Irvine Valley College
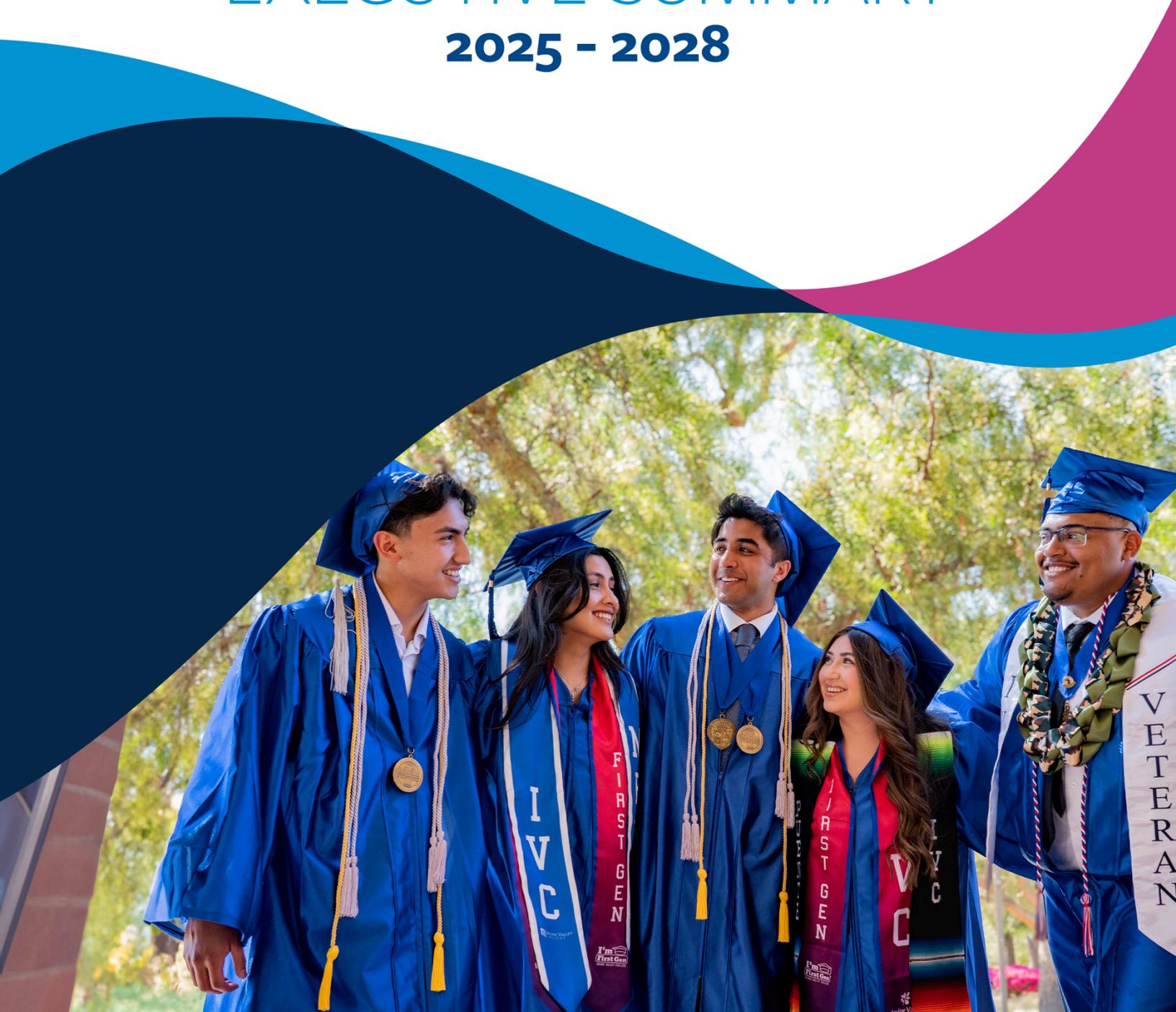
STUDENT EQUITY PLAN
EXECUTIVE SUMMARY
2025 - 2028

OVERVIEW

Irvine Valley College (IVC) places equity, inclusion, access, and student success at the heart of its mission. The college's mission statement emphasizes its commitment to providing clear and guided pathways that lead to transfer opportunities, certificates, associate degrees, employment, and lifelong learning for a diverse and dynamic local and global community. In doing so, IVC plays an essential role in fostering both economic and workforce development through partnerships with business, government, and educational networks.

The 2025–2028 Student Equity Plan is a central tool for advancing this mission and implementing the priorities identified in IVC's Inspire 2035 Strategic Plan. Specifically, the plan supports three institutional priorities:

1. **Equitable access:** Ensuring that all students—especially those historically and disproportionately impacted—can explore, enroll in, and succeed in higher education.
2. **Equitable outcomes:** Providing the support, resources, and opportunities necessary for all students to achieve their educational and career goals.
3. **Economic and social mobility:** Creating meaningful opportunities that improve the lives of students, their families, and the wider community by increasing educational attainment and workforce readiness.

The development of this plan was intentionally inclusive and collaborative. Faculty, staff, administrators, and students all contributed, including guided pathways faculty and counselors, members of the Student Equity and Achievement Taskforce, math, English, and ESL faculty, the Student Success and Equity Council, researchers, instructional and student services deans, the Vice Presidents of Instruction and Student Services, and representatives from the Associated Students of IVC (ASIVC). Drafts of the plan were also shared widely with governance bodies such as the Academic Senate, Classified Senate, ASIVC, and the President's Council to ensure meaningful engagement and feedback at multiple levels.

IVC views the Student Equity Plan not as a static document, but as a living framework for inquiry and action. It will continue to guide the development of programs and services designed to reduce and ultimately eliminate equity gaps for disproportionately impacted students. Activities will align closely with Guided Pathways, and support services, instruction, and curriculum will be designed so students complete their defined course of study in a timely way, including meeting transfer-level math and English requirements early in their educational journey.

To ensure accountability and continuous improvement, IVC will use a structured and inclusive evaluation process led by the Student Success and Equity Council (SSEC). The SSEC includes faculty, staff, administrators, and students, ensuring diverse perspectives and shared accountability. This council will review progress, monitor disaggregated outcomes, and recommend adjustments throughout the plan's implementation.

2022-2025 ASSESSMENT OF PROGRESS

Focused Student Population Assessment

IVC made measurable gains during the 2022–2025 Student Equity Plan cycle.

- **Hispanic/Latiné students:** At the beginning of the cycle, these students were disproportionately impacted (DI) across all five Student Equity and Achievement (SEA) metrics. By 2025, according to California Community College Chancellor's Office (CCCCO) data, Hispanic/Latiné were no longer DI in enrollment or transfer —an important milestone that reflects institutional progress. While gaps remain in persistence, completion, and transfer-level math/English, disproportionality has not worsened and has remained stable.

- **First-generation students:** At the beginning of the cycle, first-generation students were identified as DI across all four state-tracked metrics: persistence, transfer-level math/English, completion, and transfer. In 2025 they remain disproportionately impacted, but data show improvement. For example, persistence rose from 71% in 2022 to 74% in 2024, and completion increased from 16% to 19% in the same period. These incremental gains indicate progress while also signaling the need for sustained focus in the next cycle.

Institutional Gains

IVC expanded or launched a series of impactful programs and initiatives over the past three years, including Puente, the Promise Program, Math Engineering Science Achievement (MESA), embedded tutoring, embedded counseling, multilingual outreach, and family-focused programming. Many of these efforts either did not exist, or were much smaller in scope, prior to 2022. These investments reflect IVC's commitment to building a culture of equity and belonging across the campus.

Another key improvement has been the use of data to streamline recruitment and program access. By proactively identifying eligible students and reducing barriers to participation, IVC expanded access for Hispanic/Latiné and first-generation students. Namely, Extended Opportunity Programs and Services (EOPS) automatic enrollment project identifies eligible students and places them into the program without the need for the student to submit an application, leading to significant increases in participation.

Throughout this previous cycle IVC invested in campus-wide professional learning through Caring Campus and the Hub professional development center, reinforcing equity-focused teaching and service practices. Equity goals now appear in faculty and administrator contracts and evaluations, holding the college accountable for progress. Additionally, the establishment of the Diversity, Equity, Inclusion, and Accessibility (DEIA) Council institutionalized a governance structure dedicated to advancing equity across the institution.

Finally, analysis of student outcomes revealed an important insight: when Hispanic/Latiné and first-generation students engaged with college services—such as meeting with a counselor, participating in a campus event, or working with an embedded tutor—their outcomes matched or exceeded those of their peers. In these cases, DI gaps effectively disappeared. This discovery underscores the importance of proactive outreach and intentional engagement strategies. The challenge now lies in reaching students who have not yet engaged with available services. Accordingly, IVC will use this finding to guide strategies for the 2025–2028 plan, ensuring that unserved or underserved students are identified, contacted, and supported in ways that close persistent gaps.

Closing Statement

The 2025–2028 Student Equity Plan builds on the significant progress made during the previous cycle while directly addressing the lessons learned. By continuing to prioritize Hispanic/Latiné and first-generation students while supporting all disproportionately impacted groups, expanding high-impact practices, and proactively connecting unserved students to resources, IVC will sustain momentum toward eliminating equity gaps. Guided by inclusive governance, data-driven decision-making, and a collegewide culture of equity, IVC remains committed to ensuring that every student has both the access and the support they need to succeed.

2022-2025 ACCOUNTING OF FUNDING

SEA Program Funds	2022-23	2023-24	2024-25	Total	Percentage
Annual Allocation	**$4,227,326**	**$4,257,057**	**$4,222,921**	**$12,707,304.00**	
1000 - Instructional Salaries	$1,489,977	$1,621,599	$1,108,137	$4,219,712.72	33.21%
2000 - Non-Instructional Salaries	$1,369,795	$1,259,947	$1,255,456	$3,885,198.23	30.57%
3000 - Employee Benefits	$1,148,651	$1,224,942	$1,061,749	$3,435,341.51	27.03%
4000 - Supplies and Materials	$23,160	$55,719	$731	$79,610.29	0.63%
5000 - Other Operating Expenses and Services	$194,516	$93,725	$41,266	$329,506.70	2.59%
6000 - Capital Outlay	$1,228	$1,125	$1,125	$3,478.00	0.03%
7000 - Other Outgo	$0	$0	$0	$0.00	0.00%
Total Expenditures	**$4,227,327**	**$4,257,057**	**$3,468,463**	**$11,952847**	

Reserve funds are strategically held to allocate to new high-impact projects as well as anticipated increase to position related costs as COLA is not funded for SEA Program.

2025-2028 GOALS, STUDENT GROUPS, AND SUPPORTING INITIATIVES TO ACHIEVE THESE GOALS:

To ensure equitable access, outcomes, and economic and social mobility, the 2025–2028 Student Equity Plan focuses on disproportionately impacted populations, with an intentional emphasis on Hispanic/Latiné and first-generation college students. The college's overarching goal is to eliminate disproportionate impact and close equity gaps in the five state equity metrics:

- Successful enrollment
- Persistence
- Transfer-level math and English completion
- Completion
- Transfer

Goal #1: Successful Enrollment

Definition: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

SUCCESSFUL ENROLLMENT DATA						
Student Population	**Successful Enrollment** % of students for 2022-23 (Baseline Year)	**Successful Enrollment #** of students for 2022-23 (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
State Data						
Overall Student Population	23.6%	2275	N/A	N/A	N/A	N/A
White	18.5%	660	6%	215	8.1%	228
Local IVC Data*						
Overall Student Population	53.9%	1,691	N/A	N/A	N/A	N/A
Hispanic	40.9%	452	10%	112	13%	145
First Generation	40.3%	366	10.4%	94	13.6%	123

* For this metric, IVC is using internal data, under the same definitions as CCCCO, due to concerns that DataVista may contain inaccurate data. Using this internal data, both First Generation and Hispanic/Latiné appear as two DI student groups.

Supporting Initiatives to Achieve Successful Enrollment

1. **Implement culturally relevant Outreach and Enrollment Campaigns**
    - Target Hispanic/Latiné prospective college students with Spanish language marketing materials, increased outreach presence in high schools and Hispanic/Latiné communities, focused social media campaigns, and personalized high-touch, follow-up strategies.
    - Engage in community events that focus on Hispanic/Latiné identity and culture and integrate prospective students' families into the recruitment and onboarding process.

2. **Design and implement equity-focused onboarding with Guided Pathways integration**
    - Include multilingual and culturally relevant support, along with exposure to faculty members from program interest areas, to help first-generation students successfully enroll and register for courses.

3. **Develop wrap-around support structures that remove enrollment barriers**
    - Provide increased enrollment workshops, integrate basic need support, connect students with peer mentors, and increase instructional and student service engagement opportunities aligned with guided pathways.

Goal #2: English and Math Completion

Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	30.5%	962	N/A	N/A	N/A	N/A
Black or African American	16.9%	12	5.2%	4	13.9%	10
DSPS Female	22.3%	23	0.5%	1	8.4%	9
Economically Disadvantaged	28.5%	454	1.9%	31	4.1%	66
Female	27.9%	422	2.7%	41	5%	76
First Generation	19.8%	123	10.2%	63	13.3%	83
Hispanic	22.4%	154	7.2%	50	10.3%	71
LGBTQ	21.9%	51	4%	10	9.3%	22

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA

Supporting Initiatives to Achieve Completion of Transfer-Level Math and English

1. **Faculty Engagement and Equity-Minded Instruction**
    - Continue faculty Communities of Practice (CoP) for English, and ESL and explore expanding to Math, to foster equity-minded instructional practices and culturally relevant pedagogy, with emphasis on improving Latiné and first-generation student outcomes.
    - Provide faculty with disaggregated data and structured self-assessments to document teaching and learning adjustments.
    - Support faculty with ongoing professional development in culturally responsive pedagogy, equitable assessment, and accessible course design.

2. Embedded and Scaled Student Support

- Maintain embedded tutoring in English and ESL ensuring in-class and out-of-class support for DI students.
- Scale ESL 1 (equivalent to ENGLC1000), a transfer-level ESL writing course, to better serve first-generation and Hispanic/Latiné English language learners.

3. Equitable Access to Resources

- Create OEM transfer-level math courses, to be included in a complete OER STEM pathway, leading to Zero-Cost AA Degrees that reduce barriers for economically disadvantaged students.

4. Active and Inclusive Learning Environments

- Redesign Math classrooms with 360-degree whiteboards and moveable learning spaces to encourage collaborative problem-solving, active learning, and support for varied learning styles across DI groups.

5. Student-Centered Outreach and Case Management

- Establish case management system to identify DI students who have not enrolled in or completed transfer-level English and Math by their second semester.
- Once identified, connect students with tailored academic counseling support to increase math and English/ESL enrollments within the first year, while addressing any specific student needs.

Goal #3: Persistence: First Primary Term to Secondary Term

Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	**Persistence** % of students for 2021-22 (Baseline Year)	**Persistence** #ofstudents for 2021-22 (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	77.3%	2119	N/A	N/A	N/A	N/A
Female	75.6%	986	1%	13	3.3%	43
First Generation	67.6%	361	8.1%	44	12.1%	65
Foster Youth	57.1%	16	2.1%	1	20.4%	6
Hispanic	71.7%	450	3.8%	25	7.4%	47
LGBT	65.7%	109	5.2%	9	12.4%	21
White Female	72%	257	1.4%	6	6.1%	22

Supporting Initiatives to Achieve Persistence: First Primary Term to Secondary Term

1. **Targeted Outreach for Exploratory Students**
   - Launch a targeted outreach program for first-year Hispanic/Latiné students who list "exploratory" as their major on CCCApply. Connect them early with counseling, career exploration, and academic support to guide major selection and strengthen persistence.

2. **First-Semester Needs Assessment and Follow-Up**
   - Administer a first semester needs assessment survey to Hispanic/Latiné students. Use results to connect students directly to resources such as tutoring, financial aid, and counseling. Build randomized study design into follow-up to evaluate effectiveness.

3. **Structured Counseling Touchpoints**
   - Implement a structured follow-up campaign through the Engagement Call Center. Nudge Hispanic/Latiné and first-generation students each semester to schedule counseling appointments. Reinforce continuous planning, timely progress checks, and goal attainment through recurring touchpoints.

4. **Guided Pathways Community of Engagement**

- Continue implementing Guided Pathways to provide structure and support for students. Use the four pillars to guide persistence by clarifying program maps, helping students enter a path through early exploration, and keeping them on track with proactive counseling. Intentionally engage DI students in Guided Pathways events such as program fairs, milestone check-ins, and academic planning days to strengthen belonging and sustained connection.

5. **Cultural and Identity-Based Programing**

- Continue to offer programming and events to create community and sense of belonging, integrated counseling support, and access to essential resources for DI students.

Goal #4: Completion

Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or California Community College (CCC) baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years.

COMPLETION DATA						
Student Population	**% of Students Completed selected journey for 2019-20 (Baseline Year)**	**# of Students Completed selected journey for 2019-20 (Baseline Year)**	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	25.1%	896	N/A	N/A	N/A	N/A
DI: Black/ African American	15.2%	10	1.4%	1	10.2%	7
DI: 1st Generation	15.8%	128	9.6%	78	12%	98
DI: Hispanic	15.6%	117	9.5%	71	12%	90
DI: LGBT	14.5%	33	6.8%	16	11.4%	26

Supporting Initiatives to Achieve Completion

1. **Faculty Accountability to Equity Outcomes**
   - In alignment with Article 17 of South Orange County Community College District's (SOCCCD) Academic Employee Collective Bargaining Agreement, IVC faculty receive disaggregated course success data and, where equity gaps or low completion rates are identified, provide self-assessments that describe instructional adjustments and professional practices supporting diversity, equity, inclusion, and accessibility. DEIA- focused professional development will be provided to support this endeavor at the instructional level.

2. **Embedded Tutoring in Gatekeeper Courses**
   - IVC will expand embedded tutoring into additional identified gatekeeper courses with low pass rates and high rates of enrolled DI students. This strategy directly targets courses with disproportionate failure rates for DI groups, increasing support in high need areas.

3. **Guided Pathways Completion Teams**

- IVC will maintain administrative and fiscal support for Guided Pathways Faculty and Classified Staff Completion Teams. These teams utilize data to design and implement student success projects that address equity gaps and promote persistence for disproportionately impacted populations.

4. **First-Generation Student Engagement**

- IVC will integrate first-generation student activities into institutional norms. Regular events, mentoring, and support structures will create a sense of academic belonging and strengthen persistence and completion outcomes.

5. **Caring Campus**

- IVC will sustain its commitment to the Caring Campus initiative. This initiative fosters student-centered practices as well as employee-focused practices of care, all of which support the academic and personal goals of first-generation and DI students.

6. **Instructional Goal: Course Scheduling and Support**

- IVC will analyze and implement course scheduling patterns and modalities; integrate wrap-around supports such as tutoring and counseling within courses; and develop cohort-based models in gateway subjects. These efforts will reduce barriers and improve completion for disproportionately impacted students.

Goal #5: Transfer to a Four-Year Institution

Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	28.3%	530	N/A	N/A	N/A	N/A
DI: Asian	19.1%	151	13.2%	105	15.9%	126
DI: 1st Generation	19.7%	79	7%	29	10.9%	44
DI: Male	26.5%	236	0.5%	5	3.5%	31

Note: For this metric, IVC internal data, under the same definitions as CCCCO, indicate that Asian students are not disproportionately impacted as the above data suggest.

Supporting Initiatives to Achieve Transfer to a Four-Year Institution

1. **Transfer Pathways**
   - IVC will connect DI students to well-defined, visible transfer pathways to ensure they are transfer-ready. Tools such as Guided Pathways and Career Education program maps, along with examples like pathways to Law, GAP 4+1 Accounting, UCI Engineering, Pre- Health Professions, and Teacher Preparation will guide students through completion and into sustainable careers.
   - Support for these transfer pathways will include pathway-focused counseling and activities that foster belonging. These supports will ensure DI students are prepared to transfer and persist through academic challenges.

2. **Utilizing Technology for Proactive Transfer-Focused Student Outreach**
   - IVC will leverage Banner, the college's new student information system (SIS), to keep students on transfer pathways by using data-driven messaging, intrusive interventions at key points, and feedback loops between student services and instruction utilizing early alert functionality. This approach will ensure DI students receive timely support that helps them stay on track.

3. **Learning Centers and Cohort Programs**
   - IVC will continue investing in learning centers such as MESA and the Center for Asian American and Native American Pacific Islander (CAANAPI), and culturally-focused programs like Puente. The college will also explore how best practices from these centers can be scaled to reach more DI students and increase equitable outcomes.

4. **Transfer Support Program**
   - This Transfer Center program is designed specifically to address those with over 30 transfer units but with GPAs of 2.5 or lower. These students, more than 50% of whom belong to DI groups, will be provided with additional counseling support focused on academic renewal and repeat options to improve transfer GPAs.

2025-2026 BUDGETED RESOURCES TO IMPLEMENT INITIATIVES

Allocations	
Total Funds Allocated	$4,978,503.00
Annual Allocation	$4,222,921.00
Carry-Over Used for 25-26 Budget	$755,582.00
Budgeted Resources by Ledger and Project	
1000 Ledger – Instructional Salaries	**$1,357,037.00**
Faculty Communities of Practice	$47,267
Faculty SEA Program Coordinator	$23,160
Counseling	$1,215, 257
Puente Program	$71,353
2000 Ledger – Non-Instructional Salaries	**$1,575,647**
Administrative Support	$1,535,746
Puente Program Support	$19,901
Student Facing Equity Programming Staff	$20,000
3000 Ledger – Employee Benefits	**$1,439,559**
Faculty Communities of Practice	$7,227
Faculty SEA Program Coordinator	$4,748
Counseling	$385,743
Administrative Support	$1,029,036
Puente Program	$12,205
Student Facing Equity Programming Staff	$600
4000 Ledger – Supplies and Materials	**$71,500**
Student Facing Equity Programming	$51,500
Enrollment Services	$20,000
5000 Ledger – Other Operating Expenses and Services	**$534,760**
Student Facing Equity Programming	$101,500
Enrollment Services	$80,000
Professional Development	$60,000
6000 Ledger – Capital Outlay	**$0**
7000 Ledger – Other Outgo	**$0**
Unallocated*	**$293,260.00**

Reserve held for anticipated increase to position related costs since COLA is not funded for SEA.

FOR MORE INFORMATION, CONTACT:

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