

Irvine Valley College Integrated Plan 2017- 2019



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Integrated Plan 2017-2019 - Summary

Irvine Valley College is committed to becoming a Guided Pathways College. The Integrated Plan plays an important role in these efforts by focusing on reducing barriers and accelerating students to completion and successful outcomes. Specifically, the plan contains five goals which focus on basic skills sequences, student equity, and outcomes such as transfer-level achievement and completion.

GOALS FOR 2017-2019

Goal 1: Increase student engagement in college life

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

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

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

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

Operationalization and Setting of Targets for Integrated Plan Goals

Goal 1: Increase student engagement in college life

Definition and KPI

Student engagement will be measured with the Community College Survey of Student Engagement (CCSSE) and will be administered every two years.

Note: CCSSE Benchmark scores (scaled to 0-100) are weighted by full-time status of students to match actual full-time/part-time proportions of student population. Sample only uses students who can be matched to the data warehouse. Part-time vs. full-time weights calculated from actual units enrolled/attempted, rather than self-reported enrollment status. The Overall score is the average of the five benchmark scores.

Strategic Plan and Guided Pathways Links

Strategic Plan Goal 2.3: Increase opportunities for student engagement
Guided Pathways Pillar 3: Keeping students on the path

Target Definition

5% increase per year from Spring 2016 (Baseline)

	Baseline	Targets	
	Spring 2016	Spring 2018	Spring 2020
Active and Collaborative Learning	37.4	39.3	41.2
Student Effort	47.0	49.3	51.8
Academic Challenge	57.3	60.1	63.2
Student-Faculty Interaction	40.5	42.5	44.6
Support for Learners	43.1	45.2	47.5
Overall	45.0	47.3	49.7

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

Definition and KPI	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 percent. 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.
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Strategic Plan and Guided Pathways Links	Strategic Plan Goal 2.1: Increase student completion rate Guided Pathways Pillar 3: Keeping students on track
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Target Definition	5% decrease per year from Fall 2016 (Baseline)
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	Baseline	Targets		
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Probation	19.5%	18.5%	17.6%	16.7%
At risk of probation	16.3%	15.5%	14.7%	14.0%

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

Definition and KPI	Rate of how many students successfully complete a transfer-level course within one year in English or Math (Scorecard definition). Note: For ESL, only students starting in ESL writing sequence are considered.
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Strategic Plan and Guided Pathways Links	Strategic Plan Goal 2.1: Increase student completion rate Strategic Plan Goal 2.4: Become a Guided Pathways College Guided Pathways Pillar 4: Ensure Learning
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Target Definition	5% increase per year from year Fall 2016 (Baseline)
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	Baseline	Targets		
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer-Level Math	38.6%	40.5%	42.5%	44.6%
Transfer-Level English	58.0%	60.8%	63.9%	67.1%
Transfer-Level ESL	28.6%	30.0%	31.5%	33.1%

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

Definition and KPI	<p>2-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 2-years.</p> <p>Note: 2-year transfer rate is calculated as less than 2.5 calendar years from first enrollment date at IVC to first enrollment date at 4-year institution. The 2.5 threshold was chosen instead of 2.0 to account for different starting dates of 4-year institutions (e.g. trimester vs semester) and for summer breaks.</p> <p>Additionally, the 2-year transfer rate can only be calculated twice per year due to Student Clearinghouse upload schedules.</p>
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Strategic Plan and Guided Pathways Links	<p>Strategic Plan Goal 2.1: Increase student completion rate</p> <p>Strategic Plan Goal 2.4: Become a Guided Pathways College</p> <p>Guided Pathways Pillar 4: Ensure Learning</p>
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Target Definition	5% increase per year from Fall 2016 (Baseline)
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	Baseline	Targets		
	Fall 2015*	Fall 2016	Fall 2017	Fall 2018
Degrees	5.8%	6.1%	6.4%	6.7%
Certificates	9.1%	9.6%	10.1%	10.6%
Transfer	17.4%	18.3%	19.2%	20.2%
Transfer-prepared	15.1%	15.8%	16.6%	17.5%
SPAR	23.8%	25.0%	26.2%	27.5%

*Note: Due to Student Clearinghouse data upload cycles, current numbers represent Fall 2014. These numbers will be updated as soon as data become available. That is, baseline and targets will be based on Fall 2015 rates.

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

Definition and KPI	<p>Disproportionate Impact will be calculated for the following student groups: Hispanic/Latino students, African American students, Re-entry students (age 25+), Foster Youth, and Veterans. For KPI definitions please see Goals 1 – 4.</p> <p>Note: According to the Chancellor's office guidelines, Disproportionate Impact (DI) should only be considered for student groups with large enough sample sizes (N>60). Therefore, monitoring progress for student groups who do not meet this threshold is difficult. While monitoring this KPI for all groups is not possible, we will continually evaluate progress for these student populations with more qualitative measures.</p> <p>Transfer-level ESL Rate will be excluded from these calculations as many of these student groups are not traditionally in the ESL sequence.</p> <p>For DI calculation we will apply the 80% Rule as suggested in the guidelines. We will apply the overall mean (excluding group of interest) as the reference group in calculating the rates.</p>
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Strategic Plan and Guided Pathways

Strategic Plan Goal 2.1: Closing of Achievement Gap
Guided Pathways Pillar 3: Keeping students on the path
Guided Pathways Pillar 4: Ensure Learning

Target Definition

5% decrease in disproportionate impact for students below 80% threshold and maintaining rate for students above threshold from Fall 2016 (Baseline)

		Baseline	Targets		
		Fall 2016 ¹	Fall 2017	Fall 2018	Fall 2019
CCSSE	Hispanic	107.7	80.0	80.0	80.0
	Afr Am	159.0	80.0	80.0	80.0
	Re-Entry	106.8	80.0	80.0	80.0
	Military	109.9	80.0	80.0	80.0
	FY	NA			
Probation	Hispanic	56.4	59.2	62.1	65.3
	Afr Am	77.1	80.0	80.0	80.0
	Re-Entry	236.6	80.0	80.0	80.0
	Military	66.6	69.9	73.4	77.1
	FY	NA			
At Risk of Probation	Hispanic	54.1	56.8	59.7	62.7
	Afr Am	74.6	78.3	80.0	80.0
	Re-Entry	181.4	80.0	80.0	80.0
	Military	100.2	80.0	80.0	80.0
	FY	NA			
Transfer-Level Math	Hispanic	43.2	45.3	47.6	50.0
	Afr Am	NA			
	Re-Entry	NA			
	Military	NA			
	FY	NA			
Transfer-Level English	Hispanic	72.7	76.3	80.0	80.0
	Afr Am	NA			
	Re-Entry	NA			
	Military	NA			
	FY	NA			
SPAR*	Hispanic	2.6	2.8	2.9	3.1
	Afr Am	NA			
	Re-Entry	NA			
	Military	NA			
	FY	NA			

Note: NA=Not applicable due to samples size below 60. Afr Am=African American, FY=Foster Youth

¹ Fall 2016 does not apply to CCSSE (Base line: Spring 2016) and SPAR rate (Baseline: Fall 2015)

* Due to Student Clearinghouse data upload cycles, current numbers represent Fall 2014. These numbers will be updated as soon as data becomes available. That is, baseline and targets will be based on Fall 2015 rates.

Part I – Deadlines and Important Information

- Submission deadline: December 15, 2017
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting.
- No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges.

The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college's previous program efforts:

- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Table 1 - 2015-2016 Goals and Progress

Basic Skills Initiative Goals															
GOAL	A. Refine basic skills courses and programs and scale up successful basic skills courses and programs at IVC based on extant research and data to improve student success, retention, and transition to college-level courses.														
PROGRESS	<p>WR 399, which is our accelerated pre-college writing (English) class that combines the previously three-level below WR 301 and our two-level below WR 201 is now offered at scale with 15 sections offered each semester. This provides students with the opportunity to complete their first transfer level English course in a maximum of two semesters.</p> <p>1-Year Transfer-Level Achievement Rate for English OVERALL</p> <table border="1"><thead><tr><th>Year</th><th>Rate</th></tr></thead><tbody><tr><td>2010-2011</td><td>45%</td></tr><tr><td>2011-2012</td><td>43%</td></tr><tr><td>2012-2013</td><td>44%</td></tr><tr><td>2013-2014</td><td>43%</td></tr><tr><td>2014-2015</td><td>48%</td></tr><tr><td>2015-2016</td><td>54%</td></tr></tbody></table> <p>Note: Completing WR1 (transfer-level English course) within 1 year for students starting below transfer-level English.</p>	Year	Rate	2010-2011	45%	2011-2012	43%	2012-2013	44%	2013-2014	43%	2014-2015	48%	2015-2016	54%
Year	Rate														
2010-2011	45%														
2011-2012	43%														
2012-2013	44%														
2013-2014	43%														
2014-2015	48%														
2015-2016	54%														

GOAL

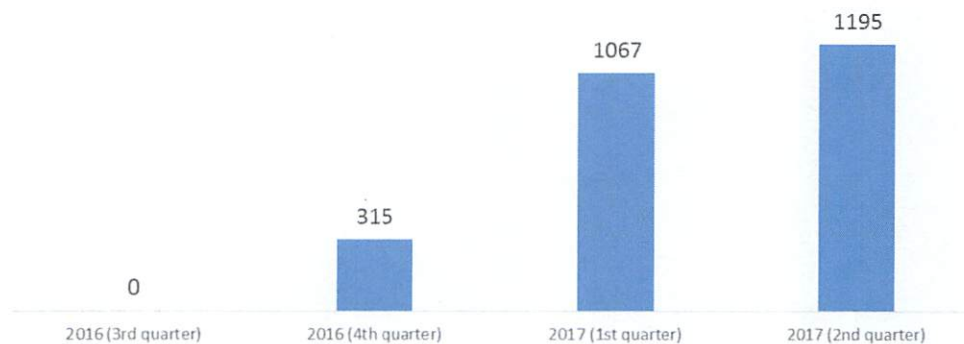
B. Share and institutionalize to the degree possible successful techniques and best practices that, based on research, help developmental students achieve their academic goals.

PROGRESS

Tutoring: The Math Center provided drop in tutoring services for students enrolled in basic skills math courses. In addition, the Student Success Center provided both online and face-to-face tutoring options.

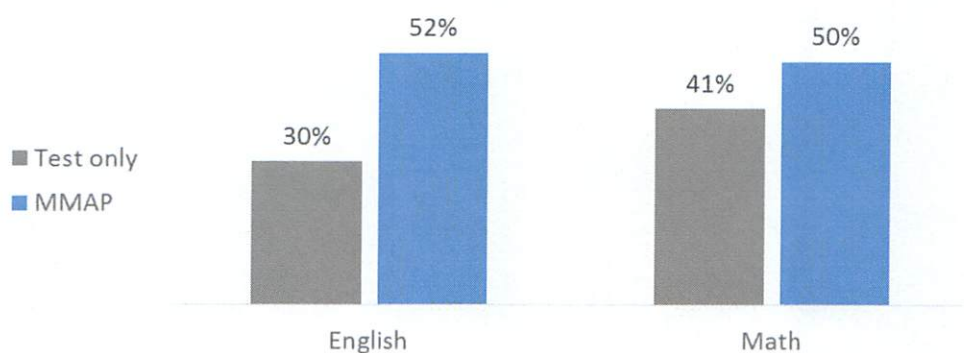
Multiple Measures Pilot: In summer 2016, the English department began piloting disjunctive multiple measures for course placement. Students' high school GPA or assessment exam results are now being utilized for course placement. Since the start of this pilot, 900 more students have been placed into transfer level English courses. In fall 2016, the math department also began piloting disjunctive multiple measures for course placement, which has resulted in 500 more students being placed into transfer level math courses. The use of multiple measures has increased placement into transfer level Math and English courses for all racial and ethnic groups. ESL is currently administering a student intake survey, which may eventually be utilized as their multiple measure assessment tool.

Students with comprehensive MMAP evaluation



Note: Students who were placed with comprehensive evaluation including high school transcripts and test information.

Transfer-Level Placement



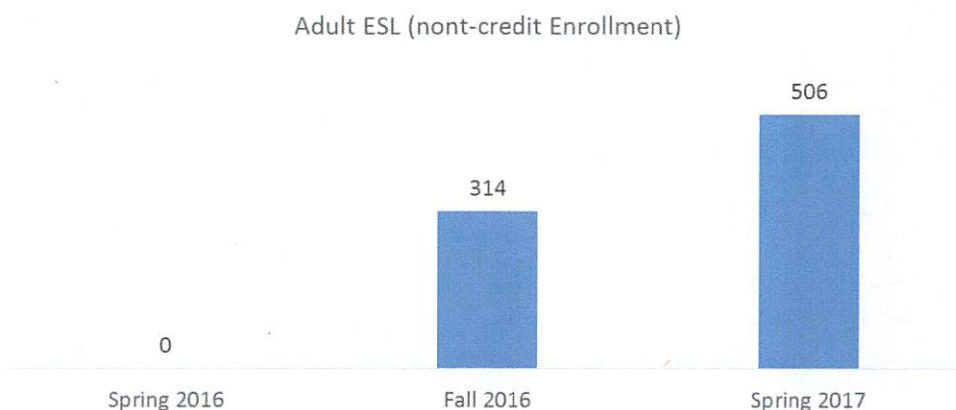
Note: Transfer-level Placement under MMAP and Test-only models.

GOAL

C. ESL faculty will assess, plan, and implement programmatic redesign or changes that will significantly improve outcomes for students planning to advance to college/transfer level courses at IVC and investigate the possibility of non-credit courses.

PROGRESS

The ESL faculty has implemented an academic course sequence that allows students to move on to Writing 1 in a timely manner by focusing on the necessary writing, reading, critical thinking, and language support to succeed in college. Another key ESL course redesign has been allowing students to bypass certain ESL courses if the student demonstrates language proficiency required to succeed at that course level. Students that complete the ESL academic writing sequence and enroll in the first level English transferable course (WR 1) complete this course at a rate of 89%. The ESL department also researched, designed, and launched a new non-credit ESL program (AESL) using funds from multiple sources (see C.1 and Table 2 for details).



Note: Student enrollment in AESL non-credit courses (headcount)



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

GOAL	D. Provide professional development and sharing of best practices for basic skills instructors in order to improve student success and retention.
PROGRESS	Faculty participated in professional conferences that have informed the development of curriculum innovation in English, ESL and Math. In addition, faculty continue to hold ongoing trainings for WR 399, the accelerated pre-transfer writing course, and ESL 370, 301, and 201, the redesigned pre-college academic writing courses.
GOAL	E. Develop Integration via campus-wide discussion of basic skills best practices among faculty across disciplines and as part of the Student Equity Plan (SEP) and Student Success and Support Program (SSSP) in order to coordinate efforts, share best practices, and leverage funds to maximize impact on student success.
PROGRESS	<p>The campus basic skills workgroup, which consists of faculty from English, ESL, Math and Counseling has met on an ongoing basis to discuss opportunities to maximize basic skills impact on student success. The campus research department is also represented on this workgroup. The basic skills workgroup meetings were also utilized as an opportunity for both BSI projects and Basic Skills Transformation (BST) grant projects to share best practices. IVC's positive efforts in basic skills were recognized during the college's recent accreditation visit.</p> <p>Also, since fall 2016 the BSI coordinator has participated in IVC's campus wide integration workgroup that includes the SEP director and SSSP coordinator. In addition, many of the same faculty, classified staff, and administrators serve on the SSSP task force, SEP workgroup, and Basic Skills workgroup. This has provided a critical opportunity for establishing common ground and working towards identifying opportunities for future collaboration across these three programs.</p>

Student Equity Goals

GOAL

A.1 Foster Youth Access

1. By 2016: Account for all self-identified foster youth students at Irvine Valley College and ensure they are receiving the necessary services to facilitate their success.

2. By 2017: All Pell-eligible foster youth students will be contacted directly to help ensure all students complete the FAFSA application, and all Chafee-eligible students receive the grant

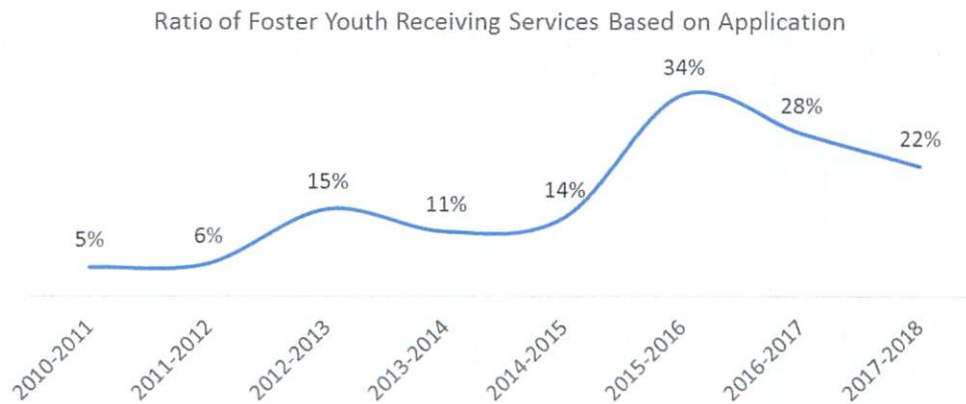
PROGRESS

All self-identified foster youth at IVC were accounted for, and reporting of FY internally and to the CCC Chancellor's Office was improved. The number of FY reported increased from 10 in fall 2016 to 234 in fall 2017.

All Pell-eligible FY students were contacted by the Financial Aid Office

Guardian Scholars Center continuously makes an effort to contact all self-identified foster youth students at IVC each semester through a list provided by both Admissions and Record & Financial Aid to ensure they are receiving necessary services; services include basic needs such as counseling & financial aid assistance as well as additional help with services such as food insecurities, transportation, and assistance with paying for books and other supplies.

Financial aid continues to contact and track foster youth students pertaining to FAFSA and Chafee eligibility



Note: Students receiving foster youth services based on self-identification on application.

Student Equity Goals

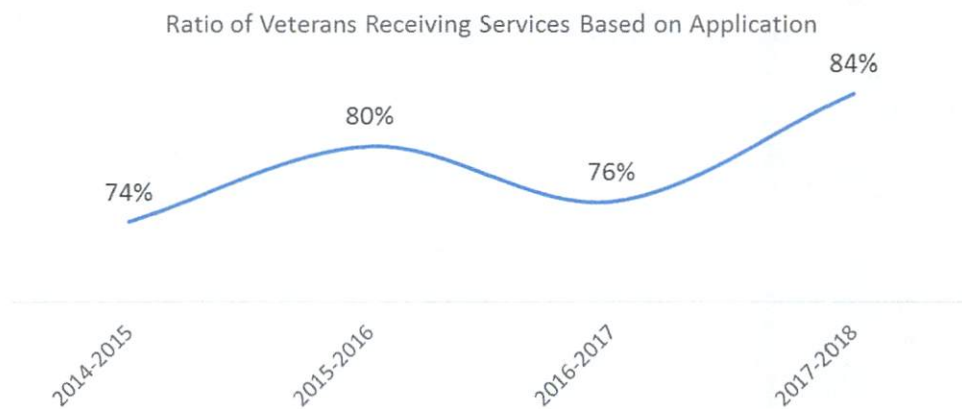
GOAL

A.2 Veteran Student Access

By 2016: Identify 100% of enrolled veteran students eligible for services. Increase services to active military in the surrounding area.

PROGRESS

The Veterans Office identified all enrolled veterans eligible for services by spring 2016.



Note: Students receiving veteran services based on self-identification on application.

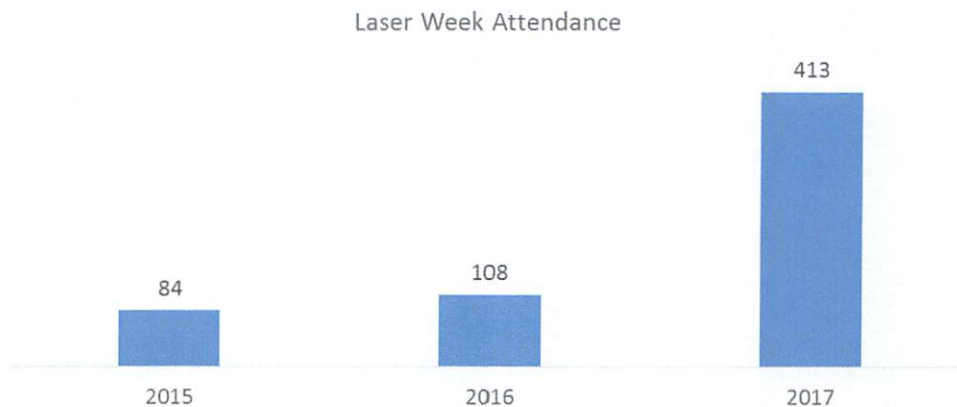
GOAL

B.1 Course Completion

To develop a new student orientation program to assist students with course completion strategies at the onset of their first semester

PROGRESS

Initially, established by Admissions and Records in 2015, Laser Week is now an integrated program sponsored by Admissions & Records, Student Life and Equity Programs. In its third year, Laser Week is a three-day orientation program to introduce academic success strategies to newly enrolled IVC students.



Note: Unduplicated headcount of Laser Week Attendance. In 2015

Student Equity Goals

GOAL

C.1 ESL and Basic Skills Completion – ESL 35 years old and above

By 2018: Increase rates of Basic Skills Improvement for ESL among students age 35+ according to their individual education goals by 3 points from 23% to 26%.

By 2018: Increase rates of Basic Skills Improvement for English among students 40 to 49 years of age according to their individual education goals by 3 points from 28% to 31%.

PROGRESS

The ESL department researched, designed, and launched a new non-credit ESL program (AESL), comprised of 5 core levels and 3 certificates of competency. This program includes specialized admissions and matriculation services, including bi-lingual staffing, to provide increased access and deliver an ESL curriculum that better serves many of this population's career, community, and life goals. In the AY 2016/2017, the first year of the program, enrollment was 1,225 students, with the average student age of 44. Having two ESL programs, a credit program focused on academic completion and a non-credit program focused on certificate completion and job, life, and community communication skills, will eventually improve completion rates for both programs as students now will be working with curricula that matches their educational goals.

Student Equity funds were used, in coordination with other sources, to:

- Purchase required course text books and lab headsets for students enrolled in AESL courses
- Hire a part time AESL coordinator to oversee the functions of the AESL center and specialized program services
- Hire bilingual staff to assist students at the AESL Center
- Hire Supplemental Instructors to assist this student population in our academic and integrated ESL courses

For both the English group and above ESL group, the Student Success Center held additional Saturday drop-in academic tutorial services. 59 students used this assistance a total of 131 times. The average student went 2.2 times for a total of 4.0 hours. Of the 59 unique students who came to the Saturday drop-in tutoring, 58% were 30 or over (only 24% of IVC's student body is 30 or over).

Student Equity Goals

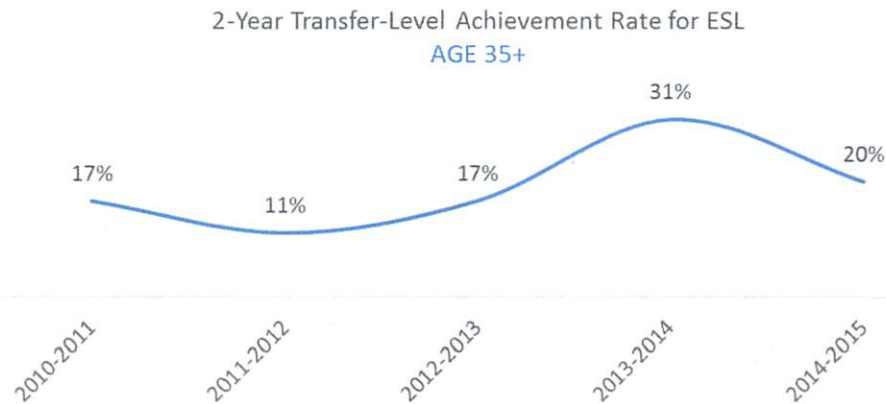
GOAL

C.2 ESL and Basic Skills Completion – African American Students

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%.

PROGRESS

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.



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

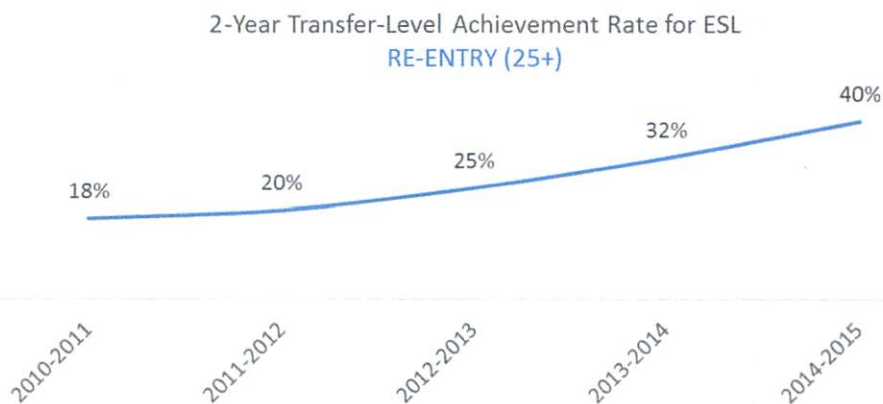
GOAL

C.3 ESL and Basic Skills Completion – Re Entry Students

By 2018: Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37%.

PROGRESS

A 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 began in October 2016; specialized group counseling sessions and workshops began in November 2016.



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

Student Equity Goals

GOAL	D.1 Degree and Certificate Completion – Re Entry Students
PROGRESS	See C.3.
GOAL	D.2 Degree and Certificate Completion – Resources
PROGRESS	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.
GOAL	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%.</i>
PROGRESS	<p>Student pre and post evaluations were collected to assess students' learning and overall experience of the Northern CA Campus Tour.</p> <p>The qualitative data results show that students learned and gained a lot through their experiences of visiting, touring, and listening to admissions 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 transfer choices.</p> <p>Latino Transfer Night was held for two academic years, each in spring semester. We had 25 students and their families from local high schools and from IVC attend. By providing these resources, it helped them feel connected to IVC and know all of the supporting staff/faculty.</p> <p>This event covered the transfer process, financial aid, California Dream Act, and how to find and apply for scholarships. We also put together packets of information and flyers of all student services and referrals. We are in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.</p>
GOAL	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%.</i>
PROGRESS	Summer Bridge has been offered for two academic years, each in the summer semester. We are in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.
GOAL	E.3 Transfer – Digital Advertising – Hispanics
	<i>By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.</i>
PROGRESS	Results from this campaign include: Ad: 320x50 Hispanic; Impressions: 250,045; Clicks: 891; CTR%: 0.36% = 2.5 times higher than industry average. Turning advertising focus to highlight services offered for underserved students as opposed to one specific group could yield even higher results.

Student Equity Goals

GOAL	F.1 Other College: Research and Evaluation – Analyst
PROGRESS	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, analyzed mid-year and year-end reports for each equity initiative on its assessment and evaluation strategies.
GOAL	F.2 Other College: Outreach – Director
PROGRESS	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.
GOAL	F.3 Other College: Language Translations for Marketing
PROGRESS	Materials were translated for the AESL program as needed and will continue based on need.
GOAL	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>
PROGRESS	Three project specialists were hired to assist the Director of Student Life and Equity programs with multicultural programming and student leadership development for student equity initiatives. There was an expansion of the staff to include student leaders called Diversity & Equity Peer Educators (DEPE) in January 2017.
GOAL	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>
PROGRESS	Irvine Valley College hosted a Cultural Competency Summit in Spring 2016. There were over 400 participants in attendance for the eight-hour event. Evaluation of this program showed that staff, students, community members, and faculty had improved understanding of the skills necessary for cultural competency.
GOAL	F.6 Other College: Ethnic Studies Curriculum Development
PROGRESS	Although denoted in the plan, no funds were utilized due to lack of faculty availability.

Student Equity Goals

GOAL	<p>F.7 Other College: Student Equity and Social Justice Retreat</p> <p><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></p>
PROGRESS	<p>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.</p>
GOAL	<p>F.8 Other College: DREAM BOOK CLUB</p> <p><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></p>
PROGRESS	<p>The Office of Student Equity conducted 14 monthly DREAM book clubs from April 2016 until June 2017. Monthly meetings were held face-to-face and online via Blackboard. Each book club meeting averaged 40 participants and evaluation showed that book club increased cultural competency knowledge of faculty, staff, and student participants.</p>
GOAL	<p>F.9 Other College: Student Equity Meet and Greets</p> <p><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></p>
PROGRESS	<p>The Office of Student Equity conducted a meet and greet informal networking reception for identified disproportionately impacted populations (Hispanic, African American, Foster Youth, Veterans, and Re-Entry) and underrepresented populations (Asian American and LGBTQ) during the fall and spring semesters of 2016-2017. Student participants reported increased engagement, positivity about campus climate, and increased engagement in the campus community.</p>
GOAL	<p>F.10 Other College: Multicultural Programs</p> <p><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></p>
PROGRESS	<p>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, and F.9. Lunar New Year, African American Heritage Month, Holi, Diwali, Indigenous Peoples Day, Dia de los Muertos, and Real Talk were additional events hosted. We have also established IVC Student Equity social media accounts and a Student Equity Newsletter. Initial feedback on the effectiveness of these events have indicated increased student learning outcomes.</p>

Student Equity Goals

GOAL	F.11 Other College – Financial Aid Office Front Counter Staffing
PROGRESS	<p>The Office of Financial aid hired student staff to assist with financial aid and scholarship workshops. The primary focus of these positions was to serve as communication liaisons between this office and disproportionately impacted communities of the equity plan.</p> <p>Additional financial aid staff working at the front counter has increased the number of students overall receiving financial aid as well as those students in several of the disproportionately impacted populations such as foster youth and veterans. Per the Chancellor's Office MIS Financial Aid Summary Report, between the 14-15 and 15-16 school years alone, the Financial Aid Office increased BOG Fee Waivers by 5%, Pell Grants by 20% and Cal Grants by 25%. This was all aided by additional support staff calling students, assisting on the phones, staffing the front counter, responding to emails and letters, and providing clerical and outreach support to back office staff.</p>
GOAL	F.12 Other College: Professional Development
PROGRESS	<p>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.</p> <p>In addition to items listed in F.5, the Office of Student Equity has funded professional development opportunities for members of the Student Equity Taskforce, Academic Senate, Office of Research, Planning and Accreditation, Re-Entry Program, Guardian Scholars, Outreach, and Veterans staff. The office has conducted on-campus professional development workshops to the campus community on teaching cultural strengths as well as facilitated underrepresented student panels and equity student leadership advocacy modules. Student Equity staff and faculty have also attended conferences on race, Promise, Pathways and participated in statewide oversight</p>

Student Success and Support Program

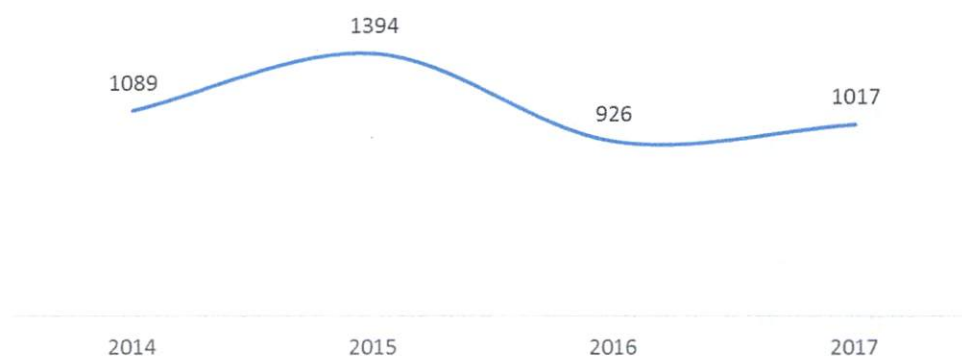
GOAL

The goal of the Student Success and Support Program is “to ensure that all students complete their courses, persist to the next academic term, and achieve their educational objectives through the assistance of student directed components of the SSSP process: orientation, assessment, counseling, educational planning and at risk follow-up for students facing probation or dismissal.”

PROGRESS

Freshman Advantage Program: Nonexempt freshmen who complete SSSP services by a specified deadline (approximately 2-3 weeks before registration times are set) are rewarded with a priority registration time between mandated priority groups and continuing students. Students who qualify for the program succeed and persist at higher rates across all students groups. For fall 2016, the college moved fall registration from July to May, which caused a decrease in the amount of qualifying students. There have been considerable efforts toward increasing the number of students qualifying for fall 2017 to the number of qualifying students in the 2014 and 2015 fall semesters. To support these efforts, IVC launched a phone app that described the SSSP services and rewards of qualifying for Freshman Advantage in bite-sized pieces of information.

Students qualifying for Freshman Advantage



Note: Students who qualify for the Freshman Advantage Program.

GOAL

Establish Student Services Teams at service area high schools.

PROGRESS

To support efforts to increase relationships with the college's service area high schools, Student Services teams were formed. Each team consisted of a Counselor, Senior Matriculation Specialist, Financial Aid Specialist, Senior A&R Specialist, and a management sponsor. Each team was assigned to a high school and was responsible for answering questions or proactively connecting the college resources to the high school counselor and/or high school student. The team was also charged with providing information and proactively supporting students in completing the pre-enrollment services.

Student Success and Support Program

GOAL Provide orientation to every nonexempt student

PROGRESS

1. Online Orientation is offered to credit students through Comevo (software).
2. In person group orientations are also provided to credit students.
3. Laser Week is an optional in-person, just-in-time orientation targeting incoming freshman. This orientation is a campus effort involving students, staff, and faculty.
4. Group in-person orientation is provided to all non-credit students enrolling in the new noncredit AESL program.

GOAL Provide assessment and placement to all students

PROGRESS

CTEP assessment is offered for English placement; SLEP assessment combined with a home-grown writing sample is offered for ESL placement for both credit and non-credit course placement; a homegrown assessment is offered for math placement. MMAP placement was piloted for English course placement in summer 2016 and for math course placement in fall 2016.

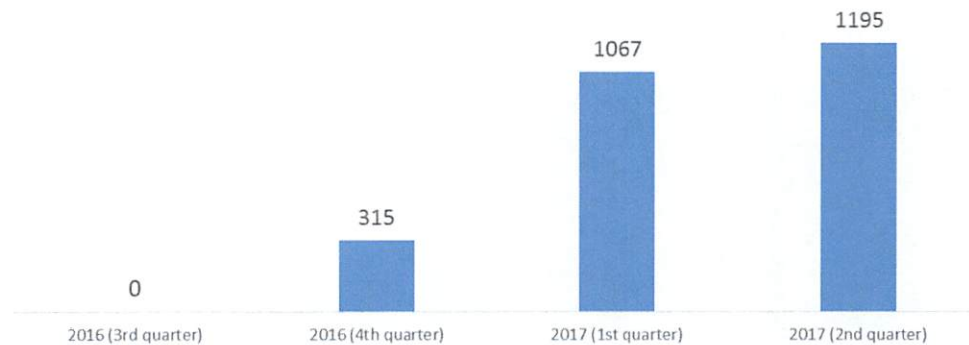
A manual process between A&R and the Office of Research was implemented to pilot MMAP for English.

Transfer Equivalency Project entails two tasks. The Counseling Department lead the implementation of College Source's TES. A&R evaluators entered all previously established equivalencies into the system and will maintain the system. A&R lead the effort toward implementing the Transfer Articulation system in the degree audit. To date, equivalencies for three local community colleges have been entered. To support this project, work toward implementing receiving e-transcripts has also been completed.

English faculty at IVC have been pioneers in developing and scaling up an accelerated English curriculum. A pilot remedial co-requisite course offered with freshman composition will be offered in fall 2107. Counseling staff has supported these efforts by advising students about this new option and SSSP support staff has been adapting processes to ensure accurate placement.

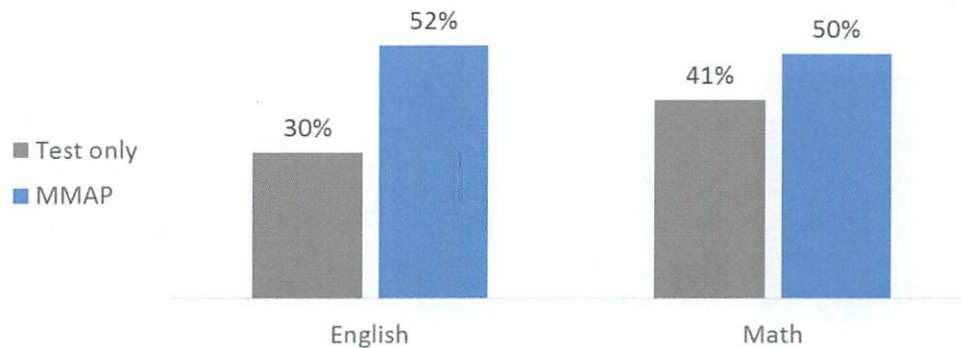
Student Success and Support Program

Students with comprehensive MMAP evaluation



Note: Students who were placed with comprehensive evaluation including high school transcripts and test information.

Transfer-Level Placement



Note: Transfer-level Placement under MMAP and Test-only models.

GOAL

Provide Counseling and Educational Planning Services

PROGRESS

Students complete the initial academic plan in MAP (My Academic Plan) prior to enrolling.

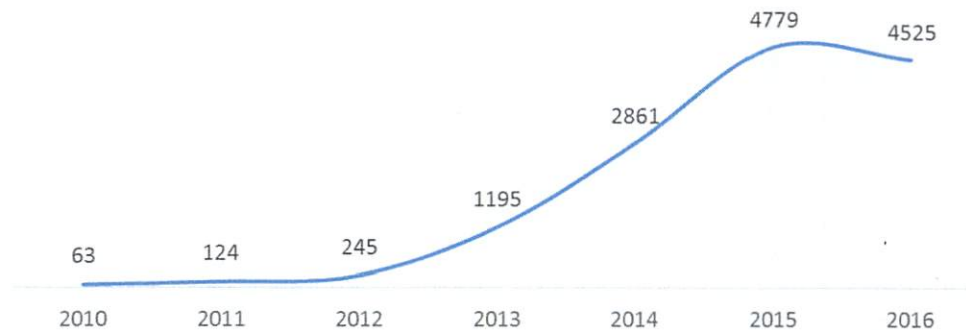
A MAP (My Academic Plan) Lab was opened. Students are able to stop by during lab hours and complete their Comprehensive Academic Plan.

Discipline faculty mentors are discipline faculty (not counselors) who provide career mentoring to students. These faculty inform students what careers are available to majors within their discipline. These faculty are working with counselors to develop program roadmaps.

Student Success and Support Program

Degree Audit has been piloted with two counselors.

Number of completed and approved Comprehensive Academic Plans



Note: Count of students with a completed and approved Comprehensive Academic Plans.

GOAL

Provide support services for students on probation or at risk of probation/dismissal

PROGRESS

The college implemented Early Alert, also called EESI (Extremely Early Support Innovation). This system allows instructors to easily send concern and positive messages to students. The messages are viewable by select staff and counselors.

Probation and dismissal workshops were offered by counselors.

GOAL

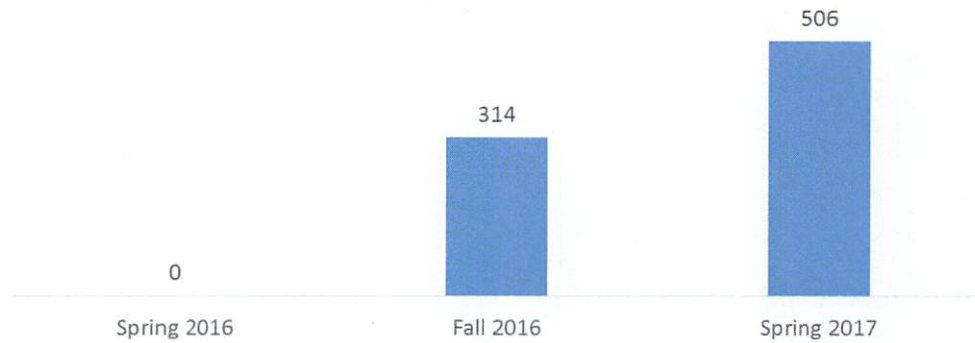
Support the launch of the noncredit Adult ESL program

PROGRESS

A&R, Matriculation, Counseling and the ESL department worked closely together to develop and deliver effective specialized admission, SSSP, and enrollment services. One of the primary objectives is to reduce exit points. Admission and Assessment was combined into one activity. After this, students return a few days later and receive both counseling and orientation at which time they also enroll in classes. Another objective is to provide bilingual support services to help students understand and complete these processes.

Student Success and Support Program

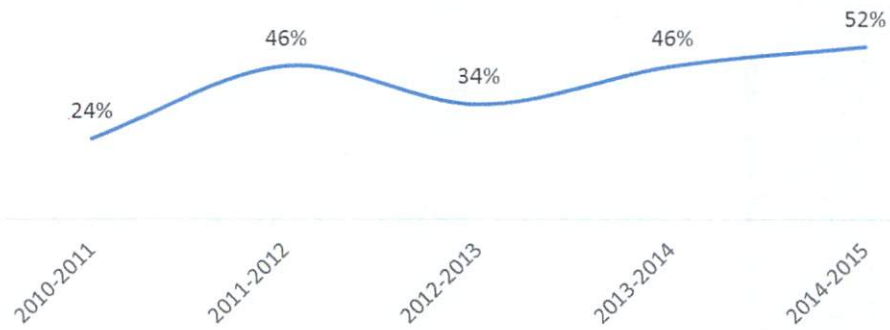
Adult ESL (nont-credit Enrollment)



Note: Student enrollment in AESL non-credit courses (headcount)

2-Year Transfer-Level Achievement Rate for ESL

OVERALL



Note: Completing WR1 (transfer-level English course) within 2 years for students interested in transferring or receiving degree and started in ESL writing sequence.

- c. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

We attribute our overall success to the involvement of our shared governance and integration of these programs throughout the campus community. There have been ongoing communications between these programs both within our college and our district. Each of the programs has been delivering both direct academic support to students and professional development for faculty and staff (trainings on curriculum redesign, counseling, and supplemental instruction). In the last year, there were intentional efforts to educate each other about the initiatives requirements, identify where unplanned intersections were already occurring, and determine where further deliberate integration makes sense.

- d. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Table 2 - 2015-2016 Intersection of goals

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
ESL faculty will assess, plan, and implement programmatic redesign or changes that will significantly improve outcomes for students planning to advance to college/transfer level courses at IVC and investigate the possibility of non-credit courses.	Provide extended and targeted matriculation core services at the AESL center for non-credit ESL students	<p>Created a non-credit ESL program (AESL) for students whose educational goal is not necessarily to transfer but to earn a Career Development and College Preparation certificate.</p> <p>Having two ESL programs, a credit program focused on academic completion and a non-credit program focused on certificate completion and job, life, and community communication skills, will eventually improve completion rates for both populations as students will be working with curricula that matches their educational goals.</p> <p>Offer embedded tutors in ESL courses to help students complete the academic writing sequence that leads to WR1.</p>	<p>Purchase AESL textbooks for in-class student use</p> <p>Professional development (monthly trainings) for instructors to improve completion rates for students enrolled in credit ESL program.</p>

- 2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

The English accelerated pathway, which began in fall 2012, has seen gains of 20-25% in the completion of college-level English for students who take the accelerated course. When IVC began piloting its first accelerated English classes in fall 2012, the traditional sequence began three levels below, and about 30% of students who started there successfully completed the transfer-level writing course (WR 1) within three years. The comparable three-year throughput rate for completion of WR1 for students who placed two levels below was 46%, while that of students who placed one level below was 58%. A best practice to address these low throughput rates was the design and implementation of the Accelerated Introduction to College Writing course (WR 399, a 5 units combination of one level and two levels below transfer level) and co-requisite Writing Conference course (WR 380, 0.5 units), both piloted in fall 2012.

WR 399/380 has improved outcomes for all student groups who test at the pre-college level, including students of color and students from low-income backgrounds. IVC chose to implement the accelerated English pathway based on the California Acceleration Project model. An important factor was the history of demonstrated success with CAP's accelerated English pathway which both: a) greatly improved student outcomes, including greatly enhancing equity; and b) scaled successfully and effectively transformed the English basic skills sequence from three levels of remediation to one level. Currently, about 64 % of students who enter the accelerated WR 399 course pass WR 1 within three years, and they do so in less time while accumulating fewer non-degree applicable remedial education units. These dramatic shifts transformed a situation in which the widest achievement gap was 35 percentage points and narrowed it to where the widest gap was only 10 percentage points. In fall 2016, this program became full-scale at IVC, which means that all students who placed into the basic skills sequence in English take no more than one semester of basic skills courses.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Table 3 – Integrated Goals

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal 1: Increase student engagement in college life	Promote Student Life opportunities during orientation. Incentivize freshman students to attend a supplementary in-person orientation (Laser Week)	Specialized activities and services for disproportionately impacted groups.		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Goal 2: Reduce the rate of students on probation or at risk of probation	Require counseling services for students on probation. Scale the college's early alert system.	Specialized follow-up services for disproportionately impacted groups.		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other
Goal 3: Increase completion of transfer-level Math and Writing classes	Scale Multiple Measures Placement. Offer math refresher workshops before math assessment	Provide academic tutoring on Saturdays at the Student Success Center. Support of the Supplemental instructor program in the ESL academic writing sequence leading to WR 1.	Scale Multiple Measures Placement. Continue exploring curriculum design to reduce the number of semesters of basic skills instruction. Support training of WR 399 accelerated English faculty. Support training for English faculty who teach the accelerated course WR 399 and for ESL faculty who teaching in the ESL academic writing sequence. The English department is developing a transfer level co-req support course for students that would traditionally place in one level below. Review placement models. Provide Math supplemental instruction and workshops.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal 4 Increase student completion of degrees, certificates, and transfer	Identify students who are close to completion and require counseling. Provide specialized matriculation services for the AESL program Develop and Implement pathways	Closely monitor designated group and follow up. Provide Summer Bridge, transfer nights and academic tutoring to disproportionate impacted groups. Fund bilingual staff and program coordinator for the AESL center	As English, ESL and Math requirements are key gatekeeper courses, BSI has supported efforts noted in above goal to support English, ESL and Math completion specifically. Purchase replacement student loaner textbooks for AESL program	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention • Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion • Other
Goal 5 Reduce the achievement gap for disproportionately impacted students (in Goals 1 - 4)	Specialized follow up with students in these groups.	SEP will fund staffing, programs and direct services (including tutoring, counseling) to disproportionately impacted groups - Guardian Scholars, Veterans, ESL, AESL, and Re-Entry students.	Accelerated English curriculum has been shown specifically to reduce the achievement gap among disproportionately impacted students. The statistics pathway will eliminate potential exit point as students work towards completing their transfer level math requirement. This will also assist in reducing the achievement gap for disproportionately impacted students.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus- based programs. (500 words max)

Each of the programs has designated coordinators and a task force to provide oversight of the program's objectives. These task forces report to the following strategic planning committees: Institutional Effectiveness Committee (IEC) and Student Success, Access, Matriculation, Marketing and Outreach (SSAMMO). It is each coordinator's responsibility to report back to the strategic planning committees. Furthermore, some faculty serve on two or all three of these taskforces, which allows for further collaboration. To continue integration effort, the college

established an Integration Work Group (IWG) consisting of these coordinators and representatives from the Office of Research, Planning and Accreditation (ORPA) and the Basic Skills Transformation (BST) Grant. The IWG began to meet in fall 2016 to review ongoing integration efforts. This work group includes representatives from all constituent groups. We developed draft integrated and measurable goals which mirrored or complemented District and/or College strategic goals and agreed upon targets. The draft goals were presented to all strategic planning committees for approval.

To integrate the efficient use of funds to support instruction, BSI, SSSP, and SEP are working together to fund programs in the areas of college writing, math tutoring, and both English as a second language (ESL) and adult English as a second language (AESL). While each of the funding sources has different restrictions, an important function of the IWG is to determine which funding source can fund various aspects of each program's needs.

The IWG then identified college programs and how best the categorical programs support that program. For example, the college identified some duplication of separate supplementary orientations being offered for Veterans, Foster Youth, and International students. To ensure integration across the programs, the college incorporated all of these into Laser Week - a new student orientation program. Offered for three days the week prior to the beginning of school, it focuses on assisting student at the onset of their academic careers with successful academic success strategies such as academic integrity, tutoring, support services, campus tours and career guidance, health and wellness, cultural competencies and student leadership opportunities. To further ensure student retention and completion, we have also incorporated workshops for families and caregivers to assist their student in their academic efforts.

Another area the college has specifically identified as an integration opportunity is support for Foster Youth and Re-Entry students. This year, Student Equity is providing supervision to these programs, funding for project specialists, support services from a Senior Administration Assistant for Student Equity, and access to repository of academic support service resources. As a result of integration, SSSP will provide the funding for adjunct counselors in both these programs that focus on counseling and academic planning. The college's implementation of multiple measures and shifting towards accelerated course sequences in English, Math and ESL are also supported by SSSP and SEP services.

It is the college's plan that the Integrated Planning Work Group will continue to regularly review activities, develop strategies for identifying opportunities where the programs can support an activity by providing coordinated services. This group will also evaluate each activity for its effectiveness and review the research data to determine whether IVC is achieving the Integrated Plan goals.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment. (250 words max)

In fall 2016, IVC launched a non-credit ESL program, AESL (Adult ESL), consisting of a five-course ESL sequence that offers three certificates of English language competency at the beginning, intermediate, and advanced levels. These CDCP designed courses provide non-native English learners the necessary language skills and U.S. civics understanding in order to increase opportunities for employment, community engagement, and academic success.

These offerings seamlessly transition to credit bearing academic ESL courses, which lead to WR 1. Counselors and/or full-time ESL faculty visit the advanced non-credit courses each semester to discuss future college courses and encourage credit enrollment. Also, as AESL non-credit students have access to all the same services and courses as IVC credit students, they can also take other credit courses concurrently in order to develop the basic skills needed to succeed in the workforce and/or subsequent transfer-level courses.

Additionally, AESL noncredit students, supported by BSI, SSSP, SEP, and Adult Education Block Grant (AEBG) funding, are provided loaner textbooks and have access to an ESL counselor, bilingual support staff, and the AESL Center, a one-stop center that offers services that specifically address this population's needs, including assistance with the admissions process, assessment, orientation, academic and career counseling, and campus and community resource referral.

As this program grows, it will offer vocational and digital literacy curricula as well as work with community partners, including those involved with AEBG, to enhance employment opportunities.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Members of campus governance groups have identified desirable faculty skills and competencies that contribute to student success in the areas of individual evaluations, program review, accreditation, and student learning outcomes. To promote these areas, we host two professional development weeks (in August and January). We provide workshops for faculty, staff, and students in the areas of student success and student equity. We also provide ongoing professional development, including lunchtime workshops, diversity-themed book clubs, and

instructional support groups. Our campus also has funding and a process for faculty, staff, and students to participate in regional and state-wide meetings and conferences.

- 7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

The Office of Research, Planning, and Accreditation (ORPA) has worked with programs and SSSP, SEP, and BSI taskforces to establish baseline numbers and targets for each goal. Ongoing and annual evaluations will examine but not be exclusive to the following indicators: levels of student engagement, probation status, basic skills completion rate, certificate completion, and overall completion rate (Chancellor's Office Scorecard Student Progress and Achievement Rate). During these evaluations, program coordinators and leadership teams will review updated data to assess its progress toward achieving established targets and strategize efforts to ensure subsequent targets are attained.

- 8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

Within our South Orange County Community College District, we have two institutions: Saddleback College and Irvine Valley College. We have established our IWG as an official member of the shared governance of IVC. This group will meet on a monthly basis within our campus and once a semester within our district. We expect to provide campus-wide presentations and ongoing professional development opportunities for our district on a regular basis. In addition to meetings, we expect to continue sponsoring joint programmatic efforts for the students on both campuses.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Object Code	Category	BSI	SEP	SSSP	SSSP Match	Non-credit SSSP	Non-credit SSSP Match	Total
1000	Academic Salaries	\$ 77,383	\$ 90,000	\$ 911,799	\$ 1,147,813	\$ 7,595	\$ 7,595	
2000	Classified and Other Nonacademic Salaries	\$ 77,780	\$ 354,000	\$ 757,983	\$ 896,879			
3000	Employee Benefits	\$ 14,635	\$ 128,213	\$ 685,310	\$ 975,540	\$ 1,341	\$ 1,341	
4000	Supplies & Materials	\$ 4,500	\$ 35,933	\$ 12,000				
5000	Other Operating Expenses and Services	\$ 12,900	\$ 57,950	\$ 180,168				
6000	Capital Outlay	\$ -		\$ 10,000				
7000	Other Outgo	\$ -	\$ 2,000					
Total		\$ 187,198	\$ 668,096	\$ 2,557,260	\$ 3,020,232	\$ 8,936	\$ 8,936	\$ 6,450,658

Note: see https://docs.google.com/spreadsheets/d/11Dt43Jb_rWCU5tvjMM66W4gMHPXfSnCUq4xy4gvlKc/edit#gid=1059502616 for more details. BSI=Basic Skills Initiative, SEP=Student Equity Plan, SSSP=Credit Student Success and Support Program

10. 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 2014-15, 2015-16, and 2016-17 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:

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
Increase student engagement in college life	
Marketing and Creative Services: Translation	5,000
Subtotal	5,000
Outreach and Recruiting: Director	102,374
Outreach and Recruiting: Promotions	3,033
Subtotal	105,407
Student Equity: Administrative Assistant (Senior)	83,978
Student Equity Contingency Fund	10,000
Student Equity: Student Diversity & Peer Educators (DEPE) - NBU	10,000
Student Equity: Laser Week	6,000
Student Equity: Meet & Greets: Networking Receptions	5,000
Student Equity: Multicultural Programs	10,000
Student Equity: Project Specialists (2)	49,000
Subtotal	173,978
Wellness Center: Food Resource Center Staffing	16,000
Wellness Center: Food Resource Center Supplies	6,500
Subtotal	22,500
Increase student completion of degrees, certificates, transfer or transfer prepared students	
Counseling: Summer Bridge Project Specialist (NBU) 10 hours a week Spring and Summer semester	5,000
Counseling: Summer Bridge Student Support	6,400
Counseling: Latino Transfer Night	1,450
Subtotal	12,850
Kinesiology, Health and Athletics – Student Athlete Success Program (Tutors)	15,000
Subtotal	15,000
Reducing the achievement gap disproportionately impacted students	
Guardians Scholars: Pt. Time Faculty Counselor and Benefits	53,000
Guardian Scholars: Project Specialist (NBU) (20 hours a week)	20,000
Guardian Scholars: Outreach and Event Programming	3,000
Subtotal	76,000

2017-2018 Student Equity/Integrated Goals for each required student group

College Activities to achieve these goals	2017-2018 Resources Budgeted
Veterans Center: Project Specialist (NBU) (10 hours a week)	10,000
Veterans Center : Mental Wellness Counselor	42,336
Subtotal	52,336
ESL: Supplemental Instruction Tutors for ESL Students	34,000
ESL: Tutor Coordinator of Supplemental Instruction for ESL Students	11,000
Subtotal	45,000
AESL: Non-Credit Program Coordinator	35,000
AESL: Non-Credit Translators NBUs	18,000
Subtotal	53,000
Student Success Center: Tutors Writing & ESL Saturday Drop-In Assistance in Library	11,500
Subtotal	11,500
Re - Entry Center: Pt. Time Faculty Counselor and Benefits	53,000
Re - Entry Center: Project Specialist (NBU) (20 hours a week)	20,000
Re Entry Center: Outreach and Event Programming	3,000
Subtotal	76,000
Research & Planning: Student Equity Research Analyst	103,965
Research & Planning: Focus Groups	3,000
Subtotal	106,965
Student Equity: DREAM Book Club	1,500
Student Equity: Equity Symposium (formerly Cultural Competence Summit)	10,000
Student Equity: Flex Week Speakers	5,000
Student Equity: Laptop Loan Program	1,000
Student Equity: Professional Development SE Task Force	10,000
Student Equity: Region 8 Meeting Operational Expenses	500
Student Equity: Textbook Scholarship/Promise Program	5,000
Student Equity: Transportation vouchers/Promise Program	2,000
Subtotal	35,000

Previous Student Equity goals for each required student group

A.1 Foster Youth Access

1. By 2016: Account for all self-identified foster youth students at Irvine Valley College and ensure they are receiving the necessary services to facilitate their success.
2. By 2017: All Pell-eligible foster youth students will be contacted directly to help ensure all students complete the FAFSA application, and all Chafee-eligible students receive the grant.

Accounting of how Student Equity funding for 2014-15 was expended	- Guardian Scholars: Pt. Time Faculty Counselor 53,000
	- Guardian Scholars: Direct Aid to Students 13,000
Accounting of how Student Equity funding for 2015-16 was expended	- Guardian Scholars: Pt. Time Faculty Counselor 53,000
	- Guardian Scholars: Direct Aid to Students 1,500
	- Guardian Scholars: Outreach/ Student Supplies 8,500
Accounting of how Student Equity funding for 2016-17 was expended	- Guardian Scholars: Pt. Time Faculty Counselor 27,500
	- Guardian Scholars: Project Specialist 5,700
	- Guardian Scholars: Outreach/ Student Supplies 5,000
Progress made in achieving the identified goals from prior year plans	The Guardian Scholars program has been successful in properly identifying the accurate number of current and former Foster Youth enrolled at IVC. The Guardian Scholars Center continuously makes an effort to contact all self-identified foster youth students at IVC each semester through a list provided by both Admissions and Records & Financial Aid to ensure they are receiving necessary services; these services include basic needs such as counseling & financial aid assistance as well as additional help with services such as food insecurities, transportation, and assistance with paying for books and other supplies.

A.2 Veteran Student Access

- By 2016: Identify 100% of enrolled veteran students eligible for services. Increase services to active military in the surrounding area.

Accounting of how Student Equity funding for 2014-15 was expended	- Veterans Center: Mental Wellness Counselor 42,336
Accounting of how Student Equity funding for 2015-16 was expended	- Veterans Center: Mental Wellness Counselor 42,336
Accounting of how Student Equity funding for 2016-17 was expended	- Veterans Center: Mental Wellness Counselor 21,000
	- Veterans Center: Smart Pens 700
	- Veterans Center: Women's Summit 3,000
Progress made in achieving the identified goals from prior year plans	The Veterans Office identified all enrolled veterans eligible for services by spring 2016.

B.1 Course Completion

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: Laser Week New Student Orientation 10,000
Progress made in achieving the identified goals from prior year plans	Initially, established by Admissions and Records in 2015, Laser Week is now an integrated program sponsored by Admissions & Records, Student Life and Equity Programs. In its third year, Laser Week is a three day orientation program to introduce academic success strategies to newly enrolled IVC students.

C.1 ESL and Basic Skills Completion – 35 years old and above

By 2018: Increase rates of Basic Skills Improvement for ESL among students age 35+ according to their individual education goals by 3 points from 23% to 26%.

By 2018: Increase rates of Basic Skills Improvement for English among students 40 to 49 years of age according to their individual education goals by 3 points from 28% to 31%.

Accounting of how Student Equity funding for 2014-15 was expended	- AESL: Faculty Stipends for AESL program and curriculum development 20,000
	- ESL: Faculty Stipends, Full and Part time for research, software, and trainings 9,000
	- ESL: Software: Language Acquisition Center 10,365
	- Student Success Center: Saturday Tutoring 8,000
Accounting of how Student Equity funding for 2015-16 was expended	- AESL: Non-Credit Program Coordinator 48,200
	- AESL: Student Supplies: Textbooks 19,134
	- ESL: Supplemental Instruction Tutors for ESL Students 24,092
	- ESL: Tutor Coordinator of Supplemental Instruction for ESL Students 4,648
	- ESL: Software and Books 2,026
	- Student Success Center: Saturday Tutoring 6,000
	- AESL: Non-Credit Program Coordinator 24,180
Accounting of how Student Equity funding for 2016-17 was expended	- AESL: Student Supplies Headsets 1,622
	- ESL: Supplemental Instruction Tutors for ESL Students 33,549
	- ESL: Tutor Coordinator of Supplemental Instruction for ESL Students 6650
	- Student Success Center: Saturday Tutoring 9,500

<p>Progress made in achieving the identified goals from prior year plans</p>	<p>In 2014-2015, ESL faculty researched, wrote curriculum and designed a non-credit AESL program, including specialized admissions and matriculation processes. One highlight of this research is the finding that many 35+ students in the ESL credit program were on financial aid (61%). For those students in the lower credit levels, such as low beginning, up to 80% of the students were on financial aid. This suggests that this student population would benefit from taking non-credit classes and receiving free course materials, including textbooks and computer lab headsets, which were later purchased.</p> <p>In addition, ESL faculty researched and purchased supplemental English learning software for the targeted population to use in the language lab, and faculty were trained on use of such software.</p> <p>In 2015-2017, a coordinator was hired to manage the daily operations of the AESL program. The coordinator has been a critical piece in continuing the student services offered at the AESL center for this population and ensuring enrollment. We have served 1,225 students who have enrolled in the initial year (16/17) The average age of the student population is 44. In coordination with BSI, the ESL department purchased 1500 student course required textbooks to be used as a loaner program for students taking AESL courses. This textbook loaner program was confirmed after surveying all students in fall 2016. 77% of students (n=278) reported that they would not be able to purchase these textbooks (because of limited financial resources) on their own.</p> <p>The bilingual staff at the AESL center are also a critical component as they assist this population with student support services in person, not online. 81% of students (n=287) said a staff person from the AESL center assisted them with these core services. Of this percentage, 41% of them reported they were helped by a student help NBU in their native language (Chinese, Korean, Arabic, Farsi, Spanish, or Russian).</p> <p>In fall 2015, ESL faculty designed a Supplemental Instructor Program to assist students enrolled in ESL courses. This program consisted of 7 SI Tutors who directly supported around 625 students once a week in the classroom for 18 weeks, which totals 12,729 times of direct contact with students. In addition, they held office hours and workshops. Future research will determine how the support directly affected the targeted population (35+).</p> <p>For English and ESL students aged 35+, additional Saturday drop-in academic tutorial services were offered, and 59 students used this assistance a total of 131 times. The average student went 2.2 times for a total of 4.0 hours. Of the 59 unique students who came to the Saturday drop-in tutoring, 58% were 30 or over (only 24% of IVC's student body is 30 or over).</p>
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C.2 ESL and Basic Skills Completion – African American Students

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%.

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
Accounting of how Student Equity funding for 2015-16 was expended	- English: Lit Café Textbooks 1,382
Accounting of how Student Equity funding for 2016-17 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.

C.3 ESL and Basic Skills Completion – Re Entry Students

By 2018: Increase the completion rate (SPAR) among students ages 25 to 29 by 3 points from 34% to 37%.

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
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
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.

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
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
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.

E.1 Transfer – Northern California Campus Tour/Latino Transfer Night

By 2018: Increase the transfer rate among Hispanic students by 5 points from 35% to 40%.

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
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
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
Progress made in achieving the identified goals from prior year plans	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

	<p>because it helped them see their options and solidify their choices. Latino Transfer Night was held for two academic years, each in 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.</p> <p>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>
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%.</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
Progress made in achieving the identified goals from prior year plans	Summer Bridge has been offered for two academic years, each in summer semester. Counseling is in the process of analyzing the impact of these programs on Chicano/Hispanic/Latino student transfer rates.
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 14,920
Accounting of how Student Equity funding for 2016-17 was expended	- Marketing & Creative Services: I Heart Radio 19,560
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.
F.1 Other College: Research and Evaluation – Analyst	
Accounting of how Student Equity funding for 2014-15 was expended	- Research and Planning: Staffing 72,571
Accounting of how Student Equity funding for 2015-16 was expended	- Research & Planning: Student Equity Research Analyst 96,909
Accounting of how Student Equity funding for 2016-17 was expended	- Research & Planning: Student Equity Research Analyst 57,693
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.

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 115,566
Accounting of how Student Equity funding for 2016-17 was expended	- Outreach: Director 70,824
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.
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
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.
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
Progress made in achieving the identified goals from prior year plans	Irvine Valley College hosted a Cultural Competency Summit in spring 2016. There were over 400 participants in attendance for the eight hour event. Evaluation of this program showed that staff, students, community members, and faculty had an improved understanding of the skills necessary for cultural competency.

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
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

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.

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: 16,300
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.

F.8 Other College: DREAM BOOK CLUB

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.

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 25,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: DREAM Book Club 17,000
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 in face to face and online via Blackboard. The meetings averaged 40 members per book club, and evaluation showed that the book clubs increased cultural competency knowledge of faculty, staff, and student participants.

F.9 Other College: Student Equity Meet and Greets

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.

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 \$13,700
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Meet and Greets: Informal Networking Receptions \$5,000
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 positivity about campus climate and an increased engagement in campus community.

F.10 Other College: Multicultural Programs

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.

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 14,000
Accounting of how Student Equity funding for 2016-17 was expended	- Student Equity: Multicultural Programs 15,000 - ELEVATE: AAPI Month 2,500
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 have indicated increased student learning outcomes.

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 22,680
Accounting of how Student Equity funding for 2016-17 was expended	- Financial Aid: Front Counter Staffing 20,000
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. The primary focus of these positions were to serve as communication liaisons between the office and disproportionately impacted communities of the equity plan.

F.12 Other College: Professional Development

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.

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
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
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 taskforce, 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 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.

Point of Contact:

Name	Anissa Cessa Heard-Johnson
Title	Director, Student Life and Equity Programs
Email Address	aheard@ivc.edu
Phone	(949)451-5364

- 11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

We believe the State Chancellor's Office should provide ongoing professional development and training on both a statewide and regional level that includes sharing of best practices and tutorials on the completion of statewide reporting. In addition, we believe having the MIS Student Success Referential File available on Data on demand (like other categorical files) would be essential to measuring the effectiveness of our initiatives and accomplishing our student success goals.

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

Point of Contact:

Name	Arleen Elseroad
Title	Dean, Enrollment Services
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Phone	(949)451-5409

Alternate Point of Contact:

Name	Angel Hernandez
Title	Counselor/Assistant Professor, BSI & BST Coordinator
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Part III – Approval and Signature Page

College: Irvine Valley College


District: South Orange County CCD

Board of Trustees Approval Date: 11/13/17

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Debra L. Fitzsimmons – Interim Chancellor

dfitzsimmons@socccd.edu

 [for Debra Fitzsimmons] 11/13/17
Chancellor Date

Email Address

Glenn Roquemore - President

groquemore@ivc.edu

 11/13/17
President Date

Email Address

Jim Buysee – Acting Vice Chancellor, Business Services

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 11/15/17
Chief District Business Officer Date

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Christopher McDonald – Vice President for Instruction

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 11/13/17
Chief Instructional Officer Date

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Linda Fontanilla – Vice President for Student Services


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 11/13/17
Chief Student Services Officer Date

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Davit Khachatryan – Vice President for Administrative Services


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 11/13/17
Campus Budget Officer Date

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June McLaughlin – Academic Senate President

Jmclaughlin12@ivc.edu

 11/13/17
President, Academic Senate Date

Email Address