

Imperial Valley College

Student Equity Plan



December 16, 2015

Imperial Valley College Student Equity Plan

Table of Contents

Signature Page

Executive Summary

- Target Groups
- Goals
- Activities
- Student Equity Funding and Other Resources
- Contact Person/Student Equity Coordinator

Planning Committee and Collaboration

Access

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

- Access Baseline Data and Goals
- Activities to Improve Access for Target Student Groups
- Expected Outcomes for Target Student Groups

Course Completion

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

- Course Completion Baseline Data and Goals
- Activities to Improve Course Completion for Target Student Groups
- Expected Outcomes for Target Student Groups

ESL and Basic Skills Completion

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals
Activities to Improve ESL and Basic Skills Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Degree and Certificate Completion

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals
Activities to Improve Degree and Certificate Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Transfer

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Transfer Baseline Data and Goals
Activities to Improve Transfer for Target Student Groups
Expected Outcomes for Target Student Groups

Other College- or District-wide Initiatives Affecting Several Indicators

Goals, Activities, Funding and Evaluation

Goals Addressed by Activities
Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

Summary Budget

Summary Budget spreadsheet

Summary Evaluation Plan

Attachments

Signature Page

District: Imperial Community College District

Board of Trustees Approval Date: 12/16/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

victor.jaime@imperial.edu

Victor M. Jaime, Ed.D, Superintendent/President Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature]

john.lau@imperial.edu

John Lau, Vice President for Administrative Services Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

sergio.lopez@imperial.edu

Sergio Lopez, Interim Vice President for Student Services Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

nicholas.akinkuoye@imperial.edu

Nicholas O. Akinkuoye, CSIT, CMfgE, Vice President for Academic Services Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

michael.heumann@imperial.edu

Michael Heumann, Ph.D., Academic Senate President Email

I certify that Classified representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

yethel.alonso@imperial.edu

Yethel Alonso, CSEA President

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]

asqpres@imperial.edu

Edalaine Joy Tango-An, Associated Student
Government President

Email

[Signature]

ted.ceasar@imperial.edu

(760) 355-6311

Ted Ceasar, Student Equity
Coordinator/Contact Person

Email

Phone

Executive Summary

The Imperial Valley College Student Equity Plan for 2014-2017 identifies actions to improve the college's success outcomes, particularly for students who have been historically underrepresented and underserved. Board Policy 5300 underscores the college's commitment to diversity planning and student success. **Attachment A. BP/ 5300 Student Equity.** In response to the Student Success Act (SB 1456), this current Student Equity Plan has been coordinated to align student outcomes and actions in the district's Student Success and Support Program Plan (SSSP) as well as the Basic Skills Plan for 2014-15. This alignment of goals ensure that the college has identified strategies to monitor and address equity issues, make effort to mitigate any disproportionate impact on student access and achievement, and efficiently allocate college resources in budgeting and planning. The goals of the Student Equity Plan are derived from institutional data on student success and achievement indicators. The goals provide the vision and direction for specific planning actions.

Equity Groups and Indicators

The goals/outcomes and actions/activities in this Student Equity Plan address disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, and foster youth status with specific actions to address disproportionate impact whenever observed in the data. Student success is defined using the Board of Governors "success indicators," that capture rates of access, course completion, ESL and Basic Skills completion, Degree and Certificate completion, and transfers.

Goals and Activities

Access. To ensure that the distribution of students by equity subgroups enrolled in the college reflects the percentage distribution of those groups in Imperial County, the access goal for the Student Equity plan 2015-18 is to increase enrollment of underrepresented students, specifically Veterans foster Youth, and students from two targeted high schools. The access goal was motivated by the finding that a smaller proportion of foster youth and Veterans enroll at Imperial Valley College than their numbers in the community would indicate. Also, students from Brawley and Calipatria enroll in numbers proportionally lower than the other high schools in the county. Specific activities to meet this goal include, continuing support for the Military and Veteran's Success Center, outreach to foster youth in high schools, success plans for foster youth using Starfish Retention Solutions and a Professional Development/Multicultural Center where faculty and staff can obtain information and share best practices for serving underrepresented students. Also proposed is a survey of high school students on their perceptions of Imperial Valley College and direct activities to correct any misperceptions.

Course Completion. The goals for course completion are to increase the success and retention rates for foster youth, disabled students, and males. The course completion goal was motivated by the finding that the success and retention rates for students by gender, disability, and Foster

Youth has been disproportionately low compared to other groups. Specific actions include conducting an assessment of tutorial services to these groups and to provide training to tutors to increase learning techniques, concepts, and practices, developing intervention processes for at-risk students using Starfish Retention Solutions software, increasing tutorial services for disabled students and foster youth, and providing students with direct services such as book vouchers, child care, transportation assistance, and meals.

ESL and Basic Skill Completion. The college's goal is to increase the success and retention rates of students in Basic Skills courses, including ESL, English and Mathematics, and to increase the percent of students in each category who complete a degree applicable English or Math course in a timely manner. The ESL and Basic Skills Completion goal was motivated by the finding that male students in Basic Skills English and Math courses have success rates disproportionately lower than females, white students in English and Hispanic students in Math have lower success rates. Actions planned to meet this goal includes imbedded tutoring, Bridge to Success Program for Math and English, providing accurate assessment /placement process using multiple measures, developing a Certificate of Academic Preparedness in English with non-credit courses, and develop professional development resources for faculty on best practices for instruction of Basic Skills and ESL students.

Degree and Certificate Completion. The goal for degree and certificate completion is to increase the degree and certificate completion rates for Hispanic students, males, students with disabilities, foster youth and Veterans. The degree and certificate completion goal was motivated by the finding that Hispanic students, Veterans, students with disabilities, males, and foster youth transfer at lower rates than other groups. To meet this goal, the college will use Starfish to develop success plans for students on academic or lack of progress probation, provide counselor information tables during Campus Hour to increase access to counselors, utilize technology and social media to communicate with students, providing workshops on graduation and degree completion, assisting students on Financial Aid probation with workshops and the petition process, and increasing students information literacy skills using library resources.

Transfers. The goal for transfer is to increase the transfer success and students' awareness of transfer requirements for students in CalWORKs, DSPS students, Foster Youth, and Veterans. The transfer goal was motivated by the finding that the rate of transfer of CalWORKs students, students with disabilities, Foster Youth, and Veterans is disproportionately low compared with other groups. Activities for this goal include developing a "Transfer 101" workshop to inform students of the transfer process, campus hour events on transfer topics, providing campus tours to CSU and UC campuses, in class presentations on the transfer process, and providing a part-time counselor to advise students transferring in STEM majors in the SME Division.

Other College-Wide Initiatives Affecting Several Indicators. Several initiatives are proposed that affect all indicators and all target groups. The college will establish and hire a Student Equity Coordinator position that will coordinate the implementation of the Student Equity Plan, monitor the budget, and ensure that Student Equity activities are coordinated with other

initiatives such as Basic Skills and SSSP. The college will establish and hire a Research Analyst position to conduct research and evaluation of activities and analyze data for Student Equity and SSSP activities, with funding split between Student Equity and SSSP. And finally, the college will contract with Hanover Research to conduct targeted in depth research and analysis of selected topics in support of Student Equity and SSSP initiatives, with funding split between Student Equity and SSSP.

Contact Person/Student Equity Coordinator: Ted Ceasar, Dean of Counseling

Planning Committee and Collaboration

The Student Equity Plan was developed with the active involvement of all groups on campus, including the Academic Senate, academic faculty, student services representatives, classified staff, and students. The ad hoc Student Success Task Force, which had been active in the development of the previous plan, was replaced with the formation of the Student Success and Equity Committee, under the auspices of the Academic Senate. The Student Equity Committee membership consists of administrators, teaching and non-teaching faculty, classified staff, and students. To ensure that the Student Equity Plan is coordinated with categorical programs that provide services to the target groups, the Directors/Coordinators of DSPS, EOPS, CalWORKs, and SSSP are committee members. Foster Youth receive services through the EOPS program, and Veterans receive services through the Military and Veteran Success Center, under the direction of the Dean of Counseling, also a committee member. Serving as consultant members are the Directors of Institutional Research, Information Technology, Financial Aid, and Admissions and Records.

The Student Equity Plan is further coordinated with institution-wide planning efforts such as accreditation, the educational master plan, the Student Success and Support Program Plan, and the Basic Skills Plan. Members of the Student Success and Equity Committee serve on the Continuous Accreditation Readiness Team (CART). The co-chairs of the committee are both members of the Basic Skills Committee. The Dean of Counseling is co-chair of the Strategic Educational Master Planning Committee, which oversees the development of the Strategic Educational Master Plan, the Program Review process, and the Institutional Effectiveness Partnership Initiative.

The Student Equity Plan was developed and coordinated by the Student Success and Equity Committee. The Committee assigned five work groups, one for each success indicator, to review the data and develop activities for each area to target achievement gaps identified by the data. Each work group consisted of at least one teaching faculty and one Student Services representative. The Dean of Counseling compiled the work groups completed sections and presented the plan to the Student Success and Equity Committee for adoption. The plan was then reviewed and approved the Academic Senate and College Council prior to acceptance by the Board of Trustees.

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Sergio Lopez	Interim VP Student Services	Administrative Representative
Ted Ceasar	Dean of Counseling	Administrative Representative
David Zielinski, (Co-chair)	Dean of Arts and Letters	Administrative Representative
Norma Nuñez, (Co-chair)	SSSP Director	Student Success and Support Program Representative
James Patterson	Professor, English Department	Faculty Representative, Basic Skills
Alex Cozzani	Assoc. Professor, SME Department	Faculty Representative, Basic Skills
Alex Garza	Professor, ESL Department	Faculty Representative, Basic Skills
Andrew Chien	Professor, SME Department	Faculty Representative, Non- Basic Skills
Todd Hansink	Professor, Business Department	Faculty Representative, Non-Basic Skills
Edalaine Joy Tango-An	Student, ASG President	Associated Student Government Representative
Trinidad Argüelles	Counseling Chair	Student Services Representative
Lilia Sandoval	CalWORKs Coordinator	Student Services Representative
Norma Nava	DSP&S Director	Student Services Representative
Olga Artechí	EOPS Coordinator	Student Services Representative
Veronica Soto	Transfer, Articulation, & University Partnerships Coordinator	Student Services Representative
Dolores Diaz	Student Support Services Director	Student Services Representative
Josue Verduzco	Learning Support Services Coordinator	Classified Representative
Diana Melissa Barrios	Student Success Specialist	Classified Representative
Jose Carrillo	Director of Institutional Research	Consultant
Jeff Cantwell	Director of Application Services (IT)	Consultant
Lisa Seals	Director of Financial Aid	Consultant
Gloria Hoisington	Director of Admissions and Records	Consultant
Adriana Sano	Administrative Assistant	Recorder

Access

CAMPUS-BASED RESEARCH: ACCESS

A. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	3	.03%	1.5%	NA
Asian	35	.35%	1.5%	-1.15
Black or African American	41	.41%	3.1%	-2.69
Hispanic or Latino	8,980	89.67%	80.9%	+8.77
Native Hawaiian or other Pacific Islander	1	.01%	.1%	NA
White	238	2.38%	13.4%	-11.02
Unknown	676	6.75%	*	NA
More than one race	26	.26%	4.2%	NA
Filipino	15	.15%	.4%	NA
Total of 8 cells above (Orange cells should = 100%)		100%	100%	
Males	4,309	43%	45.1%	-2.1
Females	5,633	56%	54.9%	+1.1
Unknown	73	1%	*	NA
Total of 3 cells above (Orange cells should = 100%)		100%	100%	

Current or former foster youth	23	.2%	.2%	NA
Individuals with disabilities	593	6%	4.0%	+2.0
Low-income students	7,649	76%	31.2%	+44.8
Veterans	305	3%	5.1%	-2.1

*Calculated by subtracting the % of the adult population within the community served from the % of your college’s total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college’s population is lower than the adult population, a negative value will result.

**'-6' is calculated by subtracting 64 (% of your college’s total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

The table above shows that our largest ethnic groups are Hispanics and Whites. Hispanics are enrolling at higher rate than expected compared to the population in Imperial County, but at comparable levels to those of our feeder high schools. White students are enrolling at a lower rate than our county population, but at similar rates than our feeder schools. Then number of foster and former youth in our community has been very challenging to estimate, but through our many different data sources it appears that we are enrolling a number of students representative in our community. Veterans and males are two subgroups that are also enrolling at a lower rate than expected. The table below shows the K-12 enrollment for Imperial County used in this analysis.

Imperial County K-12 School Enrollment by Ethnicity - 2014-15

County	Hispanic or Latino	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
Imperial	91.2%	1.0%	0.6%	0.0%	0.2%	0.8%	5.6%	0.4%	0.1%	100.0%

Data below shows the breakdown by city of residence and its comparison to the student population of Imperial Valley College.

Imperial Valley College - Fall 2015 Enrollment

City of Residence	Enrolled	Percent	Percent of County Population	Gain/Loss Proportion
El Centro	2514	29.4%	24.4%	+5.00
Calexico	2506	29.3%	22.4%	+6.9
Brawley	1215	14.2%	14.3%	-.1
Imperial	1046	12.2%	9.5%	+2.7
Heber	418	4.9%	2.3%	+2.6
Holtville	389	4.5%	3.4%	+1.1
Calipatria	147	1.7%	4.1%	-2.4
Seeley	102	1.2%	1.0%	+0.2
Westmorland	98	1.1%	1.3%	-0.2
Niland	22	0.3%	0.62%	-0.4
Other	106	1.2%	16.7%	-15.5
Total	8563	100.0%	100.0%	

The largest cities in the county are enrolling at a higher than expected rate, Calexico and El Centro. The students from City of Calipatria, and the communities of Westmorland and Niland are enrolling at lower than expected rate based on countywide population.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-2.1, 2014-15	Increase by 5%.	2016-17
White	-11.02, 2014-15	Increase by 5%.	2016-17
Veterans	-2.1, 2014-15	Increase by 5%.	2016-17
Brawley High School Seniors	.91, 2013	Increase by 5%	2016-17
Imperial High School Seniors	.87, 2013	Increase by 5%	2016-17
Calipatria High School Seniors	.84, 2013	Increase by 5%	2016-17

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Veterans	305

• **Activity Implementation Plan**

To improve access to our institution, Imperial Valley College will continue to promote and support our recently created Veteran’s Resource Center as well as improve the dedicated Imperial Valley College Veteran’s webpage. Broad-based activities such as the campus Veteran’s Day Celebrations as well as participation in local Veteran’s events will be expanded in order to expose local Veterans to Imperial Valley College and make them aware of the services that we offer and learn of access barriers encountered by Veteran’s. Recently hired Veteran’s Support Center staff will assist with events as well as assist Veterans in transitioning to college life by providing services such as academic counseling, benefits information and tutoring. Imperial Valley College will also partner with Veteran community based organizations for outreach purposes and to make our students aware of community services available to them.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 to Spring 2018	\$226,546	SSSP &10,000

• **Link to Goal**

By supporting the Veteran’s Resource Center, improving the Veteran’s webpage and having more events that honor our Veterans we expect to see an increase interest and in the number of Veterans attending Imperial Valley College. They are an important part of our student population, motivating to others because of their sacrifice for our country.

• **Evaluation**

The number of veteran enrollments from 2015-16 will be compared to those of 2016-17 by the Office of Institutional Research (IR) at Imperial Valley College. IR will also perform independent interpretation and analysis of relevant data. In addition, Military and Veteran’s Success Center staff will track our intended increase number of Veteran’s we serve through specified measures such as the number of Veteran’s utilizing services. Additional evaluation tools include a calendar of events as well as surveys.

A.2

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	HS students from Calipatria and Brawley	1362

• **Activity Implementation Plan**

Create a cohort from each identifying high school and track them through their journey as a first-time college student. Outreach services will initiate during delivery of the four core service from SSSP during their senior year and will continue until the end of their first year as a college student. A student success specialist will be responsible for providing follow-up services during each semester to all students who completed application to ensure they enroll on time. Lastly, pre & post surveys will be conducted to students, in order to understand their perceptions of IVC and how this experience has impacted their decision of continuing with their education and the challenges they have encountered along the process.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2016-June 2017		SSSP \$20,000

• **Link to Goal**

The goal of this activity is to increase the enrollment figures, from the two target high schools of concern by at least .05 or 5% by Fall 2017.

• **Evaluation**

(Sign-in sheets, surveys as well as reports generated by Argos/Banner)

- *November-December 2016 (Cohort report of completed IVC application)

- *March-June 2017 (Cohort report of who completed 4 core services & send out Pre Survey)
- *July 2017 (Cohort report pending to complete services & provide follow-up services to them)
- *August 2017 (Cohort report registered for classes)
- *September-November 2017 (follow up w/cohort that did not enroll in term)
- *January- February 2018 (Cohort report enrolled for Winter Intersession 2018)
- *February-April 2018 (follow-up services with cohort)
- *May 2018 (Post survey to cohort)
- *June 2018 (Compile & report data)

• **A.3**

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	<i>Student Services or other Categorical Program</i>		<i>Curriculum/Course Development or Adaptation</i>	X	<i>Direct Student Support</i>
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	All underrepresented groups	2400

• **Activity Implementation Plan**

To develop and install a Professional Development Center that will include a Multicultural Center where faculty and staff may obtain information and share best-practices for serving underrepresented students. Online research will be conducted on what is and what is not out there, what works, what doesn't and what to watch out for. Criteria for evaluating programs and centers will include:

1. Was there institutional commitment and a strategic plan?
2. The quality of available website (clarity, up to date, easy to use, useful information, etc.).
3. Evidence of real results from the program and/or center.
4. Goals similar to ours.

5. Did the program have a number of separate units that worked independently or was there a central person or group that tied all of the related efforts together?

We will also contact colleges with model programs and visit their centers for additional information. More importantly student interviews will be conducted with students from target populations in order to carefully construct educational trainings and workshops for faculty and staff to meet the specific needs of our underrepresented students.

According to our Fall 2014 Faculty and Staff Demographic report 45.45% of Educational Administrators and 42.62% of Tenured Faculty are White Non-Hispanic. Our current student population is 89.67% Hispanic with only 2.38% White. Even though in 2012 the college was amongst the top in California for employee diversity it is far from mirroring the demographics of our student population.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.3	Fall 2016 – June 2017	\$70,000	Title 5 Grant TBD

• **Link to Goal**

A Professional Center that will include a Multicultural Center will be installed to provide opportunities for professional development that will include staff and faculty development materials and opportunities to increase effectiveness in creating access for diverse student populations.

• **Evaluation**

- Sign-in sheets and workshop evaluations will be collected for training participants.
- Calendar of events
- Surveys

A.4

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	Current or former foster youth	23

• **Activity Implementation Plan**

We will contact foster youth at their local high schools during their senior year. Presentations will be made in group settings informing foster youth students of the support services provided by the Extended Opportunity Programs and Services (EOPS). Students will receive informational literature which will outline services and contact information. A roster of the students with their home and contact information will be collected. The high school presentations will be followed up with a letter or text to the student encouraging them to consider attending Imperial Valley College and setting up individual appointments with the foster youth counselor. At this appointment the student will be presented with a checklist of what the student needs to do to ensure their successful enrollment at Imperial Valley College. Foster youth who respond, begin the process, but do not enroll will be surveyed to determine the cause with the lack of follow through. Student who enroll and drop out prior to the end of the semester will also be interviewed in order to determine the cause for their exit.

Prior to the implementation of this activity we will work with the ACE Project, an IVROP Program that we currently partner with, to determine the major obstacles a foster youth encounters when seeking higher education. Foster youth exiting or aging out of foster Care are filtered through the ACE Project where they receive the services needed to transit into independence.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.4	March 1, 2017 - March 31, 2017	0	EOPS

• **Link to Goal**

The foster youth population will be apprised of the support services available to them in a college setting. The presentations will let them know that college is a real possibility for them and that they will be assisted with funds for book expenses, with transportation expenses, with meal tickets, priority registration and with the services of their own individual counselor who is experienced with the obstacles that face foster youth who want to continue their education.

• **Evaluation**

A roster will be kept of all students contacted at their local high school. This roster will be compared with the roster of students who enroll and a final comparison will be made at the end of the semester to see what % of the original contacted students enrolled, and what % completed the semester.

A.5

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.5	Current or former foster youth	23

• **Activity Implementation Plan**

We will plan and implement a two week summer readiness program for new incoming foster youth. Foster youth who take the Math and English assessment and place at college level Math and English are usually anywhere from 13 to 15% of the new group coming to Imperial Valley College, the rest place in Math and English levels below college level courses.

The two week summer readiness program will be composed of English, Math, Speech, and Study Skills workshops. Groups for each subject area will be small, with not more than ten students per group. Instructors will recruited from Imperial Valley College faculty and from local high schools. Tutors will be embedded in the Math and English workshops and will meet with students for an hour outside of the workshop sessions. Groups will work collaboratively in both Math and English. The Study Skills workshop will include sections on “How to Read a Chapter”, “How to Take Notes”, “Time Management” and “How to Take a Test”. Students will also be apprised of the enrollment process and will be channeled to the foster youth counselor for course recommendations and individual assistance with registration if needed. Students will take an English and Math Diagnostic assessment in order to determine the effectiveness of the summer readiness program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	June 12, 2017 - June 23, 2017	\$15,650	EOPS \$10,800

- ***Link to Goal***

The summer readiness program will facilitate access to Imperial Valley College by preparing the student for the Math and English assessment and by acquainting students with college life.

- ***Evaluation***

- English and Math Diagnostic Assessment Scores
- Pre and Post Test Comparison
- Qualitative Data Program Participants Which May Include Surveys, Interviews, or Focus Groups

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	17	14	82%	71%	-
Asian	204	163	80%	71%	+9
Black or African American	192	136	71%	71%	-
Hispanic or Latino	47,883	33,663	70%	71%	-1
Native Hawaiian or other Pacific Islander	14	4	29%	71%	NA
White	814	614	75%	71%	+4
Some other race				71%	NA
More than one race	126	91	72%	71%	+1
All Students	52,608	45,137	*		
Males	22,160	15,155	68%	71%	-3
Females	30,117	21,777	72%	71%	+1
Unknown	3,358	2,477	74%	71%	+3
Current or former foster youth	166	55	33%	71%	-38
Individuals with disabilities	2,287	1,534	67%	71%	-4
Low-income students (EOPS)	5,667	4,427	78%	71%	+7
Veterans	237	184	77%	71%	+6

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative

values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

**'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group).

The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Foster	38%	<u>.38</u>	x	166	= 63
Second Largest	DSPS	4%	.04	x	2287	= 91
Third Largest	Males	3%	<u>.03</u>	x	22,160	= 665

The table above shows that our largest equity gap is seen in the Foster population, followed by DSPS students and Males. Latino Males account for over 90% of the males on campus. Veterans, EOPS, and Female students are above the average of 71%. The small sample size of both African American and American Indian Students excluded them from this analysis.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-14, 2014</i>	<i>Gap no > -6</i>	<i>2020</i>
Former Foster Youth	-38, 2014	71%	2018
Disabled Students	-4, 2014	71%	2018
Males	-3, 2014	71%	2018

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1

- **Activity Type(s)**

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Former Foster Youth	28
	Disabled Students	842
	Males	4309

• **Activity Implementation Plan**

- Assess the current tutorial component to increase its effectiveness.
- Provide a rigorous but practical training module for all tutors in order to increase learning techniques, concepts and practices.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016-Spring 2018	\$25,000	Title 5 Grant TBD

• **Link to Goal**

- The training of tutors will ensure that they have the updated knowledge of concepts and practices that will increase learning techniques within the above-mentioned targeted groups.

• **Evaluation**

- Compare the numbers of students dropping their tutoring/classes this semester to the following year, which will provide a better understanding regarding the number of students impacted with both the training and program reassessment. Reassess the effectiveness of the current tutoring program.

B.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Former Foster Youth	28
	Disabled Students	842
	Males	4309

• **Activity Implementation Plan**

Increase the use of Starfish Retention Solutions Early Alert among faculty:

- Offer Starfish software training in the following formats:
 - Offer Starfish trainings that utilize previously recorded webinars provided by Starfish Retention Solutions to supplement workshops.
 - Send Starfish training links listings for faculty that wish to self-train.
 - Schedule phone conferences during primary terms with Starfish Retention Solutions representative(s) to explain and resolve.
 - Hold meetings during primary terms with Starfish Retention Solutions representative(s) in an on-campus computer lab.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	January 2016-June 2018		

• **Link to Goal**

- The three (3) targeted groups require immediate attention and Starfish can expedite appropriate actions that need to ensure retention.
 - Starfish is a web-based retention program that links with various popular LMS software to expedite the identification of students that are at risk of failing. Starfish has a “flag” system that helps in the strengthening of the lines of communication between instruction and student services, which includes an Early Alert flag that is recovered by Student Success and Support Program (SSSP). The SSSP team refers students to resources that will assist in the retention and success of students.

• **Evaluation**

- An annual incremental increase in the usage of Starfish Early Alert throughout instruction until its complete implementation.
 - 2016-17 = 25%
 - 2017-18 = 50%
 - 2018-19 = 75%
 - 2019 = 100%
- Data collection will occur at the end of each academic term during the above-mentioned years.

B.3

• **Activity Types**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s):**

ID	Target Group(s)	# of Students Affected
B.3	Disabled Students	842

• **Activity Implementation Plan:**

- Assess the current tutorial component for DSP&S to increase its effectiveness.
- Increase retention and completion rates for DSP&S students.

• **Link to Goal:**

- By assessing the current tutorial component for DSP&S, weaknesses can be identified.
- A timeline and plan can be established to resolve issues and strengthen tutorial services provided to DSP&S students.

• **Evaluation:**

- An annual review of services based on:
 - DSP&S student surveys
 - DSP&S staff surveys
- An annual meeting with the following individuals to discuss, resolve, and plan:
 - Dean of Arts & Letters, Learning Services,
 - DSP&S Coordinator
 - Coordinator for Learning Support Services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016-Spring 2018	\$25,000	

B.4

- **Activity Types**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s):**

ID	Target Group(s)	# of Students Affected
B.4	Disabled Students	842
	Foster Youth	

- **Activity Implementation Plan:**

Increase follow up services to Foster Youth and DSPS students on probation or at risk of failing by utilizing Starfish early alert and success plan features.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	January 2016-June 2018	\$148,356	DSPS, District Gen. Fund

- **Link to Goal:**

- Will increase course completion by early identification of students in danger of failing. Utilizing Starfish Retentions Solution’s Early Alert component, two part-time counselors will identify students at risk of failing and provide early intervention to identify needs

and make referrals to needed services. Students on probation will meet with the counselor who will develop an individual student success plan utilizing Starfish Retention Solutions.

- **Evaluation:**

Review of completion rates by semester for DSPS students

B.5

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.5	Former Foster Youth	28
	Disabled Students	842
	Males	4309
	Economically Disadvantaged	

- **Activity Implementation Plan**

- Provide direct services to students in need of child care, transportation assistance, book vouchers, and meals.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.5	January 2016-June 2018	\$63,000	EOPS-\$30,000, CalWORKS-\$60,000

District: Imperial Community College District **College:** Imperial Valley College

- ***Link to Goal***

- Students receiving these services will increase their course completion rate.

- ***Evaluation***

- Course completion rates will be monitored each semester.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

The success indicator below on ESL and Basic Skills Completion was extracted from the 2015 Scorecard and follow the *“Percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.”*

Mathematics

Students	1,224		39.2%
Gender		%	Percentage Point Difference
Female	703	42.0%	+2.8
Male	501	33.9%	-5.3
Ethnicity		%	Percentage Point Difference
African American	24	25.0%	-14.2
American Indian/Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic	1,062	39.2%	0
Pacific Islander	22	59.1%	19.9
White	48	37.5%	-1.7

Mathematics

Our numbers at Imperial Valley College are well above the California Average of 31%, our only major gap is among Males who are 5.3% below the overall average at the college.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	Males	5.3%	.053	x	501	= 27

English

Students	1,057	31.0%
Gender	%	Percentage Point Difference
Female	626 33.7%	+2.7
Male	416 26.7%	-4.3

Ethnicity	%	Percentage Point Difference
African American	14 14.3%	-16.7
American Indian/Alaska Native	* *	*
Asian	13 15.4%	-15.6
Filipino	* *	*
Hispanic	951 30.3%	-7
Pacific Islander	19 63.2%	+32.2
White	24 41.7%	+10.7

Our numbers at Imperial Valley College are well below the California Average of 43% in English. Given our small sample size for many of our subgroups, the only major gap is among Males who are 4.3% below the overall average at the college. Overall, the college needs to work as a whole with all its students of all subgroups to raise the average since our numbers indicate that we are more than 12% points below the California Average in English.

English

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
---	Example Group	7%	.07	x	1457	= 101
Largest Gap	Males	4.3%	.043	x	416	= 18

ESL

Our ESL data was not available through the 2015 Scorecard. We analyzed Datamart data for the Fall 2009 Cohort for Imperial Valley Students enrolled in courses three levels below transfer rate for ESL listening, Reading, and Writing.

Fall 2009-Spring 2014 - Listening															
	Four Levels Below Transfer			Three Levels Below Transfer			Two Levels Below Transfer			One Level Below Transfer			Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Imperial Total	145	168	124	300	528	262	133	250	113	92	140	63	50	65	39
ESL - Listening				300	528	262									
English - Writing	145	168	124				133	250	113	92	140	63	50	65	39

Fall 2009-Spring 2014 - Reading															
	Four Levels Below Transfer			Three Levels Below Transfer			Two Levels Below Transfer			One Level Below Transfer			Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Imperial Total	108	132	91	202	322	172	95	179	82	61	89	45	37	54	28
ESL - Reading				202	322	172									
English - Writing	108	132	91				95	179	82	61	89	45	37	54	28

Fall 2009-Spring 2014 - Writing															
	Four Levels Below Transfer			Three Levels Below Transfer			Two Levels Below Transfer			One Level Below Transfer			Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Imperial Total	179	205	154	383	805	328	168	314	139	113	177	72	56	79	45
ESL - Writing				383	805	328									
English - Writing	179	205	154				168	314	139	113	177	72	56	79	45

ESL Listening scores show that out of 300 students who entered with three levels of transferring, only 13% went on to succeed in a college transferable course. In reading, 14% succeeded and about 12% succeeded in writing.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>
Males	-4.3		

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Type(s)**

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Males	

• **Activity Implementation Plan**

A professional development program will be implemented designed for faculty in English and ESL to enhance their knowledge of grammar. The series of workshops would span three semesters – Spring 2016 through Spring 2017 – and focus on teaching English Language Learners. Topics would include teaching grammar and mechanics, identification and instruction of academic vocabulary, preparation for and instruction of academic writing. Participants could choose to attend one series of workshops, or all three. The workshops would be offered to all full-time and part-time faculty across campus, but would be limited to 12 participants and two facilitators per session.

In addition to workshops held at IVC, each participant would attend a professional development event held in San Diego focusing on English Language Learners and hosted by CATESOL, the organization which represents ESL teachers across the state of California and Nevada. Participants in the spring sessions would attend the CATESOL San Diego Regional Conference; participants in the fall would attend the Regional Workshop. Facilitators would also attend the annual CATESOL conference to be held in San Diego in November 2016.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	November 2016	\$32,440	

• **Link to Goal**

This activity will be useful for faculty (full-time and part-time) because it will allow them to broaden any language teaching approaches already being used in the classroom. In addition, students will benefit tremendously because they will receive quality instruction that will help them succeed in the ESL program and other academic classes.

• **Evaluation**

Data will be collected via evaluations at the end of each session to measure how engaging and helpful the session was. Scores will range from 1-5; 1 being the lowest and 5 being the highest. At the end of the semester, evaluation scores will be tallied and as a department, decide on what seems to work at the sessions and what does not seem to work. In addition, surveys will be given to participants at the beginning and end of the each workshop session and the end of the semester session. Surveys will gather information about current teaching practices and each participant’s confidence in the ability to successfully instructor English Language Learners

C.2

• **Activity Type(s)**

Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	Males	

• **Activity Implementation Plan**

Certificate of Academic Preparedness in English:

A series of non-credit classes that would lead to a Certificate of Academic Preparedness in English will be developed. These non-credit classes would be six weeks long, and they would start in week four of the semester so that struggling students could be identified by English 8 and 9 instructors, and the students could be steered toward these classes. There would be two classes offered each semester so that a student could get the certificate in a year. Since the classes are non-credit, the students could repeat the classes as many times as they wish. The two-hour classes proposed are:

- Grammar: verbs
- Academic Vocabulary Development
- Grammar: sentences
- Reading to Write

With curriculum planning and a class set of books, the cost to Student Equity would be roughly \$5,000.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016-Spring 2018	\$5,000	

• **Link to Goal**

Improving students skills in English will increase the number of students successfully completing the English sequence and graduation requirements.

• **Evaluation**

- Completion data will be collected each semester.
- Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

C.3

• **Activity Type(s)**

Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.3	Males	

• **Activity Implementation Plan**

Winter Bridge

Implement an intensive winter bridge session for students bridging from ESL 5 to English 8. If other ESL students or self-identified struggling English students wish to attend the bridge program, they would be accepted. IVC would offer three classes for the bridge program:

- English grammar
- Academic Writing
- Academic Reading and Study Skills

The program would meet Monday through Friday from 8 a.m. to 12:15 p.m. during winter session term. That would give students three 75-minute classes with 15-minute breaks between each. For the program to work, there would need to be a minimum of 18 students and a maximum of 30 students. If more than 30 apply, then instructors would choose the students who best fit the profile of bridging students from ESL to English. Each instructor would be paid (23 days x 1.25 hrs x \$60= \$1,725). Plus there should be five hours built into the program for meeting, training, and curriculum development. (5 x \$60 = \$300) So if there are three instructors, the total in salaries would come to \$6,075. There are already books purchased for class sets, but it is proposed that students who agree to certain terms of the bridge program (such as taking the Accuplacer at the beginning and end) and have satisfactory attendance (80 percent), that the Bridge Program will purchase their English books if the students take an English class in the Spring semester. Estimating at roughly \$100 per book for 30 students, this could amount to \$3,000, bringing a total for the program to \$9,075.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Winter 2016-Winter 2018	\$9,075	

• **Link to Goal**

Helping students transition from ESL to English 8 will increase the success rate of those students completing the English sequence and graduation requirements.

• **Evaluation**

- Completion rates will be collected and reviewed each semester.
- Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

C.4

• **Activity Type(s)**

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.4	Males	

• **Activity Implementation Plan**

Tutorial Services

Develop new tutorial resources and expand tutoring services. (Embedded tutors, supplemental instruction, etc.)

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	January 2016-June 2018	\$50,000	Basic Skills, District, Title 5 Grant

• **Link to Goal**

Providing embedded tutors in ESL/Basic Skills classes will increase the numbers of students successfully completing these courses.

• **Evaluation**

- Completion rates will be collected and reviewed each semester.
- Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Completion Rates

Completion Rates were extracted from the Student Success Scorecard. Below is the definition of how the rates are calculated:

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- *Earned AA/AS or credit Certificate (Chancellor’s Office approved)*
- *Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)*
- *Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)*

SPAR is reported for the overall cohort, as well as by lowest level of attempted Math or English.

COLLEGE PREPARED: Student’s lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student’s lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

Completion

Students	1,652		42.5%
Gender		%	Percentage Point Difference
Female	879	43.6%	+1.1
Male	743	40.8%	-1.7
Age		%	Percentage Point Difference
Less than 20 years old	1375	46.7%	+4.2
20 to 24 years old	157	22.9%	-19.6
25 to 39 years old	88	22.7%	-19.8
40 or more years old	32	12.5%	-30.0
Ethnicity		%	Percentage Point Difference
African American	15	26.7%	-15.8
American Indian/Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic	1,455	41.7%	-.8
Pacific Islander	17	47.1%	+4.6
White	71	50.7%	+8.2

Using the 2015 Scorecard our campuswide degree/transfer completion rate was 42.5%. This rate is below the California Average of 46.8% during the same period. Our male students are below the average, but given our low subgroup numbers we looked at other subgroups to find equity gaps.

Completion Rates by College Preparation/Gender

The tables below show the comparison of students who were “College Prepared” versus those “Unprepared for College.” Overall, students who lowest course attempted was a college level course had a percentage point difference of +25%, and there were no differences in gender in this group. Those students not prepared for college had a gap of -4%, given that they made up 87% of the total students and drove down the average overall.

Cohort Year 2008-2009 Completion- Outcome 2013-2014		Percentage Point Difference
College Prepared	68.89%	+26.4
Unprepared for College	38.33%	-4.16
Overall	42.49%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 College Prepared		Percentage Point Difference
Female	68.00%	+25.51
Male	68.80%	+26.31
Overall	68.89%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 Unprepared for College		Percentage Point Difference
Female	40.44%	-2.05
Male	35.37%	-7.12
Overall	38.33%	

Completion Rates by College Preparation/Ethnicity

The following tables show the completion rates by Ethnicity. The Latino subgroup which accounts for over 80% of our student population set the average. Our other ethnic groups were too small for any meaningful analysis.

Cohort Year 2008-2009 Completion- Outcome 2013-2014 Overall		Percentage Point Difference
African-American	26.67%	-15.82
American Indian/Alaskan Native	50.00%	+7.51
Asian	57.14%	+14.65
Filipino	75.00%	+32.51
Hispanic	41.72%	-.77
Pacific Islander	47.06%	+4.57
White Non-Hispanic	50.70%	+8.21
Overall	42.49%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 College Prepared		Percentage Point Difference
African-American	50.00%	
American Indian/Alaskan Native	100.00%	
Asian	100.00%	
Filipino	*	
Hispanic	69.32%	
Pacific Islander	25.00%	
White Non-Hispanic	63.16%	
Overall	68.89%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 Unprepared for College		Percentage Point Difference
African-American	23.08%	-19.41
American Indian/Alaskan Native	*	*
Asian	50.00%	+7.51
Filipino	75.00%	+32.51
Hispanic	37.92%	-4.57
Pacific Islander	53.85%	+11.36
White Non-Hispanic	46.15%	+3.66
Overall	38.33%	

Completion Rates by College Preparation/DSPS Participation

The following tables have the completion rates for DSPS students. There is a gap of -7.40% in the completion rate of DSPS participants.

Cohort Year 2008-2009 Completion- Outcome 2013-2014 Overall		Percentage Point Difference
DSPS	35.09%	-7.40
Non-DSPS	42.76%	+27
Overall	42.49%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 College Prepared		Percentage Point Difference
DSPS	100.00%	+57.51
Non-DSPS	68.75%	+26.26
Overall	68.69%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 Unprepared for College		Percentage Point Difference
DSPS	33.93%	-8.56
Non-DSPS	38.51%	-3.98
Overall	38.33%	

Completion Rates by College Preparation/Socioeconomic Status

The following tables have the groups by socioeconomic status. The students who were socioeconomically disadvantaged and not prepared for college had the biggest gaps at -8.56%.

Cohort Year 2008-2009 Completion- Outcome 2013-2014 Overall		Percentage Point Difference
Economically Disadvantaged	41.62%	- .87
Not Economically Disadvantaged	47.27%	+4.78
Overall	42.49%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014 College Prepared		Percentage Point Difference
Economically Disadvantaged	67.76%	+25.27
Not Economically Disadvantaged	71.23%	+28.74
Overall	68.69%	

Cohort Year 2008-2009 Completion- Outcome 2013-2014		Percentage Point Difference
Economically Disadvantaged	33.93%	-8.56
Not Economically Disadvantaged	38.51%	-3.98
Overall	38.33%	

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947	= 77
Largest Gap	DSPS	7.4%	<u>.074</u>	x	2287	= 169
Second Largest	Hispanics	.78%	.008	x	10,018	= 80
Third Largest	Economically Disadvantaged	7.12%	<u>7.12%</u>	x	622	= 44

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
DSP&S	-8.56	5%	2018
Veterans		5%	2018
Foster		5%	2018
Low income		5%	2018

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	DSP&S, Veterans, Foster & Low Income	

• **Activity Implementation Plan**

Counselors will develop a student success plan for students on academic and/or lack of progress probation to include Counseling 120 as part of course load to improve successful completion of programs and degrees. The Counseling 120 course is a student success course designed to assist students in learning how to reach their collegiate and life planning goals. Topics include college orientation, study skills, cultural diversity awareness, self-evaluation of persona characteristics related to educational success, and transitioning to college life. As noted in the Student Success Models for Gateway Classes in Community Colleges (2013), student success courses, students who complete student success courses are more likely to complete other courses, earn better grades, have higher GPA’s and obtain degrees. In an effort to enhance success for our students who are on academic and/or lack of progress probation, this recommendation will be made by counselors.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	January 1, 2016 to June 30, 2018		

• **Link to Goal**

Degree and Certificate completion will increase because students will be exposed to instruction that will help them become a more successful student.

• **Evaluation**

A qualitative comparative analysis will be conducted to demonstrate if students who are on academic and/or lack of progress probation and participate in the student success course are completing degrees and certificates at a higher rate. A group of 100 students who were identified under this category and **did not** complete the student success course will be compared to a group of 100 students who are identified under this category and **successfully completed** the student success course to determine if degree and certificate completion rates increased. This analysis will be conducted on a yearly basis.

D.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	DSP&S, Veterans, Foster & Low Income	

• **Activity Implementation Plan**

Counselor informational tables will be set up during campus hour to inform students how to complete their degrees and certificates successfully and on a timely manner. The goal is to increase the number of students who are counseled in regards to their completion pathway. Currently, students have to wait approximately two weeks to attend a counseling meeting. Providing counseling in a manner that makes it easier for the student to receive the service will augment the number of number of students who are informed regarding their completion pathway and in turn should augment degree and certificate completion.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	January 1, 2016 to June 30, 2018		

• **Link to Goal**

Degree and certificate completion will increase because students will have access to counselor informational tables’ during college hour.

• **Evaluation**

A qualitative comparative analysis will be conducted to demonstrate if students who saw a counselor during the “College hour counselor informational table” are completing degrees and certificates at a higher rate. A sample group of 100 students who were identified under this category and did not participate will be compared to a group of 100 students **who participated** in the activity. This analysis will be conducted on a yearly basis.

D.3 :

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.3	DSP&S, Veterans, Foster & Low Income	

• **Activity Implementation Plan**

Utilize technology and social media to communicate with students in a manner that is conducive to their current way of learning. Communication with students will occur via text messages. Social Media will be utilized to inform students on successful degree completion techniques. Workshops on graduation and degree completion will be provided jointly by Student Services and Academic Services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	January 1, 2016 to June 30, 2018		

• **Link to Goal**

Degree and certificate completion will be increase because students will learn how to utilized technology to be more successful in completing their degree or certificate.

• **Evaluation**

A qualitative comparative analysis will be conducted to demonstrate if students who used technology are completing degrees and certificates at a higher rate. A sample group of 100 students who were identified under this category and **did not participate** will be compared to a group of 100 students **who participated** in the activity. This analysis will be conducted on a yearly basis.

D.4

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.4	DSP&S, Veterans, Foster & Low Income	

• **Activity Implementation Plan**

Students who are on Financial Aid probation will receive assistance in completing financial aid petitions, attending financial aid workshops and other requirements to receive financial aid.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.4	January 1, 2016 to June 30, 2018	\$24,801	SSSP, BFAP

• **Link to Goal**

Degree and Certificate completion will increase because students will receive assistance in staying on financial aid, thereby able to complete their degree and certificate requirements.

• **Evaluation**

Numbers of students receiving assistance will be monitored.

D.5

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.5	DSP&S, Veterans, Foster & Low Income	

• **Activity Implementation Plan**

Students will enhance their research skills and information literacy competencies through increased usage of library resources. Training will be provided in the use of library databases, promoting both academic success and lifelong learning. In conjunction with Student Equity and the Military and Veteran Success Center, library staff will curate, purchase, and maintain books appropriate for target populations. A reserve book fund will be developed, along with a borrowing library that provides textbooks for basic skills courses along with publications of interest to target populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.5	January 1, 2016 to June 30, 2018	\$27,307	

• **Link to Goal**

Degree and Certificate completion will increase because students will be more skilled in using library resources to complete assignments, and because they will be guided in developing thoughtful scholarship, intellectual freedom, and individual responsibility. Access to educational resources will increase as more current and target-specific resources are provided. ESL and Basic Skills students will enjoy enhanced success as they gain access to more plentiful and diverse resources.

• **Evaluation**

Number of students utilizing library resources will be monitored.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	15	4	26.7%	42.5%	-15.8
Hispanic or Latino	1455	607	41.7%	42.5%	-.8
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	71	36	50.7%	42.5%	+8.2
Some other race					
More than one race					
All Students	1,652	702	*		
Males	743	303	40.8	42.5	-1.7
Females	879	383	43.6	42.5	+1.1
Unknown	*	*	*	*	*
Current or former foster youth					
Individuals with disabilities					
Low-income students					
Veterans					

Transfer rates show that our white students are completing higher level transfer work and transferring at higher rates than Latinos. Our other subgroups are too small for analysis.

Datamart data established a cohort from 2008-09 and looked at a six year transfer window. The data shows that 19.3% of Students at IVC transferred in those six years. The data below looks at gender, ethnicity, socioeconomic need, and EOPS participation.

	Years to Transfer - 6 Years		Percentage
	Cohort Year 2008-2009		
	Transferred Student	Cohort Student	
Imperial Valley College	161	836	19.3%

There is no equity gap in gender. Both male and female students are right about the college average. Hispanics have a -1.2% gap compared to the college average. Financial Aid and EOPA participants also have a gap of -2.7% and -4.4% respectively.

	Years to Transfer - 6 Years		Percentage	Percentage Point Difference
	Cohort Year 2008-2009			
	Transferred Student	Cohort Student		
Female	91	471	19.3%	0.1%
Male	67	350	19.1%	-0.1%
Unknown	3	15	*	
Imperial Valley College	161	836		

	Years to Transfer - 6 Years		Percentage	Percentage Point Difference
	Cohort Year 2008-2009			
	Transferred Student	Cohort Student		
African-American	1	6	16.7%	*
American Indian/Alaskan Native	1	1	100.0%	*
Asian	4	7	57.1%	*
Filipino	0	1	0.0%	*
Hispanic	132	729	18.1%	-1.2%
Pacific Islander	4	11	36.4%	*
Unknown	9	41	22.0%	2.7%
White Non-Hispanic	10	40	25.0%	5.7%
Imperial Valley College	161	836		

	Years to Transfer - 6 Years		Percentage	Percentage Point Difference
	Cohort Year 2008-2009			
	Transferred Student	Cohort Student		
No Financial Aid Received	46	142	32.4%	13.1%
Financial Aid Received	115	694	16.6%	-2.7%
Imperial Valley College	161	836		

	Years to Transfer - 6 Years		Percentage	Percentage Point Difference
	Cohort Year 2008-2009			
	Transferred Student	Cohort Student		
EOPS and CARE participant	2	20	*	*
EOPS participant	31	209	14.8%	-4.4%
Not an EOPS/CARE participant	128	607	21.1%	1.8%
Imperial Valley College	161	836		

DSPS participants have a -2.6% equity gap when compared to the average student population. Data shows that only 2 out of 24 students in the cohort were able to transfer.

	Years to Transfer - 6 Years	Years to Transfer - 6 Years	Percentage	Percentage Point Difference
	Cohort Year 2008-2009	Cohort Year 2008-2009		
	Transferred Student	Cohort Student		
DSPS Participants	4	24	16.7%	-2.6%
Imperial Valley College	161	836		

Imperial Valley College enrollment data below shows the totals by subgroups out of 1,645 students with more than 50+ transferable units as of Fall 2014. Students with more than 50+ transferable unit are labeled to be on a transfer pathway and as of Fall 2014 about 20% of Imperial Valley Students were on this track. DSPS and Foster students are the only subgroups with fewer number of student on this pathway.

Subgroup	Transfer Pathway		
	50+ Units	Fall 2014 Enrollment	Percent
Foster	1	23	4.3%
Veteran	24	113	21.2%
EOPS	149	626	23.8%
DSPS	67	481	13.9%
Total	1645	8067	20.4%

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947	= 77
Largest Gap	Foster Youth	4.3%	<u>.043</u>	x	23	= 1
Second Largest	DSPS	13.9%	.139	x	481	= 67
Third Largest				x		=

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
DSPS			2016

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	All	

• **Activity Implementation Plan**

Transfer Center Staff will deliver “Transfer: 101” Workshops that will describe basic transfer information to teach what is needed to transfer to a four year institutions

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	(Spring 2016) 2/20/2016-5/20/2016	N/A	District

• **Link to Goal**

Creating and Delivering “Transfer 101” Workshop informational workshops will inform students of necessary steps on what is needed to transfer to CSU, UC, Out-of-State or private and independent colleges and universities.

• **Evaluation**

- Roster will be collected of attendees to all “Transfer 101” workshops/presentations offered twice a month during Spring 2016 semester and at the end there will be a survey sent out to all participants of workshops for feedback on actual “Transfer 101” workshop on what they have learned.
- We will keep a log of monthly (day and time) of workshops offered.

E.2

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	All	

• **Activity Implementation Plan**

The Transfer Center will organize campus tours for 20 students at a time to CSU and UC universities. We will contact the universities arrange presentation of admission requirements to that particular institution.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	(Spring 2016) 2/20/16-6/30/16	\$20000	District

• **Link to Goal**

Students will develop knowledge in what is needed for the university and prepare to complete requirements to transfer to those universities.

• **Evaluation**

Attendance of participants will be taken of every tour and students participating will be given a survey that will involve asking questions regarding their interest and knowledge about transferring to a four year university. Campus tour log will be kept on when and where the tour occurred during the targeted semester.

• **E.3 Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.3	All	

• **Activity Implementation Plan**

Transfer Center will work with Deans in providing in class presentations about what is needed to Transfer to four yea universities pertaining to certain majors. Example: STEM preparation and other Transfer Degrees. Transfer Center will provide advising in departments with scheduled days and times outside Transfer Center.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016 2/17/16 to 6/30/16	\$5,000	District-\$5,000

Link to Goal

Students will have a better understanding of needed requirements for Transfer to certain universities and particular majors such as, STEM and other Transfer Degrees.

• **Evaluation**

- Number of presentations will be collected and number of students using scheduled times and dates providing one-to=one advising. Survey of service will be provided to students at the end of each session.
- Will provide data on frequency of scheduled counseling sessions and use survey provided to students to make more times available.

E.4

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.4	All	

- **Activity Implementation Plan**

Part-time counselor to be embedded in the Science and Math Divisions to provide academic counseling/advising to students wanting to transfer in a STEM major.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	(Spring 2016) 2/20/2016-6/20/2018	\$74,178	

- **Link to Goal**

Transfer students in science and math will have greater access to a counselor specializing in those areas.

- **Evaluation**

Transfer rates in science and math will be assessed on an annual basis.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- *Target Student Group(s) & # of Each Affected**:

ID	Target Group	# of Students Affected
F.1		

• **Activity Implementation Plan**

Establish and hire the position of Student Equity Coordinator and hire support staff for Student Equity coordination of activities, research and evaluation, and monitoring of budget.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	January 2016- June 2018	\$149,356	

• **Link to Goal**

Student Equity Coordinator will ensure close monitoring of activities and budget to ensure activities are being implemented and according to the plan.

• **Evaluation**

Individual activities will be evaluated according to the plan. The Student Equity Coordinator will oversee the evaluation process.

F.2

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2		

• **Activity Implementation Plan**

Establish and hire a Research Analyst position to work with Institutional Researcher , Student Equity Coordinator, and Student Success and Support Director to carry out the evaluation component of the Student Equity Plan and the Student Success and Support Plan. Position will be funded 50% Student Equity and 50% Student Success and Support funds.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	January 2016-June 2018	\$41,246	\$41,246 SSSP

• **Link to Goal**

Research Analyst will implement evaluation plan and provide feedback to Coordinator on effectiveness of activities in meeting stated goals.

• **Evaluation**

Data will be compiled on each goal by the Research Analyst. Data will be collected on a semester basis and review annually.

F.3

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	All	

• **Activity Implementation Plan**

Renew contract with Hanover Research to complete targeted research and analysis of student equity activities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	January 2016-January 2017	\$16,000	\$16,000 SSSP

• **Link to Goal**

Research will provide detailed analysis of effectiveness and assist in analyzing data for future activities.

District: Imperial Community College District **College:** Imperial Valley College

- ***Evaluation***

Director of Institutional Research will coordinate projects with Hanover Research based on input from academic and student services departments and monitor implementation and quality of reports.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Imperial CCD
Imperial Valley College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,032,848

If applicable, for Multi-College Districts, Total 2015-16
Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,032,848

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - 0 If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - 0 If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
Imperial CCD
Imperial Valley College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Category, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).
 BAM can be found at: <http://extranet.cccco.edu/Divisions/Finance/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	Academic Salaries: Position Title(s)	0.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Counselor-Veterans Center	1.00	A.1	\$ 31,126	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,126	
	Student Equity Coordinator	1.00	F.1	\$ -	\$ -	\$ -	\$ 62,252	\$ -	\$ -	\$ -	\$ -	\$ 62,252	
	Counselor-Financial Aid	1.00	D.4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,864	\$ 29,864	
	Part-time Counselor-DSPS	0.66	B.4	\$ -	\$ 67,620	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,620	
	Part-time Counselor-EOPS	0.66	B.4	\$ -	\$ 67,620	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,620	
	Faculty Overload		C.2	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	
	Faculty Overload		C.3	\$ -	\$ -	\$ -	\$ -	\$ 6,075	\$ -	\$ -	\$ -	\$ 6,075	
	Part-time Counselor-Science, Math, Engin.	0.66	E.4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,620	\$ 67,620	
	Part Time Faculty		A.5	\$ -	\$ -	\$ -	\$ -	\$ 15,650	\$ -	\$ -	\$ -	\$ 15,650	
		Subtotal			\$ 31,126	\$ 135,240	\$ -	\$ 62,252	\$ 26,725	\$ -	\$ -	\$ 128,610	\$ 383,953
	2000	Classified and Other Nonacademic Salaries: Position Title(s)	0.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Student Success Specialist	1.00	A.1	\$ 23,908	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,908
		Office Assistant III	1.00	A.1	\$ 33,546	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 33,546
Office Assistant III		1.00	F.1	\$ -	\$ -	\$ -	\$ 33,546	\$ -	\$ -	\$ -	\$ -	\$ 33,546	
Research Analyst		1.00	F.2	\$ -	\$ -	\$ 26,123	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,123	
Tutors			B.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000	
Tutors			C.4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -	\$ 50,000	
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
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					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
		Subtotal			\$ 57,454	\$ -	\$ 26,123	\$ 33,546	\$ -	\$ -	\$ 75,000	\$ 23,908	\$ 216,031

2015-16 Student Equity Plan Summary Budget
Imperial CCD
Imperial Valley College

Part II: Planned Student Equity (SE) Expenditures

Student Equity Plan 2015-16 Budget
 Part II: Planned SE Expenditures
 Other Instructions

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings – Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts – Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students – Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits – Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space – Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses – Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs – Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs – Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles – Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing – Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses – Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research – Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting – Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county

Summary Evaluation

The Student Equity Plan evaluation will be conducted by the Office of Institutional Research (IR) at Imperial Valley College. IR has been a member of IVC's Student Equity Plan work group and has provided baseline data and will continue as an active participant in the evaluation. IR will perform an independent interpretation and analysis of data. Data collection procedures will include gathering relevant data from existing college sources such as the student management system and outside sources, such as the California Community College Chancellor's Office management information system, CA Department of Social Services, and local veteran's office. The Institutional Researcher will develop processes to gather new information and data relevant to project assessments, including surveys or other instruments necessary to conduct assessments. A strong emphasis will be placed on collecting both quantitative and qualitative data to cover all aspects of the evaluation.

During the course of the year, parties will be asked to provide specified measures of success within the Student Equity Plan for which they have primary responsibility. As part of the regular evaluation, IR will collect information on the progress made over the course of the year towards completing planned activities as well as collecting information about challenges and any barriers to carrying out the activities, and a plan to address those barriers. The progress of each outcome will be reported on an annual report.

All core indicators will be measured during the course of the plan. Research data will be updated on an annual basis and achievement information will be disaggregated in the annual and comprehensive program review datasets.

Attachments



IMPERIAL COMMUNITY COLLEGE DISTRICT

BP 5300 Student Equity

Reference:

Education Code Sections 66030; 66250, et seq.; 72010 et seq.;

Title 5, Section 54220

The Board is committed to assuring student equity in educational programs and college services. The CEO shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.

See AP 5300