



# 2014 Student Equity Plan Summary

## Los Angeles Valley College

November 19, 2014

### Executive Summary

Faculty, staff, 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 at a series of weekly meetings to discuss goals, strategies, and data. At a retreat held on September 5, 2014, the workgroups presented their initial goals, activities and outcomes. Plan modifications and priorities were initiated. Through September, the workgroups met weekly to discuss updates, linkages to other campus programs and populations, and to deliver feedback from campus constituents. A final mini-retreat was held on October 3, 2014 to finalize the group's priorities and to set the direction for approval, implementation, and budgeting.

The LAVC Student Equity Plan aligns with the campus Educational Master Plan (EMP), the campus ESL/Basic Skills 2014-2015 Initiative, and the LACCD Strategic Plan. The LAVC 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. The LAVC EMP provides the basis for planning at the college and outlines the college's priorities and commitment for improvement. The LAVC 2014-2015 ESL/Basic Skills Initiative's stated goal is to increase the number of students who complete both English and math developmental course sequences, and the Strategic Plan for LACCD 2012-2017 specifies the values, including "Access and Opportunity," "Student Learning and Success," and "Equity," that are essential to achieving its mission.

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, through the matriculation process of core services, with embedded counseling and student support services, and classroom best practices to successfully assist students in meeting their educational goals. Each plan also addresses the need for targeted research to evaluate stated goals and to ascertain performances by sub-groups.

In analyzing the equity data, the workgroups determined that the campus overall access and completion rates need improvement. The LAVC equity data matches the LACCD Strategic Plan findings of significant gaps in student achievement, especially among black students and young men of color, and the lack of preparation for most students to do college-level work. At LAVC, black and Hispanics students, especially males, have disproportionately a 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. Using the Guardian Scholar's model, the college is prepared to improve access, persistence, and course/degree completion rates for this student



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group. Additionally, the campus will conduct a more comprehensive analysis of the Veteran and disabled student populations to determine equity gaps.

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

The activities/strategies for instituting a dedicated equity and access pathway at LAVC begins by developing a college-level culture at the middle schools through outreach to students, counselors, and parents. Outreach will continue through high school with established classroom visits, presentations, and SSSP recruitment activities. After assessment, students will be invited to attend Summer Bridge classes in math and English. Similar to the existing Puente program, African-American and Latino students will be recruited to enroll in culture-specific cohorts that include a math class, an English class with a culture-specific literature component, a Counseling class, and a culture-specific social studies class. These cohorts will continue for another semester. The plan timeline starts the cohorts in Fall 2015 with 40 African-American students and 80 Latino Students and scales to 200 African-American students and 320 Latino students in Year 5. The evaluation method will measure the success of students in these courses vs. the general population from the same age group and ethnicity. Improvements and adjustments can be made each semester. The expected impact is that African-American and Latino students, in increasing numbers, will be connected to the school, their fellow students, and their instructors, thus leading to a better chance of success.

The strategies/activities for implementing targeted Professional Development start with developing the best method for training faculty that is focused and reaches all faculty members. Training and reinforcements, forums, and workshops in cultural competency/culturally responsive teaching, mentoring strategies, early alert/intervention strategies for at-risk students and integrating essential academic skills into courses will be provided to faculty and staff. The timeline starts in year one with a faculty inquiry group, under the auspices of the Senate, with representation from faculty across the Senate clusters to research best practices and methods. Year Two will include planning workshops and implementation of training. The expected outcome is growing numbers of faculty having this knowledge base and expectation to incorporate cultural competency and high impact practices in the classroom, augmenting the campus commitment to student success. Faculty evaluations of the training and the campus SLO (Student Learning Outcome) assessments will assess the effectiveness.

The third prioritized goal of the LAVC Student Equity Plan is to accelerate the Basic Skills Math and English Sequence. A Math bridge program is already in place at LAVC. The Student Equity Plan strategy includes extending the Math bridge throughout the year, in which targeted students are given a three-week review of arithmetic and pre-algebra. The timeline begins Summer 2015 and the evaluation method is



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based on completion of the next math course. Since an English bridge does not currently exist, this strategy starts in Summer 2015 with forming an inquiry group to evaluate Basic Skills English Curriculum and map accelerated pathways and bridge programs to increase pathway completion.

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



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**I. Access**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
<p>Blacks, Asians, and Hispanics.            Males have a lower participation rate than females.</p>	<p>Using Fall 2013 enrollment and 2012 population data for the San Fernando Valley, disproportionate impact analysis shows that Blacks, Asians, and Hispanics have disproportionately lower participation rate compared to the other groups. Males have lower participation rate than females. Therefore, emphasis should be given to improve the participation rate of males in general; and Black, Asian, and Hispanic groups in particular.</p>	<p>Institute Equity and Access Pathway by creating Latino and African-American cohorts for incoming students.</p> <hr/> <p>Advance college branding with specific advertising and marketing materials to reach targeted populations (African American, Latinos, Foster Youth, Veterans and DSPS).</p> <hr/> <p>Expand targeted outreach services to feeder high schools.</p>	<p>Increased access by increasing enrollment in proportion at the 80% index.</p>
<p>Foster Youth</p>	<p>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 impact for Californian foster youth is the highest compared to any of the student groups analyzed.</p>	<p>Under the umbrella of EOPS and the Guardian Scholar’s model, recruit foster youth at selected high schools, continuation schools, and community agencies.</p> <hr/> <p>Identify and coordinate with LAUSD foster youth liaisons to contact foster youth.</p>	<p>Increase access and enrollment of foster youth at LAVC.</p>



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		Assist foster youth in completing the enrollment process, financial aid application, online orientation and individual orientations for the Chafee grant, work study opportunities, and campus resources.	

**II. Course Completion**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
All students, especially African American and Pacific Islanders	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.	<p>Implement a targeted professional development effort to assist all faculty in employing high impact practices; mentoring strategies; and Cultural competency in the classroom.</p> <hr/> <p>Provide targeted interventions and learning resources for students.</p> <hr/> <p>Explore equity issues and solutions. Use data to inform departments and programs about equity challenges.</p>	Increased course completion rates across the board without creating a disproportionate impact for any group.



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Foster Youth	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.

**III. ESL and Basic Skills Completion**

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
All Students With an emphasis African Americans, American Indians, Hispanics; Males; Filipinos; Age Groups 25-54	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 student population. African Americans, American Indians, and Hispanics (in English and math); Hispanics and Unknowns; Males (in	Increase completion and success of basic skills courses in mathematics. <hr/> Increase completion and success of basic skills courses in English, ESL, and Math. <hr/> Increase completion and success of basic skills courses in English.	Reach the proportionality index. <hr/> Students to take a transferable math course after one semester. <hr/> Students who complete required tutoring sessions/workshops succeed at a higher rate in their English, ESL, and math courses than those who do not. <hr/> Recommendation for the Basic Skill



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	ESL); Filipinos (in Math); and age groups 25-54 (in ESL and English) are disproportionately impacted compared to the other groups.	Identify clear pathways for ESL Students based on student goals (basic communication, degree/transfer, unknown) and best practices for ESL students.	<p>English curriculum to map accelerated pathways and bridge programs to increase pathway completion.</p> <hr/> <p>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.</p>

### IV. Degree and Certificate Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
African Americans Male students	The most significant equity gap observed in degree/certificate completion is between ethnic, gender, and economic groups. African Americans (in both degree and certificates), male students (degree), students from economically better families (in both degree and certificates), and age groups "50 and above" and "under 20" (degree and certificates) are disproportionately impacted compared to others.	The Counseling Dept. will develop a targeted "milestone" intervention for Latino and African American male students who are not already part of a special campus program.	Increase the number of Latino and African American male students who successfully complete Associate Degrees and Certificate programs by 10% within 5 years.
		Develop an Umoja- type program.	
		Create a mentor training program and require mentors from all relevant programs to participate.	



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<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>
Foster Youth	Foster youth students have disproportionately lower rate of degree and certificate completion rate when compared to non-foster youth students.	Refer students to community resources, as needed. For transfer, coordinate with foster programs at local universities (campus visits, etc.) Provide monthly workshops/sessions. <u>Non-EOPS Foster Youth:</u> Provide hourly counseling to complete comprehensive educational plans for certificate, degree and transfer. Refer to campus tutoring services.	

**V. Transfer**

<b>Impacted Group</b>	<b>College Analysis</b>	<b>Plan(s) for Improvement</b>	<b>Expected Improvement(s)</b>
Hispanics, Disabled students, CalWorks students, American Indians, Pacific Islanders, Filipinos, Student over age 30	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,	Increase participation in the Puente Program by developing a second cohort.  Develop an Umoja-type program to provide targeted and comprehensive services to African American students, particularly males.	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%.



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Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)
	Filipinos, Hispanics, and students of age group 18 to 29	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. <hr/> Create a mentor training program and require potential mentors from all programs to participate.	