# 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.

The Fall 2018 Student Profile Data identifies a headcount of 17,567 credit students and 1,292 noncredit students; 58% female and 42% male. Five percent of the total student headcount identify as Black or African American, and 47% of those are male. Forty-one percent of the total student headcount identify as Latino or Hispanic, and 43% of those are male. 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: 41% Latino/Hispanic, 31% Caucasian/White, 6% Asian/Pacific Island, 13% Multiple Ethnicities, 4% Unknown; 5% Black/African American and 0% American Indian/Other non-White.

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

The Valley Integrated Planning Committee (VIPC) was formed to provide oversight of the 2017-2019 Integrated Plan, comprised of the previous SSSP, BSI, and Equity Plans. It is responsible for the implementation of the six approved goals outlined in the Integrated Plan, and approved at the Institutional Effectiveness Council on November 7, 2017.

This plan addresses the need to establish achievable, measurable, and sustainable goals, activities and outcomes. The Committee prioritized six 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.

**GOAL 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.

**GOAL 6: EVALUATION**

Improve protocols around colleting, reporting, and using data.

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 the matriculation steps necessary to successfully begin their careers at Valley College (Placement, Orientation, Counseling, Summer Activity); 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 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 participation will increase opportunities to advance disproportionately impacted students.

Fall 2015, LAVC became a Multiple Measures Assessment Project (MMAP) pilot campus, which positioned us for a smoother transition into AB 705 legislation, and college level placement for Math and English. The English Bridge began summer 2016 and helped accelerate program completion. The Office of Institutional Effectiveness (OIE) collects data on the Math Bridge success, demonstrating more than half of the students who complete placed one or two levels higher. Data for English Bridge are entered into the Program Review annually. Because of the successes with English Bridge, the campus used the curriculum and created an academic course (English 72) being used to support entering students in college level English. Several campuses in the Los Angeles Community College District adopted English 72 for summer 2019. 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 amount of resources dedicated to supporting students get into and through college level math and English by adding embedded tutoring and scaling up our Statistics pathway for transfer seeking students. We prioritized increased 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. Additionally, LAVC has had success implementing Zero Textbook Cost (ZTC) and Low Cost Textbook course offerings through the adoption of Open Educational Resources (OER). Research shows that OER improve course grades at greater rates for disproportionately impacted students (Colvard, 2018), and further, the use of customized OER allow for learning resources to better reflect diverse student populations. Since 2016, LAVC has offered more than 500 ZTC course sections, and we intend to grow this number. 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. The FIG initiated in Fall 2015 and launched the Teaching Men of Color Certificate Program. Throughout 2015, 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. The expected outcome is a growing number of faculty incorporating cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success. We are institutionalizing headway from the Teaching Innovations Academy (TIA) and launched the Safe Zone Training Spring 2019. Faculty evaluations of the training and the campus SLO (Student Learning Outcomes) assessments will assess the effectiveness of individual and collective efforts. These efforts will be evaluated annually and revised with input from Professional Development coordination staff.

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, with the plan to hire a consultant to address some of the past branding and identity issues.

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

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