

Irvine Valley College
Student Equity & Achievement
Plan
2019- 2022



1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Baseline (2017-2018)	Target (2021-2022)
Access: Successful Enrollment	20,090	21,095 (= +5%)
Retention: Fall to Spring	10,547	11,074 (= +5%)
Completion of Transfer Level Math & English in 1 year	569	683 (= +20%)
Certificates and Degrees	1,278	1,534 (= +20%)
Transfer to a Four-Year Institution	2,408 (2016-17)	3,251 (= +35%)

Activities that support goal attainment

Access: Successful Enrollment

The Irvine Valley College (IVC) Outreach Department provides services to our feeder high schools to ensure students and families receive the necessary information related to admissions, financial aid, and matriculation.

The Outreach Department assigns student services teams that represent various departments including Counseling; these teams are assigned to each of our service area high schools to provide critical and on-time on-boarding support for our new and prospective students.

The Irvine Valley Promise Program provides financial support and academic enrichment to first-time college students to ensure a positive transition to college life and curriculum. The Outreach and Financial Aid departments provide this critical information to prospective students and families.

Counseling and Educational Planning Services require students to complete their initial academic plan prior to enrolling (a MAP lab offers students assistance to complete their plan) and are instructed by discipline faculty mentors who provide career advisement.

The college's Guided Self-Placement tool (in accordance with AB705) ensures incoming students are placed appropriately to accelerate time to earn a degree.

Irvine Valley College's ESL department provides admissions and matriculation services (including bilingual staffing) to students from diverse backgrounds, increasing access and enrollment to the college.

IVC's Freshman Advantage program provides priority registration for those students who complete their matriculation steps two to three weeks prior to the date registration times are set. Through our matriculation efforts on high school campuses and Fast Fridays held at IVC (day-long sessions to help students complete their matriculation steps), we are looking to increase the number of students who qualify for Freshman Advantage.

Credit students can complete orientation online or in-person to reduce enrollment barriers. The IVC AESL program offers in-person orientation to all non-credit students.

IVC's Laser Week/Laser Day program is an in-person orientation session designed to help students clarify their academic/career path by providing academic success strategies and academic school-specific orientations. Laser Week/Laser Day services approximately 500-700 students per day.

Retention: Fall to Spring

IVC offers Early Alerts (Extremely Early Support Innovation) to identify students who may be at risk for probation/dismissal. Counselors and select staff can view when instructors reach out to students to offer support/resources. The college also offers probation and dismissal workshops to assist students in getting back on track academically.

The IVC Math Center provides drop-in tutoring support to students enrolled in Basic Skills math courses. Furthermore, the Student Success Center also offers online and in-person tutoring support. The Student Success Center also offers computer lab access, providing students with access to specialized software for their coursework. Furthermore, the Student Success Center hours have expanded to serve students on Saturdays. The Center also

Activities that support goal attainment

offers DSPS, EOPS, Re-Entry, Guardian Scholars, and Veteran students with up to two hours of tutoring per week for up to three courses to provide additional support for these student populations.

The Summer Bridge Program is a transition program offered each summer to help underrepresented students (Hispanic/Latino & Low SES) better transition into college. The program consists of two faculty-taught courses taken during the summer, providing students with information and guidance on how to effectively adjust to college life and achieve their goals (e.g., transfer, degree/certificate).

IVC has developed multicultural programming to acknowledge and affirm ethnic identities and to increase cultural awareness on the campus. IVC continues to grow and expand its cultural programming to provide a safe space and healthy campus climate which has its positive associations with increasing retention among historically underrepresented student populations.

Completion of Transfer Level Math & English in 1 year

IVC offers an accelerated pre-college writing (English course) that combines three lower level writing courses to provide students with an opportunity to complete their first transfer-level English course in a maximum of two semesters.

Both the Math and English Departments have developed course mapping in response to AB705 to accelerate completion of math and English coursework. The use of multiple measures has increased placement into transfer level math and English.

The Guided Self Placement (GSP) tool is recommended for students to place them into courses that align with their degree of readiness for college level coursework.

Certificates and Degrees

IVC has piloted a program that notifies students who have met degree or certificate of achievement requirements. This pilot program identifies students who are eligible or close to fulfilling the requirements for those degrees/certificates and messages them to apply for the award through the Awards Management System and by speaking with a counselor.

IVC has begun to scale its academic and career pathways through a variety of methods including mapping of careers, developing interest clusters, and soliciting student feedback throughout the process. Student feedback has primarily driven the grouping and mapping of courses to ensure the path is simple for students.

Our Summer Bridge program will be scaled up to serve a larger amount of students to help them transition to college; data has shown that through the Summer Bridge program, students develop the academic and social skills necessary to actualize their education and career goals. The Summer Bridge program ensures students receive advisement that is relevant to their pathway, learn about opportunities for engagement that support their goals, and have the resources and services available to them to be successful students.

The college's Disabled Students Programs and Services (DSPS) department offers a variety of support for students including accommodations, specialized counseling and advising, priority registration, and other adaptive resources to support students in actualizing their graduation and career goals.

Transfer to a Four-Year Institution

The IVC Transfer Center provides workshops, advisement, and university tours to students.

The Transfer Center also provides transfer information nights to prospective IVC students, providing them with information on transfer and time-to-degree prior to their enrollment at IVC.

The Transfer Center hosts workshops and provides support for students to understand the Associate Degree for Transfer, guaranteeing transfer to a CSU.

IVC hosts university and college representatives to provide institution-specific information and support.

The IVC Honors Program provides enrichment opportunities (Honors coursework), priority registration, and has partnerships with top universities including UCLA and UCI to provide IVC students with transfer pathways.

The Honors Program also has designated counselors who advise students on their transfer pathways, articulation, transfer benefits, and the application process to a four-year university.

2a. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Demographic	Gender	Baseline	Minimum Equity	Full Equity	Goal (40% gap decrease)	% increase
Enrolled in the Same Community College						
Disabled	Female	352	364	380	352	
Hispanic or Latino	Female	2388	2805	2924	2602	9%
Black or African American	Female	303	368	384	335	11%
Filipino	Female	377	395	412	377	
Some other race	Female	82	156	163	82	
Native Hawaiian or other PI	Female	39	56	58	39	
American Indian or Alaska Native	Female	41	49	51	41	
Black or African American	Male	274	305	318	292	6%
Some other race	Male	83	151	158	83	
Native Hawaiian or other PI	Male	29	38	39	29	
Foster Youth	Female	77	101	105	88	15%
Foster Youth	Male	31	40	42	35	13%
LGBT	Female	389	596	622	482	24%
LGBT	Male	330	526	549	418	27%
Retained from Fall to Spring at the Same College						
Economically Disadvantaged	Female	2643	2643	2720	2674	1%
Hispanic or Latino	Female	1191	1215	1251	1215	2%
Native Hawaiian or other PI	Female	7	11	11	7	
White	Male	1700	1712	1763	1700	
Hispanic or Latino	Male	1065	1095	1127	1090	2%
Black or African American	Male	74	88	90	80	8%
Some other race	Male	45	52	54	45	
American Indian or Alaska Native	Male	N/A	1	1	1	
LGBT	Female	119	139	143	129	8%
LGBT	Male	99	115	118	107	8%
Veteran	Male	143	165	170	154	8%
Completed Both Transfer-Level Math and English Within the District in the First Year						
Economically Disadvantaged	Male	126	141	155	126	
Hispanic or Latino	Female	53	72	79	63	19%
American Indian or Alaska Native	Female	N/A	1	1	1	
Native Hawaiian or other PI	Female	N/A	1	1	1	
Hispanic or Latino	Male	51	76	83	64	25%
LGBT	Male	1	7	8	4	300%
Veteran	Male	2	4	5	3	50%
Certificates and Degrees						
Some other race	Female	5	11	14	5	
American Indian or Alaska Native	Female	N/A	1	1	1	

Demographic	Gender	Baseline	Minimum Equity	Full Equity	Goal (40% gap decrease)	% increase
Some other race	Male	5	7	9	5	
Foster Youth	Male	4	6	7	5	25%
LGBT	Female	13	16	19	15	15%
Transferred to a Four-Year Institution						
Native Hawaiian or other PI	Female	2	3	4	2	
American Indian or Alaska Native	Female	1	1	2	1	
Filipino	Male	24	28	35	24	
Black or African American	Male	18	18	23	20	11%
Native Hawaiian or other PI	Male	1	1	2	1	
LGBT	Male	19	20	25	21	11%

Note: Baseline targets indicated for groups where no equity funded activities are currently planned. Groups with set targets are highlighted in green. The current SEA template from the State Chancellor's Office requires targets only for English and math transfer-level outcomes. However, we will also monitor transfer-level outcomes for students who start in the ESL sequence in accordance with AB1805.

DI Groups	Activities that support goal attainment
Access: Successful Enrollment	
Black/African American	<p>IVC is exploring programs and interventions to establish a support program that directly serves Black and African American students.</p> <p>While there are support mechanisms for all students who apply and intend to enroll at IVC, targeted programming that is designed around specific racial groups is necessary.</p> <p>Some community colleges, including those in our area, have established Umoja programs that are designed to provide support services targeted towards Black and African American students. We are exploring options to develop a program that creates a sense of community among Black and African American students, staff, and faculty.</p>
Hispanic/Latino	<p>IVC hosts a Latinx transfer night targeted towards providing information, support, and services to Latinx students and their families.</p> <p>The IVC Outreach Department provides regular onboarding support to our local feeder high schools with large Latinx student populations including Tustin High School and Beckman High School. The IVC Outreach Department does not actively recruit outside of its service areas of Irvine Unified School District, Tustin Unified School District, and Laguna Beach Unified School District. Tustin High School and Beckman High School, which are regularly serviced by the Outreach Department, have significant percentages of Latinx students.</p> <p>The IVC Counseling Department's Summer Bridge program provides college preparation support and offers students an opportunity to enroll at the college the summer before their first fall semester. The Summer Bridge program serves a significant percentage of Latinx students and will be scaled up this summer by offering more sections and serving a larger number of students.</p>
Pacific Islander Native Hawaiian or other Pacific Islander American Indian or Alaska Native	<p>Irvine Valley College is the recipient of the Asian American Native American Pacific Islander Serving Institution (AANAPISI) federal grant which is targeted to improving their college outcomes.</p> <p>The AANAPISI program at IVC provides community outreach, hosts events for the Orange County Asian and Pacific Islander community and provides designated counseling services for students to help them transition to college and identify their intended academic and career pathway.</p> <p>The Outreach Department and AANAPISI program have cultivated relationships with local nonprofit organizations that serve the Asian and Pacific Islander community, including the Orange County Asian and Pacific Islander Community Alliance (OCAPICA), to provide them with campus tours, application assistance, and onboarding support.</p>

DI Groups	Activities that support goal attainment
	The IVC AANAPISI program provides tutoring, peer mentorship, cultural enrichment, and wrap-around support services to students to help them be successful at IVC and beyond.
LGBT	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
Foster Youth	IVC's Guardian Scholars program targets former and current foster youth and provides priority registration, designated Guardian Scholars counseling/advisement, financial aid assistance, and other direct support services including academic supplies.
Retention: Fall to Spring	
Hispanic/Latino	IVC is launching a Puente program which is geared towards supporting Latinx students through counseling, mentorship, and academic support to increase completion and success.
American Indian Native Hawaiian or other Pacific Islander	<p>The Asian American Native American Pacific Islander Serving Institution (AANAPISI) program at IVC provides community outreach, hosts events for the Orange County Asian and Pacific Islander community and provides designated counseling services to students, helping them transition to college and identify their intended academic and career pathway.</p> <p>The Outreach Department and AANAPISI program have cultivated relationships with local nonprofit organizations that serve the Asian and Pacific Islander community, including the Orange County Asian and Pacific Islander Community Alliance (OCAPICA), to provide them with campus tours, application assistance, and onboarding support.</p> <p>The IVC AANAPISI program provides tutoring, peer mentorship, cultural enrichment, and wrap around support services for students to help them be successful at IVC and beyond.</p>
Black/African American	<p>IVC is exploring programs and interventions to establish a support program that directly serves Black and African American students.</p> <p>While there are support mechanisms for all students who apply and intend to enroll at IVC, targeted programming that is designed around specific racial groups is necessary.</p> <p>Some community colleges, including those in our area, have established Umoja programs that are designed to provide support services for Black and African American students. We are exploring options to develop a program that creates a sense of community among Black and African American students, staff, and faculty.</p>
LGBT	Our Pride Scholars program provides not only activities and events to establish a positive campus climate for our LGBTQIA+ students, but also has a designated Pride Scholars Counselor who is available for students to meet with 1:1 to provide academic and career development support.
Veteran	The IVC Veterans Services Center provides wrap-around support services including a designated counselor, specialized tutoring, access to psychological resources, and financial aid support to Veteran students.
Economically Disadvantaged	<p>Food and Basic Needs Support. Food Resource Center assisted 350 students with food resources in Fall of 2017. Nearly 100 referrals were given to students for state resources including Cal-Fresh and MediCal and approximately 80 meal cards were given to students (unduplicated) in Fall 2018. The center also provides CalFresh assistance and housing referrals.</p> <p>The Summer Bridge Program also serves a high percentage of economically disadvantaged groups</p>

DI Groups	Activities that support goal attainment
Completion of transfer level math and English	
Hispanic/Latino	Our Summer Bridge and Puente programs serve/will serve a large proportion of Latinx students at IVC with wrap-around support services.
LGBT	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
American Indian Native Hawaiian or other Pacific Islander	The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC. Elevate and CAANAPI Program; The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC.
Certificates and Degrees	
Hispanic/Latino	The Summer Bridge program services a high proportion of Latinx and first-generation students. The IVC Puente program is currently being established and will target support towards Latinx students through academic enrichment, career development, and transfer support.
LGBT	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
Foster Youth	IVC's Guardian Scholars program is targeted towards former and current foster youth and provides priority registration, designated Guardian Scholars counseling/advisement, financial aid assistance, and other direct support services including academic supplies.
American Indian Native Hawaiian or other Pacific Islander	The Student Activities Center includes the opportunity for all students to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within Student Government.
Transfer to a four-year institution	
Black/African American	IVC is exploring programs and interventions to establish a support program that directly serves Black and African American students. While there are support mechanisms for all students who apply and intend to enroll at IVC, targeted programming that is designed around specific racial groups is necessary. Some community colleges, including those in our area, have established Umoja programs that are designed to provide support services for Black and African American students. We are exploring options to develop a program that creates a sense of community among Black and African American students, staff, and faculty.
Hispanic/Latino	The Summer Bridge program services a high proportion of Latinx students. The IVC Puente program is currently being established and will target support towards Latinx students through academic enrichment, career development, and transfer support.
LGBT	The IVC Pride Scholars program began in Spring 2018 to provide academic, social, and personal support to students who identify with the LGBTQIA+ community. The number of students utilizing Pride Scholars resources, activities, 1:1 counseling, and programs has grown exponentially since its inception.
American Indian	The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of

DI Groups	Activities that support goal attainment
Native Hawaiian or other Pacific Islander Filipino	each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC. Elevate and CAANAPI Program; The Student Activities Center includes the opportunity for all students from ethnic-specific and disproportionately impacted communities to start support groups and clubs at the beginning of each semester. We are also implementing a peer mentor program and student advocates/activism committee within ASG of IVC.

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Irvine Valley College's Office of Research, Planning and Accreditation has an assigned Student Equity Research Analyst who will design, lead, and conduct regular quantitative and qualitative studies in collaboration with program leads and content experts. Progress towards the goals will be assessed on, at minimum, an annual basis using local and Chancellor's office data made available via the Student Success Metrics. Local data will be captured semiannually, with program leads providing brief reports of the challenges/successes of the program and any relevant data. After a program/service has had ample time of implementation, they will be evaluated with more rigorous methods to isolate the specific effects of the services/programs on select subgroups.

The Student Equity Research Analyst and Student Equity Coordinator will compile and present the results to the Student Equity Task Force, a robust team consisting of faculty, members of Academic Senate, classified staff, administrators, students, and community members. Upon review and discussion of the findings, the task force will make recommendations as to whether to continue, scale up, add new, or discontinue programs.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs (500 words):

Our college is committed to focusing on reducing barriers and accelerating students to completion and successful outcomes. Classified professionals, faculty, administrators, and students each play an active role in the work we do to increase student success and close the achievement gap. Our Student Equity and Achievement Program (SEAP) Integration Workgroup was assembled in Spring 2017 and brings together our Basic Skills (BSI), Student Equity, and Student Success and Support Program (SSSP) teams. This workgroup consists of faculty, staff, and administrators who work collaboratively to strategize which practices and programs can fulfill our student success goals. One of the ways in which this group collaborates is by working together to provide budget transparency and dialogue while working collectively to select projects and programs to fund that will help close the achievement gap. IVC conducts a resource request process for each of the categorical programs and the BSI, Student Equity, and SSSP groups convene to discuss the direction the group will go. This allows for more thoughtful dialogue and data-driven planning to facilitate decisions on how to best position the funding to target specific disproportionately impacted groups.

Our college, throughout the resource request and planning process, makes data-informed decision by working very closely with our Research Department. Our Research Department is represented at our SEAP Integration Workgroup, as well as our BSI Task Force, Student Equity Task Force, and SSSP Task Force to present relevant data that shows which of our student populations are experiencing disproportionate impact. Something that makes IVC unique is the transparency with which data is shared, as well as the thoughtful dialogue that ensues regarding how we can move the needle to promote racial equity.

As demonstrated in our overall summary of activities that promote student success and completion, IVC has a variety of programs and departments working to enhance student success. Hence, our Guided Pathways Workgroup, AANAPISI Program, Promise Program (AB 19), and Multiple Measures (AB705) Design Team are also represented in our equity task force and integration groups to ensure we are positioning funding and discussions around scaling up promising

practices. Our 2019-2022 goals will be to continue these important discussions and dialogues to have honest and open conversations about focusing on racial equity and campus climate.

IVC was granted an Institutional Effectiveness Partnership Initiative (IEPI) grant to further our integrated efforts by focusing on effective communication and cultural competence. This initiative will bring a Partnership Resource Team (PRT) to our campus to continue our inter-departmental collaboration with the ultimate goal of enhancing our campus climate for our diverse student body. This will focus on team building across departments and teams, as well as improve communication to continue the work we are doing for student success and achievement.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

C.2 ESL and Basic Skills Completion – African American Students	
<i>By 2018: Increase rates of Basic Skills Improvement for English among African American students according to their individual education goals by 3 points from 33% to 36%. (Student Equity Plan Goal 2016)</i>	
Accounting of how Student Equity funding for 2014-15 was expended	English: Faculty Research Stipend of Best Practices (Spring 2015) \$3,100
	- English: Workshop Textbooks \$3,000
	- English: Teacher Training Workshop Stipends \$3,000
	- English: Faculty Research Stipend of Best Practices (Summer 2015) \$6,050
	- English: Workshop Refreshments \$400
	Total: \$15,550
Accounting of how Student Equity funding for 2015-16 was expended	- English: Lit Café Textbooks Total: \$1,382
Accounting of how Student Equity funding for 2016-17 was expended	N/A
Accounting of how Student Equity funding for 2017-18 was expended	N/A
Progress made in achieving the identified goals from prior year plans	Although initially funded by Student Equity, this initiative was not completed due to lack of faculty availability due to the increased involvement with other statewide and federal initiatives.
Total Expenditures (2014-2018)	\$16,932
C.3 ESL and Basic Skills Completion – Re-Entry Students	
<i>By 2018: Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37%. (Integrated Plan Goal)</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Re-Entry Center: Pt. Time Faculty Counselor Staffing \$20,000
	- Re-Entry Center: Project Specialist (NBU)

	\$4,234
	Total: \$24,234
Accounting of how Student Equity funding for 2016-17 was expended	- Re-Entry Center: Pt. Time Faculty Counselor Staffing \$10,000
	- Re-Entry Center: Project Specialist (NBU) \$4,234
	- Re-Entry Center: Student Aid \$3,000
	Total: \$17,234
Accounting of how Student Equity funding for 2017-18 was expended	Re-Entry Center: Project Specialist (NBU) 20,000
	Re-Entry Center: Events and Programming 3,000
	Total: \$23,000
Progress made in achieving the identified goals from prior year plans	Re-Entry Center Faculty Counselor was hired in October 2016; A Re-Entry Center space was identified in November 2016; Individualized appointments with Re-Entry students begin in October 2016; Specialized group counseling sessions and workshops began in November 2016.
Total Expenditures (2014-2018)	\$64,468
D.1 Degree and Certificate Completion – Re Entry Students	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	See C.3
Accounting of how Student Equity funding for 2016-17 was expended	See C.3
Accounting of how Student Equity funding for 2017-18 was expended	See C.3
Progress made in achieving the identified goals from prior year plans	See C.3
D.2 Degree and Certificate Completion – Resources	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Textbook Loan Library \$5,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Textbook Loan Library \$23,000
	- Student Equity: Laptop Loan Program \$163,498
	Total: \$186,498
Accounting of how Student Equity funding for 2017-18 was expended	Guardian Scholars: Meal Cards \$500
	Student Equity: Transportation Vouchers \$15,608
	Student Equity: Textbook Vouchers \$10,200
	Re-Entry: Student Support \$285
	Total: \$26,593
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity established a Laptop Loan program in 2016-2017 academic year in response to data that indicated access to technology resources was limited for disproportionately impacted groups. Currently, procedures are being developed for intake and usage.
Total Expenditures (2014-2018)	\$218,091

E.1 Transfer – Northern California Campus Tour/Latino Transfer Night	
<i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%. (Integrated Plan Goal)</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- Career/Transfer Center: Seasonal Job Fair/Career Mixer \$1,460
	- Career/Transfer Center: Happy Hours \$1,493
	- Career/Transfer Center: Latino Community Fair \$2,000
	- Counseling Center: Evening Counseling \$20,360
	Total: \$ 25,313
Accounting of how Student Equity funding for 2015-16 was expended	- Transfer Center: Up North College Tour Stipends \$2,205
	- Transfer Center: Up North College Tour \$15,253
	- Transfer Center: Latino Night \$1,600
	Total: \$19,058
Accounting of how Student Equity funding for 2016-17 was expended	- Transfer Center: Up North College Tour Stipends \$1,400
	- Transfer Center: Up North College Tour \$10,000
	- Counseling Center: Latino Night \$800
	Total: \$12,200
Accounting of how Student Equity funding for 2017-18 was expended	Counseling Center: Latino Night \$1,450
Progress made in achieving the identified goals from prior year plans	<p>Student pre- and post-evaluations were collected to see students' learning and overall experience of the Northern CA Campus Tour. The qualitative data results show that students learned and gained a lot through their experiences of visiting, touring and listening to admission information on their Northern CA Campus Tour excursion. For some of these students, it was life changing because it helped them see their options and solidify their choices. Latino Transfer Night was held for two academic years, each in the spring semester. We had 25 students and their families from local high schools and from IVC attend the Latino Transfer Night. By providing these resources, it helped them feel connected to IVC and meet all of the supporting staff/faculty. This event covered the transfer process, financial aid, the California Dream Act and finding and applying for scholarships. We also put together packets of information and flyers of all student services and referrals. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.</p>
Total Expenditures (2014-2018)	\$58,021
E.2 Transfer – Summer Bridge for Hispanic Students	
<i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%. (Integrated Plan Goal)</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Counseling: Summer Bridge Student Support \$13,290
Accounting of how Student Equity funding for 2016-17 was expended	- Counseling: Summer Bridge Student Support \$5,000
	- Counseling: Summer Bridge Project Specialist (NBU) \$5,600
	Total: \$10,600

Accounting of how Student Equity funding for 2017-18 was expended	Counseling: Summer Bridge Project Specialist \$5,000
	Counseling: Summer Bridge Student Support \$6,400
	Total: \$11,400
Progress made in achieving the identified goals from prior year plans	Summer Bridge has been offered for two academic years, each during the summer term. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.
Total Expenditures (2014-2018)	\$35,290
E.3 Transfer – Digital Advertising - Hispanics	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Marketing & Creative Services: Digital Advertising Total: \$14,920
Accounting of how Student Equity funding for 2016-17 was expended	- Marketing & Creative Services: I Heart Radio Total: \$19,560
Accounting of how Student Equity funding for 2017-18 was expended	Marketing & Creative Services: Translation Services \$5,000
	Marketing & Creative Services: Geo-fencing \$5,000
	Total: \$10,000
Progress made in achieving the identified goals from prior year plans	Ad: 320x50 Hispanic; Impressions: 250,045; Clicks: 891; CTR%: 0.36% - 2.5 times higher than industry average. Turning advertising focus to high services offered for underserved students as opposed to one specific group.
Total Expenditures (2014-2018)	\$44,480
F.1 Other College: Research and Evaluation – Analyst	
Accounting of how Student Equity funding for 2014-15 was expended	- Research and Planning: Staffing Total: \$72,571
Accounting of how Student Equity funding for 2015-16 was expended	- Research & Planning: Student Equity Research Analyst Total: \$96,909
Accounting of how Student Equity funding for 2016-17 was expended	- Research & Planning: Student Equity Research Analyst Total: \$57,693
Accounting of how Student Equity funding for 2017-18 was expended	Research & Planning: Student Equity Research Analyst Total: \$86,802
Progress made in achieving the identified goals from prior year plans	A Research Analyst was hired in February 2016 and serves as a member of the Student Equity Leadership team. The Research Analyst position conducted orientations, attended monthly meetings, and analyzed mid-year and year-end reports for each equity initiative on its assessment and evaluation strategies.
Total Expenditures (2014-2018)	\$ 313,975
F.2 Other College: Outreach - Director	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Outreach: Director Total: \$115,566
Accounting of how Student Equity funding for 2016-17 was expended	- Outreach: Director Total: \$70,824
Accounting of how Student Equity funding for 2017-18 was expended	- Outreach: Director Total: \$142,735
Progress made in achieving the identified goals from prior year plans	An Outreach Director was hired in March 2016 and serves as a member of the Student Equity Leadership team. The Outreach Director conducted orientations, attended monthly meetings, analyzed mid-year and year-end reports for each equity initiative on its outreach strategies. Outreach activities encompass almost all areas of Student Equity programs, such as ESL, Foster Youth, Veterans, Latino Transfer night, and the Re-entry center.
Total Expenditures (2014-2018)	\$329,125

F.4 Other College: Student Equity Support Staff	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Project Specialists (3) \$25,214
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Project Specialists (3) \$19,200
	- Student Equity: Diversity and Peer Educators (DEPE) Staffing \$19,800
	Total: \$39,000
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Project Specialist (3) \$49,000
	Student Equity: Student Leaders (6) \$15,000
	Student Equity: Administrative Assistant \$83,978
	Total: \$147,978
Progress made in achieving the identified goals from prior year plans	In August 2016, three project specialists were hired to assist the Director of Student Life and Equity programs with multicultural programming and student leadership development of student equity initiatives. There was an expansion of the staff to include student leaders called Diversity & Equity Peer Educators (DEPE) in January 2017.
Total Expenditures (2014-2018)	\$212,192
F.5 Other College: Cultural Competency Summit	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- Student Services: Cultural Competency Summit \$32,525
Accounting of how Student Equity funding for 2015-16 was expended	- See F.12
Accounting of how Student Equity funding for 2016-17 was expended	- See F.12
Accounting of how Student Equity funding for 2017-18 was expended	See F.12
Total Expenditures (2014-2018)	\$32,525
F.6 Other College: Ethnic Studies Curriculum Development	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- No Equity Funds were utilized
Accounting of how Student Equity funding for 2016-17 was expended	- No Equity funds were allocated
Accounting of how Student Equity funding for 2017-18 was expended	N/A
Progress made in achieving the identified goals from prior year plans	Although denoted in the plan, none of the funds were utilized due to lack of faculty availability.
F.7 Other College: Student Equity and Social Justice Retreat	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A

Accounting of how Student Equity funding for 2015-16 was expended	- N/A
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Diversity and Equity Retreat Total: \$16,300
Accounting of how Student Equity funding for 2017-18 was expended	N/A
Progress made in achieving the identified goals from prior year plans	The Diversity and Equity Retreat took place in November 2016. Pre-test and post-tests showed significant increased cultural competency skills for faculty, staff, and student participants.
Total Expenditures (2014-2018)	\$16,300
F.8 Other College: DREAM BOOK CLUB	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: DREAM Book Club Total: \$25,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: DREAM Book Club Total: \$17,000
Accounting of how Student Equity funding for 2017-18 was expected	Student Equity: DREAM Book Club Total: \$7,945
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity conducted 14 monthly DREAM book clubs from April 2016 until June 2017. Monthly meetings were held both face-to-face and online via Blackboard. The meetings averaged 40 members per book club, and evaluations showed that the book clubs increased cultural competency knowledge of faculty, staff, and student participants.
Total Expenditures (2014-2018)	\$49,945
F.9 Other College: Student Equity Meet and Greets	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Meet and Greets: Informal Networking Receptions Total: \$13,700
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Meet and Greets: Informal Networking Receptions Total: \$5,000
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Meet and Greets: Informal Networking Receptions Total: \$1,368
Progress made in achieving the identified goals from prior year plans	The Office of Student Equity conducted a meet and greet informal networking reception for the disproportionately impacted populations (Hispanic, African American, Foster Youth, Veterans, Re-Entry) and underrepresented populations (Asian American and LGBTQ) during the fall and spring semesters of 2016-2017. Student participants reported positively about the campus climate and noted an increased engagement in campus community.
Total Expenditures (2014-2018)	\$20,068
F.10 Other College: Multicultural Programs	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A

Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Multicultural Programs Total: \$14,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Multicultural Programs \$15,000 - ELEVATE: AAPI Month \$2,500 Total: \$17,500
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Multicultural Programs \$10,000 Laser Week: New Student Orientation \$6,000 Total: \$16,000
Progress made in achieving the identified goals from prior year plans	Since January 2016, the Office of Student Equity has conducted over 40 individual multicultural programs to educate the campus community about the cultures, heritages, and issues impacting disproportionately impacted communities including events listed in F.5, F.7, F.8, F.9. Other events include: Lunar New Year, African American Heritage Month, Holi, Diwali, Indigenous Peoples Day, Dia de los Muertos, and Real Talk. The Office of Student Equity has also established social media accounts and a newsletter. Initial feedback on the effectiveness of these events has indicated increased student learning outcomes.
Total Expenditures (2014-2018)	\$47,500
F.11 Other College – Financial Aid Front Counter Staffing	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Financial Aid: Front Counter Staffing Total: \$22,680
Accounting of how Student Equity funding for 2016-17 was expended	- Financial Aid: Front Counter Staffing Total: \$20,000
Accounting of how Student Equity funding for 2017-18 was expended	Financial Aid: Front Counter Staffing Total: \$17,276
Progress made in achieving the identified goals from prior year plans	The Office of Financial Aid hired student staff to assist with financial aid and scholarship workshops. These positions primarily serve as communication liaisons between the office and disproportionately impacted communities noted within the equity plan.
Total Expenditures (2014-2018)	\$59,956
F.12 Other College: Professional Development	
<i>Ongoing: Increase the number of opportunities to develop cross-cultural competency skills, and conduct research as to their effect. Once a baseline is established, measurable goals will be developed.</i>	
Accounting of how Student Equity funding for 2014-15 was expended	- N/A
Accounting of how Student Equity funding for 2015-16 was expended	- Student Equity: Professional Development Opportunities \$20,044 - Student Services: Professional Development for Managers \$18,119 Total: \$38,163
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Professional Development Opportunities \$11,000 - ELEVATE/ Student Equity: Lunch and Learn \$262 Bowers Museum \$135 - Student Equity: Flex Week Speaker – Spring 2017 \$2,500 - Student Equity: Region 8 Directors Council

	\$1,000
	Total: \$ 14,897
Accounting of how Student Equity funding for 2017-18 was expended	Student Equity: Region 8 Directors Council \$1,000
	Guardian Scholars: Professional Development Opportunities \$900
	Total: \$1,900
Progress made in achieving the identified goals from prior year plans	In addition to items listed in F.5, the Office of Student Equity has funded professional development opportunities for members of the Student Equity Task Force, Academic Senate, Office of Research, Planning and Accreditation, Re-Entry, Guardian Scholars, Outreach, and Veterans staff. We have conducted on-campus professional development workshops open to the campus community with a focus on teaching cultural strengths, underrepresented student panels, and equity student leadership advocacy modules. We have also attended conferences on race and Promise Pathways, and participated in statewide oversight meetings. The Director of Student Equity is also the co-founder and co-chair of Region 8 Student Equity Directors Council.
Total Expenditures (2014-2018)	\$54,960

5b. Goal Progress

The most current plan that the college was utilizing to inform decision-making and activities was the Integration Plan submitted in 2017. The plan outlined five overall goals coupled with relevant baseline data and targets.

Goal 1: Increase student engagement in college life

Target definition: Student engagement will be measured with the Community College Survey of Student Engagement (CCSSE) and will be administered every two years. The overall goal was to increase students' category scores by 5%.

Outcome	Spring 2016	Spring 2018	Targets	Target Met
	Baseline	Actual		
Active and Collaborative Learning	35.30%	34.80%	37%	No
Student Effort	44.90%	38.80%	47%	No
Academic Challenge	55.60%	54.40%	58%	No
Student-Faculty Interaction	38.10%	36.60%	40%	No
Support for Learners	41.60%	40%	44%	No
Overall	43.10%	40.90%	45%	No

Findings: Overall student engagement scores did not meet the target growth of 5% for the benchmark scores. Even still, this data must be interpreted with caution as this is potentially problematic cross-sectional data. Moving forward, IVC is exploring different tools and means of evaluating students' true sense of engagement on campus.

Goal 2: Reduce the number of students on probation or at risk of probation

Target definition: Probation is defined as attempting 12 or more units with (a) a cumulative GPA of less than 2.0 or (b) when the proportion of enrolled units with entries of "W," "I," and "NP" exceed 50%. At risk of probation is defined as attempting 12 or more units with a cumulative GPA of less than 2.2. The cohort is all IVC students with 12 or more attempted units who enrolled in term. The overall goal was a 5% decrease per year from the baseline term, Fall 2016.

Outcome	Fall 2016	Fall 2017	Fall 2018				
	Baseline	Actual	Target	Target Met	Actual	Target	Target Met
Probation	10.70%	10.00%	10.20%	Yes	9.70%	9.70%	Yes
At risk of probation	4.10%	4.20%	3.90%	No	4.90%	3.70%	No

Findings: Our most current data indicates we have met our targets for reducing probation by roughly half a percentage point but did not meet our targets for reducing those who are identified as at risk of probation with the rate actually increasing by about .7 percentage points.

Goal 3: Increase completion of transfer-level Math and Writing classes

Target definition: Rate of how many students successfully complete a transfer-level course within one year in English or math (Scorecard definition).

Outcome	Fall 2016	Fall 2017	Target	Target Met
	Baseline	Actual		
Transfer-Level Math	38.6%	45.3%	40.5%	Yes
Transfer-Level English	58.0%	63.3%	60.8%	Yes
Transfer-Level ESL	28.6%	18.8%	30.0%	No

Note: Transfer Level ESL outcomes are defined as successfully completing WR 1 courses for students who started in the ESL sequence

Overall, the goals for transfer-level math and English completion were exceeded by roughly three to five percentage points with only the ESL goal not being met with a shortfall of roughly 11 percentage points.

Goal 4: Increase student completion of degrees, certificates, and transfer

two-year completion rate for degrees, certificates, and transfers for first-time college students who attempted math or English and attempted at least 6 credit units within two years.

Outcome	Fall 2015	Fall 2016	Target	Target Met
	Baseline	Actual		
Degrees	5.8%	6.3%	6.1%	Yes
Certificates	9.1%	10.7%	9.6%	Yes
Transfer	17.4%	16.2%	18.3%	No
Transfer-prepared	15.1%	15.5%	15.8%	No
SPAR	23.8%	24.0%	25.0%	No

Note: SPAR =Student Progress and Achievement Rate (achievement of certificate, degree, transfer-prepared, and transfer)

The goal for degree completion was met, with the completion rate exceeding the target by .2 percentage points for the Fall 2016 cohort. Likewise, certificate completion exceeded the target by roughly one percentage point. The remaining targets for transfer, transfer-prepared, and SPAR were not met.

Goal 5: Reduce the achievement gap for disproportionately impacted students (in Goals 1 - 4)

Target definition: 5% decrease in disproportionate impact from Fall 2016 (Baseline)

Outcome	DI Group	Fall 2016 ¹	Fall 2017			Fall 2018		
		Baseline	Actual	Target	Target Met	Actual	Target	Target Met
CCSSE	<i>No DI group</i>							
Probation	Hispanic	6.4%	5.4%	6.1%	Yes	0.054	5.8%	Yes
At Risk of Probation	<i>No DI group</i>							
Transfer-Level Math	Hispanic	-15.0%	-13.4%	-14.2%	Yes	N/A		
	Low SES	-7.1%	-7.4%	-6.8%	No	N/A		
	Re-Entry	-27.7%	-32.5%	-26.4%	No	N/A		
Transfer-Level English	Hispanic	-8.2%	-9.1%	-7.8%	No	N/A		
	Low SES	-5.5%	-4.0%	-5.2%	Yes	N/A		

Outcome	DI Group	Fall 2016 ¹	Fall 2017			Fall 2018		
		Baseline	Actual	Target	Target Met	Actual	Target	Target Met
	Re-Entry	-41.8%	-40.7%	-39.7%	No	N/A		
	Military	-38.0%	-0.8%	-36.1%	Yes	N/A		
SPAR	Hispanic	-11.6%	N/A	-11.0%	N/A	N/A	-10.4%	N/A
	Low SES	-6.3%	N/A	-6.0%	N/A	N/A	-5.7%	N/A
	Re-Entry	-17.5%	N/A	-16.6%	N/A	N/A	-15.8%	N/A

Note: Values represent point gaps between subgroup and overall measure. Blank cells = Not applicable due to rate being within margin of error (E) or sample size below 10. For negative outcomes margin of error is positive. For positive outcomes, margin of error is negative. Afr Am=African American, SE Asian = Southeast Asian, Nat Am = Native American, Pac Isl = Pacific Islander, Other Ethn=Other Ethnicity. SPAR =Student Progress and Achievement Rate (achievement of certificate, degree, transfer-prepared, and transfer)

¹ Fall 2016 does not apply to CCSSE (Base line: Spring 2016)

Findings: Of the cases of disproportionate impact where data is available, the results indicate some progress has been made for select groups and metrics.

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

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