



STUDENT EQUITY PLAN

DECEMBER 2015

ANTELOPE VALLEY COLLEGE STUDENT EQUITY PLAN

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SIGNATURE PAGES

Antelope Valley College

Student Equity Plan Signature Pages

District: Antelope Valley 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).



Edward T. Knudson, Superintendent/President eknudson@avc.edu

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.

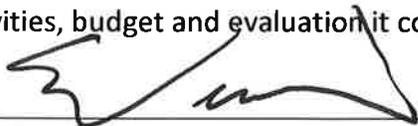


Diana Keelen, Chief Business Official dkeelen@avc.edu

[District Chief Business Officer¹]

Email

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



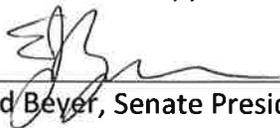
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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



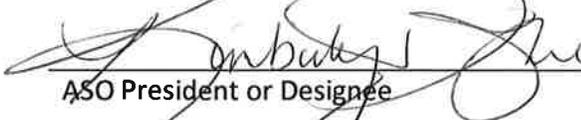
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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



Dr. Ed Beyer, Senate President ebeyer@avc.edu

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.


ASO President or Designee kdolatowski@avc.edu Email


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Director Student Equity

EXECUTIVE SUMMARY

INTRODUCTION

Antelope Valley College (AVC) strives to set in place programs and services that will support success for all students. The process of creating this Student Equity Plan has been one of engagement, reflection, and value for AVC.

The AVC Mission Statement serves as the foundation for programs offered and the services provided to students. The college Mission Statement reads: “Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.”

It has historically been a part of the AVC mission to reach out and to serve all members of our community, especially our community’s underrepresented college students. Our Mission Statement is the foundation for the parameters which the college provides for access, course completion, transfer, occupational and basic skills programs, as well as, student services to diverse populations.

The Student Equity Plan is designed to advance the college mission by addressing the needs of those student groups that have been historically underserved. The Equity Planning process involves collecting and analyzing student success data disaggregated by ethnicity, gender, disability, foster youth status, veteran status, and low income status in order to identify areas of strength and need.

AVC has sought to create a well-rounded plan that will not only employ funds among as many areas as possible, but will approach improvement from multiple perspectives— this includes outreach materials available for recruiters and counselors; professional development aimed specifically at improving instruction; support for specific programs that have shown positive outcomes for underrepresented student populations; classroom mentors; instructional support, and tutors.

One expected outcome of these efforts is that AVC will be experienced as welcoming, engaging, and inclusive by all students. Research has clearly demonstrated that when students feel they have a supportive “home” on campus they become better integrated and more successful. We recognize that this “home” can vary from population to population, so the specialized programs focused on particular student groups will offer specific supports. More importantly, the specialized programs will also serve a direct connection between their students and collaborative campus-wide student support services available to students.

TARGET GROUPS

Based on our analyses using the “80% Rule” outlined by the Equity Plan instructions, the Student Equity Committee identified several student groups who achieve success at significantly lower rates than those who are in the highest performing groups. The committee identified equity gaps in more than one measure among students who identify as target groups. The chart below summarizes these findings:

SUCCESS MEASURE	TARGET STUDENT GROUPS
Access	Students who are White, Males, Veterans, Individuals with Disabilities.
Course Completion	Students who are Current or Former Foster Youth, Black/African American, Males, Low Income Students.
ESL	Students who are Hispanic/Latino
Basic Skills	Students who are Black/African American, Current or Former Foster Youth, Males.
Degree and Certificate Completion	Students who are Current or Former Foster Youth, Females, Black/African American, Individuals with Disabilities.
Transfer	Students who are Current or Former Foster Youth, Individuals with Disabilities, Hispanic/Latino, Low Income Students.
Other College or District-wide Initiatives Affecting Several Indicators	Students who are AB540/Dream Act Students, All Students.

GOALS/OUTCOMES

The primary goal of this plan is to eliminate the disproportionate impact for the target groups mentioned above. An important secondary goal is to implement an ongoing annual equity review process to ensure meaningful and impactful student equity efforts across the entire college. It is particularly important for student populations that may not currently demonstrate disproportionate impact, but are essential in any equity plan. Through the Student Equity standing committee we will monitor progress on the plan, submit required annual reports, and develop future plans. It is also our goal to develop consensus on the performance measures for determining progress toward achieving the desired outcomes and establish target dates for achieving expected outcomes. This year with the review process, we will also focus on defining the role, responsibilities, and expectations for the Student Equity Office and focus on expanding the lens in which student equity is defined on campus.

ACTIVITIES

A number of activities and related programs are detailed in the plan. Specific support programs for the primary target groups include, but are not limited to the Umoja Community Initiative, Support for Students with Disabilities, Triumph Scholars, Books H.E.L.P Program, SOAR (early

college – high school), First Year Experience (FYE) Program, Strategic Student- Faculty Engagement, and other categorical programs. Beyond those activities for those targeted groups, the AVC Student Equity Plan calls for increased support for activities from programs including: the Foster Youth Success Initiative, the Veteran’s Resource Center, the Honors Program, intrusive counseling, Strategic Student-Faculty Engagement Program, and the Transfer Center.

Ongoing Faculty and staff development are critical activities to the Student Equity Plan. As such, the plan calls for increased training regarding student equity as part of the Faculty and Staff Opening Day, Student Equity Retreat, Campus-wide Master Planning Day, and other professional development.

The Student Equity Committee analyzed the campus-based research and based on that gap analysis, additional activities were added to the Equity Plan.

RESOURCES

In efforts to infuse student equity throughout the culture of our campus, resources from all areas and divisions of AVC contribute to the Student Equity Plan. As discussed in the "Budget" section of the plan, equity resources received will be distributed throughout all areas contributing to increasing equity outcomes at AVC.

Specific needs required to close the gaps detailed within campus-based research data in the Student Equity Plan were first identified. Next, financial resources required to accomplish the "Goals and Objectives" were projected for specific programs to assist with closing these gaps.

While this plan represents an estimation of how the college will distribute Equity resources, the Student Equity Committee will continue to work through the next year to create a more integrated and comprehensive spending plan.

College stakeholders who are interested in leading equity activities will complete funding requests in which detailed spending plans will be outlined and integration to other college plans.

CONTACT PERSON/STUDENT EQUITY DIRECTOR

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PLANNING COMMITTEE AND COLLABORATION

PLANNING COMMITTEE AND COLLABORATION

AVC Students Equity Committee works within the structure of the Student Success and Support Program (SSSP) campus-wide committee. Any members of the AVC community can participate in the planning committee and submit information, feedback, and funding requests. This allows for an open dialog so that critical conversations can occur. Members who serve on this committee have a high level of commitment to our equity efforts and are instrumental on campus to ensuring that all students can thrive.

By the nature of our campus, key stockholders voluntarily agreed to serve on the committee because of their position within the campus. These include the Vice President for Academic Affairs and Vice President for Student Services, (4) active deans, numerous directors, classified staff, and a large number of faculty (see the enclosed list of members and students).

This diverse perspective allows us to cross walk between other plans on campus, including the Educational Master Plan, the Basic Skills Initiative, and of course, the Student Success and Support Program. When hosting events such as educational experiences with students, the campus community comes out to support. These events include taking educational trips with students, and spending evening and weekends to engage students in their learning.

We also collaborate to provide all-day training retreats and to present professional development workshops for faculty and staff.

This planning and continual communication between and among members of our community allows for the topic of student equity to become a part of our dialogue on campus.

STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Dr. Bonnie Suderman	Vice President	Academic Affairs
Dr. Erin Vines	Vice President	Student Services
Dr. Charlotte Forte-Parnell	Dean	Academic Development/Language Arts
Gary Roggenstein	Dean	Counseling & Matriculation
Dr. Jill Zimmerman	Dean	Student Life and Services
LaDonna Trimble	Dean	Enrollment Services
Dr. Les Uhazy	Dean	Math & Sciences
Franky Curiel	Director	EOPS
Dr. Louis Lucero	Director	Office for Students with Disabilities
Rashall Hightower-Stickel	Director	Student Equity
Wade Saari	Assessment Coordinator	Assessment
Karen Lubick	Faculty, Academic Development Chair	Academic Development/Basic Skills
Tina McDermott	Faculty, Accreditation Chair	Language Arts
Brian Palagallo	Faculty	Language Arts
Dr. DeNean Coleman-Carew	Faculty	Counseling & Matriculation
Dr. Irit Gat	Faculty	Social & Behavioral Sciences
Jason Bowen	Faculty	Math and Sciences
Morenike Adebayo-Ige	Faculty	Language Arts
Scott Covell	Faculty	Language Arts
Dr. Sherri Zhu	Faculty	Social & Behavioral Sciences
Snizhana Jane Bowers	Faculty	Math and Sciences
Tamira Palmetto-Despain	Faculty, Disabled Services Specialist	Office for Students with Disabilities
Vejea Jennings	Faculty	Language Arts
Towana Catley	Education Advisor	Transfer Center
Michael Rios	Faculty	Athletics Department
May Sanicolas	Faculty	Counseling & Matriculation
Audrey Moore	Faculty	Counseling & Matriculation
Dr. Svetlana Deplazes	Research Analyst	Institutional Research
Crystal Garcia	Program Specialist	Student Equity
Vanessa Gibson	Financial Aid Office Specialist	Financial Aid
Jamaal Brown	Technical Analyst	CalWORKs
Yuliana Martinez	Technical Analyst	Financial Aid
Marisela Corona	Technician I	CalWORKs
Leyla Barber	Clerical III	Student Equity
Kimbirly Dolatowski	Student Trustee/ASO Representative	ASO
Maranatha Javines	ASO Student Representative	ASO
Roxana Vasquez	ASO Senator of Enrollment	ASO

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.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	77	0.4 %	0.4 %	0.0 %
Asian	607	3.2 %	4.4 %	-1.2 %
Black or African American	4,025	21.4 %	14.6 %	6.8 %
Hispanic or Latino	8,626	45.8 %	45.4 %	0.4 %
Native Hawaiian or other Pacific Islander	35	0.2 %	0.2 %	0.0 %
White	4,373	23.2 %	32.7 %	-9.5 %
Some other race	247	1.3 %	0.2 %	1.1 %
More than one race	866	4.59 %	2.2 %	4.4 %
Total of 8 cells above (Orange cells should = 100%)	18,856	100%	100%	
Males	7,741	41.4 %	49.2 %	-8.1 %
Females	11,003	58.4 %	50.8 %	7.6 %
Unknown	112	0.6 %	0.0 %	0.6 %
Total of 3 cells above (Orange cells should = 100%)	18,856	100%	100%	
Current or former foster youth	632	4.4 % ¹	N/A	N/A
Individuals with Disabilities	758	5.2 % ¹	9.7 %	-4.5 %
Low-income students ²	7,100	49.1 % ¹	18.8 %	30.3 %
Veterans	321	2.2 % ¹	8.1 %	-5.9 %

***Calculated by subtracting the % of the adult population within the community served from the % of AVC's total enrollment. A negative value occurs when the percentage in AVC's population group is lower than that in the adult population in the service area. A positive value indicates that a given group has greater representation at the college vs. the community.**

Note:

¹ - Percentage is calculated for Fall 2014 unduplicated enrollment of 14,460.

² – Low-income students include - California Work Opportunity & Responsibility to Kids (CalWORKs); Cooperative Agencies Resources for Education (CARE); Extended Opportunity Programs & Services (EOPS); First Generation.

Sources: CCCCO's Data Mart, Annual 2014-2015 and Fall 2014 for special population groups; U.S. Census Bureau, 2009-2013 5-Year American Community Survey.

Student Group	The # of Students in Cohort Groups	Percentage Point Difference (PPD)	# of Students Lost*
White	4,373	9.5 %	415
Males	7,741	8.1 %	627
Veterans	321	5.9 %	19
Individuals with Disabilities	758	4.5 %	34

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
White	-9.5, 2014	50%	2020
Males	-8.1, 2014	10%	2020
Veterans	-5.9, 2014	100%	2020
Individuals with Disabilities	-4.5, 2015	100%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1 INCREASE ACCESS AND ENROLLMENT OF WHITE STUDENTS AT ANTELOPE VALLEY COLLEGE

• **Activity Type(s):**

X	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
X	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
A.1	Whites	415

• **Activity Implementation Plan**

- Targeted outreach to predominately white private and public high schools within our feeder district in an effort to increase enrollment that is reflective of the community.
- Reduce registration barriers by outreach to high school counselors at predominately white private and public high schools with information including but not limited, to education on matriculation, priority registration, deadlines, enrollment processes, support services and programs to increase registration and enrollment of white students.

- Increasing cultural awareness and tolerance of all cultures with students, staff, and faculty in efforts to create a campus community that is more inclusive of all cultures.
- Increase advertisement of Transfer Agreement Guarantee (TAG) to UCLA to predominately white high schools.
- Market pathway programs to predominately white high schools to attract underserved groups. (i.e. Honors Program, AVC-2-CSU, Associates Degrees for Transfer (ADT), FYE, etc.)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	2015 – 2020	\$25,000	SSSP, DISTRICT, Title V

- **Link to Goal**

By targeting predominately white private and public high schools within our feeder district, we increase awareness of the programs and degrees offered at AVC, while raising awareness of the benefits of attending AVC. We have found that many students and high school counselors from these schools are not aware of the steps required for priority registration and other critical deadlines that create access barriers. In addition, we have found that many students are not aware of the TAG agreement with UCLA. By increasing awareness of this program and other transfer facts at predominately white high schools we make AVC more attractive to white students. By increasing cultural awareness on-campus and off-campus, we engage members of the community to encourage tolerance of the rich diversity at AVC.

- **Evaluation**

Data will be collected from outreach efforts to monitor the increase of white enrollment and access to AVC. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

A.2 INCREASE THE ENROLLMENT OF MALES AT ANTELOPE VALLEY COLLEGE

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	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
A.2	Males	627

• **Activity Implementation Plan**

- Increase access for male students by marketing evening classes and weekend college programs.
- Make student support services more accessible by increasing services on evenings, weekends, and other virtual portals.
- Providing access to childcare on and off site for students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	2015 – 2020	\$25,000	SSSP, DISTRICT, TITLE V

• **Link to Goal**

By providing access to traditional and non-traditional support services, evening classes, and weekend college, we allow male students, who many times are the primary financial providers for their households, opportunities to pursue their education without affecting their incomes. By giving access to childcare on and off campus for many parents, we remove a barrier for students to attend classes.

• **Evaluation**

- Data will be collected from outreach efforts, evening class and weekend college enrollment to monitor the increase of male enrollment and access to AVC. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

A.3 INCREASE ENROLLMENT AND ACCESS TO SERVICES TO VETERAN STUDENTS

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	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	# of Students Affected
A.3	Veterans	19

• **Activity Implementation Plan**

- Targeted outreach to veterans at events in the community.
- Provide links and connections in the community such as the Homeless Veteran Program, Veteran’s Clinic, Vets4Veterans, etc.
- Outreach to community veterans centers offering matriculation services.
- Market veteran friendly services and resources to all veterans across the college and community.
- Provide additional counseling and staff support in the Veteran’s Resource Center to assist with education planning, events, transitioning to college life, financial aid and other resources.
- Implementation of designated tutors, mentors, and instructional support for veterans.
- Provide training to tutors to equip them with tools to work with our veteran population that will help veterans overcome challenges entering/re-entering college life.
- Provide professional development for faculty to help understand veteran students in the classroom.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	2015 – 2020	\$50,000	DISTRICT, FOUNDATION

• **Link to Goal**

By intentionally outreaching in the veteran community, more veterans will be inclined to choose AVC. Increasing support services, will lead to an increase in the number of Veterans attending AVC. By providing additional Veterans Program awareness, and by creating additional veterans student support programs, we expect to have more students identify themselves as veterans and take advantage of the resources available to them.

• **Evaluation**

- Track increase in the number of veterans we serve. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

A.4 INCREASE ACCESS AND ENROLLMENT OF INDIVIDUALS WITH DISABILITIES AT ANTELOPE VALLEY COLLEGE

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	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	# of Students Affected
A.4	Individuals with Disabilities	34

• **Activity Implementation Plan**

- Targeted outreach to private and public high schools within our feeder district in an effort to increase awareness of services available on campus to students with existing Individual Education Plans (IEPs). In addition, increase awareness of services available to existing students to encourage self-identification of individuals with disabilities on our campuses.
- Work with counselors in the high schools to increase awareness of the Office for Students with Disabilities (OSD).
- Increase community awareness of OSD services at AVC.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.4	2015 – 2020	\$25,000	OSD, DISTRICT, SSSP, TITLE V

- ***Link to Goal***

By targeting private and public high schools within our feeder district, we increase awareness of the programs and support services offered at AVC. Many students entering AVC have existing accommodations on file with the high school districts, but due to confidentiality laws student information is not shared with the college district. By increasing awareness of the OSD program and benefits that students at AVC, self-identification of students and enrollment will increase.

- ***Evaluation***

Data will be collected from outreach efforts to monitor the increase of students with disabilities enrollment, self-identification of existing students, and increased use of OSD services. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. 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. Calculate course completion rates by dividing:

COURSE COMPLETION, FALL 2014
Credit Courses¹

Target Populations	Enrollment Count	Success Count	Success Rate	Comparison to Average/ PPD**
Black/African-American	8,469	4,666	55.10%	-13.83%
American Indian/Alaska Native	172	123	71.51%	2.59%
Asian	1,308	1,048	80.12%	11.20%
Hispanic	18,828	13,272	70.49%	1.57%
More than one race	1,994	1,378	69.11%	0.18%
Native Hawaiian/other Pacific Islander	64	35	54.69%	-14.24%
Unknown	454	310	68.28%	-0.64%
White Non-Hispanic	9,379	7,198	76.75%	7.82%
AVC Credit Courses Total	40,668	28,030	68.92%*	
Females	23,543	16,529	70.21%	1.28%
Males	16,957	11,368	67.04%	-1.88%
Individuals with Disabilities	2,062	1,426	69.16 %	0.24%
Current or former foster youth	1,838	946	51.47 %	-17.45%
Veterans	891	658	73.85 %	4.93%
Low-income students*	19,896	13,367	67.18%	-1.74%

*The all student average is proposed as the comparison point for all groups.

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. If a student group's success rate is lower than the average group's rate, the value is negative.

Course Completion Rate:

Numerator: Number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP.

Denominator: Number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR.

Source: CCCCO's Data Mart, Outcomes, Success Rate, Credit Courses, Fall 2014

¹Credit courses in the California Community Colleges may be transferable to a 4-year college, apply to an Associate degree, or may be pre-collegiate level basic skills, which are not transferable and do not apply toward a degree.

Student Group	The # of Students in Cohort Groups	PPD	# of Students* "Lost"
Current or former foster youth	1,838	17.45%	321
Black/African-American	8,469	13.83%	1,171
Males	16,957	1.88%	319
Low-income students	19,896	1.74%	346

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Current or former foster youth	-17.45, 2014	10%	2020
Black/African-American	-13.83, 2014	10%	2020
Males	-1.88, 2014	10%	2020
Low-income students	-1.74, 2014	10%	2020

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1 GOAL: TO INCREASE THE NUMBER OF CURRENT OR FORMER FOSTER YOUTH THAT SUCCESSFULLY COMPLETE COURSES

• **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
B.1	Current or former foster youth	321

• **Activity Implementation Plan**

- Connect to feeder high school districts to market resources and support systems available for current and former foster youth at AVC.
- Hire support staff to serve as an intervention specialist who will meet with current and former foster youth bi-monthly. The specialist will assist with the challenges foster youth face navigating through their educational career and assess their progress in their classes. The specialist will also provide foster youth with links to services and resources that are available to address their specific needs.
- Host orientations specific to the needs of current and former foster youth that offer resources and benefits (financial aid, counseling, transfer center, and provide additional supports such as bus passes, Books H.E.L.P. Program, FYE, childcare, etc.).
- Provide professional development for staff and faculty that focuses on trauma triggered behavior.
- Outreach and encourage participation in the Strategic Student-Faculty Engagement Program which will provide instructional support to students inside and outside the classroom.
- Provide intrusive counseling and mid-semester check-ins for current and former foster youth to increase early intervention when students need additional support of for successful course completion.
- Partner with community resource (i.e. DCSF, independent living agency, homeless youth agencies) to provide transitional support to connect former foster youth with resources and services available to them in the community.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	2015 – 2020	\$100,000	FINANCIAL AID, HEARTS AND HANDS PANTRY PROGRAM, TITLE V, DISTRICT, SSSP

• **Link to Goal**

By targeting private and public high schools within our feeder district, we increase awareness of the programs and support services offered at AVC. Many students entering our campus are current or former foster youth and are not aware of the services offered to them on campus. By increasing awareness of the programs and benefits that they receive as AVC students, we expect to increase engagement of students as they arrive and thereby increase successful course completion.

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• **Evaluation**

- Data will be collected from to monitor the increase of completion for current and former foster youth. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

B.2 GOAL: TO INCREASE THE NUMBER OF BLACK/AFRICAN AMERICAN STUDENTS THAT SUCCESSFULLY COMPLETE COURSES

• **Activity Type(s)**

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
X	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
B.2	Black/African American Students	1,171

• **Activity Implementation Plan**

- Recruitment of more Black/African American students into the Triumph Scholars Program, which is a learning community for all students with a special focus on completion for Black/African American students.
- Join a statewide Umoja consortium which focuses on the specific needs of students in the Black/African American community and provides additional opportunities for focused study and dedicated staff to follow up and guide students until completion.
- Outreach and encourage Black/African American student participation in the Strategic Student-Faculty Engagement Program which will provide instructional support to students inside and outside the classroom.
- Provide intrusive counseling and mid-semester check-ins for Black/African American students to increase early intervention when students need additional support for successful course completion.
- Providing students with mentoring, enrichment programs, conferences such as A²MEND, Umoja, etc. which will encourage students to strive for successful course completion.
- Expand the AVID strategies to faculty and staff through professional development.
- Create collaborative agreements with organizations such as M²C³, Umoja, and A²MEND.

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- Provide support offer resources and benefits (financial aid, counseling, transfer center, and provide additional supports such as bus passes, Books H.E.L.P. Program, FYE, childcare, etc.).

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	2015 – 2020	\$100,000	SSSP, TITLE V, DISTRICT, BSI

• **Link to Goal**

By increasing the number of Black/African American students in programs such as Triumph Scholars and Umoja, student engagement increases in this target group. These programs help to create a sense of community and shared responsibility, which are vital to course completion. By increasing the number of Black/African American students that participate in the intrusive counseling and Strategic Faculty-Student Engagement, the target group will have an increased in course completion.

• **Evaluation**

- Data will be collected from activity efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with course completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee. The committee will also review program reviews to address equity gaps.

B.3 GOAL: TO INCREASE THE NUMBER OF MALES STUDENTS THAT SUCCESSFULLY COMPLETE COURSES.

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.3	Males	319

• **Activity Implementation Plan**

- Increase outreach to male students to make them aware of services available to them on campus.
- Increase student activities that engage male students to enhance their overall experience at AVC.
- Hiring a community liaison that will assist with job placement and access to apprenticeship positions in the community to increase the success in their vocational goals.
- Strategic marketing of programs and careers in non-traditional fields for males such as nursing, etc. that are available on campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	2015 – 2020	\$50,000	TITLE V, DISTRICT, SSSP, BSI

• **Link to Goal**

By increasing awareness of the services available to male students on campus, such as tutoring, Strategic Student-Faculty Engagement, Job Placement, intrusive counseling, scholarships, childcare, etc. we increase the support services that will help students focus on successful course completion. By increasing the activities on campus that engage male student population, we increase student connections and encourage student engagement which helps students to connect to the campus. Many male students on campus are the primary financial support for their households, by providing access to jobs and apprenticeships in the community we provide funding sources that assist students to stay enrolled in classes and thereby increase successful course completion. By strategic marketing of programs that are non-traditional careers, we increase career and educational opportunities for males to explore and succeed in.

• **Evaluation**

- Data will be collected from outreach efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with course completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

District: Antelope Valley

College: Antelope Valley College

B.4 GOAL: TO INCREASE THE NUMBER OF LOW INCOME STUDENTS THAT SUCCESSFULLY COMPLETE COURSES

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.4	Low Income Students	346

• **Activity Implementation Plan**

- Provide support for the Hearts and Hands Pantry Program on campus through professional development and education about hunger and homelessness; marketing of campus resources available to low income students.
- Provide bus passes and work with local bus lines to increase bus service and extend hours to the campus to accommodate class schedules.
- Provide gas vouchers to students.
- Assist students with childcare needs.
- Provide instructional support, intrusive counseling, Strategic Student-Faculty Engagement.
- Extended Learning Center and Computer Lab hours.
- Provide career counseling, support for job placement, and apprenticeship opportunities.
- Increase advertisement, marketing of programs, and services available for low income students on campus.
- Increase Books H.E.L.P. (Help Enhance Learning Possibilities) Program.
- Provide financial counseling and life-skills workshops.
- Create partnerships between campus programs (i.e. OSD, EOPS, CalWORKs, ASO, Veterans, SSSP, etc.) to promote and incentivize participation in student success programs (i.e. intrusive counseling, Strategic Student-Faculty Engagement, Books H.E.L.P. (Help Enhance Learning Possibilities) Program, tutoring, peer mentor program, assessment preparation programs, etc.).

District: Antelope Valley

College: Antelope Valley College

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	2015 – 2020	\$150,000	EOPS, CALWORKS, HEARTS AND HANDS FOOD PANTY PROGRAM, CALWORKS, BSI, DISTRICT

• **Link to Goal**

By increasing awareness of the services available to males on campus, such as tutoring, Strategic Student-Faculty Engagement, Job Placement, intrusive counseling, scholarships, childcare, etc. we increase the support services that will help students focus on successful course completion. By decreasing the obstacles that low income students face in order to successfully complete courses, we increase course completion. Challenges that low income students face are how to provide and prepare meals. Increasing support to the Hearts and Hands Pantry Program will provide needy students with food. By providing gas vouchers, bus passes, and increasing the bus service to campus, we remove obstacles for students to complete classes. Many low income students are the primary financial support for their households, by providing access to jobs and apprenticeships in the community we provide funding sources that assist students to stay enrolled in classes and thereby increase successful course completion.

• **Evaluation**

- Data will be collected from outreach efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with course completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. 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. Calculate progress rates through basic skills by dividing:

ESL COMPLETION

Population Groups	The # of students who completed a final ESL course with an A, B, C or P	The # of students that completed a degree applicable course with an A, B, C, or P	The rate of Progress from ESL to Degree Applicable Courses	PPD with +/- added)**
American Indian/AK Native	LNE	LNE	LNE	N/A
Asian	140	16	11%	6%
Black/African American	37	2	5%	0%
Hispanic/Latino	862	29	3%	-2%
White, non Hispanic	67	7	10%	5%
Unknown/Some Other	42	6	14%	9%
Two or More Races	-	-	N/A	N/A
Total	1149	60	5%*	
Females	893	46	5%	0%
Males	244	13		0%
Unknown gender	12	1	8%	3%
Students with disabilities	65	12	18%	13%
Low-income students	690	35	5%	0%
Veterans	LNE	LNE	LNE	N/A
Current or former foster youth	LNE	LNE	LNE	N/A

*The all student average is proposed as the comparison point for all groups.

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. If a student group's progress rate is lower than the average group's rate, the value is negative.

Rate of ESL Completion:

Denominator: The # of students who complete a final ESL course with an A, B, C or P in the base year.

Numerator: The # of students who complete a degree applicable course with an A, B, C, or P in the goal year.

Source: CCCC'S Data on Demand, 2015 Scorecard, 2004-2005 through 2008-2009 ARCC BSI ESL Cohorts.

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Student Group	The # of Students in Cohort Groups	PPD	Number of Students "Lost"
Hispanic/Latino	862	2%	17

GOALS, ACTIVITIES, FUNDING AND EVALUATION: BASIC SKILLS ESL

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic/Latino	-2, 2014	No gap	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 TO INCREASE ESL PROGRESSION THROUGH REMEDIAL ENGLISH BY 3% (FROM 2007-8 COHORT)

• **Activity Type(s)**

X	Outreach	X	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	Hispanic/Latino	17

• **Activity Implementation Plan**

- Create and distribute ESL brochures in English and Spanish informing students of resources.
- Increase intrusive counseling and have ESL Counselors make classroom visits and prepare ED Plans.
- Increase instructional support with Strategic Student-Faculty Engagement.
- Increase advertisement of study jam sessions with instructional support and tutoring available.

District: Antelope Valley College: Antelope Valley College

- Promote use of early intervention and alert programs by faculty and target faculty who teach ESL.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	2015 – 2020	\$50,000	BSI, DISTRICT, TITLE V

- **Link to Goal**

By increasing awareness services available on campus, we increase the student participation in pathways that lead to a successful bridge to college level courses. By encouraging participation in our Strategic Faculty-Student Engagement Program and intrusive counseling, and use of an early intervention/alert programs by faculty, we are able to intervene through the semester to get students back on track before it is too late to help them successfully complete courses.

- **Evaluation**

- Data will be collected from outreach efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with course completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

BASIC SKILLS

Target Populations, Fall 2014	Enrollment Count	Success Count	Success Rate	Comparison to Average, PPD **
Black/African-American	1,337	570	42.63%	-16.15%
American Indian/AK Native	22	16	72.73%	13.94%
Asian	189	145	76.72%	17.93%
Hispanic/Latino	2,749	1,735	63.11%	4.33%
More than one race	220	129	58.64%	-0.15%
Native Hawaiian/Pacific Islander	12	LNE	25.00%	-33.78%
Unknown	62	36	58.06%	-0.72%
White Non-Hispanic	873	578	66.21%	7.42%
AVC Basic Skills Total	5,464	3,212	58.78%*	
Females	3,447	2,109	61.18%	2.40%
Males	2,006	1,096	54.64%	-4.15%
Unknown gender	11	7	63.64%	4.85%
Individuals with Disabilities	385	217	56.36%	-2.42%
Current or former foster youth	302	143	47.35%	-11.43%
Military (Active Duty, Active Reserve, National Guard)	14	LNE	57.14%	-1.64%
Veterans	87	58	66.67%	7.89%
Low-income students*	3,126	1,811	57.93%	-0.85%

*The all student average is proposed as the comparison point for all groups.

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. If a student group's success rate is lower than the average group's rate, the value is negative.

Course Completion Rate:

Numerator: Number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP.

Denominator: Number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR.

Source: CCCC's Data Mart, Outcomes, Success Rate, Basic Skills, Fall 2014

Student Group	The # of Students in Cohort Groups	PPD	# of Students* "Lost"
Black/African-American	1,337	16.15%	216
Current or former foster youth	302	11.43%	35
Males	2,006	4.15%	83

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

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black/African American	-16.15, 2014	10%	2020
Current or former foster youth	-11.43, 2014	10%	2020
Males	-4.15, 2014	10%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.2 TO INCREASE BASIC SKILLS PROGRESSION INTO REMEDIAL COURSES FOR BLACK/AFRICAN AMERICAN STUDENTS

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	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.2	Black/African American	216

• **Activity Implementation Plan**

- Explore the use of multiple measures to more accurately place students.
- Offer increased sections of Basic Skills courses that include modules with built-in assessment.
- Increase marketing and advertisement about special workshops and self-paced classes.

- Expand Triumph Scholars Program to include Basic Skills Math courses.
- Provide additional instructional support to students through Umoja, First Year Experience, Triumph Scholars, Strategic Student-Faculty Engagement, intrusive counseling, and other early intervention programs.
- Increase marketing of Learning Center and Success Center programs, including but not limited to increased hours of operation.
- Expand AVID strategies to faculty and staff to increase student success.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.2	2015 – 2020	\$50,000	BSI, TITLE V, DISTRICT

• **Link to Goal**

Our goal is that by offering increased sections of Basic Skills courses we allow Black/African American students to have increased availability and access to the basic skills courses they need to advance to college level courses. By increasing our marketing and advertisement about special workshops and self-paced courses we increase support services, opportunities and pathways for successful completion of basic skills courses. The expansion of the Triumph Scholars Program to include basic skills math courses and providing additional instructional support such as Umoja, First Year Experience, allows for participants in the program to be involved in a cohort that encourages and supports successful completion by engagement in a learning community. In addition our strategies for intrusive counseling and early intervention have proven to increase student engagement and success. It is also our goal to increase student instructional support by our Strategic Student-Faculty Engagement Program and extended hours of our Learning Center

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with basic skills course completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

C.3 TO INCREASE BASIC SKILLS PROGRESSION INTO REMEDIAL COURSES FOR CURRENT OR FORMER FOSTER YOUTH

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	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.3	Current or former foster youth	35

• **Activity Implementation Plan**

- Offer PAWs (Pre-Assessment Workshops) for students that are current or former foster youth.
- Create a strong support group for students independent living.
- Increase participation in Strategic Student-Faculty Engagement.
- Encourage faculty to use early alert/ intervention programs when students are falling below standards during the semester.
- Increase availability of tutoring to current or former foster youth cohort.
- Increase instructional support, such as access to extended Learning Center hours, copy/print cards, extended computer lab hours, Books H.E.L.P. Program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	2015 – 2020	\$100,000	BSI, TITLE V, DISTRICT, EOPS, CALWORKS

• **Link to Goal**

Providing Pre-Assessment Workshops gives students an early refresher on skills to more accurately place into courses. By creating a support group for students that are former or current foster youth, we create a learning community that increase completion of courses. The use of early alert/intervention programs allows for faculty and counselors to connect students with services.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall compared to those that participate in services and programs on campus. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

C.4 TO INCREASE BASIC SKILLS PROGRESSION INTO REMEDIAL COURSES FOR MALE STUDENTS

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	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.4	Males	83

• **Activity Implementation Plan**

- Offer PAWs (Pre-Assessment Workshops) for male students.
- Increase participation in Strategic Student-Faculty Engagement.
- Encourage faculty to use early alert/ intervention programs when students are falling below standards during the semester.
- Increase marketing of programs that focus on male students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	2015 – 2020	\$50,000	BSI, DISTICT, TITLE V

• **Link to Goal**

It is our goal, that through strategic marketing to programs that focus on male students we increase awareness and participation of male students in workshops and courses that will help them with successful course completion. Providing Pre-Assessment Workshops gives students an early refresher on skills to more accurately place into courses.

- ***Evaluation***

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus designed to assist with basic skills course completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

DEGREE AND CERTIFICATE COMPLETION

Target Populations (Cohort of 2008-2009)	The # of first-time students who enrolled in base year with the goal of obtaining a certificate or degree	The # of students who earned a degree or certificate within one or more years.	The rate of Degree/certificate Completion	PPD with +/- added**
Asian	133	LNE (8)	6%	
Black/African American	486	21	4%	-2%
Hispanic/Latino	996	60	6%	0%
American Indian/AK Native	28	LNE (1)	4%	-2%
Native Hawaiian/Pacific Islander	20	LNE(0)	0%	-6%
White, non-Hispanic	951	73	8%	2%
Unknown	233	LNE (8)	3%	-3%
Total	2,847	171	6%*	
Females	1,624	77	5%	-1%
Males	1,202	91	8%	2%
Unknown gender	21	LNE (3)	14%	8%
Individuals with Disabilities	188	10	5%	-1%
Low-income students	2,132	133	6%	0%
Veterans	26	LNE (6)	23%	17%
Current or former foster youth	18	0	0%	-6%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree/certificate completion— paying close attention to the +/- designation. A negative sign of PPG indicates a student sub-group's completion rate is lower than the average group's rate.

Degree/Certificate Completion Rate

Numerator: The # of students who earned a degree or certificate within 6 years.

Denominator: The # of first-time students who enrolled in the 2008-09 with the goal of obtaining a degree or certificate.

Source: CCCC's Data on Demand, 2015 Scorecard, 2008-2009 ARCC SPAR Cohort.

District: Antelope Valley

College: Antelope Valley College

Student Group	The # of Students in Cohort Groups	PPD	Number of Students "Lost"
Current or former foster youth	18	6%	1
Females	1,624	1%	21
Black/African American	486	2%	8
Individuals with Disabilities	188	1%	1

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

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Current or former foster youth	-6, 2014	<i>No Gap</i>	2020
Females	-1, 2014	No Gap	2020
Black/African American	-2, 2014	No Gap	2020
Individuals with Disabilities	-1, 2014	No Gap	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 INCREASE THE NUMBER OF DEGREE AND CERTIFICATE COMPLETION BY CURRENT OR FORMER FOSTER YOUTH

• **Activity Type(s)**

X	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(s)	# of Students Affected
D.1	Current or former foster youth	1

• **Activity Implementation Plan**

- Collaborate with counseling to educate students about their career and degree choices.
- Expand the marketing efforts to current or former foster youth for CTE.

District: Antelope Valley College: Antelope Valley College

- Increase intrusive counseling by assigned counselor.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	2015 – 2020	\$50,000	TITLE V, DISTRICT, SSSP, EOPS

• **Link to Goal**

By collaborating with counseling to create workshops that educate students about their career and degree choices we are able to increase successful degree and certificate completion. By continued intrusive counseling, we are able to identify when students need to be refocused on their education plan given assistance to stay on track for successful program completion.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with degree and certificate completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

D.2 INCREASE THE NUMBER OF DEGREE AND CERTIFICATE COMPLETION BY FEMALE STUDENTS

• **Activity Type(s)**

X	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	Females	21

• **Activity Implementation Plan**

- Increase support for females in programs that are not traditionally pursued or completed by women.
- Increase availability of childcare on and off campus for students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	2015 – 2020	\$25,000	TITLE V, DISTRICT, SSSP, EOPS, CALWORKS

• **Link to Goal**

Increasing support of programs not traditionally pursued or completed by women, we open new areas of career and degree exploration by females on AVC’s campus. By offering supports for these programs (i.e. childcare, instructional support, tutoring, Books H.E.L.P. (Help Enhance Learning Possibilities) Program, etc.) we remove barriers that often hinder females from successfully completing certificate and degree programs.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with degree and certificate completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

D.3 INCREASE THE NUMBER OF DEGREE AND CERTIFICATE COMPLETION BY BLACK/AFRICAN AMERICAN STUDENTS

• **Activity Type(s)**

X	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
X	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
D.3	Black/African American	8

• **Activity Implementation Plan**

- Provide support to Black/African American students through mentoring opportunities and learning communities (Umoja and Triumph Scholars Program).
- Collaboration with consultants such as M²C³ to explore opportunities to create instructional support and other programs on campus that will support the successful completion of certificate and/or degree programs by Black/African American students.
- Intrusive counseling and counselors assigned specifically to members of the learning communities that help students to stay on course with their education plan and successful complete their degree or certificate program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	2015 – 2020	\$25,000	TITLE V, DISTRICT, SSSP, EOPS

• **Link to Goal**

By providing mentoring opportunities for Black/African American students we create networking opportunities that provide exposure to traditional and non-traditional pathways to degree and certificate completion. It is our goal to create learning communities such as Triumph Scholars and Umoja that will allow for more directed intrusive counseling of Black/African American students and increase successful completion of certificates and degrees. By collaboration with groups such as M²C³ and the Umoja, it provides us with critical insight on barriers on our campus that are hindering Black/African American students to be successful.

District: Antelope Valley College: Antelope Valley College

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with degree and certificate completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

D.4 INCREASE THE NUMBER OF DEGREE AND CERTIFICATE COMPLETION BY STUDENTS WITH DISABILITIES

• **Activity Type(s)**

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	X	Professional Development		

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

ID	Target Group	# of Students Affected
D.4	Individuals with Disabilities	1

• **Activity Implementation Plan**

- Collaborating with Office for Students with Disabilities to ensure that students are aware of the reasonable accommodations that are available to them.
- Increase marketing of resources and assistance available to students with disabilities, such as audio, large print, electronic books; assistance with note taking, etc.
- Professional development for faculty, tutors, and staff on working with students with disabilities.
- Increase number of tutors that specialize in working with students with disabilities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	2015 – 2020	\$20,000	OSD, SSSP, EOPS, DISTRICT, TITLE V

District: Antelope Valley College: Antelope Valley College

- ***Link to Goal***

- Collaborating with the Office for Students with Disabilities we are able to ensure that students are aware of the services that are available to them by increasing marketing of resources. This efforts increases the number of students that are provided resources which will assist students in overcoming the barriers that hinder them from successful degree and certificate completion. By providing skilled professional development, we will equip faculty, tutors, and staff with the knowledge that will help them better instruct and assist students with disabilities.

- ***Evaluation***

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with degree and certificate completion. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The 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. Calculate transfer rates by dividing:

TRANSFER

Target Populations (Cohort of 2008-2009)	The # of students who complete a min of 12 units and have attempted a transfer level course in MATH or ENGL	The number of students who actually transfer after one or more (up to 6) years	The transfer rate	PPD, % with +/- added**
Asian	133	55	41.4%	13.9%
Black/African American	486	130	26.7%	-0.8%
Hispanic/Latino	996	226	22.7%	-4.8%
American Indian/AK Native	28	LNE	25.0%	-2.5%
Native Hawaiian/Pacific Islander	20	LNE	20.0%	-7.5%
White, non-Hispanic	951	292	30.7%	3.2%
Unknown	233	69	29.6%	2.1%
TOTAL	2,847	783	27.5%*	
Females	1,624	450	27.7%	0.2%
Males	1,202	330	27.5%	0.0%
Individuals with Disabilities	188	30	16.0%	-11.5%
Low-income students	2,132	515	24.2%	-3.3%
Current or former foster youth	18	LNE (2)	11.1%	-16.4%
Veterans	26	LNE (8)	30.8%	3.3%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of transfer – paying close attention to the +/- designation. A negative sign of PPG indicates a student sub-group's completion rate is lower than the average group's rate.

Transfer Rate

Numerator: The number of students who actually transfer after one or more (up to six) years.

Denominator: The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

Source: CCCC's Data on Demand, 2015 Scorecard, 2008-2009 ARCC SPAR Completion Cohort.

District: **Antelope Valley**

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Student Group	The # of Students in Cohort Groups	PPD	# of Students Lost
Current or former foster youth	18	16.4%	3
Individuals with Disabilities	188	11.5%	22
Hispanic/Latino	996	4.8%	48

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Current or former foster youth	-18.7, 2014	10%	2020
Individuals with Disabilities	-11.5, 2014	50%	2020
Hispanic/Latino	-4.8, 2014	10%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1 INCREASE THE NUMBER OF CURRENT OR FORMER FOSTER YOUTH THAT TRANSFER TO FOUR YEAR UNIVERSITIES

• **Activity Type(s)**

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(s)	# of Students Affected
E.1	Current or former foster youth	3

• **Activity Implementation Plan**

- Provide exposure to universities and participate in campus tours such as Historically Black Colleges and Universities, CSU's and private colleges in California. Connect our current and former foster youth with Guardian Scholars from universities for specific transitional and transfer activities.

District: Antelope Valley College: Antelope Valley College

- Create a transfer campaign of successful students to share their success path with current students on campus.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	2015 – 2020	\$20,719	TITLE V, SSSP, DISTRICT, EOPS

• **Link to Goal**

Providing current and former foster youth exposure to university campuses by participating in student tours, we provide opportunities for students to add to their context of transfer. This exposure will help students realize their goals of attending such institutions. Creating a campaign which includes marketing and advertisement of AVC alumni that have successfully transferred to universities and by sharing their pathway to success engages current students. This experience helps students realize their plan to transfer to a four year university.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with transfer. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

E.2 INCREASE THE NUMBER OF STUDENTS WITH DISABILITIES THAT TRANSFER TO FOUR YEAR UNIVERSITIES

• **Activity Type(s)**

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	# of Students Affected
E.2	Individuals with Disabilities	22

• **Activity Implementation Plan**

- Provide students with disabilities reasonable accommodations and accessible opportunities to attend transfer events such as the Black, Hispanic, and STEAM College Expos and participate in Historically Black Colleges and University (HBCU) Tours.
- Provide students with the accessible opportunities to attend college tours across the state of California.
- Increase marketing and advertisement to students with disabilities of the agreements between California Community Colleges and Historically Black Colleges and Universities.
- Assigning a counselor identify, track students with disabilities that are nearing their transfer point, ensure that students attend workshops and events that are designed to encourage successful and smooth transition to the university level.
- Hosting workshops to assist students with disabilities complete their applications for transfer to the university level.
- Increase awareness of reasonable accommodations to assist students with attending college expos.
- Work with feeder transfer schools such as CSU Northridge, CSU Bakersfield, etc. to provide transition activities and support.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	2015 – 2020	\$40,000	OSD, DISTRICT, SSSP, EOPS, TITLE V

• **Link to Goal**

By providing students with disabilities reasonable accommodation and accessible opportunities to tour historically black colleges and universities, attend Black, Hispanic, and STEAM College Expos, and California college tours we open pathways and avenues for students. Some of the opportunities are automatic admission to universities and opportunities to have admission fees waived by their participation in these events. By increasing student awareness of the existing agreements that California Community Colleges have with HBCU, TAG agreements with UCLA and assisting with their transfer applications, it allows students to have additional choices for educational paths that may not normally be afforded to them. These efforts encourage them to seek educational paths that are tailored to their success. By increasing awareness of reasonable accommodations and services available to students with disabilities, we encourage participation and increase opportunities for transfer.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with transfer. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

E.3 INCREASE THE NUMBER OF HISPANIC/LATINO STUDENTS THAT TRANSFER TO FOUR YEAR UNIVERSITIES

• **Activity Type(s)**

X	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
E.3	Hispanic/Latino	48

• **Activity Implementation Plan**

- Increase marketing and advertisement of AVC’s College Fair in Spanish and English.
- Increase marketing and advertisement of degree programs and courses that lead to transfer in Spanish and English.
- Identify Hispanic/Latino students that express interest in four year degrees and assist them in selection of AVC majors that align with transfers.
- Provide support for Law Scholars and STEM programs in Spanish and English.
- Provide financial aid and financial planning workshops to assist Hispanic/Latino students prepare financially to transfer to a university.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	2015 – 2020	\$50,000	TITLE V, DISTRICT, SSSP, EOPS

• **Link to Goal**

- Providing an increase in awareness of AVC’s College Fair in both Spanish and English will encourage students to explore and pursue transfer opportunities that they may not consider on their own. It is our goal that by increasing marketing and advertisement of degree programs that are aligned with transfer we will encourage students to continue their education to the university level. By identifying Hispanic/Latino students that are on a path to transfer and assigning a counselor to them, we increase their awareness of opportunities that are available. It is also our goal to collaborate with financial aid and design

financial aid and financial planning workshops that help Hispanic/Latino students be prepared fiscally for transfer. By increasing support for and marketing STEM and Law Scholars programs in Spanish and English, we provide support for Hispanic/Latino students on AVC campus and increase the completion and transfer rate.

- ***Evaluation***

- Data will be collected from efforts to monitor the increase of success of students overall and those that participate in services and programs on campus to assist with transfer. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1 INCREASE SUPPORT OF AB540/UNDOCUMENTED STUDENTS

- *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)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	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
F.1	AB540/Undocumented Students	UNKNOWN

- *Activity Implementation Plan*

- Analyze the campus data to determine the numbers, success rates, and other factors which affect AB540/undocumented students.
- Increase support services to AB540/undocumented students.
- Increase marketing of programs to help AB540/undocumented students successfully complete courses.
- Increase marketing of programs in foreign language.
- Increase support for AB540/undocumented students in the Books H.E.L.P. (Help Enhance Learning Possibilities) Program.
- Increase support with gas vouchers and bus passes for AB540/undocumented students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	2015 – 2020	\$50,000	DISTRICT

• **Link to Goal**

It is our goal to partner with community organizations and the feeder high school districts to increase marketing of student success and support services available to AB540/undocumented students. We believe that by outreach to community organizations in English and Spanish, we can build pathways to education and educational success. Because many of these students receive minimal or no financial aid it is our goal to provide assistance through programs like Books H.E.L.P. (Help Enhance Learning Possibilities) Program and other programs to increase greater success for students in this population.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of AB540/undocumented students overall and those that participate in services and programs on campus to assist students. This data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

F.2 DEVELOPMENT OF A CULTURAL AWARENESS/DIVERSITY PROGRAM

• **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)**

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

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

ID	Target Group	# of Students Affected
F.2	All students	18,856

• **Activity Implementation Plan**

- During the college program review process, encourage all disciplines to analyze disaggregated data by ethnicity and create a plan to close gaps.
- Conduct and sponsor professional and student development through training programs like those at Museum of Tolerance, SEED, and other inclusion training.
- Development of the Spectrum Performance Series, which brings performances and speakers that increase awareness of cultural diversity on campus.
- Tutor Training that focuses on diversity and special needs of various groups such as veterans, students with disabilities, and students of various age groups and cultural backgrounds.
- Conduct the Student Equity Retreat.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	2015 – 2020	\$150,000	TITLE V, SSSP, DISTRICT, STAR TRIO

• **Link to Goal**

It is our goal that through training and programs on campus that focus on diversity and inclusion we increase tolerance cultural awareness of all stakeholders. Through increased awareness we promote our vision of a campus that looks at all programs and student success through the lens of equity. Furthermore, we believe that by creating spaces that promote the conversation of equity throughout the campus we will in turn influence change on the AVC campus.

• **Evaluation**

- Data will be collected from efforts to monitor the increase of success of students overall. Data will be collected and reviewed each semester by the Student Equity Office to monitor and measure the success of the activities in efforts to meet the goals set forth by the committee.

Summary Budget

District: Antelope Valley

College: Antelope Valley College

See Attached Excel Spreadsheet.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Each goal has a set of activities associated with it, and each activity has one or more measurable outcomes. These outcomes were developed in collaboration with members of the Student Equity Committee. The staff in the Student Equity Office will support activity leaders on an ongoing basis to develop evaluation tools, collect and analyze data, and revise activities based on those evaluations.

The Student Equity Committee will be reviewing and evaluating each goal and all activities on a monthly basis. At the end of the year, an annual report will be created and submitted to the Student Success Committee. In addition, this report will be shared with the campus to include accomplishments. This report will be the bases for ongoing feedback on our efforts to improve and expand our efforts to achieve student equity