Introduction

West Valley College (WVC) is one of two colleges in the West Valley-Mission Community College district. WVC's annual 2016-2017 enrollment was 14,643. WVC enrolls a significant number of students (25.21%) 19 years of age and under, and students 20 - 24 years comprise 27.94% of the population. Over 25% of students are between the ages of 25 - 49 and 21.29% are 50 years old and older. Over 55% are female and 44% are male. The student demographic for spring 2017 is shown below:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-Americans</td>
<td>2.4%</td>
</tr>
<tr>
<td>Native Americans</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>19.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>24.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.2%</td>
</tr>
<tr>
<td>Multi Ethnic</td>
<td>5.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.0%</td>
</tr>
<tr>
<td>White/non-Hispanic</td>
<td>37.8%</td>
</tr>
</tbody>
</table>

WVC offers 65 Degrees (including 25 ADTs) and 60 Certificate Programs. In the last three years, the college awarded 2,819 degrees including 939 ATDs and 562 certificates. Fifty-nine percent (59%) of students attend college part-time and are employed either full or part-time. The vast majority work to support themselves and/or their families.

West Valley College has taken deliberate and thoughtful steps to create a well-rounded plan that utilizes the state funds prudently and appropriately in support of the college’s integrated goals. The college will implement activities from multiple perspectives, keeping in mind that all activities will focus on making improvements to the persistence and success of target groups identified in the Integrated Basic Skills, Student Equity, & SSSP Plan. The Student Success Committee comprised of faculty, staff and administrators including the Academic Senate President, the Curriculum chair, the BSI coordinator, a representative from Classified Senate, counseling representatives, the Vice President of Student Services (VPSS) and the Dean of Instruction developed the integrated goals in consultation with constituent groups. The VPSS took the lead in the development and completion of the Plan & goals and solicited input from the Associated Student Government, the Student Services Council, Academic Senate, College Council, and also ensured that the Board of Trustees reviewed and approved the Plan and goals.

The following goals are aligned with the college's Educational Master Plan (EMP) and focus on improving student engagement to assist in student retention, increasing the numbers of students completing pre-collegiate math and English and enrolling in college level math and English within three semesters, and also aligned with Guided Pathways, requiring all students to have an Educational Plan, and increasing successful transfer of African-American students and other target groups.
Goals

1. The College will implement an institutional initiative to personally engage students, especially students from the target populations (African Americans, Latinos, Veterans, and Foster Youth) within the first six weeks in order to increase persistence into the second semester.

2. Guided Pathways: Require First-year students to have a clear roadmap to completion, further education, and career attainment.

3. Increase the percentage of first-year students from baseline data in 2016 who start in a pre-transfer math class and successfully enter a transferrable math class within three semesters.

4. Increase the percentage of first-year students from baseline data in 2016 who start in a pre-transfer English class and successfully enter a transferrable English class within (three) semesters.

5. Increase the percentage of Hispanic, African American, disabled, foster youth and veteran students who transfer.

The overarching focus is to implement strategies that promise the most potential for improvements in academic and student support services. These strategies will also assist in enhancing the overall college infrastructure in order to ensure long-lasting and ongoing improvements to student learning and achievement of students’ educational goals.

Target Groups
The identified student groups and sub groups emerged from the data analysis and are delineated in the following.

<table>
<thead>
<tr>
<th>Student Equity Measures</th>
<th>Identified Student Groups &amp; Sub Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Hispanic, African American, Asian students, First year Experience students (FYE), Veterans &amp; Foster Youth</td>
</tr>
<tr>
<td>ESL/Basic Skills Completion</td>
<td>African American, Hispanic students, FYE &amp; older students</td>
</tr>
<tr>
<td>Course completion</td>
<td>African American &amp; Filipino students; students with disabilities; distance education students</td>
</tr>
<tr>
<td>Degree/Certificate completion</td>
<td>Veterans, CalWORKs, older students, all historically underrepresented students</td>
</tr>
<tr>
<td>Transfer</td>
<td>Hispanic, African American, older students, and all historically underrepresented students</td>
</tr>
</tbody>
</table>

The activities the college will undertake to achieve these goals
The College will undertake several key activities in support of the goals. For example, activities for goal #1 include:

- Improving and supporting the New Student Convocation in collaboration with the First-Year Experience Program and the Office of Student Development,
- Expanding the “Call Center by utilizing institutional data to determine the population groups who have not participated in college orientation.
- Collaboration across the campus especially with categorical and special programs to provide focused workshops and engagement activities
- Focusing on student interventions and follow-up services
• Expanding and improving college outreach including improving the Early Admissions Program (EA)
• Offering professional development focusing on best practices in student engagement.

Goal #2 focusing on guided pathways require all first-year students to have an Educational Plan. Activities include
• Counselor works for faculty regarding General Education requirements and meta majors
• Systematically identifying and contacting undeclared students through the District new ERP system
• The Office of Instruction developing predictable course schedules to make it easier for students to organize their lives around school in order to complete their educational goals
• Collaboration across the campus to provide workshops focusing on lucrative careers and viable employment opportunities
• Increasing the number of orientations provided including orientations for ESL students and online students and increasing the number of Educational Planning services provided over baseline data.
• Improving data integrity and MIS reporting.

In keeping with Guided Pathways, goal #3 focuses on increasing the percentage of first-year students who start in a pre-transferrable math class and successfully enter a transferrable math class within 3 semesters. Activities include:
• Using multiple measures for assessment of students for math and English courses
• Collaboration across campus especially among special/categorical programs to provide early intervention to struggling students
• Collecting and analyzing data focusing on first-year students from target populations to determine the length of time it takes them to enter transferrable math and English courses.
• Providing embedded tutoring and specialized tutoring for disabled students.
• Exploring other acceleration or corequisite models in math.

Goal #4 focuses on increasing the percentage of first-year students who start in a pre-transferrable English class and successfully enter a transferrable math class within 3 semesters. The activities include:
• Using multiple measures for assessment of students for math and English courses
• Collaboration across campus especially among special/categorical programs to provide early intervention to struggling students
• Collecting and analyzing data focusing on first-year students from target populations to determine the length of time it takes them to enter transferrable math and English courses.
• Providing embedded tutoring and specialized tutoring for disabled students
• Exploring other acceleration or corequisite models in English

Goal #5 focuses on increasing the percentage of Hispanic, African-American, disabled, foster youth and veteran students who transfer. The relevant activities include the following:
• Coordinating activities with the Outreach Office and the WVC College Promise Grant Program to expand college readiness programs in partner schools.
• Completing the Multiple Measures studying and implementing it spring 2018
• Providing transfer workshops
• Providing university field trips to various four-year institutions, including HBCUs
• Implementing degree audit and an online Educational Planning tool
• Creating more robust transfer focused orientations
• Creating major-focused tutoring
• Exploring connecting transfer counselors to basic skills at the beginning of their educational track.

The resources budgeted for these activities.
The total budget for the three programs is $1,844,844

Student Equity $481,884
SSSP $1,272,960
BSI $90,000

INTEGRATED BSI/STUDENT EQUITY & SSSP PLANNED BUDGET

<table>
<thead>
<tr>
<th>Category</th>
<th>Basic Skills Initiative</th>
<th>Student Equity</th>
<th>Credit SSSP</th>
<th>Credit SSSP - Match</th>
<th>Noncredit SSSP</th>
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<tbody>
<tr>
<td>Academic Salaries</td>
<td>26,516</td>
<td>111,525</td>
<td>323,891</td>
<td>773,705</td>
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<td>Classified and Other Salaries</td>
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<td>95,518</td>
<td>584,064</td>
<td>104,251</td>
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<td>Nonacademic Salaries</td>
<td>18,979</td>
<td>69,515</td>
<td>222,986</td>
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<tr>
<td>Employee Benefits</td>
<td>7,250</td>
<td>45,140</td>
<td>50,631</td>
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<tr>
<td>Supplies &amp; Materials</td>
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<td>81,388</td>
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<tr>
<td>Capital Outlay</td>
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<td>2,360</td>
<td>10,000</td>
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<tr>
<td>Other Outgo</td>
<td>0</td>
<td>27,000</td>
<td>-</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Program Totals</td>
<td>90,000</td>
<td>481,884</td>
<td>1,272,960</td>
<td>1,272,960</td>
<td>$</td>
</tr>
</tbody>
</table>

How Student Equity funding for 2016, 2017, and 2018 was expended
Student Equity funds were primarily spent to support the activities and planned strategies. These included salaries of personnel who provided direct services to students as well as to coordinate the activities undertaken by the Office of Student Equity. Funds were also spent on professional development to develop culturally sensitive curriculum and develop new accelerated math and English courses; for speakers and presenters; student-field field trips to four-year universities; conference and travel; general supplies; equipment/scientific calculator lending lab; and direct student support such as textbooks, bus passes and assistance with childcare for students with high needs.

2016
Administrative Salaries (director) $60,211
Classified/other non-academic salaries $23,239
Employee Benefits $22,090
### Supplies and Materials to support students
- $59,348

### Other operating expenses and services
- $192,866

### Capital Outlay
- $1,517

### Other outgo (Direct Aid to students)
- $5,919

### TOTAL
- $365,190

#### 2017
- **Administrative Salaries (director)**: $98,267
- **Classified/other non-academic salaries**: $64,389
- **Employee Benefits**: $36,666
- **Supplies and Materials to support students**: $88,743
- **Other operating expenses and services**: $342,059
- **Capital Outlay**: $13,170
- **Other outgo (Direct Aid to students)**: $5,919
- **TOTAL**: $671,601

#### 2018
- **Administrative Salaries (director)**: $139,436
- **Classified/other non-academic salaries**: $105,015
- **Employee Benefits**: $53,453
- **Supplies and Materials to support students**: $48,844
- **Other operating expenses and services**: $177,788
- **Capital Outlay**: $21,726
- **Other outgo (Direct Aid to students)**: $56,093
- **TOTAL**: $671,601

### Progress on Student Equity Goals.

**Access**: Within the next 4 years, increase Asian, Hispanic, African American, veterans and Foster youth attending WVC.

The Asian population within the community is 31.7%; however, WVC’s total enrollment proportion was only 14.9% when we implemented the Student Equity Program. It has steadily increased to 17.8%. The Hispanic or Latino population within the community is 26.9%; however, our baseline data used in the 2015-16 Plan indicated that the 2014-15 Hispanic population at WV was only 13.45%. To date, the current Hispanic population has increased considerably to 21.8%. The African American student population has slightly declined from 2.6% to 2.3%. However, the % of the African-American adult population within the community is only 2.4%; thus WV’s percentage gap is quite small. The former Foster Youth enrollment at WVC increased from 49 during the 2014-2015 (baseline data) to 56 in 2016-2017 academic year. While there appears to be a slight decrease in the Veteran population from 198 in 2014-2015 (baseline data) to 118 in 2016-2017, it is important to note that 21 veterans graduated and transferred in spring 2016 after 5 semesters or less. Replacing the graduated veterans with new veteran students is one of our priorities. We recently hired a veterans program coordinator to replace the coordinator who retired in winter 2016.

**Course Completion**: Within the next 3-4 years increase course completion rates of all target groups (African-American, foster youth, and disabled students).
The course completion rates of African-American students (61%) continue to be below the pass rate of all students (69%). However, this is an improvement from 59% based on baseline. There continues to be a negative disproportionate gap between the successful course completion rate of WV Foster Youth and the average successful course completion rate of all students. There remains a significant 13% point difference (56% compared to 69%). The successful course completion rate of students with disabilities is 2% higher (71%) than the average student population.

**Degree Completion:** By 2020, increase the number of students from the target population who complete a degree or certificate.

This objective primarily focuses on students with disabilities (DESP), Foster Youth and Veterans. These are the most challenging groups for a variety of reasons. With the DESP population there was a slight decrease from the number of students who earned a degree or certificate from 69 students in 2014-2015 (baseline data) to 67 students in 2016-2017. The fact that more DESP students are transferring to four-year universities instead of simply earning an associate degree or certificate may account for the slight decline. Our intent is to encourage more students to earn an Associate Degree-Transfer. With the Foster Youth population, there were 3 students who graduated in 2016-2017 compared to 0 in 2014-2015. With the veteran population, 7 graduated in 2016-2017 compared to 15 in 2014-2015. We have been concerned with the integrity of the data since we definitively know we had issues with data migration during the implementation of the new ERP system. We believe that we have consistently graduated 13 – 15 veterans each year.

**Basic Skills/ESL:** In 2014-15 and 2015-16 Student Equity, BSI, and SSSP shared two common goals across the three programs. This focused on Basic Skills completion.

1. **Basic Skills Completion:** Within the next five years, increase by 10% the percentage of students that start taking a math course two levels below transfer and successfully complete a transfer level course.

2. **Basic Skills Completion:** Within the next five years, increase by 10%, the number of students who enroll in an English developmental composition course below transfer level and successfully complete both the developmental course and the transfer level course.

The English Department has met its goal. According to the Cohort Tracker Data, the 2013 Developmental Course cohort had a transfer level English success rate of 44.2%, and only two years later, our most current data shows the 2015 cohort success rate at 54.9%. Since 2013 the English Department has tripled its accelerated developmental English course offerings from 1 course per semester to 3 or 4 sections per semester. In addition, 47% of our full-time faculty have attended the California Acceleration Program training and have implemented new teaching strategies to enhance student success in developmental and transfer level English. 41% our full-time faculty have attended OnCourse trainings and workshops and infused their courses with dynamic teaching methodologies.
**Transfer:** Increase the transfer rates of the target groups.

A slight decrease in the CSU transfer rate among African-American and Asian students compared with baseline data. In 2014-2015, 9 or 1.5% of African-American students transferred to a CSU compared with 4 (0.7%) in 2016-2017, and 47 Asian students (7.8%) compared with 46 (7.5%) currently. However, there was a significant increase among the Hispanic population. In 2014-2015, 106 (17.6%) transferred to a CSU and in 2016-2017, 116 students (19.0%) transferred. UC transfers indicate 3 African-American students (0.5%) transferred to a UC compared to 4 (0.7%). Among Asian students, 40 (6.7%) transferred to a UC compared with 31 (5.1%). Our UC transfer rates among Hispanic students has remained stable at approximately 3.4% - 3.3% since the initial increase from 2.3% four years ago.

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