



## **2015 Student Equity Plan Summary**

Los Angeles Valley College

December 16, 2015

### **Executive Summary**

#### ***Description of the planning process***

Faculty, staff, students and administrators worked together to develop the Los Angeles Valley College Student Equity Plan. Participants were appointed to specific equity plan workgroups: Access; Course Completion; ESL and Basic Skills Completion; and Degree and Certification Completion/Transfer. Workgroups met separately and as a group to discuss goals, strategies, and data and identify linkages to other campus programs and services, and to gather feedback from campus constituents. This process was essential to establish priorities and to set the direction for approval, implementation, and resource allocation.

#### ***Integration with college planning & resources***

The LAVC Student Equity Plan aligns with the campus Educational Master Plan (EMP), the campus ESL/Basic Skills Initiative and the LACCD Strategic Plan. The LAVC EMP emphasizes the campus' commitment and efforts in advancing three areas of development: facilitating completion for students; sustaining institutional effectiveness through increased infrastructure; and ensuring equity for all students in each mode of instructional delivery. The LAVC ESL/Basic Skills Initiative's goal is to increase the number of students who complete both English and math developmental course sequences. The Strategic Plan for LACCD highlights the values "Access and Opportunity," "Student Learning and Success," and "Equity." The LAVC Student Equity Plan and the LAVC Student Success and Support Program (SSSP) Plan both address the importance of creating pathways and multiple points of contact to reach specific at-risk and underrepresented populations. These linked plans emphasize a multi-pronged approach that starts with outreach and recruitment, the matriculation process with embedded counseling and student support services, and classroom best practices to successfully assist students in meeting their educational goals.

#### ***Three highest priority disproportionate impacts addressed and rationale with targeted groups***

At LAVC, African American and Latino students, especially males, have a disproportionately lower participation rate to access, course completion, basic skills, degree/certificate completion and transfer. Additionally, the rate of disproportionate impact for foster youth is the highest compared to the student groups analyzed. The LAVC Student Equity Plan workgroup prioritized three specific, measurable goals: 1) Institute an Equity and Access Pathway by creating cohorts for incoming students from underrepresented populations; 2) Implement a targeted professional development effort to assist all faculty in implementing high impact practices in the classroom; mentoring strategies; and Cultural competency; and 3) To increase completion and success of basic skills courses in mathematics and English.

#### ***Expected impact on student success, timeframe for improvements, and evaluation plan***

LAVC expects to decrease the equity gaps increase student completions via these efforts. The plan's time frame is 2014 -2020. The planning group recognized the need for additional comprehensive research to determine the where and why of equity issues and the best solutions; the necessity of hiring an Equity Coordinator to supervise the program, collect data, build the cohorts, and plan the professional development; and the importance of creating a college branding campaign that complements the college mission, mirrors



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the diversity of the community we serve, and emphasizes the campus as a welcoming and nurturing place to learn.

#### ***Progress toward reducing disproportionate impacts***

LAVC has initiated several efforts toward reducing disproportionate impact for the identified equity populations. In August 2015, the college hired a Student Equity Coordinator who reconvened the Student Equity Committee and revised the Equity Plan, among initiating the implementation of other components of the plan.

First, the Faculty Inquiry Group was established alongside the Academic Senate. As a result, the initiatives that began include: adoption the Teaching Men of Color Training for the college (Begins January 2016); hosting equity focused luncheon, and is currently in the process of planning for a Faculty Spring Flex Day and Faculty Equity Summit in February.

Second, alongside the BSI and SSP initiatives, the college formally became a Multiple Measures Assessment Pilot (MMAP) College, in order to address the issue with high levels of students placed in developmental education courses.

Third, the coordinator worked with Academic Affairs, the Math and English Department to expand the summer bridge program to include English and occur regularly through the year. The Math Bridge has demonstrated much success including a 50 percent increase in students placing 1 or 2 levels above original placement.

Forth, additional counseling support was established in order to work with Foster Youth and student interested in pursuing STEM majors. A formal partnership was established with the California State University, Northridge to mentor STEM students.

Fifth, the coordinator is actively working with the Dean of SSSP in order to solidify a First Year Experience Program (FYE) targeting the equity populations. Within this structure, two support communities have been formed including *The Village*—Campus support for African American Students and *Mi Comunidad*—Campus support for Latino Students.

Lastly, *-Mi Comunidad* and *The Village* were established as campus wide support efforts that offer cultural celebrations, 4-year university college tours, and mentoring for African American, Latino, and male students.



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

**I. Access**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress toward Reducing Disproportionate Impact</b>
<b>Blacks, Asians, and Hispanics.</b> <b>Males have a lower participation rate than females.</b>	Institute Equity and Access Pathway by creating Latino and African-American cohorts for incoming students.	Institute Equity and Access Pathway by creating Latino and African-American cohorts for incoming students.	Increased access by increasing enrollment in proportion at the 80% index.	-Established First Year Experience Pathways and enrolled first cohort - Established English Bridge Program -Established <i>The Village</i> and <i>Mi Comunidad</i>
		Advance college branding with specific advertising and marketing materials to reach targeted populations (African American, Latinos, Foster Youth, Veterans and DSPS).		-Secured contracts CBS Mall Media and Univision for targeted marketing for equity groups
		Expand targeted outreach services to feeder high schools.		-Collaborating with SSSP efforts to increase activities and course offerings at feeder high schools
<b>Foster Youth</b>	According to a study made at State level, Californian foster youth enroll and persist in community colleges at a lower rate than the general population. The rate of disproportionate	Under the umbrella of EOPS and the Guardian Scholar’s model, recruit foster youth at selected high schools, continuation schools, and community agencies.	Increase access and enrollment of foster youth at LAVC.	-Hired designated counselor to support Foster Youth complete Student Educational Plans
		Identify and coordinate with		-Coordinate with LAUSD



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress toward Reducing Disproportionate Impact</b>
	impact for Californian foster youth is the highest compared to any of the student groups analyzed.	LAUSD foster youth liaisons to contact foster youth. Assist foster youth in completing the enrollment process, financial aid application, online orientation and individual orientations for the Chafee grant, workstudy opportunities, and campus resources.		and community Liaisons to identify and support foster youth at LAVC. -Guardian Scholars Coordinator and CSUN interns maintain a casework methods to support each foster youth with various needs including financial aid, book vouchers, research opportunities and connect to on and off campus resources

**II. Course Completion**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress toward Reducing Disproportionate Impact</b>
<b>All students, especially African American and Pacific Islanders</b>	LAVC's course completion rate for the Fall 2013 semester was 67.82% for all students (CCCCO, Data Mart). Within this low completion rate, African Americans and Pacific Islanders are disproportionately impacted in course completions.	Implement a targeted professional development effort to assist all faculty in employing high impact practices; mentoring strategies; and Cultural competency in the classroom.	Increased course completion rates across the board without creating a disproportionate impact for any group.	-Established a Faculty Inquiry Group (Fall 2015) and a Professional Development Inquiry Group (Fall 2015) in order to create and streamline professional development opportunities for faculty and across campus units



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<b>Foster Youth</b>	Foster youth students disproportionately have lower course completion rates when compared to non-foster youth students.	Provide progress monitoring each semester. Provide a textbook voucher or other direct service voucher for foster youth. Under the umbrella of EOPS, for foster youth that are EOPS eligible, provide tutoring services. For foster youth that are not eligible for EOPS, refer students to campus tutoring resources.	Improve course completion among foster youth.	-Foster Youth Counselor, Coordinator, and CSUN interns host monthly “Meet-Ups” to establish rapport, monitor academic progress, guide through psychological development, connect with campus resources and tutoring, and offer to additional supports on a case-by-case basis

**III. ESL and Basic Skills Completion**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>	<b>Progress toward Reducing Disproportionate Impact</b>
<b>All Students With an emphasis African Americans, American Indians, Hispanics; Males; Filipinos; Age Groups 25-54</b>	Rates of all students who complete a degree applicable course after they complete their basic skill /ESL courses are low. Within this low rate, noticeable equity gap exists between the different segments of the	Increase completion and success of basic skills courses in mathematics.	Reach the proportionality index.  Students to take a transferable math course after one semester.	-Students who complete Math Bridge are placed 1-2 levels above original placement -Summer math bridge program expanded to include English (Summer 2016)



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
	student population. African Americans, American Indians, and Hispanics (in English and math); Hispanics and Unknowns; Males (in ESL); Filipinos (in Math); and age groups 25-54 (in ESL and English) are disproportionately impacted compared to the other groups.	Increase completion and success of basic skills courses in English, ESL, and Math.	Students who complete required tutoring sessions/workshops succeed at a higher rate in their English, ESL, and math courses than those who do not.	-Expanded tutoring opportunities with extended hours and embedded tutoring in select courses
		Increase completion and success of basic skills courses in English.		
		Identify clear pathways for ESL Students based on student goals (basic communication, degree/transfer, unknown) and best practices for ESL students.	Recommendation for the Basic Skill English curriculum to map accelerated pathways and bridge programs to increase pathway completion.	-Faculty inquiry group revising the ESL and Basic Skills course sequence
			The Faculty Inquiry Group will make a recommendation for the Basic Skill English curriculum to map accelerated pathways and bridge programs to increase pathway completion.	-Faculty inquiry group revising the ESL and Basic Skills course sequence

**IV. Degree and Certificate Completion**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
<b>African Americans Male students</b>	The most significant equity gap observed in degree/certificate	The Counseling Dept. will develop a targeted “milestone” intervention for	Increase the number of Latino and African American male students who	- <i>Mi Comunidad</i> and <i>The Village</i> were established as campus wide support efforts



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
	completion is between ethnic, gender, and economic groups. African Americans (in both degree and certificates), male students (degree), students from economically better families (in both degree and certificates), and age groups “50 and above” and “under 20” (degree and certificates) are disproportionately impacted compared to others.	<p>Latino and African American male students who are not already part of a special campus program.</p> <p>Develop an Umoja- type program.</p> <p>Create a mentor training program and require mentors from all relevant programs to participate.</p>	<p>successfully complete Associate Degrees and Certificate programs by 10% within 5 years.</p>	<p>that offer cultural celebrations, campus tours for transfer going culture, and mentoring</p> <p><i>-The Village</i>-established support for African American Students</p> <p>-The mentor training program will begin Summer 2016</p>
<b>Foster Youth</b>	Foster youth students have disproportionately lower rate of degree and certificate completion rate when compared to non-foster youth students.	<p>Refer students to community resources, as needed.</p> <p>For transfer, coordinate with foster programs at local universities (campus visits, etc.)</p> <p>Provide monthly workshops/sessions.</p> <p><u>Non-EOPS Foster Youth:</u> Provide hourly counseling to complete comprehensive educational plans for certificate, degree and transfer. Refer to campus</p>		<p>-Foster Youth Counselor, Coordinator, and CSUN interns host monthly “Meet-Ups” to establish rapport, monitor academic progress, guide through psychological development, connect with campus resources and tutoring, and offer to additional supports on a case-by-case basis</p>



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**Disproportionate Impacts, College Analysis, and Plans for Improvement**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
		tutoring services.		

**V. Transfer**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
<b>Hispanics, Disabled students, CalWorks students, American Indians, Pacific Islanders, Filipinos, Student over age 30</b>	Disabled students, CalWorks students, American Indians, Pacific Islanders, Filipinos, and students of age 30 and above are disproportionately impacted when it comes to transferring to a four year institution. The higher the student's age, the less likely the student transfer. Modest equity gap observed among American Indians, Filipinos, Hispanics, and students of age group 18 to 29	Increase participation in the Puente Program by developing a second cohort.	Increase the number of Latino and African American male students who choose transfer as their goal, become transfer-ready, and successfully transfer to four-year institutions by 5%.	<i>-Mi Comunidad and The Village</i> were established as campus wide support efforts that offer cultural celebrations, campus tours for transfer going culture, and mentoring
		Develop an Umoja-type program to provide targeted and comprehensive services to African American students, particularly males.		<i>-The Village</i> -established support for African American Students
		Support and implement the goals and strategies established by the Career/Transfer Center and the campus Team Transfer Committee to increase transfer awareness and create a transfer culture.		-Planning to hire Career/transfer center coordinator Spring 2016 to work with counseling and develop transfer milestones based on best practices
		Create a mentor training		-The mentor training





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Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress toward Reducing Disproportionate Impact
		program and require potential mentors from all programs to participate.		program will begin Summer 2016

**Los Angeles Valley College  
Student Equity Plan**

**December 7, 2015**

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# LOS ANGELES VALLEY COLLEGE STUDENT EQUITY PLAN

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# **Los Angeles Valley College**

## **Student Equity Plan Signature Page**

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

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

[ENDRIJEA@lavc.edu](mailto:ENDRIJEA@lavc.edu)

Dr. Erika Endrijonas

Email

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

[leemc@lavc.edu](mailto:leemc@lavc.edu)

Mr. Mike Lee

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[manzanf@lavc.edu](mailto:manzanf@lavc.edu)

Mr. Florentino Manzano

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[daarkl@lavc.edu](mailto:daarkl@lavc.edu)

Ms. Karen Daar

Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[millerje@lavc.edu](mailto:millerje@lavc.edu)

Mr. Joshua Miller

Email

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

[MaddreCT@lavc.edu](mailto:MaddreCT@lavc.edu)

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Cyndi Maddren

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[ericamartel3@gmail.com](mailto:ericamartel3@gmail.com)

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## Executive Summary

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## EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

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

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

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# Planning Committee and Collaboration

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## PLANNING COMMITTEE AND COLLABORATION

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

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

### Student Equity Plan Committee Membership List

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

# Access

## CAMPUS-BASED RESEARCH: ACCESS

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

**Analysis:** LAVC predominantly serves the population in San Fernando Valley. Forty-nine zip codes around LAVC are identified as primary service areas for this analysis<sup>1</sup>. Access is measured by comparing the percentage of population group enrolled in the college to the percentage of the same population group living in the primary service area. Using Fall 2013 enrollment and 2013 population data, disproportionate impact analysis shows that Hispanics have disproportionately lower participation rate compared to the other ethnic groups. Males have lower participation rate than females. Access was also analyzed based on the top 15 LAVC feeder high school student populations. Accordingly, Hispanics, American Indians, Asians, and Pacific Islanders are identified as disproportionately impacted groups.

### Access: Race/Ethnicity

#### Population Count by Ethnic Group

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

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

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

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

<sup>4</sup> Fall 2013 head count

## Proportionality Index

### Access Based on Top 15 Feeder High School Population

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

## 80% Index<sup>4</sup>

### Access Based on Service Area Population

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

### Access Based on Top 15 Feeder High School Population

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

**Access: Gender**

**Proportionality Index**

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

**80% Index**

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

Limitations of data did not allow us to analyze access to Veterans and Foster Youths as a group. According to a State level study, Californian foster youths enroll and persist in community colleges at a lower rate than the general population<sup>5</sup>. In fact, the rate of disproportionate impact for all the indicators for Californian foster youth is the highest compared to any of the student groups discussed above. This suggests that LAVC needs to do more to improve access, completion, and award degree and transfer rates for foster youth students.

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

Source: CalPASS, [www.calpassplus.org](http://www.calpassplus.org)

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

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

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



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

Source: CalPASS, [www.calpassplus.org](http://www.calpassplus.org)

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

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

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

**ACTIVITIES: A. ACCESS**

**A.1**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**A.2**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**A.3**

**Expand targeted outreach services to feeder high schools.**

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

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

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

**Activity Implementation Plan**

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

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

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

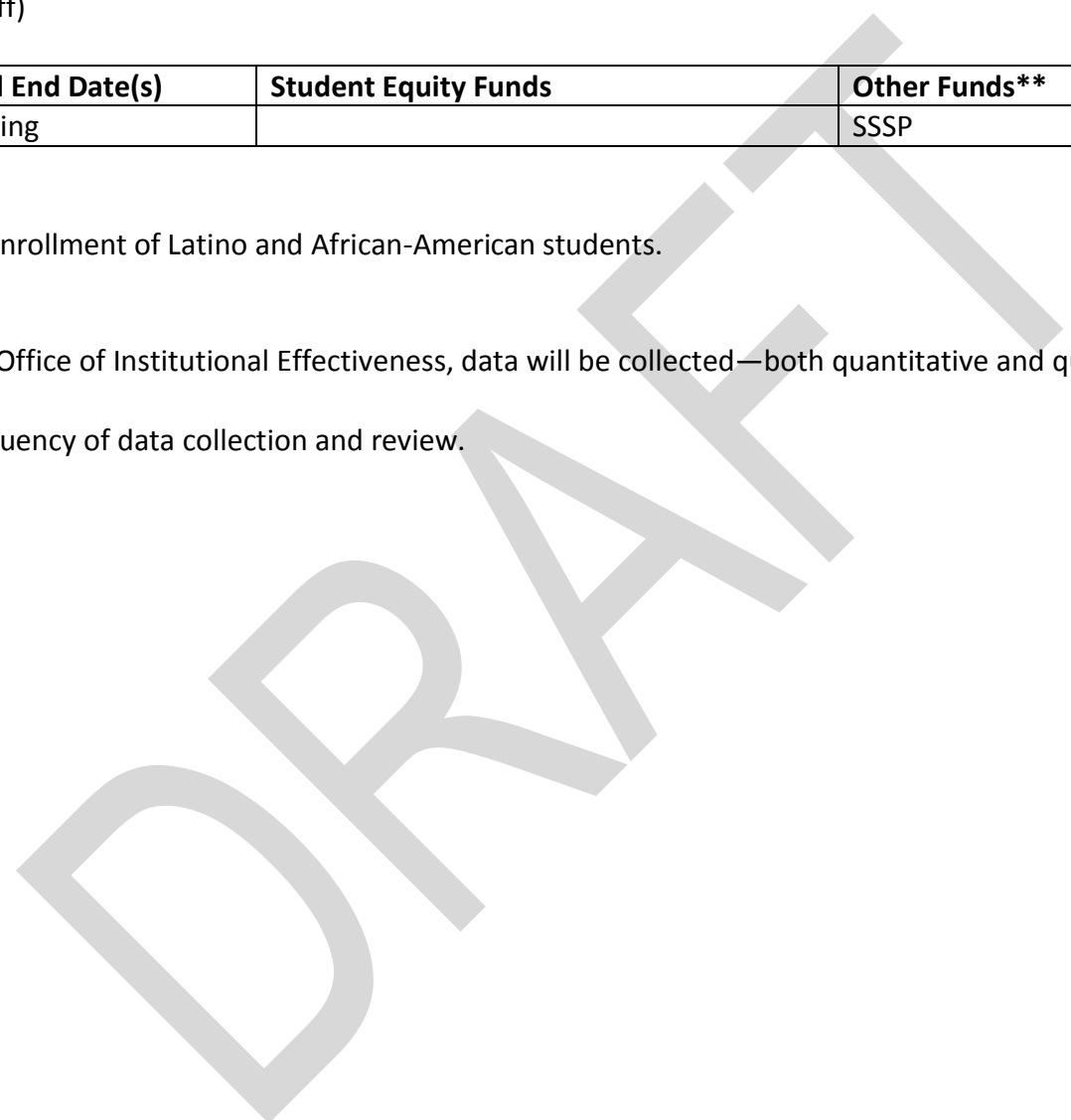
**Link to Goal**

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

**Evaluation**

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

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



# Success Indicator: Course Completion

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

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

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

### Course Completion: Race/Ethnicity

#### Proportionality Index

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

#### 80% Index

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

### Course Completion: Gender

#### Proportionality Index

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

<sup>6</sup> The cohort population is Fall 2013 credit enrollment (Data Mart).

**80% Index**

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

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

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

**80% Index**

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

**Foster Youth**

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

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

Source: CalPASS, [www.calpassplus.org](http://www.calpassplus.org)



## Veterans

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

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

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

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

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

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

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**B.2**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

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

**Evaluation**

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

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

**B.3**

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

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

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

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

**Activity Implementation Plan**

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

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

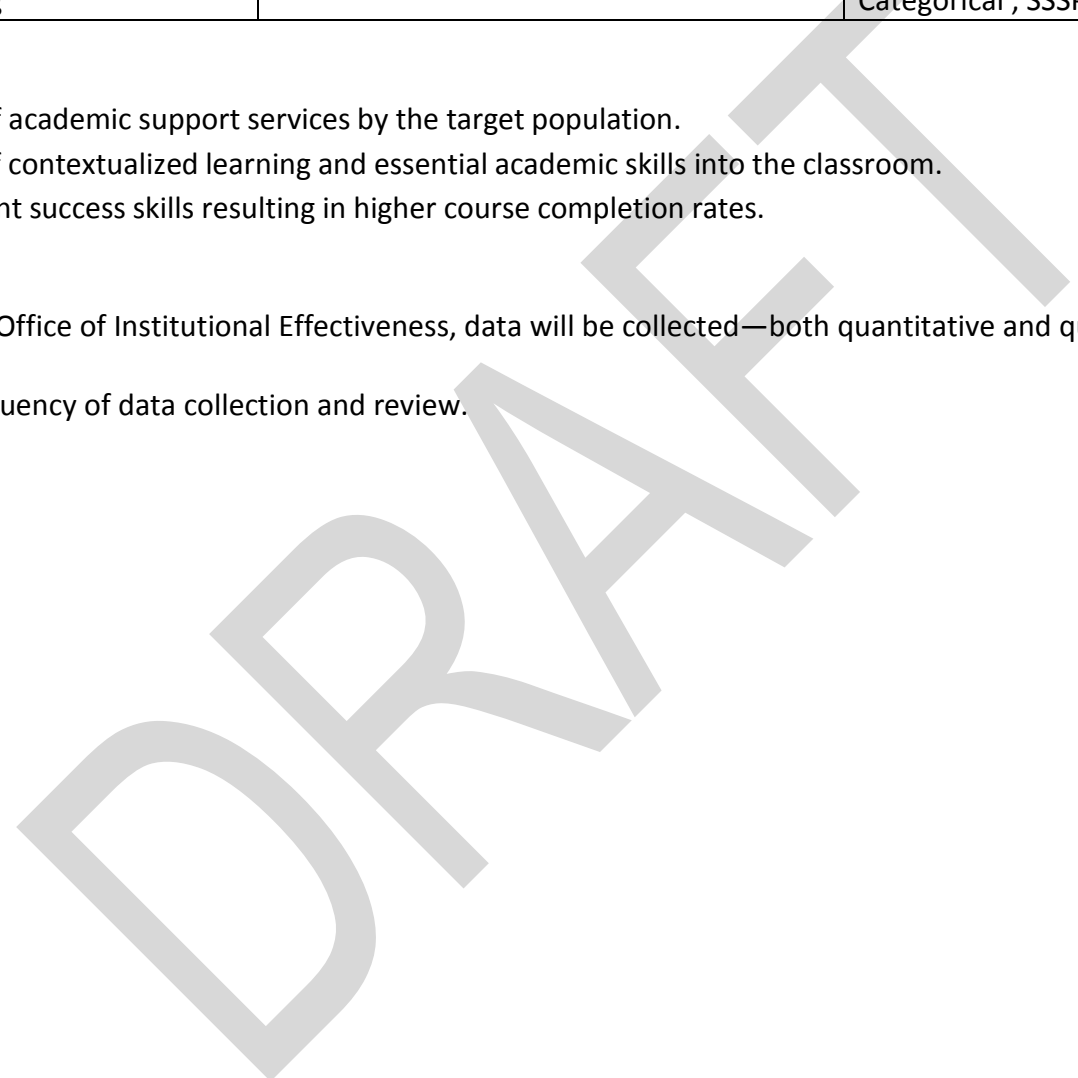
**Link to Goal**

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

**Evaluation**

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

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



# Success Indicator: ESL and Basic Skills Completion

## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

**C. ESL AND BASIC SKILLS COMPLETION<sup>7</sup>.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

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

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

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

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

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

**Proportionality Index**

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

**80% Index**

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

**ESL & Basic Skill Completion: Age Group**

**Proportionality Index**

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

**80% Index**

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



**ESL & Basic Skill Completion: by Disability**

**Proportionality Index**

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

**80% Index**

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

**ESL & Basic Skill Completion: Economic Group**

**Proportionality Index**

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

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

**GOAL C.**

**Increase completion and success of basic skills courses in mathematics.**

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

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1**

**Offer Math Bridge and develop English Bridge Program**

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**C.2**

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

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

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

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

C.2	Students with Disabilities	758
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**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**C.3**

**Increase completion and success of basic skills courses in English**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**C.4**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

# Success Indicator: Degree and Certificate Completion

## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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

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

### Degree and Certificate Completion: Race/Ethnic Group

#### Proportionality Index

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

#### 80% Index

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



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

Los Angeles Valley

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

**80% Index**

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

**Degree and Certificate Completion: Gender**  
**Proportionality Index**

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

**80% Index**

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

**Degree and Certificate Completion: Disability Status**  
**Proportionality Index**

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

**80% Index**

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

### Degree and Certificate Completion: Economic Status

#### Proportionality Index

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

#### 80% Index

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

#### Foster Youth

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

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

Source: CalPASS, [www.calpassplus.org](http://www.calpassplus.org)

## Veterans

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

<b>Group</b>	<b>Cohort</b>	<b>Award</b>	<b>% Award from Cohort</b>	<b>80% Index</b>
Others	748	210	28%	1.00
Veterans	16	4	25%	0.89
Grand Total	765	214	28%	

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

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

**GOAL D.**

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

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

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

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

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

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

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

**Activity Implementation Plan**

**Targeted Population: Latino and African American male students**

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

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

**Link to Goal**

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

**Evaluation**

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

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

**D.2**

**Develop a support program for African American Students.**

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

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

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

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

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

**Activity Implementation Plan**

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

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

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

**Link to Goal**

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

***Evaluation***

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

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

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# Transfer

## CAMPUS-BASED RESEARCH: TRANSFER

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

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

### Transfer by Demographics Proportionality Index

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

### 80% Index

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

**Proportionality Index**

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

**80% Index**

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

**Proportionality Index**

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

**80% Index**

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

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

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

CalWorks Status	Cohort Percentage	Transfer Percentage	Proportionality Index	Percentage Point Difference
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Los Angeles Community Colleges

Los Angeles Valley

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

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

**80% Index**

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

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

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

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

### GOAL E.

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

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

### ACTIVITIES: E. TRANSFER

#### E.1

Increase transfer rates of Latino and African American Students.

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

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

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

#### **Activity Implementation Plan**

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

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

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

**Link to Goal**

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

**Evaluation**

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

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

**E.2**

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

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

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

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

**Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

### E.3

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

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

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

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

#### **Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

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

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

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

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

**Activity Implementation Plan**

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



**Link to Goal**

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

**Evaluation**

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

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

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# Other College- Initiatives Affecting Several Indicators

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## GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

#### F.1

#### *Indicators/Goals to be affected by the activity*

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

#### **Activity Type(s):**

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

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

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

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

#### **Activity Implementation Plan**

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

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

**Link to Goal**

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

**Evaluation**

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

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

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# Summary Budget

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See Attached.

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## Summary Evaluation

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## SUMMARY EVALUATION SCHEDULE AND PROCESS

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

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

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## Attachments

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