



STUDENT EQUITY AND ACHIEVEMENT PROGRAM: 2022-25 STUDENT EQUITY PLAN



IRVINE VALLEY
COLLEGE

CONTENTS

2022-25 STUDENT EQUITY PLAN	3
Contacts	5
Equity Plan Reflection	5
Student Populations Experiencing Disproportionate Impact	9
Metric: Successful Enrollment	13
Metric: Completed Transfer-Level Math & English (Hispanic and Latinx)	17
Metric: Completed Transfer-Level Math & English (First-Generation)	22
Metric: Retention from Primary Term to Secondary Term (Hispanic and Latinx)	28
Metric: Retention from Primary Term to Secondary Term (First-Generation)	32
Metric: Completion (Hispanic and Latinx)	38
Metric: Completion (First-Generation)	42
Metric: Transfer (Hispanic and Latinx)	49
Metric: Transfer (First-Generation)	54
STUDENT SUPPORT INTEGRATION SURVEY (Optional)	59

2022-25 STUDENT EQUITY PLAN

ASSURANCES:

- ☒ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ☒ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development

Irvine Valley College will focus on racial equity as the foundation for its 2022-2025 Student Equity Plan because it is the moral and professional obligation of its staff, faculty, and administrators to ensure that the institutional policies and practices are designed to eliminate systematic barriers, unconscious bias, and institutional racism. In previous race-neutral initiatives and efforts, the college has not closed equity gaps for racially minoritized students, so by explicitly identifying how the work will be carried out, it is the first step at closing these racial disparities in student outcomes (Bensimon 2017). Hispanic & Latinx students, who make up 23% of IVC's student population, continue to be disproportionately impacted in enrollment, retention, probation, completion of transfer-level English and math, completion rates, and transfer rates.

In order to be more race conscious in the writing of this plan, its creators will take an anti-racist approach "Those [one] who is supporting an anti-racist policy through their actions or expressing an antiracist ideas" (Kendi 2019). This includes utilizing inclusive language that centers on Hispanic & Latinx students. Furthermore, this plan will leverage an intersectional framework to more deeply understand the experiences of Hispanic & Latinx with multiple marginalized identities (Crenshaw, 1989). This plan needs to address the complexities associated with racial identity and its intersections with gender, socioeconomic status, etc. In addition, to become an anti-racist campus, the college must focus on changing institutional barriers that prevent Hispanic & Latinx students from succeeding in classes and ultimately reaching their educational goals. Also, not only will the

writers consider its campus's racial climate and how students make their way through the institution (Hurtado, 1992), but equally important, they will articulate how the college will cultivate a campus culture that centers the identities and diversity of Hispanic & Latinx students and cultivates greater racial awareness. Lastly, the plan will outline how to leverage data and provide clear direction into how Hispanic & Latinx students may be affected by various interventions and support services. As Kendi (2019) argues, a policy is racist by its results and not just by the intent. Therefore, the plan will focus on how to have a forceful impact on student's outcomes.

Contacts

DISTRICT CONTACT INFORMATION FORM

Required Contacts:

- ☒ Project Lead: Dr. Martha McDonald, Vice President of Student Services
- ☒ Alternate Project Lead: Marianne Wolfe, Student Equity and Achievement Committee Faculty Coordinator
- ☒ Approver: Chancellor/President: Dr. John Hernandez
- ☒ Approver: Chief Business Officer: Dr. Davit Khachatryan
- ☒ Approver: Chief Instructional Officer: Dr. Rick Miranda
- ☒ Approver: Chief Student Services Officer: Dr. Martha McDonald
- ☒ Approver: Academic Senate President: Dr. Dan de Roulet
- ☒ Approver: Guided Pathways Coordinator/Lead: Brandee Idleman

Equity Plan Reflection

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Supporting student equity was at the forefront of key initiatives and projects throughout 2019-

2022. The work began by revising the college's Mission Statement so it reflects the college's unwavering commitment to the values of equity, inclusion, and access. In alignment with this mission, Goal 1 of the college's 2020-2025 Strategic Plan reads: Ensure Equity in Access and Achievement. With this foundation as a guiding framework, the college embarked on projects consistent with these values. The creation of the President's Advisory Council on Diversity Equity and Inclusion (DEI) unified campus equity efforts. This group established equity goals, produced definitions for Diversity, Equity, and Inclusion, created a DEI website, and crafted a DEI statement. Further, the Office of Student Equity continued its commitment to students by opening the Equity and Inclusion center, creating a First Name Program, and funding the Equity Scholars Program to assist LGBTQIA+, undocumented, current and former foster youth, housing insecure, and adult/re-entry students. Additionally, the Caring Campus Initiative instituted by the college's Classified

Professionals supported equity efforts by nurturing a culture of warm handoffs, and one-on-one direct assistance, so all students, especially those from under-represented groups, feel welcomed, connected, and cared for. In like manner, the Guided Pathways' Completion Teams began their work of implementing equity-driven classroom practices and methodologies to remedy gaps in student outcomes. Some of these practices are: peer mentors; equitable policies in syllabi; equitable grading; communities of practice; and development of Open Educational Resources (OERs). Recognizing that professional development is an integral component to the work of equity, the college has supported classified professionals, faculty, and administrators' training on effective pedagogical frameworks as well as functional activities such as online teaching and course design, Undocuall, National Conference on Race and Ethnicity in Higher Education (NCORE), USC Race and Equity, an equity community of practice: *Enacting Educational Equity*, and three AAC&U Institutes: *High-Impact Practices*, *Truth and Racial Healing Center*, and *OER Development*. This professional development provides us with the tools to understand how to make institutional changes and address barriers that prevent DI students from reaching their educational goals.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

The number of disproportionately impacted (DI) groups in the 2019-2022 equity plan spread the campus efforts too thin. Instead of focusing on specific groups and creating intentional programming, varied projects and initiatives tried to provide support in minor ways to multiple DI groups. The diluted efforts of the college were not enough to directly address inequities for the identified DI groups. Therefore, it is not surprising that efforts were not successful in moving the needle in many of the metrics for a number of DI groups. Nevertheless, there was some significant progress in implementing some projects, such as Puente, during this cycle. Also, after the revision of the college's mission statement, equity became front and center in all aspects of the colleges' student success efforts. To illustrate, the events offered by the Office of Student Equity, Pride Month, Black History Month, and AAPI Month, encouraged inclusion, and celebrated the diverse

student populations at the college. Surveys were conducted after events to identify impact of activities. These events have resulted in the majority of students agreeing on campus sentiments such as feelings of acceptance and belonging on the National Assessment Collegiate Campus Climate (NACCC) survey that was administered in Fall 20. From the academic perspective, AB705 is the most notable initiative that benefited our DI students. Its implementation removed a significant barrier in access that our DI students previously faced as inequitable placement/testing initiatives tended to under place DI students. However, evidence suggests that while this initiative helped immensely in the face of access and as a “floor raiser” in increasing the volume of all student groups successfully completing our metrics, the college continues to have equity gaps in success and throughput in our DI student groups.

2022-25 PLANNING EFFORTS

The 2019-2022 Student Equity Plan (SEP) resulted in limited impact towards closing opportunity gaps for disproportionately impacted (DI) populations. The previous SEP plan was unsuccessful, partly due to state guidance that focused more on addressing all students’ needs. As a result, the college identified many student populations in need of support, which then resulted in funding and efforts being spread out too thin over the course of the plan, so many equity-driven projects during the 2019-2022 period were very general, and consequently, did not truly focus on individualized population needs, including Hispanic & Latinx, Economically Disadvantaged, Adult Re-Entry, and Foster Youth students. On the other hand, the previous SEP encouraged colleges to centralize their equity efforts across campus, mainly in instruction and student services. The college also developed a strong foundation for tracking the outcomes of all student populations with various metrics through the use of automated reports and Tableau dashboards to ensure activities are successful from a data perspective. Additionally, various forms of professional development within the classroom through Guided Pathways, such as equitable grading and classroom syllabi were instituted. The college’s 2022-2025 SEP will focus on only two student populations (First-

Generation and Hispanic & Latinx), with the goal that the projects addressed here will make strides in addressing the specific needs of these students. The narrowing of efforts to these DI groups will allow the college to more deliberately distribute funding to projects that affect and impact these two student populations. The conscious choosing of only two student populations will result in dedicated efforts over the 2022-2025 cycle that will allow IVC to successfully close DI gaps. By following this directed framework over the next few years, the college will then be able to maintain its guided support for First-Generation students and Hispanic & Latinx students with the intention of creating dedicated projects for other DI populations as well.

PANDEMIC ACKNOWLEDGEMENT

- ☒ Interrupted Work Fully
- ☒ Catalyzed Work
- ☒ Delayed Work

Interrupted: The transition away from holding classes and activities physically had a noticeable effect on our ability to provide students a traditional college experience, losing the opportunities to build a community of acceptance and belonging, which were critical components of our equity plan. While we were able to transition from in-person instruction to online instruction quickly, there was a disconnect between students, their peers, and the support services and resources. Many students took multiple semesters off due to the shift in their responsibilities outside of academia. To accommodate, IVC offered drive-thru food drives and a drive-thru commencement. Students also faced new stressors, mental health concerns or inaccessible technology, which limited engagement with campus activities. These affected student attendance to equity-related virtual workshops and activities.

Catalyzed: While much work was interrupted, the pandemic sparked an opportunity for catalyzing our equity work in areas such as campus development, teaching modalities, and online resources.

Because the campus had fewer people, facilities projects and classroom redesigns were addressed. First, wi-fi access was expanded and most classrooms were equipped with Smart Technology, wrap-around white boards, Node classroom chairs, and intuitive podiums for teachers. The library also transformed space to create Zoom cubicles for students. From the learning modality perspective, faculty were provided professional development opportunities that let them teach in multiple learning formats (i.e., asynchronous, synchronous, hybrid). This gave students more opportunities to take courses in formats that are most conducive to their learning style as well as time/cost savings for those who live far away from campus or have busy work schedules. Lastly, the transition from the campus to a remote hub led to the streamlining of processes and increased access to virtual conferences/ meetings.

Delayed: Many equity projects were delayed as a result of COVID-19. The PUENTE program was originally going to launch in Fall 2020, but the pandemic pushed it to Fall 2021. Enrollment growth, including the international student population has been delayed. Research also indicated that many students delayed their entry into college, as evidenced by decreased enrollment system-wide for community colleges.

Link to Executive Summary

Irvine Valley College's (IVC) mission statement emphasizes that student equity, inclusion, access, and success are central to the institution's identity. By offering clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community, IVC fosters economic and workforce development through partnerships with business, government, and educational networks.

The college's strategic plan goal 1 is to ensure equity in access and achievement by:

- Reducing and eliminating the achievement gap among underrepresented students
- Reducing and eliminating the achievement gap for completion rates in transfer-level math and English.
- Reducing and eliminating the achievement gap between online and traditional classroom classes

- Increasing equity of access into college
- Reducing and eliminating student Fall to Spring and Fall to Fall retention equity gaps
- Cultivating a culturally responsive and inclusive learning and working environment free from explicit/implicit bias
- Cultivating a culturally responsive and inclusive learning and working environment free from institutional bias

The student equity plan is central to upholding IVC's mission statement and to implementing the strategic plan goal 1 by providing an equity framework through which the plan's metrics of access through successful enrollment, retention from fall to spring, completion of transfer level math & English in 1 year, certificate and degree completion and transfer to a four-year Institution can be addressed. The student equity plan describes activities, spending and outcomes that develop and sustain an equitable learning environment for the college's disproportionately impacted student populations. The plan's metrics describe an analysis of the college's disproportionately impacted student populations and serve as the foundation from which the implemented instructional and student services activities were created to facilitate a more equitable experience for students. The student equity plan provides a detailed description of the work that is being done to continually work towards institutionalizing equity. The activities described in the plan and the broad range of faculty, staff and administrators that facilitate these efforts represent IVC's commitment to student equity.

<https://www.ivc.edu/files/equity/pdf/Irvine-Valley-College-Executive-Summary-Student-Equity-Plan.pdf>

Student Populations Experiencing Disproportionate Impact

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: First-Generation college students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Populations detailed in [Education Code 78220](#)*

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic & Latinx

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	29% (877 out of 2,967)
<i>Year 2 (2023-24)</i>	39% (286 more students out of 2,967)
<i>Year 3 (2024-25)</i>	48% (572 more students out of 2,967)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

☒ Instruction

☒ Student Services

☒ Business Services

☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Below are specific onboarding processes and practices that may impede equitable student outcomes for Hispanic & Latinx students to navigate the institution's complex system of application, onboarding, and enrollment processes.

Clarifying the Path:

- Limited targeted onboarding support for Hispanic & Latinx students.
- College application is lengthy and confusing, as there are two components to complete.
- College application has a small margin for student error where students who make a mistake will be negatively impacted in how they are coded (ex. Issues with residency, omission of SSN).
- Onboarding steps are lengthy and difficult for students to navigate. Recent student feedback shows the first semester educational planning and class registration components as the most challenging aspects of the onboarding process to comprehend and navigate.
- No current districtwide conversation regarding simplifying and aligning the course prerequisite clearance process.
- No existing Student Relations Management system in place to more effectively identify and

assist students with completing the onboarding process.

- Lack of strategy of raising awareness of the importance of FAFSA/DREAM Act.

Entering the Path:

- Limited hands-on support for onboarding services offered at both IVC campus and designated high school sites.
- No identified staff to provide bilingual (English/Spanish) onboarding support.
- Access to matriculation support at IVC campus is limited to those that can afford or have the ability to visit the campus. No current transportation plans are in place to bring potential students who want to explore IVC.
- Districtwide priority registration deadline (Freshman Advantage) is too early and does not provide prospective students with an equitable timeline for enrollment.
- Continual decrease in AB-2 and AB-19 funding has limited IVC's ability to meet student demand and scale operations of the Irvine Valley Promise Program in its current structure.
- Current onboarding process for AB-540 students is complex and difficult to navigate (e.g., residency reclassification).

STRUCTURE EVALUATION: Ideal Structure

☒ Instruction

☒ Student Services

☒ Business Services

☒ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Following are specific onboarding processes and practices that will bring more equitable student outcomes in enrollment for Hispanic & Latinx students.

Clarifying the path:

- Spread awareness of college programs and resources that provide support to Hispanic & Latinx students through marketing campaigns and outreach communication to high school partners.
- Identify a marketing agency that specializes in Hispanic & Latinx audiences to develop targeted marketing efforts.
- Streamline the onboarding process to provide more Hispanic & Latinx students the opportunity to access the Freshman Advantage Program. In the past three academic years, on average, only 11% of the college's Freshman Advantage students have been Hispanic, meanwhile, 27% of our first-time students identify as Hispanic & Latinx.
- Expand bilingual outreach efforts to local high schools with significant Hispanic & Latinx student communities.
- Offer onboarding workshops such as Orientation, Advisement, and creating a First Semester Plan in Spanish.
- Incorporate a Student Relations Management system that assists with effectively communicating and onboarding incoming Hispanic & Latinx students.
- Provide enhanced support to both online and in-person Orientations and Advisement.
- Standardize placement clearances between IVC and Saddleback to streamline the registration process for Hispanic & Latinx students enrolled in sequential courses between colleges.

Entering the path:

- Collaborate with college stakeholders to develop new onboarding support for Hispanic & Latinx students.
- Initiate districtwide conversations regarding the simplification and alignment of the course prerequisite clearance process and the development of a student education plan.
- Increase personnel to expand onboarding and enrollment support for Hispanic & Latinx students.
- Expand access to on-campus onboarding services by providing transportation to the college to designated high schools with significant Hispanic & Latinx student populations.
- Develop business processes and communication for AB-540-student onboarding that is clear and easy to navigate.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Collaborate with the Marketing and Creative Services Department to develop targeted campaigns for Hispanic & Latinx and first-generation students, as 41% of students who are first-generation also identify as Hispanic & Latinx.
- Increase outreach efforts to local high schools that have significant Hispanic & Latinx and first-generation students.
- Embed targeted support programs and services through outreach presentations and onboarding service modalities.
- Spread awareness of the college's Spanish language video tutorials developed to assist with the college application process.
- Expand the college's Spanish language outreach marketing campaigns and materials to increase IVC-brand awareness in the Hispanic & Latinx community.
- Explore additional targeted outreach opportunities to Hispanic & Latinx students and families (ie. AVID, Upward Bound, ROP).
- Identify business processes dedicated to in reach and retention efforts from term to term, specifically geared to Hispanic & Latinx students.
- Hire additional bilingual staff to assist with application, onboarding, and enrollment processes.
- Reimagine asset-based college nomenclature and language to demystify the higher education experience.

Entering the Path:

- Review and revise the logic of college application processes to better identify potential AB-540 students.
- Develop an onboarding business process that streamlines enrollment for AB-540/undocumented students.
- Streamline enrollment process by extending early registration deadlines and providing additional on-site support at local feeder high school and on the campus.
- Review prospective Hispanic & Latinx student experiences through the onboarding process (i.e., case management, mentorship collaborations to help keep students on the path).
- Work with district and college technology and instruction officers to analyze enrollment appointments and look at data with the goal to increase Hispanic & Latinx student access to

gatekeeper courses.

- Scale Spanish-language onboarding services such as advising, orientation, educational planning, and registration.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed

Policy & Regulatory Actions:

- Standardize time period for registration across all community colleges.
- Standardize course numbers across all community colleges.
- Revise the promise program (AB-19/AB-2) funding formula to look at the number of students participating in the program as opposed to the total incoming student headcount (enrollment is decreasing but more students are participating in the promise than before which means funding does not correlate with growing student interest).

Technology Investments & Tools:

- Standardize student information systems across all community colleges.
- Fund ongoing allocations for student outreach and re-engagement efforts that have demonstrated high return on investment during pandemic-related strategic enrollment efforts.
- Expand college application information access to include abandoned applications for follow-up support.
- Adopt an SRM to more effectively communicate and case manage student interactions

Metric: Completed Transfer-Level Math & English

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic & Latinx

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	21% (448 passed out of 2,073)
Year 2 (2023-24)	28% (123 more students out of 2,073)
Year 3 (2024-25)	31% (186 more students out of 2,073)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Below are specific college processes and practices that impede Hispanic & Latinx students' completion of transfer-level English and math courses. Hispanic & Latinx students, on average, are less likely to complete advanced English and math courses in high school, and therefore, may start college at a disadvantage. At IVC, we place all students in transfer-level English and math courses regardless of the math course they completed in high school or their high school GPA.

Clarifying the Path:

- A lack of clear messaging during the onboarding process of incoming Hispanic & Latinx students of the importance of enrolling in math and English coursework.
- A lack of a systemic approach to reach out to Hispanic & Latinx students who have not completed or enrolled in a math or English course in their first semester or year.

Entering the Path:

- The existence of imposter syndrome (not belonging in college) in Hispanic & Latinx students.
- Costs of attending college (emotional and financial).
- A lack of academic-support services for Hispanic & Latinx students with non-traditional

schedules, limited academic knowledge, and limited English.

Stay on the Path and Ensure Learning:

- Inconsistent grading practice and instructional methodology in gatekeeping math and English courses.
- A lack of culturally competent reading and global perspectives appropriate for Hispanic & Latinx students.
- A lack of applicability and connection between what is learned in math and English courses and the lives of Hispanic & Latinx students and their families.
- A lack of flexibility in instructional policies for Hispanic & Latinx students who have non-traditional schedules, limited academic knowledge, and limited English.
- Deficit mindset in faculty, staff, and administrators toward Hispanic & Latinx students.
- A lack of access to academic support (40% of the Hispanic & Latinx student population works more than 20 hours a week.)
 - Services are closed when students are able to come to campus to use them
 - Services are not provided (i.e. no chemistry tutoring in Student Success Center)
 - Not knowing what resources are available or how to access them
 - A lack of support for the cultural capital Hispanic & Latinx students bring to the college.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|---|--------------------------------|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Student Services | |
| <input checked="" type="checkbox"/> Business Services | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific college processes and practices that will facilitate Hispanic & Latinx students' completion of transfer-level English and math courses. At IVC, we place all students in transfer-level English and math courses regardless of the math course they completed in high school or high school GPA.

Clarifying the Path:

- Develop transition pathways to English and math to help Hispanic & Latinx students transition from high school to college.
- Prescribe and require a path of study that requires Hispanic & Latinx students to attempt math and English in their first year.
- Offer expanded Spanish-speaking onboarding and counseling services.
- Host family nights to involve the Hispanic & Latinx families in their students' educational journeys.

Entering the Path:

- Create a process to recognize residency for AB 540 eligible students prior to receiving a high school diploma.
- Expand financial support and work study for financial and emotional costs of attending college with targeted messaging for Hispanic & Latinx students.
- Develop and host workshops for parents of Hispanic & Latinx students to demystify higher education and the hidden curriculum.

Stay on the Path and Ensure Learning:

- Develop a systemic approach to follow up with Hispanic & Latinx students not enrolled in math or English courses.
- Create culturally responsive and relevant curricula for Hispanic & Latinx students.
- Expand Puente cohorts' offerings, possibly including math as part of the college's Puente program.
- Hire more Hispanic & Latinx full-time English and math faculty.
- Create a peer-mentor program for Hispanic & Latinx students.
- Adopt more Open Educational Resources (OER) texts and increased accessibility to textbooks through library reserve or low-cost materials.
- Develop professional development for faculty: cultural competency, flexible policies, grading for equity, validation theory.
- Encourage English and math faculty to participate on Guided Pathways Completion Teams to monitor, analyze, and respond to student success data in programs and classes.
- Increase the *AdelanteIVC* marketing campaign for in-reach and academic support services for Spanish messaging in the following:
 - Syllabi and Canvas pages
 - Social media
 - Campus posts
 - Campus signage
 - In library
- Develop more affinity groups for Hispanic & Latinx heritage, such as MECHA (Movimiento Estudiantil Chicano de Aztlan.)

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Support English/ESL/math faculty coordinators to develop partnerships with outreach office and high school discipline colleagues to help provide information to future students as to why they should take these courses as soon as possible and not delay enrollment.
- Explore new math and English enrollment management deadlines.

Entering the Path:

- Fund, staff, and provide administrative support to:
 - Host family nights
 - Create a process to recognize residency for AB 540 eligible students
 - Expand financial support and work study with targeted messaging to Hispanic & Latinx students
 - Update technology to allow students to enroll in their courses across different devices and after 11:00pm
 - Create a systemic approach to follow up with Hispanic & Latinx students not enrolled in a math or English course

Stay on the Path and Ensure Learning:

- Fund and provide administrative support to develop PD and Communities of Practice that includes:
 - Equitable grading practices and norming workshops
 - Culturally responsive and relevant curricula for Hispanic & Latinx students
 - Targeted design in the approach to pedagogy for Hispanic & Latinx students
 - Capacity mindset among instructors
 - OER texts and other low-cost materials
 - Student-friendly office hours
- Encourage faculty to submit textbooks to the library reserve.
- Fund and provide administrative support to:
 - Expand Puente offerings and train faculty and staff with similar pedagogy
 - Hire more ethnically diverse FT faculty
- Fund and support an embedded counseling program in English and math courses.
- Increase funding for *AdelanteIVC* marketing for inreach and academic support services for

Spanish messaging in the following:

- Syllabi and Canvas pages
- Social media
- Campus posts
- Campus signage
- In library
- Develop support for events and advisors for more affinity groups for Hispanic & Latinx students, such as MECHA (Movimiento Estudiantil Chicano de Aztlán.)

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college would like to have access to a regional coordinator for SEA that guides teams to resources and information. Also, this regional coordinator can connect college representatives with SEA leads at other colleges to share best practices.

This Field Guidance/Professional Development/Communities of Practice can encompass:

- PUENTE
- Embedded counseling
- Guided Pathways
- Alignment of SEA, Guided Pathways, and DEI goals
- High-Impact Practices (HIPs)
- Culturally relevant curriculum
- Equitable grading practices

Metric: Completed Transfer-Level Math & English

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation College Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	17% (376 passed out of 2,182)
Year 2 (2023-24)	29% (257 more students out of 2,182)
Year 3 (2024-25)	32% (322 more students out of 2,182)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Following are specific college processes and practices that impede first-generation college students' completion of transfer-level English and math courses. First-generation college students do not have parents/guardians guiding them through the higher education process and the student may not be aware of the services provided.

Clarifying the Path:

- No systemic approach of following up with first-generation students who have not completed/enrolled in a math or English course.
- No targeted campaigns to raise awareness on the importance of completing math and English in the first year.
- Unclear math and English placement information e.g., English allows courses with or without corequisites while math requires corequisites.

Entering the Path:

- Imposter syndrome or learned mythology of college where first-generation college students feel they need to navigate college on their own.
- Gatekeeping courses-even though all students are placed into transfer-level courses,

instructional methodologies and grading policies are contributing to disproportionate impact in students passing these courses, and there is a belief that these are “weeding out” courses.

- The emotional and/or financial cost of attending college.
- A lack of academic support services for first-generation students with non-traditional schedules, limited academic knowledge, and/or limited English.
- A lack of clear messaging on which math or English course is needed for majors or transfer university requirements.

Stay on the Path and Ensure Learning:

- Inconsistent grading practice and instructional methodology in gatekeeping math and English courses.
- A lack of culturally competent reading and global perspectives appropriate for first-generation students.
- A lack of applicability and connection between what is learned in math and English courses and the lives of first-generation students.
- A lack of flexibility in instructional policies for first-generation students who have non-traditional schedules, limited academic knowledge, and limited English.
- Deficit mindset in faculty, staff, and administrators toward first-generation students.
- A lack of access to academic support services when students are able to come to campus to use them.
- A lack of direct messaging to first-generation students of academic-support services available to them and how to access them.
- A lack of understanding and support for the socio-cultural capital first-generation students bring to the college experience.

STRUCTURE EVALUATION: Ideal Structure

☒ Instruction

☒ Student Services

☒ Business Services

☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in completion of transfer-level English and math for first-generation students.

Clarifying the Path:

- Create a program with outreach that targets first-generation students to help transition to college English and math by providing them with information about taking these courses within their first year, what to expect from these courses, and how to navigate their systems given the wide variety of course options, instructors, and modalities.
- Prescribe and require a path of study that requires first-generation students to attempt

math and English in their first year.

Entering the Path:

- Expand financial support and work study for financial and emotional costs of attending college with targeted messaging to first-generation students.
- Revise technology to allow students to enroll in their courses across different devices and decrease “downtime” of MySite after 11:00pm.

Stay on the Path and Ensure Learning:

- Develop and maintain learning communities for first-generation students that include English and math courses.
- Develop culturally responsive and relevant curricula for first-generation students that connect student experience to course material.
- Hire more full-time English and math faculty.
- Encourage the adoption of Open Educational Resources (OER) English and math texts
- Make office hours more student friendly through encouraging English and math faculty to re-name, explain, contextualize, and schedule office hours.
- Encourage capacity mindset among instructors toward first-generation students.
- Develop embedded counseling services in the classroom specifically designed for first-generation students.
- Increase faculty usage of the early alert system to identify first-generation students who may be at-risk students.
- Increase marketing of learning communities, student support, and academic support services
 - On syllabi and on Canvas pages
 - On social media
 - Posted around campus
 - Better signage: buildings and offices
 - Descriptive language for offices to increase belonging and clarity
 - Information readily available in library
 - Information in multiple languages
- Develop additional student-centered resources and support (i.e. peer mentoring or student ambassador program) where students can learn from one another

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Support English/ESL/math faculty coordinators to develop partnerships with outreach office and high school discipline colleagues.
- Prescribe and require a path of study that requires first-generation students to attempt math and English in their first year.
- Provide an optional “boot camp” for math and English to ensure first-generation students are prepared or understand the content of the course prior to the start of the semester.

Entering the Path:

- Fund staff and administrative support to host family and community nights for the families of first-generation students.
- Expand financial support and work study opportunities for first-generation students.
- Update technology to allow students to enroll in their courses across different devices and after 11:00pm.
- Leverage and promote EOPS support for first-generation students.

Stay on the Path and Ensure Learning:

- Fund and provide administrative support to develop PD and Communities of Practice that include:
 - Consistent equitable grading practices and norming workshops
 - Use of culturally responsive and relevant curricula
 - Use of relevant pedagogy to reach first-generation students
 - Adopt and/or develop OERs and other low-cost texts and materials
- Fund and provide administrative support to:
 - Develop and maintain learning communities
 - Hire diverse full-time faculty
- Continue stipends for faculty participation on Guided Pathways’ Completion Teams.
- Fund and provide administrative support to develop embedded counseling services, including a project lead, staff, and faculty compensated for time above contract.
- Increase funding for the marketing of academic support services for messaging to be included in:
 - Canvas pages

- Social media
- Campus posts
- Campus signage
- Create a systematic approach to follow up with first-generation students not enrolled in a math or English course.
- Design and maintain a peer-mentor or student-ambassador program to encourage first-generation student engagement.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college would like to have access to a regional coordinator for SEA that guides teams to resources and information. Also, this regional coordinator can connect college representatives with SEA leads at other colleges to share best practices.

This Field Guidance/Professional Development/Communities of Practice can encompass:

- PUENTE
- Embedded counseling
- Guided Pathways
- Alignment of SEA, Guided Pathways, and DEI goals
- High-Impact Practices (HIPs)
- Culturally relevant curriculum
- Equitable grading practices

Metric: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic & Latinx

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	75% (1,698 out of 2,242)
Year 2 (2023-24)	77% (22 more students out of 2,242)
Year 3 (2024-25)	80% (89 more students out of 2,242)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

About half of Hispanic & Latinx students are first-generation college students and many are either working part-time or full-time. Working may be creating barriers for these students to successfully complete their courses, and in turn, this may also discourage them from enrolling for another term. Below are some processes and practices that have unintentionally created inequitable outcomes for Hispanic & Latinx students who may need additional support to attain their educational goals.

Clarifying the Path:

- No specific/designated touch points or outreach efforts for undecided Hispanic & Latinx students to introduce them to interest areas and academic support services like counseling and learning centers.
- A college-wide lack of understanding of the socio-cultural realities of Hispanic & Latinx students.
- No structural process is in place to capture the over 60% of part-time IVC students to complete their educational plans in their first year.

Entering the Path:

- Campus communication/messaging isn't student friendly for incoming or current Hispanic

& Latinx students.

- Convoluted certificate/noncredit/career pathways messaging and direction for Hispanic & Latinx students who do not want to pursue transfer pathways.
- No family support groups or resources for the families of Hispanic & Latinx students.
- A lack of data collected on Hispanic & Latinx students enrolled in the college's noncredit ESL program.

Stay on the Path:

- A lack of programs/initiatives specifically for Hispanic & Latinx students intended to create a sense of community.
- Inconsistently utilizing retention data to identify when/what support is needed for Hispanic & Latinx students.
- No comprehensive strategy for retaining Hispanic & Latinx students.
- Lack of Hispanic & Latinx student data for those who lose financial aid funding.
- No dedicated enrollment retention support for continuing Hispanic & Latinx students.

Ensure Learning:

- Limited academic support programs for Hispanic & Latinx students.
- Limited collegewide initiatives/professional development training intended to prepare faculty to implement culturally relevant teaching/pedagogy for Hispanic & Latinx students.
- Lack of Hispanic & Latinx student voice as pedagogical partners in the creation of curricula.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in retention from primary to secondary term for Hispanic & Latinx students.

Clarifying the Path:

- Design specific messaging for Hispanic & Latinx undecided students to introduce them to interest areas and campus services like counseling and learning centers.
- Develop a Canvas course/shell focused on academic resources for Hispanic & Latinx students.

Entering the Path:

- Develop campus communication/messaging that is more student friendly for continuing Hispanic & Latinx students that incorporates Guided Pathways Milestones Maps.
- Design and carry out intentional processes to assist Hispanic & Latinx students with the college's enrollment deadlines.
- Expand access to the Summer Bridge program for Hispanic & Latinx students because of the high success rates of retention for students who participate in the program.
- Establish a cohort of Hispanic & Latinx students in the noncredit ESL program, which has interventions and wraparound services.

Stay on the Path:

- Create programs/initiatives specifically for Hispanic & Latinx students to help them feel a sense of community at the college (similar to PUENTE, EMCEES, WOCC).
- Utilize retention data to identify when/what support is needed for Hispanic & Latinx students.
- Develop a comprehensive strategy for retaining Hispanic & Latinx students
- Track Hispanic & Latinx students who lose financial aid and reach out to them to try and bring them back to the college.
- Identify additional funding sources to support Hispanic & Latinx students who lost or who may not have qualified for financial aid.
- Scale up the college's Early Alert System to assist Hispanic & Latinx students who also may be at-risk students.
- Use Guided Pathways Completion Teams to address and remove any barriers for Hispanic & Latinx students to complete courses in their departments.

Ensure Learning:

- Provide college-wide initiatives/training to prepare faculty to implement culturally relevant teaching/pedagogy for Hispanic & Latinx students.
- Embed Hispanic & Latinx focus across the curriculum.
- Involve Hispanic & Latinx students as pedagogical partners in the development of both curriculum and OERs such as Zero Textbook Costs (ZTCs).

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Design and send messaging that targets Hispanic & Latinx students that will include information on interest areas and academic support services and align with milestone maps, including annual timeline, enrollment deadlines, and instructional modalities.
- Create a Canvas module available to Hispanic & Latinx students to help them understand college terminology and reduce the hidden curriculum.

Entering the Path:

- Explore implementing case management strategies to address retention barriers common to Hispanic & Latinx students.
- Create a first-year Hispanic & Latinx student affinity group experience beyond the Puente Program.
- Collaborate with the AESL Center to create a noncredit cohort of Hispanic & Latinx students.

Stay on the Path:

- Reach out to Hispanic & Latinx students to encourage utilization of college services such as financial aid, counseling, tutoring/learning centers.

Ensure Learning:

- Continue to support programs and practices focused on developing a sense of community for Hispanic & Latinx students.
- Offer more training to prepare and encourage faculty to implement culturally relevant teaching/pedagogy for Hispanic & Latinx students.
- Provide faculty PD activities for OER development, equitable grading practices and syllabi design.
- Explore opportunities to provide college credit that is connected to employment-based learning through programs like Cooperative Work Experience (CWE).
- Utilize Guided Pathways' Completion Teams as interest area-based, inquiry action teams that address academic success barriers common in Hispanic & Latinx students.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college needs support from the Chancellor's Office in the following areas:

- Planning of statewide professional development opportunities that introduce participants to what other colleges are doing in the area of retention for Hispanic & Latinx students.
- Provide robust funding to implement innovative practices and initiatives such as Guided Pathways and SEA.
- Funding for technology to implement Student Information Systems that support equity plan initiatives.
- Funding to continue to reduce the cost of college for Hispanic & Latinx students.
- Increase accessibility to zero-cost texts.
- Assist colleges with purchasing Student Relationship Management Systems that allow for text message communication.
- Improve articulation and pathways from community colleges to universities.
- Address transportation barriers faced by Hispanic & Latinx students.

Metric: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation College Students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	74% (1,871 out of 2,531)
Year 2 (2023-24)	77% (89 more students out of 2,531)
Year 3 (2024-25)	80% (165 more students out of 2,531)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

First-generation college students are the first to attend college in their families. These students have decided to enroll in college, but, on average, they are less likely to enroll again for a second term. Below are some processes and practices that IVC believes has unintentionally created inequitable outcomes for first-generation students.

Clarifying the Path:

- No specific touch points or outreach efforts for undecided first-generation students introducing them to interest areas.
- No specific touch points or outreach efforts for first-generation students to utilize academic support services like counseling and learning centers.
- A college-wide lack of understanding of the socio-cultural realities of first-generation students.
- Student portal (MySite) and website are not user-friendly and hard to navigate, leading to stop points for student enrollment in the next term.
- No structural process is in place to capture the over 60% of part-time IVC students to complete their educational plans in their first year.

Entering the Path:

- Campus communication/messaging isn't student friendly for incoming or current first-generation students.
- Confusing certificate/noncredit/career pathways for first-generation students who are not pursuing transfer pathways.
- No family support groups or resources for the families of first-generation students.

Staying on the Path:

- No programs/initiatives specifically designed for first-generation students that are intended to create a sense of community or culture of belonging.
- Inconsistent use of retention data to identify when/what support is needed for first-generation students.
- No comprehensive strategy for retaining first-generation students.
- Lack of use of college's Early Alert system that can assist in connecting first-generation students to the necessary support to be academically successful.
- No data gathered on first-generation students who lose financial aid awards.
- No first-generation student affinity group or mentorship program to assist with social integration or navigation capital.

Ensure Learning:

- Limited collegewide initiatives/training intended to prepare faculty to implement culturally relevant teaching/pedagogy for first-generation students.
- No cohort-model program for first-generation students to provide comprehensive academic support.
- A lack of first-generation student focus across the curriculum.
- A lack of first-generation student voice as pedagogical partners in the creation of curricula.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in retention from primary to secondary term for first-generation students.

Clarifying the Path:

- Develop and utilize targeted and automated reminders or intentional outreach for first-generation students who are undecided, introducing them to interest areas, and academic support services.
- Develop relationships with the feeder high schools to have intentional outreach for first-

generation students coming to the college.

- Create a Canvas course/shell focused on academic resources and support for first-generation students.

Entering the Path:

- Develop campus communication/messaging that is more student friendly for incoming students that incorporates guided pathways milestones map and eventually works as part of a Student Relationship Management (SRM) system.
- Expand onboarding opportunities such as the current Summer Bridge program for First-Generation students.
- Develop ongoing academic-support programs/resources for first generation students to assist them in navigating their first year of college.
- Connect first-generation students to academic-support programs as soon as they enroll at the college.

Stay on the Path:

- Create programs/initiatives for first-generation students to assist them in feeling a sense of belonging to the college.
- Utilize retention data to identify when/what support first-generation students need.
- Develop a comprehensive strategy for retaining first-generation students.
- Track first-generation students who lose financial aid and reach out to these students to encourage them to return to the college.
- Explore financial aid opportunities that are specific to first-generation students and don't rely on academics, citizenship, etc.
- Create first-generation students' affinity group and mentorship programs.
- Scale up the college's Early Alert System to help first-generation college students stay on track.

Ensure Learning:

- Create opportunities, through campus events, for community engagement for first-generation students.
- Develop a first-generation students' cohort program or learning community.
- Revise curricula and adapt for first-generation students' needs and incorporate relevant curricula.
- Reduce hidden curriculum; encourage equitable syllabi.
- Involve first-generation students as pedagogical partners in the development of curricula, OERs, and Zero Textbook Costs.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Student |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Develop an implementation plan for targeted messaging to first-generation students that will include information on interest areas and services and aligns with milestone maps including enrollment deadlines, instructional modality, etc.
- Create a Canvas module available to first-generation students with information about key terms, reducing the hidden curriculum and assumed knowledge.

Entering the Path:

- Create first year/semester experience of sequenced classes by leveraging current road maps for undecided students who identify as first generation.
- Develop campus communication/messaging that is adapted to first-generation students.
- Explore the development and implementation of case management strategies in alignment with Guided Pathways.
- Expand campus capacity to focus on early intervention activities for incoming first-generation students.
- Outreach with partner K-12 feeder schools to assist with the onboarding of first-generation students.
- Create a first-generation student affinity group and mentorship program through the Office of Student Equity.

Stay on the Path:

- Utilize intentional outreach and in-reach to first-generation students to encourage them to use college services such as financial aid, counseling, and learning centers.
- Create programs/initiatives for first-generation students to foster a sense of community at the college.
- Utilize retention data to develop a comprehensive retention strategy designed for first-generation students.

Ensure Learning:

- Expand programs and practices focused on developing a sense of community for first-

generation students.

- Institute college-wide initiatives to prepare faculty to implement culturally relevant teaching/pedagogy for first-generation students.
- Provide faculty PD activities for OER development, equitable grading practices and syllabi.
- Encourage and support faculty to develop pedagogical partnering with first-generation students.
- Explore opportunities to provide college credit that is connected to employment-based learning through programs like CWE (Cooperative Work Experience)
- Utilize Guided Pathways Completion Teams as interest area-based inquiry action teams that address academic success barriers common to first-generation students.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college needs support from the Chancellor's Office in the following areas:

- Develop and host statewide professional development opportunities that introduce participants to system-wide best practices of retention strategies designed for first-generation students.
- Provide robust funding to implement innovative practices and initiatives such as Guided Pathways and SEA.
- Funding for technology to implement Student Information Systems that support equity plan initiatives
- Funding to continue to reduce the cost of college for students.
- Increase accessibility to zero cost textbook resources.
- Assist colleges with purchasing Student Relationship Management Systems that allow for text message communication.
- Improve articulation and pathways from community colleges to universities.
- Address transportation barriers common to first-generation students.

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic & Latinx

Areas of Completion

- ☒ Adult Ed/Noncredit Completion
 ☒ Degree Completion
☒ Certificate Completion

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	13% (347 out of 2,491)
Year 2 (2023-24)	18% (117 more students out of 2,491)
Year 3 (2024-25)	21% (192 more students out of 2,491)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- ☒ Instruction
 ☒ Business Services
☒ Student Services
 ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

More than half of Hispanic & Latinx students are first-generation college students, work part-time/full-time jobs and are more likely to be part-time students. These students may lack time, knowledge, and social capital to navigate higher education. Below are processes and practices that may impede their success in completing certificates/degrees.*

**Persistence and completion components may overlap within the Retention and Enrollment metrics. This section will use the Vision for Success' definition of completion—the completion of certificates and degrees.*

Clarifying the path:

- An abundance of new information during the onboarding process regarding requirements to complete degrees or certificates.
- Shifting educational plan requirements imposed by new/revised legislation that may confuse Hispanic & Latinx students.
- A lack of guidance specifically designed for Hispanic & Latinx students on how the college's Guided Pathways design works for them (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning).

Entering the path:

- Many Hispanic and Latinx first-time students are undecided when they start college
- Lack of effective communication to Hispanic & Latinx students about available academic advising, and services.
- A lack of available data on why noncredit Hispanic & Latinx students are not completing certificates of competency in the noncredit ESL program.
- A lack of a college-wide articulation strategy to course completion, degree and certificate attainment and credit programs for Hispanic & Latinx students enrolled in the college's noncredit ESL program.

Stay on the Path and Ensure Learning:

- A lack of focused communication strategies to inform Hispanic & Latinx students of academic advising, services, financial aid, and resources.
- Insufficient High Impact Practices specifically designed for Hispanic & Latinx students (Examples: collaborative assignments, common intellectual experiences, learning communities, first-year and first-semester experiences, undergraduate research, service learning, and work-based learning.)
- Inconsistent efforts from Guided Pathways Completion Teams directly addressing equity gaps in outcomes for Hispanic & Latinx students for each program within their interest area.
- A lack of a culturally-relevant curriculum that addresses the needs of students who identify as Hispanic & Latinx.
- No systematic assessment of disproportionately impacted populations, such as Hispanic & Latinx students in the program review process.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in completion of degrees and certificates for Hispanic & Latinx students.

Clarify and Enter a Path:

- Engage in outreach to prospective Hispanic & Latinx students to develop targeted information sessions regarding degrees, certificates, and support services offered by the college.

- Collect and utilize data to learn how Hispanic & Latinx students navigate the Guided Pathways framework as they enter college.
- Revise, if needed, the steps of the framework (Find Your Path, Career Coach, Interest Assessments, etc..) to adapt to the needs of Hispanic & Latinx students
- Track the progress of Hispanic & Latinx students as they create and follow educational plans post onboarding.
- Design and implement a first-year experience program targeted to Hispanic & Latinx students.
- Promote Puente/Promise/Summer Bridge programs to Hispanic & Latinx students.
- Leverage Canvas modules to help Hispanic & Latinx students choose a path.
- Coordinate and sequence targeted communication to Hispanic & Latinx students through a student relationship management (SRM) system.
- Monitor noncredit ESL students who identify as Hispanic & Latinx to transition to credit pathways and intervene as needed.

Stay on the Path and Ensure Learning:

- Promote financial aid opportunities and academic support centers to Hispanic & Latinx students.
- Provide engagement opportunities for Hispanic & Latinx students through High Impact Practices.
- Recommend all Guided Pathways Completion Teams to identify and address equity gaps in outcomes for Hispanic & Latinx students.
- Encourage all faculty to utilize a culturally-relevant curriculum where Hispanic & Latinx students see themselves.
- Fund a campus-wide Embedded Tutor Program to assist Hispanic & Latinx students with rigorous coursework.
- Implement pedagogical strategies in gatekeeper courses to improve success rates for Hispanic & Latinx students.
- Expand Cooperative Work Experience (CWE) opportunities to Hispanic & Latinx students.
- Increased on-campus work study opportunities for Hispanic & Latinx students.
- Develop a degree audit system focused Hispanic & Latinx students who are near completion of degrees and/or certificates.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarify and Enter a Path:

- Map Hispanic & Latinx student experience including navigation of our student systems to uncover barriers.
- Develop 3+ year roadmaps based on the number of Hispanic & Latinx students who complete in 2, 3, 4 + years.
- Require Hispanic & Latinx students to complete comprehensive student education plans at the end of their first semester/year.
- Develop all communication materials in multiple languages, specifically Spanish.
- Develop a self-paced Canvas planning module to help clarify and choose a path.
- Develop first-year and/or first-semester experience for all Guided Pathways interest areas
- Establish a noncredit ESL cohort of Hispanic & Latinx students to provide articulation assistance to credit programs.

Stay on the Path and Ensure Learning:

- Collect completion data on Hispanic & Latinx students, including information about exit points/reasons, utilization of financial aid, and access to Success Center services.
- Increase use of Early Alert system and/or progress grades for timely feedback on performance.
- Increase access to technology, such as laptops, tablets, and consistent WIFI, to reduce barriers that may prevent Hispanic & Latinx students from completing courses, enrolling, and submitting materials for graduation and transfer.
- Expand access to support services (e.g., nights and weekends)
- Review class schedules to provide offerings (e.g., time and modality) to allow completing degrees/certificates in a timely manner
- Increase intrusive interventions for Hispanic & Latinx students who are near completion, or at specific milestones.
- Continue support for Guided Pathways Completion Teams.
- Expand Embedded tutoring programs across disciplines and increase usage of instructional support centers
- Increase opportunities for Hispanic & Latinx students to experience work-based learning including jobs, internships, and apprenticeships (CWE)
- Create a Canvas shell to support students after 1st year or 30 units so they can see the completion or transfer steps.
- Incentivize Hispanic & Latinx students to complete degrees and certificates.

- Update or create new degrees and certificates to meet the needs and interests of Hispanic & Latinx students.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college needs support from the Chancellor's Office in the following areas:

- Provide statewide professional development opportunities that introduce participants to what other colleges are doing in the area of completion.
- Provide robust funding to implement innovative practices and initiatives such as Guided Pathways and SEA.
- Support technology to implement student information and communication systems that assist equity plan initiatives.
- Provide additional support to continue to reduce the cost of college for students.
- Increase accessibility to zero-textbook-cost resources.
- Assist colleges with purchasing Student Relationship Management Systems that allow for text message and other forms of coordinated communication.
- Improve articulation and pathways from community colleges to universities.
- Address transportation barriers common to Hispanic & Latinx students seeking to attend college.
- Create more robust workplace learning and job placement opportunities for Hispanic & Latinx students.
- Encourage the UC system to accept articulated high school course credit. Its recent policy against accepting this credit is a setback in the effort to provide equitable opportunities for Hispanic & Latinx students to make early progress on college achievement.
- Encourage communications and alignments between high schools and community colleges to make dual enrollment and transitions to community college easier.
- Provide funding and support for the development of a how-to-transfer Canvas module or interactive checklist to guide students.
- Provide professional development for faculty on equitable instructional practices that help retain Hispanic & Latinx students.
- Provide assistance to colleges to implement High Impact Practices designed for Hispanic & Latinx student engagement and completion.
- Provide assistance to colleges in implementing mentorship programs to support Hispanic &

Latinx students.

- Create additional support for programs to create innovative certificates and degrees that meet the job market needs of Hispanic & Latinx students.

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation College Student

Areas of Completion

- ☐ Adult Ed/Noncredit Completion
 ☒ Degree Completion
☒ Certificate Completion

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	11% (330 out of 2,807)
Year 2 (2023-24)	19% (223 more out of 2,807)
Year 3 (2024-25)	22% (307 out of 2,807)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- ☒ Instruction
 ☒ Business Services
☒ Student Services
 ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Students are expected to know how to choose a major, their courses, and how to successfully complete a certificate or a degree in two years or less. However, since first-generation students are the first to attend college in their families, they have lower completion rates than students with parents who have at least some college experiences. Below are specific processes and practices that impede first-generation students in completing their certificates and degrees.

Clarify the Path:

- An abundance of new information during the onboarding process regarding requirements to complete degrees or certificates.
- Shifting educational plan requirements imposed by new/revised legislation that may confuse first-generation students.
- A lack of guidance specifically designed for first-generation students on how the college's Guided Pathways design works for them (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning)

- A lack of clear direction for first-generation students on how to use academic-support tools like Career Coach, Interest Assessments and such.
- Lack of follow up services for the approximately 80% of first-generation students who complete their orientation and advisement online.

Entering the Path:

- Approximately 60% of first-generation IVC students are part time and there is a heavy reliance on the students' self-advocacy to access campus resources.
- Lack of effective communication to first-generation students about available academic advising, and services.
- Limited first semester experience/learning communities for undecided students who identify as first-generation.
- Working students have limited access as the college provides student support and business services until 7:00 pm.

Stay on the Path and Ensure Learning:

- A lack of focused communication strategies to first-generation students to inform of academic advising, services, financial aid, and resources.
- Insufficient High Impact Practices specifically designed for first-generation students (Examples: collaborative assignments, common intellectual experiences, learning communities, first-year and first-semester experiences, undergraduate research, service learning, and work-based learning.)
- Inconsistent efforts from Guided Pathways Completion Teams directly addressing equity gaps in outcomes for first-generation students for each program within their interest area.
- No systematic assessment of disproportionately impacted populations, such as first-generation students in the program review process.

STRUCTURE EVALUATION: Ideal Structure☒ Instruction☒ Student Services☒ Business Services☐ Other**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

Below are specific processes and practices that will bring more equitable student outcomes in completion of degrees and certificates for first-generation students

Clarify and Enter a Path:

- Utilize data on first-generation students' usage and effectiveness of services such as Guided Pathways' framework and make revisions to better fit their needs.
- Update online and in-person orientation and advisement to include accessible language first-generation students can understand.
- Outreach and collaborate with high schools to develop actions and programs that help transition first-generation students to the college.
- Develop first-year experience programs targeting first-generation students in all Guided Pathways interest areas
- Heavily promote Puente/Promise/Summer Bridge and other programs to new students
- Leverage Canvas to help First-Generation students clarify and choose a path.
- Coordinate targeted communication for first-generation students through a SRM system.
- Require student education plan (My Academic Plan (MAP)) after completion of one semester.

Stay on the Path and Ensure Learning:

- Promote full utilization of financial aid and academic support centers.
- Provide funding and resources to develop engagement opportunities such as High Impact Practices.
- Encourage all Guided Pathways Completion Teams to work on addressing equity gaps in outcomes for first-generation students.
- Utilize a culturally-relevant curriculum (41% of first-generation students are Hispanic & Latinx and 54% of Hispanic & Latinx students are first-generation).
- Fund and support a campuswide embedded tutor program.
- Design ways to better market scholarship opportunities to first-generation students.
- Increase work-study opportunities for first-generation students.
- Target outreach to first-generation students who are near completion of degrees and/or certificates.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarify and Enter a Path:

- Collect data to better understand how first-generation students utilize the Guided Pathways framework, Career Coach, counseling, and academic advising services and make changes, as needed.
- Coordinate focus groups of first-generation students to learn more about their student experience at the college.
- Develop 3+ year roadmaps and collect data on the number of first-generation students who complete in 2, 3, 4 + years
- Require first-generation students to complete comprehensive student education plans at the end of their first semester/year.
- Develop all outreach materials in multiple languages using nonacademic jargon
- Develop a self-paced Canvas planning module to help clarify and choose a path.
- Develop first-year and/or first-semester experience for all interest areas
- Collect completion data on first-generation students, including exit points/reasons and percentage of part time, first-generation students.
- Collect data to determine if present attempts to clarify educational pathways are effective.

Stay on the Path and Ensure Learning:

- Collect data to better understand how first-generation students use financial aid and success center services and make changes to college practices, as needed.
- Increase use of Early Alert System and/or progress grades for timely feedback on student performance
- Improve efforts to increase participation of campus engagement activities (i.e. clubs, equity activities, student research conferences, honors program)
- Increase access to technology
- Expanded access to support services (e.g., nights and weekends)
- Review class schedules to provide offerings (e.g., time and modality) to allow completing degrees/certificates in a timely manner.
- Increase intrusive interventions for first-generation students near completion-at specific milestones
- Continue support for Completion Teams.
- Expand embedded tutoring programs across disciplines and increase usage of instructional support centers through effective outreach

- Increase opportunities for first-generation students to experience work-based learning including jobs, internships, and apprenticeships
- Create a Canvas shell to help first-generation students who have completed 30 units understand the steps to complete a degree or transfer.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college needs support from the Chancellor's Office in the following areas:

- Provide statewide professional development opportunities to share best practices on how to best support first-generation students.
- Provide robust funding to implement innovative practices and initiatives such as guided pathways and SEA.
- Support technology to implement student information and communication systems that assist equity plan initiatives.
- Provide additional support to continue to reduce the cost of college for first-generation students.
- Increase accessibility to zero-textbook-cost resources.
- Assist colleges with purchasing Student Relationship Management Systems that allow for text message and other forms of coordinated communication.
- Improve articulation and pathways from community colleges to universities.
- Address transportation barriers for students seeking to attend college.
- Create more robust workplace learning and job placement opportunities for first-generation students.
- Encourage the UC system to accept articulated high school course credit. Its recent policy against accepting this credit is a setback in the effort to provide equitable opportunities for first-generation students to make early progress on college achievement.
- Encourage communications and alignments between high schools and community colleges to make dual enrollment and transitions to community college easier.
- Provide funding and support for the development of a How-to-Transfer Canvas module.
- Provide assistance to colleges in implementing High Impact Practices to engage first-generation students.
- Provide assistance to colleges in implementing mentorship programs to support first-generation students.

Metric: Transfer

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic & Latinx

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	32% (386 out of 1,184)
Year 2 (2023-24)	34% (20 more out of 1,184)
Year 3 (2024-25)	37% (55 more out of 1,184)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

More than half of Hispanic & Latinx students are first-generation college students, work part-time or full-time, and are part-time students. Therefore, these students may lack time, knowledge, and social capital to navigate the institution's transfer process. To successfully transfer to a university, students need to complete 60 units in two years. They also need to complete the correct courses that are transferable, which varies by program and college. Below are specific processes and practices that may impede Hispanic & Latinx students to transfer to a university.

Clarifying the Path:

- Transfer-related events occur at inconvenient times and limited modalities for Hispanic & Latinx students who are working or have additional obligations.

Entering the Path:

- Navigation of general education and transfer requirements (including transfer time frames) are confusing and hard to find information.
- It takes Hispanic & Latinx students longer to complete gatekeeper courses required for general education and transfer requirements, which prolongs transfer rates and time frames.

Stay on the Path:

- While the college has effective culturally-competent support resources (recruitment) specifically designed to the needs of the Hispanic & Latinx population, there are limited supports once they are enrolled and physically on campus.
- Transfer deadlines and requirements are not always clear for Hispanic & Latinx students.
- Hispanic & Latinx students do not enroll full-time at the same rate as our non-Hispanic/non-Latinx students.
- Work demands put upon Hispanic & Latinx students (about half work over 20 hours a week.)
- Our courses are offered predominantly between the hours of 8:00am-4:00pm.
- Lack of support services to assist Hispanic & Latinx students with the transfer-related financial aid process
- Institutional structures that impede Hispanic & Latinx student participation in transfer-focused support programs such as Puente and Honors Program

Ensure Learning:

- A lack of culturally-competent curriculum in many courses
- Academic services are not always provided (i.e., Limited tutoring subjects in Student Success Center) or students are not aware they exist on campus.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in transfer for Hispanic & Latinx students

Clarifying the Path:

- Design transfer-related events for Hispanic & Latinx students.
- Expand opportunities for dual enrollment to decrease transfer time for Hispanic & Latinx students enrolled at local high schools.

Entering the Path:

- Explore an embedded counseling program to help students navigate general education (GE) and transfer requirements.
- Coordinate with the General Education workgroup to create an information campaign about General Education and transfer requirements.
- Expand the Puente Program to prepare Hispanic & Latinx students for transfer.

Stay on the Path:

- Create and expand resources specifically for Hispanic & Latinx (i.e., student life groups, workshops for transfer, and MECHA.)
- Expand support for Dream Scholars program for undocumented students to work towards transfer.
- Support campus culture of transfer through targeted campus events and workshops, including Spanish-language events.
- Continue proactive outreach designed for Hispanic & Latinx students with 45+ transfer units to increase knowledge of transfer opportunities.
- Expand work study and paid research opportunities to help Hispanic & Latinx students enroll in and complete more units
- Create a course schedule with more classes available outside of traditional work hours and in online and hybrid modalities.
- Expand support services and financial aid opportunities for students facing family and work obligations that may cause students to stop out.
- Expand financial aid in terms of eligibility/time frame/cost of materials for Hispanic & Latinx students.
- Expand funding to accommodate Hispanic & Latinx students who are not eligible for categorically funded programs.
- Explore the intersection of SEA funds with other funding resources (such as HEERF)
- Offer financial aid workshops in Spanish
- Explore connections between IVC and 4-year institutions with programming specifically designed for Hispanic & Latinx students.

Ensure Learning:

- Offer professional development and communities of practice for culturally relevant curriculum, grading for equity, and cultures of belonging to combat imposter syndrome and to help reduce completion gaps in GE and gatekeeper courses.
- Support faculty in curriculum and pre-requisite shifts that can smooth the path to transfer.
- Explore how to make academic support services more flexible, accessible, and embedded, particularly for GE classes.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Offer Transfer Center workshops in multiple modalities with open-access to recordings of these events.
- Coordinate dual enrollment efforts to develop and clarify educational pathways between K-12, community colleges, and 4-year institutions.

Entering the Path:

- Expand embedded tutoring (ET) for English, ESL, and math and create additional pilots for GE courses.
- Scale up Puente Program cohorts & explore including other GE courses.

Stay on the Path:

- Establish support resources specifically for Hispanic & Latinx students through the coordinated efforts of the college's current structure.
- Work with the DREAM Scholars program to leverage transfer resources for their students
- Work with the Transfer Center and other areas on campus (Outreach, faculty, Guided Pathways) to create Spanish-language campus events and workshops.
- Establish outreach-targeted services to Hispanic & Latinx students with 45+ transfer units to increase transfer opportunities.
- Explore options to expand work study and paid research opportunities with the Foundation, Career Center, and Strong Workforce Development.
- Offer courses outside of the traditional schedule and in varied modalities.
- Determine if there are alternative options for support programs for transfer that do not require residency, financial aid status, or GPA.
- Leverage various funding sources to support Hispanic & Latinx students
- Offer financial aid workshops in Spanish.

Ensure Learning:

- Offer professional development and communities of practice covering culturally relevant curriculum, grading for equity, and cultures of belonging.
- Review the literature on the most effective forms of instructional support to decrease equity gaps in course success and transfer for Hispanic & Latinx students.

- Work with Guided Pathways to identify support that faculty need in regard to curriculum or course prerequisite shifts, student academic support, and other concerns.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☐ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college needs support from the Chancellor's Office in the following areas:

- Chancellor's Office as a champion for free community college for all
- Align equitable transfer requirements between CSUs and UCs and within each system
- Increase funding to provide continuous and targeted professional development opportunities, support, and funds for culturally relevant curriculum, grading for equity, and creating cultures of belonging in the classroom and academic support centers
- Establish regional coordinators to connect and support the ongoing work.
- Increase funding to train, develop, and implement pilots and communities of practice designed for Hispanic & Latinx students.

Metric: Transfer

Population Experiencing the Most Significant Disproportionate Impact:

First-generation college students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	21% (288 out of 1,334)
Year 2 (2023-24)	37% (216 more out of 1,334)
Year 3 (2024-25)	40% (256 more out of 1,334)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

To successfully transfer to a university, in two years, students need to complete 60 units. They also need to complete the correct courses that are transferable, which varies by program and college. First-generation college students are the first to attend college in their families. They may need the additional support to navigate our complex systems which includes choosing a major, taking the correct courses that transfer, and using academic support to complete the courses. Below are specific processes and practices that may impede first-generation college students to transfer to a university.

Clarifying the Path:

- Transfer-related events are at inconvenient times and limited modalities for first-generation students who work or must tend to other obligations.
- A lack of college-wide understanding that first-generation students need extra guidance, and support to navigate the transfer process.

Entering the Path:

- GE and transfer requirements are confusing and not always clearly communicated to first-generation students.

- Different nomenclature used between departments (majors) at the 4-year universities and IVC may be confusing to first-generation students.
- Gatekeeper courses, both in major specific courses and general education, that prevent timely transfer.

Stay on the Path:

- Many courses are offered predominantly between the hours of 8am-4pm, Monday through Thursday.
- Limited offerings of courses for major specific requirements.
- The college needs to ensure that transfer/ counseling services are accessible and known to first-generation students
- Faculty and staff in support areas do not have sufficient knowledge of the transfer process, which leads to misinformation communicated.
- Counseling appointments are too short; follow ups are hard to book
- A lack of clarity in alignment between transfer course requirements between 4-year institutions.
- Inconsistencies with UC requirements pertaining to specific major preparation.

Ensure Learning:

- A lack of first-generation focus across the curriculum; hidden curriculum; assumes insider knowledge; lacking equitable syllabi and grading practices.
- Academic tutoring services for specific areas of study are not always available.
- First-generation students' lack of familiarity with how to interact with professors (office hours.)
- Professors' office hours may be at times that are not accessible to students.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in transfer for first-generation students.

Clarify the Path:

- Increase transfer outreach to K-12 schools geared towards college preparation and 4-year university partnerships for transfer opportunities
- Increase knowledge of transfer requirements across campus.

Entering the Path:

- Increase opportunities for dual enrollment to help incoming high-school students who are first-generation to be on the path to transfer.
- Assess GE classes and requirements to ensure there are no barriers for first-generation students.

Stay on the Path:

- Create welcoming spaces (including soft hand-offs) for first-generation students (i.e. clubs and student life events, classrooms, staff, administrators, and faculty)
- Create a learning community for first-generation students.
- Develop more comprehensive transfer and articulation policies that are easier to navigate and easily accessible for first-generation students.
- Support faculty in curriculum and pre-requisite shifts that can smooth the path to transfer.
- Inform first-generation students of financial aid options more intentionally.

Ensure Learning:

- Offer professional development and communities of practice for culturally relevant curriculum, grading for equity, and cultures of belonging to combat imposter syndrome and to help reduce completion gaps in GE and gatekeeper courses.
- Explore additional academic support services accessible in a variety of modalities.
- Embed tutors who model successful student behaviors in the classrooms and create an additional layer of support in GE courses.

PLANNING & ACTION**Intended Audience/Recipient:**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:**Clarify the Path:**

- Explore pathways between IVC and 4-year institutions that create TAG agreements
- Develop more comprehensive, navigable, and accessible transfer and articulation policies so first-generation students are clear on steps and requirements.

Entering the Path:

- Develop a comprehensive transfer campaign to increase transfer knowledge through

partnerships with K-12 schools.

Staying on the Path/Ensure Learning:

- Develop financial aid options that are intentional and designed for first-generation students.
- Host campus events to create open welcoming spaces for first-generation students.
- Promote campus events through materials that highlight first-generation experiences.
- Provide counseling and transfer workshops across the campus to promote consistent knowledge of the transfer process.
- Create a first-year learning community for first-generation students.
- Assess GE classes to identify and eliminate unnecessary barriers for first-generation students.
- Support the Caring Campus model with faculty and staff, encouraging soft hand-offs, professional development, and the creation of welcoming environments
- Make academic support services more flexible, accessible, and embedded
- Offer professional development on culturally relevant curriculum, grading for equity, and creating cultures of belonging to combat imposter syndrome and to help reduce completion gaps in GE and gatekeeper courses.
- Work with Guided Pathways to identify support that faculty need in regard to curriculum or course prerequisite shifts, student academic support, and other concerns.
- Expand embedded tutoring in as many transfer-related classes as possible.

SUPPORT NEEDED

Support Needed

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☐ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed

The college needs support from the Chancellor's Office in the following areas:

- Chancellor's Office as a champion for free community college for all
- Align equitable transfer requirements between CSUs and UCs, and within each system
- Increase funding to provide continuous and targeted professional development opportunities, support, and funds for culturally relevant curriculum, grading for equity, and creating cultures of belonging in the classroom and academic support centers
- Establish regional coordinators to connect and support the ongoing work
- Increase funding to train, develop, and implement pilots and communities of practice

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

GUIDED PATHWAYS

Alignment

IVC's equity efforts align with Guided Pathways goals and plans for future actions in the following areas including but not limited to:

Continue alignment of Guided Pathways and Student Equity efforts through cross-committee participation and collaborative leadership engagement including SEAP, PAC-DEIA, GPOWG, and SSEC.

Developing an "Introduction to College" learning experience that clarifies the learning pathway and helps students enter the learning pathway including navigating the "business" aspects of college, academic integrity, and study skills.

Collaboratively support initiatives that address Vision for Success Goals, Guided Pathways Goals, and Student Equity Plan metrics, Student Equity and Achievement Programs, and Strategic Plan Goals including mapping the student experience of Hispanic and Latinx and First-generation students, centering the student voice in discussions, and implementing cross-functional teams to address student needs.

Communicate and share progress in actions related to our Hispanic-Latinx and First-Gen Students. This includes First-generation College week activities, equity work on Completion Teams, and developing Learning Communities focused on First-generation college students, and scaling up of the PUENTE program.

Continuous professional development in equitable instruction and classrooms including campuswide equitable syllabi policy and equitable grading policies workshops and book clubs.

With the goal to increase access, IVC's website redesign was completed and launched in summer 2022. Organized with the student's journey in mind, the new website includes Find Your Path sample education plans for all degrees and certificates, interest assessments, career information, updated resources pages, and a new Google-driven search feature.

To center our work on the student experience, the campus held its seventh Guided Pathways summit. Planned and organized alongside our ASIVC colleagues, the event was held on zoom and included a student panel, discussions on the student experience in the online classroom, and small group discussions focused on how to better connect students to resources. In addition to the zoom event, ASIVC hosted a luncheon in the Student Services quad for students, faculty, and staff.

FINANCIAL AID

FAFSA Participation

- The FA Office will call all credit students that have not submitted a FAFSA or CA Dream Act and offer assistance with the application and/or answer questions.
- Currently enrolled students without a FAFSA or CA Dream Act application on file will receive notifications throughout the academic year providing resources to submit their application.
- The FA Office will provide additional presentations in different venues such as classrooms and programs.

PELL Grant Participation

- The FA Office will engage in an educational campaign informing students of the benefits of the Pell Grant.
- The FA Office will identify and contact students who are eligible for the Pell Grant encouraging them to apply.
- The FA Office will engage in a social media campaign encouraging students to apply for the Pell Grant.

Additional Aid for Students

- ☒ Yes
☐ No

Description of Additional Aid

- IVC participates in the Cal Grant program that is administered by the California Student Aid Commission.
- IVC also agreed to participate in the Learning-Aligned Employment Program. This state-run program will last 10 years and looks to place students in employment opportunities that correlate with their program of study.
- IVC was selected to participate in the College Corps Program that awards students up to \$7000 living stipend (throughout the service term) plus \$3000 Education Award upon completion of 450 service hours (awarded through AmeriCorps to be utilized for future education needs)
- IVC currently has a degree completion campaign that utilizes strong workforce funds to pay students' tuitions, provide stipends in the bookstore, and more when students are completing certain identified degrees and certificates
- HEERF Institutional funds will continue to be used for student direct support through near completion tuition waivers, debt discharge of enrollment related fees and financial aid, bookstore vouchers, parking waivers, laptops, and basic needs. Indirect support includes funds to support the student engagement center as well as the classroom through instructional kits and instructional related software for remote delivery.
- COVID Recovery Block Grant will supplement many of the efforts that HEERF funds were able to support.
- California Adult Education Program funds supports re-entry and adult learners through counseling and learning center resources.
- The college's Learn-to-Earn program provides students with the opportunity to take

ownership of a loaned laptop after meeting minimum criteria.

- Student scholarships totaling \$459,061 were issued through the college's Foundation.

BASIC NEEDS

Basic Needs Center

- ☒ Yes
☐ No

Services

The Basic Needs Center currently provides the following services:

- Daily snacks and breakfast sandwiches for students
- Weekly bags of food pantry items (student chooses what items they would like)
- Monthly grocery gift cards
- CalFresh enrollment support
- Monthly bus passes for all students
- Housing referrals to community partners with developed relationships
- Free laptops for students (120 eligible for students, additional units available through a Technology Services Program called "Learn to Earn Program.")

The Basic Needs Center plans to:

- Develop a Basic Needs clothing closet
- Develop partnerships with local universities to provide Master of Social Work interns to connect students with community resources
- Coordinate large-scale basic needs distribution events several times a year
- Participate in the California Community College (CCC) Foundation Office's program: CCC Ambassadors. This program employs students to promote CalFresh as well as local support programs
- Collaborate with other campus offices such as the Career Center, Counseling, and Health and Wellness Center

Participation

- Significantly increase marketing focused on the Basic Needs Center and services provided
- Develop and give promotional presentations within classrooms
- Present promotional materials during campus Professional Development Weeks
- Share out and use new logo developed for the Food Resource Center
- Utilize the CCC Ambassadors (students who promote CalFresh and the Food Resource Center) to hold promotional events on campus
- Participate in Hunger and Homelessness Awareness Week with high-visibility events
- Hold several large-scale campus food distribution events per year
- Partner with counseling team who supports food and housing insecure students
- Build greater connections with community resources to increase support and resources offered within the center
- Increase social media campaign to build awareness
- Partner with EOP&S and Veterans Center

Food Pantry

Irvine Valley College has a Food Pantry that provides snacks, pantry grocery bags, and grocery gift cards. Currently, this Food Pantry is open four days a week as well as supplying two “snack hubs” in the Student Services building that can provide snacks to students when the Food Pantry is closed. The pantry currently offers dry goods, fresh foods, ready-to-eat meals, and credits to on-campus food resources. Irvine Valley College is actively pursuing several additional ways these resources could be expanded such as diapers, childcare items, transportation credit, and by creating partnerships for additional resources with community programs.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Currently, the college is participating in the American Association of Colleges and Universities (AACU) Open Educational Resources (OER) Institute. The college’s team is made up of faculty and administrators who are part of the OER workgroup. This workgroup is committed to supporting the development of OERs to increase the number of ZTC courses at IVC.

Our campus OER Workgroup has accomplished the following since the inception of the group in the fall of 2020:

- Examined the OER Landscape
 - Surveyed faculty on OER
 - Partnered with campus institutional research department to identify Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) classes each semester
 - Included ZTC and LTC search term in class schedule
 - Identified three ZTC degree pathways
- Hosted OER Events
- Networked with college governance groups
- Created Faculty OER Resources
- Developed content goals for OER development:
 - Increase copyright awareness
 - Create an ongoing OER/ZTC marketing and promotion campaign
 - Complete the OER Handbook and OER Canvas Course
 - Enhance professional development expertise for OER Workgroup
- Developed process goals:
 - Develop OER course conversion stipend guidelines, funding, and process
 - Identify sustainable ZTC and LTC degree pathways and programs
 - Identify sustainable sources of funding, develop proposed budget, and submit resource requests
 - Liaise with sister college in district for ZTC/OER District project coordination
 - Identify appropriate personnel for the establishment of a more robust OER Workgroup
- Developed Equity goals
 - Align with campus equity initiatives and strategic plan
 - Collect student data relevant to OER

- Report on cost saving of OER and research on how much students spend by discipline or other categories. Collect data on fill rates of ZTC sections vs. non-ZTC sections. Survey existing data.
- Conduct student survey on choosing OER courses over non-OER courses
- Gather publisher and bookstore data locally
- Developed Outcome goals
 - Students: To minimize the financial impact of courses at IVC
 - Faculty: To create opportunities to enhance DEI and shift content selection/creation from publishers to faculty members
 - Institution: To align with district and campus strategic plans

ENGAGEMENT PLAN FOR CAMPUS CHAMPIONS, STAKEHOLDERS, AND DECISION-MAKERS:

- Campus Community of Practice – identify different champions and contacts at each school; update on OER Directory
 - Meet twice a semester and have ongoing Canvas community of practice
 - Catered in-person events

LGBTQ+

LGBTQ+ Support

Irvine Valley College (IVC) is compliant with Education Code 66271.2 by publicly listing the appointed campus LGBTQ+ Liaison (ivc.edu/pride). Additionally, IVC will be using the new LGBTQ+ funding to support the existing Pride Scholars program which provides events, services, and support to the LGBTQ+ students at IVC. Specifically, IVC hired a part time temporary project specialist to support Pride Scholars programming such as monthly community-building meetings, large scale campus events and tours of pride centers at local transfer universities.

While many of these events have taken place over the past several years through Pride Scholars Programing, this funding will allow the campus to increase scale and quantity of events, including opportunities for students to participate in personal, professional, and leadership development opportunities.

MENTAL HEALTH

Mental Health-Related Programs

IVC's Health and Wellness Center's (HWC) provides mental health services through a variety of avenues and modalities. Considering the pandemic and the ever-changing needs of our students, the HWC offers traditional support along with innovative and targeted efforts to ensure students have awareness and access to these services.

One-on-one in-person and virtual appointments with therapists for mental health check-ins; providing safe spaces for discussions and dialogue in free workshops demystifying and addressing depression, anxiety, and self-esteem; and open access to videos related to coping skills and drug-abuse and prevention are just a few examples of services and resources students use regularly at IVC.

The HWC works closely with different campus entities to facilitate additional opportunities to target IVC's hard to reach, underserved populations such as regularly scheduled presentations in multiple general education courses that bring our healthcare professionals to the classroom for in-reach to students instead of relying on them to self-advocate.

The HWC provides consistent professional development workshops and events to faculty, staff, and students regarding topics including mental health-related signs to look for, how to work with students with a mental health diagnosis, and what to do when faced with a mental health situation. The HWC hosts these workshops but also partners with outside agencies such as the National Association for Behavioral Intervention and Threat Assessment to provide certification and training.

The HWC also strives to create a welcoming campus environment by highlighting and establishing the commitment and care to the importance of mental health throughout our campus community. Every year our HWC coordinates and hosts large campus wide events to spread awareness like Sexual Assault Awareness Week and Walk of Hope (Suicide Awareness). Additionally, there are student-targeted events such as IVC's Mental Health Resource Fair, which highlights the free and low-cost mental health counseling and agencies that students can use in addition to IVC's services and resources.

While many of our resources and services are utilized, there is always room for growth. Our HWC has made it a priority to start disaggregating patient data by race and ethnicity to identify where there are areas to improve and expand services.

GENERAL ACCESSIBILITY

Accessibility

To improve and support accessibility of all curriculum and technology across the campus, below is a summary of campus-wide projects/initiatives.

- Implement required faculty and staff trainings on accessibility
 - Professional Development (PD) opportunities
 - Universal Design for Learning (UDL) trainings
 - Onboarding for new hires in WorkDay
 - Canvas accessibility trainings with IT
- The 508 Coordinator continues to review and update campus technology and communication platforms.
- Develop and implement an Institutional Course Design Rubric for Accessibility for all course formats.
- Develop a college-wide procurement process to ensure that all purchases, educational materials, and information (ICT) are accessible.
- Maintain the goals of the Accessibility Workgroup:
 - Review Board Policy/Administrative Regulations related to accessibility and disability

- Continue to develop the IVC Institutional Matrix for Accessibility/508 Compliance
- Intentionally incorporate the “A” for “Accessibility” into the President’s Advisory Council on DEI.
- Begin to implement the DEIA Professional Development Workgroup.
- The newly approved Director of Disabled Students Programs and Services (DSPS) will further advocate for college-wide accessibility beyond accommodations coordinated by DSPS.

INSTITUTIONAL PLANNING

Ongoing Engagement

The Board of Trustees reviews and approves the colleges’ Student Equity Plans. They monitor and engage in the progress on the district-wide DEI objectives by reviewing data in the [strategic plan indicators dashboard](#). They conduct a review of these objectives at their annual [Board Evaluation Workshop](#). During monthly board meetings, the colleges’ presidents and chancellor provide the Board with updates of the ongoing DEIA activities at the campuses. Here are examples of these reports: [Chancellor’s Board Report](#), [Irvine Valley College President’s Report](#), [Saddleback College President’s Report](#). Additionally, throughout the year, the colleges present on important topics like [enrollment management](#), which includes DEIA issues related to student success.

The Board is informed and engaged in efforts on increasing student diversity, equity, inclusion, and access (DEIA) and creating a learning and working environment free from biases. One of the [SOCCCD Board of Trustees’ goals](#) is to monitor the progress of the District-wide Strategic Plan 2020-2025. Goal one is to ensure student equity in access and achievement. The objectives outlined in this goal are the following:

- Reduce and eliminate the achievement gap among underrepresented students
- Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.
- Reduce and eliminate the achievement gap between online and traditional classroom classes
- Increase equity of access into college
- Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps
- Cultivate a culturally responsive and inclusive learning and working environment free from explicit/implicit bias
- Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias

Integrated Budgeting

The college has a formal process by which college constituents submit their respective requests for resources. The resource request process involves connecting the request with specific college-wide goals and objectives in addition to the requester providing a full description with the specifics of the actual request. The submission also includes the selection of a particular source of funds from which the request would be funded. Some of these include: General Funds, Grants (various),

Perkins, Strong Workforce, SEA, ASIVC, Basic Aid, Capital Outlay, Lottery (Instr. Supplies), PPIS (Instr. Equipment).

By having the college resource request process list the alternative sources of funds available, this facilitates greater awareness and opportunity for each requester to consider the availability of other funding. The strategic planning committees and councils review and rate the resource requests to ensure their alignment with the mission statement and college goals, which would include institutional equity goals.

As it pertains to Student Equity and Achievement program funds, the college employs a secondary supplemental form within the resource request process should a requester select SEA program funds. The supplemental form assists the college in determining eligibility, viability, and direct alignment with the student equity plan. This supplemental form is subsequently reviewed, scored, ranked, and a formal decision on funding is finalized. Within this review and decision-making process, there also is an intentional consideration of all the other available sources of funds by the constituents conducting the review. To leverage all available funding, the analysis includes the identification of resource requests that would also serve the purposes of the requester, meet institutional equity goals, and are appropriate for the alternative source of funds. A formal discussion is then conducted between the respective funding source managers, Fiscal Office and Vice Presidents in order to finalize the funding recommendations.

In conclusion, not only does the resource request process encourage the consideration and use of alternative sources of funds from a requester's standpoint, but there are also processes in place that strategically allow the reviewers to leverage other funding to advance IVC's institutional equity goals.

Student Voice

Throughout the implementation process of our 2022-2025 equity goals, multiple strategies to seek student voices will be utilized to assist with continuous growth and adjustment in how we implement and facilitate our targeted programs, policies, and procedures.

IVC has an active student life providing multiple opportunities and methods to work with students on campus through clubs, organizations, and student government. Additionally, multiple classroom faculty conduct surveys and collect feedback for different campus projects and initiatives. In Guided Pathways efforts, student voice has been a critical pedagogical partner shaping the focus and direction of our campus efforts.

We plan to continue leveraging student voices without overwhelming them with the constant request for participation, surveys, etc. We will work closely with the different communities that provide insight into the college's equity efforts - such as working closely with the Puente Program and Summer Bridge cohorts.