2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: ~~**December 1, 2017**~~ **(December 15, 2017)**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set , Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

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- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1. Assess your college's previous program efforts:
   a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Facilitate, promote, and increase student success. Students making progress toward reaching their declared educational goal provided on the student education plan.	With increased resources we have added staffing to areas in Counseling, Assessment and Orientations services created access by developing an initial SEP online with counselor's feedback. Have online Orientations in multiple languages and promote in person at our local feeder high schools. We have seen growth in our efforts as detailed data elements of AOC completion. High School Visits 2014- 414 2016- 446 Assessment Complete 2014- 28% 2016- 51% Orientation Complete 2014- 18% 2016- 38%
Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.	Abbreviated SEP forms have been revised for purposes of simplification and clarity. Special sessions for high school students participating in our Senior Days and the new Valley Promise (FYE) program have been incorporated into the schedule during spring and summer on the LAVC campus and the high school campuses. The online First Semester Planning program was updated and improved and now includes counselor feedback to each student who submits an Abbreviated SEP online. LAVC Campus Events/Tours

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	2014- 66 2016- 122 <u>Students Enrolled-Completed SEP</u> 2014- 44% 2016- 63%
Provide orientation, assessment, and counseling, advising, and other education planning services to all first-time students.	Student Services contacts students in person, by email, text and phone with messages to complete OAC. The Office of Outreach and Recruitment facilitates orientation and assessment services at the local high schools and continues to offer sessions through the summer activities. The Counseling Department has been active in making classroom presentations regarding OAC and other counseling services, as well as creating "Mega Week" events to encourage completion of these core services. Need data here
Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units	With the Assistance of the Office of Institutional Research, the Counseling Department reached out to students, who had completed at least 15 degree applicable units but did not yet have a CSEP, to inform them of the importance of having a plan and to encourage them to see a counselor. Response was limited and the Department initiated a pilot which involved a more intrusive and personal approach. Counselors were assigned a caseload of approximately 40 – 50 students to contact and follow up with. Students received personalized emails and phone calls from their assigned counselor with the goal of scheduling an appointment for completion of a CSEP. As a result the number of students who completed their CSEP improved. <u>Comprehensive SEP</u> Fall 2015- 2,543; Spring 2016- 1,569 Fall 2016- 1,923; Spring 2017- 1,298 <u>Other Follow-Up Counseling</u> Fall 2015- 3,343; Spring 2016- 3,260 Fall 2016-4,147; Spring 2017- 4,741
Provide follow-up services, especially to students identified as	The Counseling Department contacted students with undecided on their educational goal and/or major inviting

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at-risk: students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.	them to participate in a series of career exploration workshops. The workshops include career assessments and follow up by counseling interns who help students understand their assessment results and teach them how to conduct career research. Students with more than 100 units received phone calls from counseling interns inviting them to schedule a counseling appointment to review their (CSEP) to ensure they were aware of remaining requirements for their goal. Students on probation are instructed to complete the online probation tutorial and second semester probation need to attend the Academic Success Workshop. Contacts are recorded for all students completing the tutorial. Only a relatively small percentage of students on Probation actually complete the tutorial since it is recommended, but not actually mandatory. After attending the workshop students are asked to meet with a counselor to review or create a CSEP. Those who need assistance choosing a major are referred for career exploration workshops and services. <u>At-Risk Service/Follow-Up</u> Fall 2015- 433; Spring 2016- 423 Fall 2016- 220; Spring 2017- 506
Institute equitable access by creating a First Year Experience program for incoming students from underrepresented populations.	The campus prioritized revamping the overall matriculation and targeted outreach for all students, with an emphasis on the disproportionately impacted students (Black and Latino Males, low-income, Veterans, Students with Disabilities, and Foster Youth). We did so by increasing targeted outreach efforts in our feeder schools to develop and early college going awareness and culture; hiring a first-year experience coordinator; placing students with developmental education needs through a Math/English Summer Bridge; placing all entering Valley Promise students through a 3 Day Extended Orientation “Guiding your Path to Success” (GPS); and placing entering students in a full course load of Math, English, Counseling, Library Science, and Elective. Need data here

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Implement a targeted professional development effort to assist faculty implement high impact practices in the classroom, mentoring strategies, and cultural competency	Under the auspices of the Senate, a Faculty Inquiry Group (FIG) was created. The FIG initiated Fall 2015 and launched the Teaching Men of Color Certificate Program. Throughout the year, 50 enrolled, 16 certified, and 34 were in progress in April. As a result of that momentum, a mentoring course was developed: 17 faculty completed the program, and 10 additional were enrolled through the summer. These efforts will be evaluated and revised with consideration from the new Professional Development coordinator. The expected outcome is a growing number of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success.
Increase completion and success of basic skills courses in Math and English.	Fall 2015, LAVC became a Multiple Measures Assessment Project (MMAP). The existing Math bridge program, which accelerates math placement of entering students, will be expanded to include English Bridge. The English Bridge began Summer 2016 and helped accelerate program completion. The Office of Institutional Effectiveness (OIE) has collected data on the Math Bridge success, demonstrating more than half of the students who complete are placed 1 or 2 levels higher. OIE will include English Bridge in the data collection moving forward. These initiatives have been fully implemented and preliminary data indicate a 9% increase in math placement from Fall 2015-Fall 2016. Similar successes were reported with a 22% increase in placement in English. The complete efforts of MMAP and Summer Bridge will be evaluated annually, with a long-term analysis of success in course completion beyond placement.
Develop clear pathway/recommended classes for students who assess below college level English, ESL, and Math.	The Foundational Skills committee has created a basic skills pathway map providing recommended, complementary non degree-applicable classes for students who place below college level English. This document outlines the timeframe for completing courses and transitioning out of basic skills with the both the traditional and accelerated course offering for English, math, and Statistics.
Increase the number of students who complete the basic skills math sequence by 2%.	With the introduction of MMAP using high school grades, placement into degree applicable math increased from 29% in Fall 2015 to 38% in Fall 2016.

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Increase the number of students who complete the basic skills English sequence by 2%.	With the introduction of MMAP using high school grades, placement into to college level English increased from 36% in Fall 2015 to 58% in Fall 2016. The success rate for students placed at the higher level in Fall 2016 was greater than the success rate in Fall 2015 (77% vs. 74%).
Increase the number of students who complete the basic skills ESL sequence by 2%.	In spring 2017, the credit ESL program was redesigned with the establishment of a new department and offering of new curriculum. Because of this change, it is too early to gauge the impact on completion.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The overall success in meeting in the goals above is attributed to the following:

- Collaboration and teamwork across Academic Affairs, Student and Admin. Services
- The Office of Institutional Effectiveness routinely engages with outside consultants (e.g. Research and Planning Group) to provide the campus with varied perspectives on student success
- Faculty and staff routinely engage in attending conferences and workshops (e.g. 3CSN) and then bring best practices back to campus such as multiple measures using the MMAP model. The campus culture is responsive to data and open to piloting innovative best practices
- Academic Affairs and Student services collaborated on redesigning the matriculation and onboarding process to better support students become acclimated to the campus and college culture.
- Faculty were awarded stipends for curricular development and summer participation in the Integrated Planning Phase.
- The increased tracking of students with the assistance of Student Services in the High schools and with changes to the online orientation has contributed to the increased service of the 3SP goals.

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c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Increase access to and completion of college level English.	Implementation of multiple measures using the MMAP model.	Provide embedded tutoring for basic skills and accelerated English courses Provided resources for English summer bridge	Development and piloting of accelerated curriculum for courses below college level Development of curriculum for English Bridge acceleration program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

As noted above, Los Angeles Valley College's adoption of multiple measures using the MMAP model has led to significant gains in student completion. With a 22% increase in the number of students placed into college level English from Fall 2015 to Fall 2016, and with students succeeding at a rate higher than placement using a standard test (74% vs. 77%), this one strategy has been instrumental in moving the needle. Additionally, the use of an English and Math bridge during the summer to provide students with an opportunity for acceleration has resulted in more students starting the semester taking college level courses.

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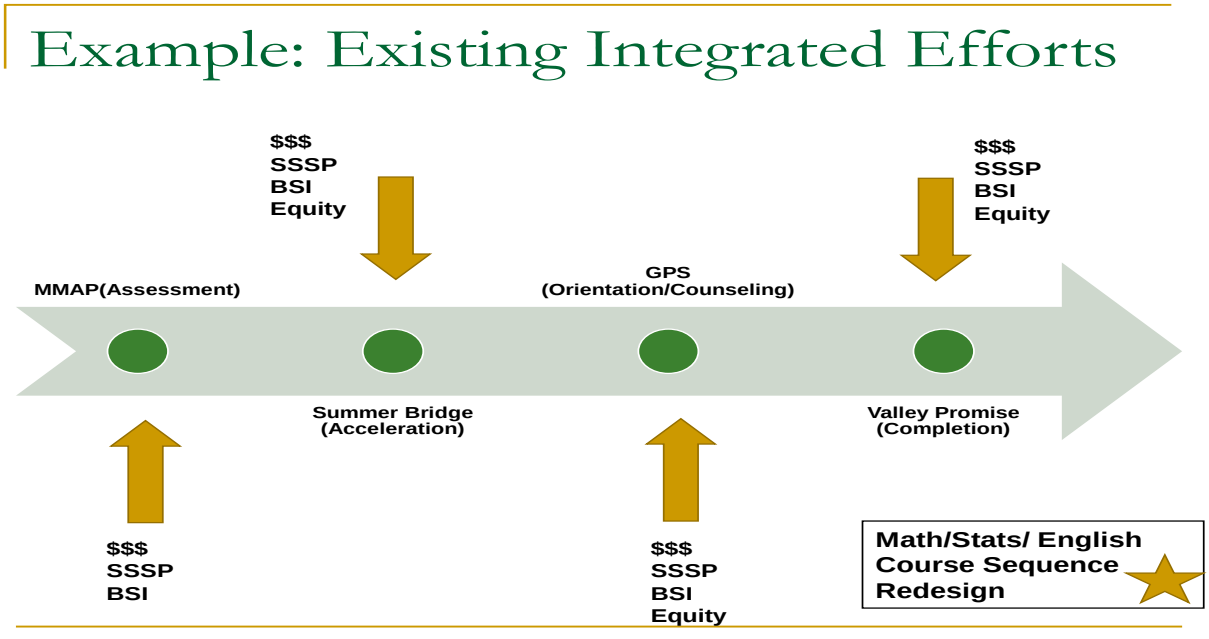

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
    - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
    - Closing achievement gaps for disproportionately impacted groups.
    - Improving success rates in degree attainment, certificate attainment, and transfer.
    - Improved identification of and support for students at-risk for academic or progress probation.
    - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
    - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

    Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

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Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Access, Counseling, & Support Services: *Increase access for the diverse community of students who can benefit from any one of several instructional paths the college offers.*	1. Expand, integrate, and institutionalize Summer Bridge, GPS, FYE, and Science Camp. 2. Hire 2 CGCA's (25/hrs/wk) to provide coaching and mentoring assistance to FYE. 3. Hire 1 FTE career counselor to provide targeted career counseling. 4. Hire financial aid counselor to provide assistance in a 1-stop process.			*X Access* *X Retention* ☐ *Transfer* *X ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:*_____ _____
Equity: *Foster an equitable learning environment that improves outcomes for disproportionately impacted students.*	1. Enhance existing SSD Targeted Tutoring 2. Institutionalize Puente Campus Tours/Mentor Program 3. Develop Student Life Ambassadors 4. Develop Leadership Training for ASU			☐ *Access* *X Retention* ☐ *Transfer* *X ESL/Basic Skills Completion* *X Degree & Certificate Completion* ☐ *Other:*_____ _____
Completion: *Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.*	1. Create equity focused awareness and marketing campaign to promote completion and transfer (include Associate degrees for transfer, banners, flyers, posters, classroom visits, workshops, social media, website, laptops, etc) on and off campus. 2. Promote transfer awareness to equity populations through university trips/visits, transfer fairs, Puente/TAP/Honors Recognition, etc. 3. Embed tutoring into all basic skills math and English courses. 4. Implement an Umoja program to provide activities that focus on creating a sense of community, belonging and academic excellence within the African American student population.			*X Access* *X Retention* *X Transfer* *X ESL/Basic Skills Completion* *X Degree & Certificate Completion* *Other:*_____ _____
Professional Development: *Enhance and integrate campus wide professional learning and development programs for all campus constituents (i.e. faculty, classified/unclassified*	1. Prof. Development Coordinator (Coordination of thematic **series**/or mini classes (e.g. 3CSn and College of the Canyons) rather than scattershot workshops. The series should be calendared out ahead of time for the entire year, so people select a series and plan accordingly; contributor to a 5 year plan for integrating prof dev. activities across campus). 2. Thematic class series of classes (modeled after TIA or 3CSN) covering the following: Culturally Responsive Teaching and Learning; Mindset; Use of Technology; Success in online teaching; Reading Apprenticeship; other topics as informed by			☐ *Access* *X Retention* ☐ *Transfer* *X ESL/Basic Skills Completion* *X Degree & Certificate Completion* *Other:*_____ _____

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staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment.	creating: Classified Staff Innovations Academy (Modeled after TIA) focused on student success, New Hire Orientation Academy, Mentoring Program, Leadership Career Advancement Academy, Tour and information on duties performed in other departments across campus, Online Teaching Training Academy and development of training videos; other topics as informed by evaluation and SLOs. 3. Textbook Affordability/OER. 4. Dedicated funds for professional development conferences, college hour workshops, and train the trainer programs.	
Communication: *Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.*	1. Update the LAVC brand/logo for a consistent look and message. 2. Develop a new LAVC Web site. 3. Create a workgroup to organize and maintain a single point person or team that distributes all pre-planned communication from the college to the student body. 4. Create a workgroup to organize and maintain the communication logistics from college to faculty/staff.	*X Access* *X Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* *Other:_____* *_____*

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

   Through the integrated planning process, Los Angeles Valley College (LAVC) has identified both strengths and challenges with past efforts that will inform our work moving forward. On a macro level, we will enhance integration of matriculation, instruction, and student support services through the creation of a new committee on campus that will combine what were once three separate committees: Student Equity, Basic Skills, and Student Success and Support Services. Instead of these three areas meeting separately, which can lead to duplication of efforts, the new committee structure of Valley Integrated Planning (VIPC) will work toward the systematic integration of goals, objectives, and activities across the three areas. The constituency for the committee includes key positions from Academic Affairs, Student Services, and Administrative Services. The committee is representative of faculty, administrators, classified staff, and

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students. This new committee will report directly to the campus Student Success Committee, a tier-two committee that reports to College's Institutional Effectiveness Committee (i.e. College Council).

To further improve the integration across these areas, we are incorporating our evaluation data from previous efforts, which identified challenges with communication across campuses and particularly within the sharing of work conducted through committees. To address this challenge, we have included the following communication goal as one of the five integrated planning goals:

Communication:
Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.

We have also developed the following objectives to ensure that we are achieving our communication goal:

- Regularly assess the effectiveness of horizontal and vertical communication across the campus, as pertains to issues of significance with direct impacts on student success
- Increase the accessibility of public information by producing key announcements, bulletins, marketing materials etc. in languages most commonly used by the student community and by distributing information via both paper and digital/electronic media when feasible
- Increase awareness and positive attitudes toward the LAVC campus identity (brand) amongst prospective students, current students and alumni

To complement the structural changes to the committee and the emphasis on communication, LAVC is making deliberate changes on a more granular level to address the prioritization process for implementing activities. The steps include the following:

- Using the State's suggested decision tree refine our existing rubric to ensures activities are clearly connected to objectives and goals
- Establish a clear protocol that allows campus constituents to suggest new activities when funding is available and codify the process for the review and approval of new activities

The measures outlined above in conjunction with the evaluation process for the integrated plan detailed in question seven will provide coordination across both student equity-related categorical programs and campus-based programs.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

- Noncredit students receive counseling services to complete Orientations and Student Ed Plans. The Educational Plans give students a pathway which may lead to employment or matriculation to credit classes. Counselors come to classes in order to better serve our students that work and can't come after class. Additionally, counselors have individual student appointments.

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- The ESL credit and noncredit ESL faculty have created a clear curriculum pathway to transition from noncredit to credit. A shared brochure, website links between the two departments, and cross department meetings are planned.
- A resource of ESL books that students can borrow (The ones who can't afford to buy them) thus creating a link within the current pathway making the classes truly accessible to all.
- Outreach to campus departments, CalWORKS, Cooperative Education, Workforce Training, and noncredit, Continuing Education, have recently begun working closer together to leverage resources and complement services to better serve our students. In the future, this work will allow us to better know each other, the services we offer, how to build on our strengths, and create additional pathways to employment and credit classes. Through this combining of resources, there may be short term-certificated job pathways.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional Development is listed as one of the five integrated planning goals (described above), and includes the following objectives:

- Plan, develop, and facilitate targeted professional growth and learning opportunities in order to assist all faculty (part time and full time) in employing high impact practices, mentoring strategies, and cultural competency in the classroom (while focusing on strategies for disproportionately impacted students).
- Utilize SLO and service outcome assessment data and program review to inform professional development activities that will improve the campus climate.
- Enhance professional development opportunities for faculty, staff, administrators, and students to broaden skills for leadership and career advancement.
- In coordination with the Office of Professional Development, help create a structured and centralized Professional Development program to plan, develop, and facilitate professional growth and learning opportunities for all staff (part time and full time) in administrative services, student services, academic affairs, and students by employing high impact practices, mentoring strategies, and cultural competency (while focusing on strategies for disproportionately impacted students).
- Improve coordination between Professional Development and departments/programs to enhance new-hire orientations and develop professional learning in response to evaluation feedback for all employees (part time/full time faculty, classified/unclassified staff, and administrators).

Furthermore, professional development has been included as a priority in the College's quality focus essay for accreditation, and with the ongoing support of a Title 5 Cooperative Grant focused on course redesign, LAVC is committed to ensuring that professional development plays an integral role in achieving our

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student success goals.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

   Progress toward stated goals and specific objectives will be monitored through activity reporting. Data will be collected to log participation and achievement of outcomes. Milestones and key performance indicators will be evaluated annually and the college dashboards will be updated to include these metrics. Each activity must be clearly aligned with an objective and have data to support the plan objectives. Activity owners will be responsible for reporting out progress on activities as part of an annual process and integrate this information in the unit program review. During the first year, the VIPC will establish metrics for each objective and create an alignment with the EMP and other institutional plans.

   Continuation of existing and proposal of new activities will be evaluated based on data supporting objectives. The VIPC will establish a quality rubric to facilitate this process and ensure implementation across the SSSP, Equity and BSI initiatives.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

   LACCD supports coordinated student success and equity efforts through a district umbrella committee. This group meets monthly to share information and plan events to highlight successful practices. Activities include:
   - Leverage face-to-face (e.g. intra-district visits, summits) and online platforms to share resources and successful practices (e.g. plans, technology, data)
   - Align integrated goals with district strategic goals
   - Engage stakeholders across campuses, including leadership from student services, instruction, and administrative services as well as other districts and statewide stakeholders
   - Facilitate relevant, comprehensive, ongoing professional learning that's based on data-driven theoretical frames and that invites experts in relevant areas (e.g. guided pathways, FYEs, meta-majors) to present
   - Collaborate with other districts and statewide stakeholders
   - Increase and strengthen noncredit programs

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

1000	Academic Salaries	$ 20,802	$ 535,848	$ 922,860		$ 86,301		
2000	Classified and Other Nonacademic Salaries	$ 128,005	$ 684,078	$ 811,471		$ 33,531		
3000	Employee Benefits	$ 29,167	$ 336,413	$ 459,697		$ 9,895		
4000	Supplies & Materials		$ 27,283	$ 115,800		$ 849		
5000	Other Operating Expenses and Services	$ 12,630		$ 171,608				
6000	Capital Outlay							
7000	Other Outgo							
	Program Totals	$ 190,604	$ 1,583,622	$ 2,481,436	$ -	$ 130,576	$ -	
					Mismatch		**Mismatch**	
							BSI, SE, & SSSP Budget Total	**$ 4,386,238**

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

EXECUTIVE SUMMARY

Los Angeles Valley College (LAVC) is a comprehensive community college located in the heart 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 nine community colleges in the Los Angeles Community College District (LACCD).

LAVC serves over 18,000 students annually who come from a 15 mile service area including mixed low-high income neighborhoods: North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, Sun Valley, Arleta, and North Hills. Most of our students come from schools with low-average API scores. Additionally, 40% of our students are first generation college students, and the majority (70%) of students taking the Accuplacer Assessment test in English or Math, place below college level.

The Fall 2013 Student Profile Data identifies a headcount of 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 (HSI), the LAVC study body is comprised of a diverse mix of ethnicities that reflect the communities it serves, the majority being of Latino/ Hispanic descent. Ethnicity data: 39% Latino/Hispanic, 31% Caucasian/White, 9% Asian/Pacific Island, 8% Multiple Ethnicities, 7% Unknown; 6% Black/African American and 0% American Indian/Other non-White.

The Los Angeles Valley College Educational Master Plan (EMP) (2014-2020) emphasizes the campus' commitment and efforts in advancing three areas of development: facilitating completion (obtaining a

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certificate, associate degree, or certification for transfer) for students; sustaining institutional effectiveness through increased infrastructure; and ensuring equity for all students in each mode of instructional delivery. These three themes provide the basis for planning at the college and outline the college's priorities and commitment for improvement. The LAVC Student Success and Support Program Plan (SSSP), Basic Skills Initiative (BSI), and the Student Equity Plan (SEP) align with the EMP.

The Valley Integrated Plan Committee (VIPC) carefully analyzed the data to determine the greatest needs for our students. This plan addresses that need in establishing achievable, measurable, and sustainable goals, activities and outcomes.

The Committee prioritized five specific, goals intended to reach the greatest number of Black/African-American and Latino/Hispanic students with the maximum impact. These goals include:

GOAL 1: ACCESS, COUNSELING, and SUPPORT SERVICES
Increase access for the diverse community of students who can benefit from any one of several instructional paths the college offers.
GOAL 2: EQUITY
Foster an equitable learning environment that improves outcomes for disproportionately impacted students.
GOAL 3: COMPLETION
Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.
GOAL 4: PROFESSIONAL DEVELOPMENT
Enhance and integrate campus wide professional learning and development programs for all campus constituents (i.e. faculty, classified/unclassified staff, administrators and students) to foster a shared culture that embraces equitable, learner-centered environment.
GOALS 5: COMMUNICATION
Institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.

The first goal is to **increase access, counseling and support services** to all entering students, with an emphasis on disproportionately impacted students. The activities and strategies for instituting a dedicated First Year Experience are well under way and commenced by hiring a designated coordinator to collaborate with all matriculation units and develop a college-going culture at the feeder schools through outreach to students, counselors, and parents. Outreach continued through high school to establish classroom visits, presentations, and SSSP recruitment activities. After assessment, students are invited to attend Summer Bridge classes in Math and English and *Guiding your Path to Success* (GPS) an extended orientation that filtered into the First Year Experience program-Valley Promise. Thus, we prioritized objectives to target an increase in head count and unit load for disproportionately impacted students; increase the percentage of new students who complete Orientation, Assessment, Counseling, Registration, and Financial Aid; and also increase student participation in counseling and support services by offering these through intentional practices like GPS. The evaluation method will continue to measure the success of students in these courses versus the general population from the same age group and ethnicity. The expected impact is that African-American and Latino students, especially males, will better integrate onto the campus and lead to better outcomes.

The second goal focuses on **fostering an equitable learning environment that improves outcomes for disproportionately impacted students**. The committee prioritized cultivating institutional collaboration to create an environment that is respectful to the needs of diverse populations. These efforts will lead to increase learning resources to support students' sense of belonging and practice successful navigation skills, as well as reduce barriers that prevent inclusion and ensure a campus climate that supports diversity. Overall, the institutional collaborative approval will increase opportunities to advance disproportionately impacted students.

Increase completion by accelerate the Basic Skills Math and English Sequence. Fall 2015, LAVC became a Multiple Measures Assessment Project (MMAP) pilot campus, which will increase accuracy of assessment. The existing Math bridge program, which accelerates math placement of entering students, will be expanded to include English Bridge. The English Bridge begin Summer 2016 and will help accelerate program completion. The Office of Institutional Effectiveness (OIE) has collected data on the Math Bridge success, demonstrating more than half of the students who complete are placed 1 or 2 levels higher. OIE will include English Bridge in the data collection moving forward. These initiatives have been fully launched and will be evaluated once a complete academic calendar has been achieved.

The third goal is set to **improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs**. In effort to improve overall completion, the campus prioritized increasing the number of students who successfully complete basic skill courses in math, English, ESL, ESSL, Development Communication and Noncredit ESL, and transition from basic skills to college level courses; increase career awareness of students who have not declared educational goal/major; promote successful course completion and retention in credit courses where students earn a grade of C or better. We will promote successful course completion and retention in credit courses where students on probation could regain satisfactory academic progress. Overall, the emphasis is to strengthen the pathway from access to and through course completion and thus increase the number of students successfully completing Associate Degree for Transfer (ADT), Associate Degrees and/or Certificates.

The fourth goal relies on **professional development designed to enhance and integrate campus wide professional learning and development programs for all campus constituents** (i.e. faculty, classified/unclassified staff, administrators and students) **to foster a shared culture that embraces equitable, learner-centered environment.** The campus has made significant strides under the previous Student Equity Plan and launched a Faculty Inquiry Group (FIG) under the auspices of the Senate, with representation from faculty across the Senate clusters to research best practices and methods. The FIG initiated Fall 2015 and will continue through the duration of the plan. Under the auspices of the Senate, a Faculty Inquiry Group (FIG) was created. The FIG initiated Fall 2015 and launched the Teaching Men of Color Certificate Program. Throughout the year, 50 enrolled 16 certified, and 34 were in progress for completion in April. As a result of that momentum, a mentoring course was developed: 17 faculty completed the program, and 10 additional were enrolled through the summer. As a result, a mentoring course was developed and 17 faculty completed the program, and 10 additional were enrolled through the summer. These efforts will be evaluated and revised with consideration from the new Professional Development coordinator. The expected outcome is a growing number of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success. The expected outcome is a growing number of incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student

success. Faculty evaluations of the training and the campus SLO (Student Learning Outcome) assessments will assess the effectiveness.

The fifth goal is to improve communication by **institutionalize the role and importance of strategic communication throughout the college to increase awareness, engagement and efficiency for the internal and external community.** The campus prioritized the accessibility of public information by producing key announcements, bulletins, and marketing materials in languages most commonly used by the student community and by distributing information via both paper and digital/electronic media when feasible. Additionally, we will regularly assess the effectiveness of horizontal and vertical communication across the campus, as pertains to issues of significance with direct impacts on student success. And lastly, the campus will increase awareness and positive attitudes toward the LAVC campus identity (brand) amongst prospective students, current students and alumni.

Los Angeles Valley College will invest human and physical resources to increase enrollment and completion rates. 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 and Mosaic 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
Associate Dean of Student Equity
Llanet Martín, PhD

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11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

    Information on best practices for integrating guided pathways with the BSI, SSSP, and Equity will be helpful.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

    Point of Contact:
    Name: Florentino Manzano
    Title: Vice President, Student Services
    Email Address: manzanf@lavc.edu

Phone: 818-947-2691

Alternate Point of Contact:
Name: Karen Daar
Title: Vice President, Academic Affairs
Email Address daarkl@lavc.edu
Phone 818-947-2378

Part III – Approval and Signature Page

College: Los Angeles Valley College District: Los Angeles Community College District

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____

Chancellor/President Date Email Address

_____

Chief Business Officer Date Email Address

_____

Chief Instructional Officer Date Email Address

_____

Chief Student Services Officer Date Email Address

_____

President, Academic Senate Date Email Address

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