutoring had a higher success rate (61% vs. 51% for Math and 82% vs. 66% for English) and retention rate (84% vs. 78% for Math and 91% vs. 83% for English).

Success Rate Difference: Math								
	Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor
Success %	50%	63%	50%	57%	51%	62%	51%	61%
Success Count	1994	661	1978	555	2355	517	2287	476
Total Enrollment	4012	1047	3986	970	4583	839	4478	776

Success Rate Difference: English								
	Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor
Success %	72%	83%	69%	83%	69%	87%	66%	82%
Success Count	2716	324	2719	388	3026	330	2697	234
Total Enrollment	3789	391	3928	466	4365	378	4094	284

Retention Rate Difference: Math								
	Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor
Retention%	78%	87%	77%	83%	79%	84%	78%	84%
Retention Count	3120	911	3067	805	3642	706	3481	648
Total Enrollment	4012	1047	3986	970	4583	839	4478	776

Retention Rate Difference: English								
	Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor	No Tutor	Tutor
Retention%	87%	95%	85%	94%	86%	96%	83%	91%
Retention Count	3278	371	3324	439	3749	363	3393	259
Total Enrollment	3789	391	3928	466	4365	378	4094	284

Students who utilized tutoring in Spring 2013 were surveyed and reported that tutoring was very helpful (100% Writing Center; 83% Math Lab). Around half of the students reported that their tutor included essential academic skills in the tutoring session (61% Writing Center; 43% Math Lab). When essential academic skills were included students found it very helpful (89% Writing Center; 83% Math Lab) and almost all students used the learning strategies suggested by the tutors (100% Writing Center; 94% Math Lab). The survey was repeated in Fall 2013 with similar results.

Institutionalization:

The training of tutors to infuse essential academic skills has been institutionalized and is now overseen by the CARTS committee. The continued offering of workshops and tutoring sessions depends on the tutoring budget, an issue which also made the offering of Directed Learning Activities impossible. With an expanded budget these services could be continued and expanded.

Recommendations:

In addition to continually training tutors, faculty involved in tutoring supervision should also participate in the training to reinforce success skills. Sharing these best practices with all instructional faculty should be done through workshops.

The portion of the PASS budget that has been for tutoring and workshops should be moved directly to the budget of the Tutoring Centers.

The baseline funding and staffing for tutoring should be implemented to allow for continuation of tutoring training, tutoring services and workshops and to support additional activities such as Directed Learning Activities. This would also provide needed support to students on accelerated math pathways as noted above.

Clear Pathways

Initiative Description:

The catalog and schedule of classes will be reorganized around the major pathways to a degree to make these paths clearer to students. The process would start with two initial pathways (undecided and social sciences) and then be expanded to others (e.g., STEM, humanities, Business/Econ). Student Services, in particular Counseling, could make use of this in advising students. A review of FTEF allocation to make sure there is sufficient allocation for pathways will be conducted. A student success webpage will also be developed that contains student success checklists for various stages (e.g., before starting college, the first few semesters, preparing to graduate) that include links to all of the relevant campus resources. The webpage will also include links to pages that help students learn student success skills (e.g., time management).

Supporting Data for Initiative:

A large number of our students are first-generation and students in focus groups reported difficulties navigating the college environment. A similar sentiment was reported in focus groups with faculty and student services. Best practices include having students declare an educational goal and major and develop an educational plan before reaching 30 units.

Implementation:

Student success checklists were developed for the LAVC website (<http://www.lavc.edu/success/>). The web designer is working on the pages to make them linked prominently on the LAVC site. Analysis of FTEF allocations showed an under-allocation to certain GE areas (e.g., English, math and speech). Working jointly with the Educational Planning Committee, changes were made in allocations to begin to address the deficiencies. Valley is participating in the District PIP and has formed the workgroup to begin structuring the pathways.

Evaluation:

Student surveys and focus groups on the student success checklists are planned for this year. After the FTEF reallocations and pathway development, the number of completions is expected to increase, but this work is still in progress.

Institutionalization:

The FTEF allocation data and management is an ongoing task of the Educational Planning Committee. The Student Success checklists will be maintained by the new SSSP Dean in Student Services. Once the pathways

are completed and materials developed, they would be maintained and updated in the same way as all curriculum materials.

Recommendations:

As the FTEF analysis is a manual process currently done by the PASS Coordinator, this task needs to be assigned to someone else moving forward.

The Student Success checklists will be maintained by the new SSSP Dean in Student Services.

PASS will have researched best practices, but will not have developed pathways before the end of the year. The Academic Senate in conjunction with the Counseling Department and the Student Success Committee should form a task force to develop and implement pathways.

Global Cohort/START Program

Initiative Description:

Upon completion of the placement test, students will be registered into a math, English and student success course (Personal Development 1) based on their placement results. Spaces in those classes will be reserved for these students. The students will form an incoming cohort, but one that is global in nature focusing on success in a variety of ways.

Supporting Data for Initiative:

The longer a student waits to take the placement test and begin the math sequence, the less likely they are to be successful. A large number of students (56%) do not even take the math placement test but instead start the sequence at the lowest level. Most who do take placement exam take it just in time for the term they are enrolling in. Only 10% of those who take the placement test place in college-level math; the greatest percent place 2 levels below. Best practices include priority enrollment to those who have taken placement test, requiring students to take developmental courses in first term, student success classes, and academic goal setting

Implementation:

A logistical pilot of the START program ran in the spring 2013 semester with approximately 140 students. A larger cohort of 444 students was enrolled for the fall 2013 semester and the fall 2014 cohort is approximately 700 students.

Beginning with the fall 2014 cohort, students were offered the Summer Bridge option, consisting of a three-week session that included Personal Development 1 and Math 100. Math 100 grew out of the Math Department STEM grant and is a workshop math refresher class after which students retake the placement test. Summer Bridge 2014 consisted of 332 students.

Evaluation:

Changes to the intake process were implemented based on the logistical pilot. Low initial success rates in the personal development course were addressed by changing the delivery of the course to a short-term (six week) course and offering the Summer Bridge option. Although we can begin to assess the effectiveness of the initiative, since the main expected outcome is increased completion, it will be some time before we can draw any firm conclusions.

	Data – Fall 2013				
Area	# Contracts	Day One	Census	11/6/13	Passed
Any	684	588	598	553	475
English		542	520	499	389
Math		556	543	513	279
PD		528	496	478	395
All Three		495	463	428	213

Of students who signed contracts, 86% enrolled in at least one of the three courses; 72% enrolled in all three.

Of students enrolled in at least one of the three courses at census, 80% passed at least one of those courses.

Of students enrolled in all three courses at census, 46% passed all three courses.

Math - Success Rates

Math	Attempts	Success	
		START	All
MATH 105	131	38%	45%
MATH 110	39	62%	49%
MATH 112	22	68%	65%
MATH 113	65	38%	42%
MATH 115	124	47%	48%
MATH 120	13	62%	53%
MATH 125	172	63%	61%

Note: 11 students enrolled in two math classes

English - Success Rates

English	Attempts	Success	
		START	All
ENGLISH 021	182	73%	62%
ENGLISH 028	140	74%	63%
ENGLISH 033	99	70%	65%
ENGLISH 098	10	90%	65%
ENGLISH 101	111	74%	75%

Summer Bridge Evaluation:

Survey results show that the Summer Bridge was highly rated by students. 95% would recommend the Summer Bridge to other students and almost all (99%) said they felt their math skills improved. Of the 264 students who retook the placement test at the end of the session, 34.1% increased their placement score by at least one level.

Institutionalization:

The elements of START are necessary – students need to take math and English in order to complete and need the student success skills and educational plan that are part of Personal Development 1. The delivery of the LAVC PASS Institutionalization Proposal – Fall 2014

comprehensive educational plan through Pers Dev 1 is also part of the college's plan for implementation of that requirement of SB1456.

We propose START as the intake program for high school students with the plan to fill a 1000 student cohort with as many high school seniors as possible before shifting to recruitment from new student orientation sessions. This should be how we do business for new student intake. The SSSP and Equity plans contain some of these elements and efforts and resources need to be coordinated.

The program would be coordinated by the new SSSP Dean who is being hired in Student Services. Outreach, Assessment and Admissions are all under this person so those areas would still be involved. This dean would need to coordinate with the scheduling dean in Academic Affairs for saving the needed seats.

Recommendations:

Allocate the resources needed for START, including:

- FTEF for Summer Bridge (6 sections each of Math 100 and PD1 (now called Counseling 1))
- Funds to cover reassessment process (cost of exam and staffing)
- CGCA and Admissions sub and relief for a day or two to handle the moving of the students who reassess higher

The Math Department should validate the Math 100 class for placement (i.e., if a student passes Math 100 they automatically move up a level) so reassessment is not needed.

Investigate scaling up START to impact all new students.

The PD1 sections that were moved from Fall 2014 to Summer 2014 and paid for by the STEM grant should be restored to the Fall 2015 schedule.

INSTITUTIONALIZING AtD/PASS PRINCIPLES

Committed Leadership

Definition from Achieving the Dream:

“Senior college leaders actively support efforts to improve student success, not just to increase enrollments, and are committed to achieving equity in student outcomes across racial, ethnic, and income groups. Administrators, board members, and faculty and staff leaders demonstrate a willingness to make changes in policies, programs, and resource allocation to improve student success.”

A large component in the success of PASS was the participation of and commitment by senior staff at Valley College. All members of Senior Staff sat on the PASS Committee, which reported directly to IEC.

The person who originally committed the District to Achieving the Dream has left and whether the Board and new Chancellor will remain committed to the District's involvement is unclear.

Recommendations:

The District needs to determine whether membership in Achieving the Dream will continue past this year. If it does continue, then Valley College will need to determine how to integrate Achieving the Dream into the many student success efforts taking place on campus.

The structure and integration of all of the student success committees and initiatives on campus should be evaluated for connections and overlap and a proposal made for how to best proceed.

Use of Evidence to Improve Programs and Services

Definition from Achieving the Dream:

“The college establishes processes for using data about student progression and outcomes to identify achievement gaps among student groups, formulates strategies for addressing the gaps identified and improving student success overall, and evaluates the effectiveness of those strategies.”

New state tools (e.g., the data mart and CCCCO Scorecard) are increasing the visibility and usability of data. The District will also be moving to a new Student Information System in the next couple of years that should enhance our data capabilities. The Institutional Effectiveness Office is working on a system to make it possible for faculty and staff to more easily access data on their own.

The campus is increasingly using data as a driver in decision-making and has moved from just having data to including more analysis. PASS provided an initial model in the move to greater use of data, but this has expanded now to other areas of campus. For example, the Program Effectiveness and Planning Committee recently concluded several viability studies that were launched on the basis of a systematic review of several data measures. This change in campus culture has created an additional demand for data.

Recommendations:

Professional development is needed to train faculty and staff members how to interpret and use the data.

Ensure adequate staffing of the Office of Institutional Effectiveness.

Continue to gather qualitative data through the use of focus groups.

Broad Engagement

Definition from Achieving the Dream:

“Faculty, student services staff, and administrators share responsibility for student success, and collaborate on assessing the effectiveness of programs and services and improving them. Other stakeholders with influence on student success (K-12 systems, community groups, employers, etc.) are included in discussions about student performance, desired outcomes, and potential improvement strategies. The college also gains invaluable insight about ways to improve student success from students themselves through surveys, focus groups, and/or advisory councils.”

The work of PASS overlapped with several other campus initiatives, including the new Student Success and Support Programs committee that is overseeing the implementation of SB1456. We saw a reduction in silos

(e.g., between Student Services and Academic Affairs) as workgroups comprised of individuals from different administrative units and different constituency groups came together. While PASS workgroups and the PASS core team involved administrators, faculty, staff and students, we do need to broaden the understanding of our student success efforts to the whole campus. Due to morale issues associated with the budget deficit, it has been a challenge to get everyone involved and have them see themselves in this work.

Presentations have been made to various groups on campus, but many people feel they are on information overload and do not connect to the information.

Recommendations:

Strengthen communication on campus about student success initiatives.

Encourage collaboration from all constituency groups on student success initiatives.

Systemic Institutional Improvement

Definition from Achieving the Dream:

“The college establishes planning processes that rely on data to set goals for student success and then uses the data to measure goal attainment. The college regularly evaluates its academic programs and services to determine how well they promote student success and how they can be improved. Decisions about budget allocations are based on evidence of program effectiveness and are linked to plans to increase student success. Faculty and staff are afforded professional development opportunities that reinforce efforts that help to close achievement gaps and improve overall student success.”

LAVC began the process of evaluating and updating our Educational Master Plan (EMP) last year. PASS research and initiatives have been incorporated into the new EMP. Due to the lack of prioritization in the EMP, though, it is unclear if the continuation of the PASS initiatives is a college priority or will have resources allocated to them.

The college has acknowledged its issues in allocating resources based on evidence of program effectiveness and plans to increase student success. One of the planning agenda items in our recent accreditation self study is to “Ensure that a budget prioritization process is fully developed and followed, then evaluate it, and embark on a campus wide campaign to communicate how budgetary decisions are made.” The need to better link budget and planning was one of the recommendations we received in our 2013 accreditation visit.

Recommendations:

The college needs to determine its identity and priorities and allocate budget accordingly.

Equity

From Achieving the Dream:

“Equity is the 5th principle of the Achieving the Dream Student-Centered Model of Institutional Improvement. Participating institutions commit to eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students’ unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that

institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement.”

PASS has proposed the following as the LAVC definition of equity and articulation of the college’s commitment to equity:

“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.”

The effort has now shifted to a new Equity Workgroup working on the state-required Equity Plan.

Recommendation:

IEC and the Academic Senate should formally adopt the statements on the definition and commitment to equity.

SUMMARY OF RECOMMENDATIONS

Recommendation	Initiative/Category	Person Responsible
Given the drop off in impact and the fact that all of the PASS initiatives were mainly focused on intake, the college needs to address the reinforcement of the skills taught at Welcome Fair later in the students’ time at Valley College.	Welcome Fair	SSSP Dean
The structure of Welcome Fair needs to be reevaluated and made more directive for students (i.e., certain sessions all students will attend).	Welcome Fair	SSSP Dean
Checking in with students at various critical momentum points is an approach that has proved successful at other colleges and should be explored.	Welcome Fair	SSSP Dean
Additional tutoring support is needed for students on accelerated pathways.	Accelerated Math	Academic Resource Center Director
The Math Department should archive Math 112.	Accelerated Math	Math Department
The Math Department should continue to implement ways to accelerate/shorten the math pathway. The pathway needs to be clearer and contain limited options.	Accelerated Math	Math Department
Raise awareness that Math 105 will no longer be offered effective Fall 2015 (including among counselors, students, and instructors).	Accelerated Math	Math Department

Continue to share best practices with instructors who are new to teaching Math 110.	Accelerated Math	Math Department
The Math Department has converted three-unit Math 105 classes to the more effective five-unit Math 110. In order to support this change, the Math Department will need an addition 2.0 FTEF in both Fall and Spring semesters. This would allow them to convert all 10 Math 105 sections offered in Fall 2014 to Math 110 sections for Fall 2015. With the additional FTEF, they would also convert five sections of Math 112 to Math 110. They would then be able to offer between 18 and 20 sections of Math 110. (MOTION)	Accelerated Math	Enrollment Management Committee
In addition to continually training tutors, faculty involved in tutoring supervision should also participate in the training to reinforce success skills. Sharing these best practices with all instructional faculty should be done through workshops.	Tutoring	Academic Resource Center Director
The portion of the PASS budget that has been for tutoring and workshops should be moved directly to the budget of the Tutoring Centers. (MOTION)	Tutoring	Institutional Effectiveness Council, College President
The baseline funding and staffing for tutoring should be implemented to allow for continuation of tutoring training, tutoring services and workshops and to support additional activities such as Directed Learning Activities. This would also provide needed support to students on accelerated math pathways as noted above.	Tutoring	Institutional Effectiveness Council, College President
As the FTEF analysis is a manual process currently done by the PASS Coordinator, this task needs to be assigned to someone else moving forward.	Clear Pathways	Senior Staff
The Student Success checklists will be maintained by the new SSSP Dean in Student Services.	Clear Pathways	SSSP Dean
PASS will have researched best practices, but will not have developed pathways before the end of the year. The Academic Senate in conjunction with the Counseling Department and the Student Success Committee should form a task force to develop and implement pathways.	Clear Pathways	Academic Senate
Allocate the resources needed for START, including: <ul style="list-style-type: none"> • FTEF for Summer Bridge (6 sections each of Math 100 and PD1) • Funds to cover reassessment process (cost of exam 	START	Institutional Effectiveness Council, College President

<p>and staffing) until Math 100 is validated for placement</p> <ul style="list-style-type: none"> • CGCA and Admissions sub and relief for a day or two to handle the moving of the students who reassess higher <p>(MOTION)</p>		
The Math Department should validate the Math 100 class for placement (i.e., if a student passes Math 100 they automatically move up a level) so reassessment is not needed.	START	Math Department
Investigate scaling up START to impact all new students.	START	SSSP Dean
The PD1 sections that were moved from Fall 2014 to Summer 2014 and paid for by the STEM grant should be restored to the Fall 2015 schedule.	START	Enrollment Management Committee
The District needs to determine whether membership in Achieving the Dream will continue past this year. If it does continue, then Valley College will need to determine how to integrate Achieving the Dream into the many student success efforts taking place on campus.	Committed Leadership	Institutional Effectiveness Council, College President
The structure and integration of all of the student success committees and initiatives on campus should be evaluated for connections and overlap and a proposal made for how to best proceed.	Committed Leadership	Institutional Effectiveness Council, College President
Professional development is needed to train faculty and staff members how to interpret and use the data.	Use of Evidence to Improve Programs and Services	Office of Institutional Effectiveness
Ensure adequate staffing of the Office of Institutional Effectiveness.	Use of Evidence to Improve Programs and Services	Office of Institutional Effectiveness, College President
Continue to gather qualitative data through the use of focus groups.	Use of Evidence to Improve Programs and Services	Office of Institutional Effectiveness
Strengthen communication on campus about student success initiatives.	Broad Engagement	Public Information Officer
Encourage collaboration from all constituency groups on student success initiatives.	Broad Engagement	Institutional Effectiveness

		Council; Academic Senate
IEC and the Academic Senate should formally adopt the statements on the definition and commitment to equity. (MOTION)	Equity	Institutional Effectiveness Council; Academic Senate

Motions Submitted to IEC (see separate motion forms):

- 1) Approve the PASS Institutionalization Proposal.
- 2) The Math Department has converted three-unit Math 105 classes to the more effective five-unit Math 110. In order to support this change, the Math Department will need an addition 2.0 FTEF in both Fall and Spring semesters. This would allow them to convert all 10 Math 105 sections offered in Fall 2014 to Math 110 sections for Fall 2015. With the additional FTEF, they would also convert five sections of Math 112 to Math 110. They would then be able to offer between 18 and 20 sections of Math 110.
- 3) The portion of the PASS budget that has been for tutoring and workshops should be moved directly to the budget of the Tutoring Centers.
- 4) Allocate the resources needed for START, including:
 - o FTEF for Summer Bridge (6 sections each of Math 100 and PD1)
 - o Funds to cover reassessment process (cost of exam and staffing) until Math 100 is validated for placement
 - o CGCA and Admissions sub and relief for a day or two to handle the moving of the students who reassess higher
- 5) Formally adopt the statements on the definition and commitment to equity:

“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.”