



Imperial Valley College



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity and Student Success and Support Program



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

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

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

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

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

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

In addition, the following data should inform your planning:

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



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

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

1. Assess your college's previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------------|---------------------------------|----------------------------------|----------------------------------|--|--|---|---|--------------------------------------|--|--------------------------------|----------------------------------|-----------------------|-----------------------|--|---|---------------------------------------|---------------------------------------|--|---|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| SSSP | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>SSSP: Increase student access and success by providing students at the 13 local high schools, which include continuation and adult schools with pre-enrollment services and SSSP core services to assist them in enrolling at the college and to assist them in achieving their educational goals.</p> | <p>Met/On-Track: Imperial Valley College (IVC) provided the local high school students the opportunity to complete the core services at their schools. A strong partnership exists between the 7 local high schools and 6 continuation high schools and/or adult schools. IVC is invited to the school sites to provide the core services to students who have identified IVC as the college they will be attending. Pre-enrollment services provided are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th style="width: 50%;">2015-2016 Admission Application</th> <th style="width: 50%;">2016-2017 Admission Application</th> </tr> </thead> <tbody> <tr> <td>Total High School Seniors= 3,168</td> <td>Total High School Seniors= 2,688</td> </tr> <tr> <td>Submitted Admission Application= 2,374</td> <td>Submitted Admission Application= 2,437</td> </tr> <tr> <td>HS Students Registered for Fall 2015= 1,799</td> <td>HS Students Registered for Fall 2016= 1,193</td> </tr> <tr> <td>Other 1st time College Students= 455</td> <td>Other 1st time College Students= 1,371</td> </tr> <tr> <td>Total Students in Cohort=2,254</td> <td>Total Students in Cohort = 2,564</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th style="width: 50%;">2015-2016 Orientation</th> <th style="width: 50%;">2016-2017 Orientation</th> </tr> </thead> <tbody> <tr> <td>Registered HS students for Fall 2015=1,799</td> <td>Registered HS students for Fall 2016= 1,193</td> </tr> <tr> <td>Completed Orientation HS= 1,468 (82%)</td> <td>Completed Orientation HS= 1,167 (97%)</td> </tr> <tr> <td>Total Students completed Orientation=1,800</td> <td>Total Students completed orientation= 2,812</td> </tr> <tr> <td>Other 1st time College Students= 332</td> <td>Other 1st time College Students=1,371</td> </tr> <tr> <td>Total Students in Cohort= 2,254</td> <td>Total Students in Cohort= 2,564</td> </tr> </tbody> </table> <p>In order to increase the number of students completing orientation the following measures have been implemented:</p> <ul style="list-style-type: none"> • Students have 24 hour access to online orientation; • Orientations are provided in-person or online; • IT Programmer developed program that retrieves data from MIS and displays a | 2015-2016 Admission Application | 2016-2017 Admission Application | Total High School Seniors= 3,168 | Total High School Seniors= 2,688 | Submitted Admission Application= 2,374 | Submitted Admission Application= 2,437 | HS Students Registered for Fall 2015= 1,799 | HS Students Registered for Fall 2016= 1,193 | Other 1st time College Students= 455 | Other 1st time College Students= 1,371 | Total Students in Cohort=2,254 | Total Students in Cohort = 2,564 | 2015-2016 Orientation | 2016-2017 Orientation | Registered HS students for Fall 2015=1,799 | Registered HS students for Fall 2016= 1,193 | Completed Orientation HS= 1,468 (82%) | Completed Orientation HS= 1,167 (97%) | Total Students completed Orientation=1,800 | Total Students completed orientation= 2,812 | Other 1st time College Students= 332 | Other 1st time College Students=1,371 | Total Students in Cohort= 2,254 | Total Students in Cohort= 2,564 |
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| <p>SSSP: Increase student access and success by providing assessment services at the 13 local high schools.</p> | <p>notation in student's records of what core services are completed or needed. Counselors and Student Success Specialists refer students to complete core services that have not been completed;</p> <ul style="list-style-type: none"> • Student Success Specialists are assigned as liaisons to high schools and follow-up with students at assigned high school by calling and/or emailing students if they have not completed the core services. Appointments are scheduled to personally assist the students with completing core services; and • Assessment Center staff, once ACCUPLACER is completed, assist students and guide them to complete the online orientation or sign up for a face-to-face orientation. | | | | | | | | | | | | | | |
|--|--|----------------------|----------------------|---|---|---|---|--|--|---|---|---|---|--|--|
| <p>SSSP: Increase student access and success by providing assessment services at the 13 local high schools.</p> | <p>Met/On-Track: Provided high school students with opportunities to attend workshops at their school sites to prepare them for the ACCUPLACER test. Also provided links to online preparation websites and printed materials to students and high school counselors.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="text-align: center;">2015-2016 Assessment</th> <th style="text-align: center;">2016-2017 Assessment</th> </tr> </thead> <tbody> <tr> <td>Total High School Seniors= 3,168</td> <td>Total High School Seniors= 2,688</td> </tr> <tr> <td>Completed Assessment at HS site= 1,467</td> <td>Completed Assessment at HS site= 1,673</td> </tr> <tr> <td>HS Students Registered for Fall 2015= 1,799</td> <td>HS Students Registered for Fall 2016= 1,193</td> </tr> <tr> <td>Total students completed Assessment= 2,352</td> <td>Total students completed Assessment= 1,867</td> </tr> <tr> <td>Students who Submitted EAP Scores= 133</td> <td>Students who Submitted EAP Scores= 235</td> </tr> <tr> <td>Total Students in Cohort= 2,254</td> <td>Total Students in Cohort= 2,564</td> </tr> </tbody> </table> <p>In order to increase number of students completing the Assessment process the following measures have been implemented:</p> <ul style="list-style-type: none"> • Implemented placement of students in English & Math through multiple measures; • Counselors review students records when they meet with them, if student has not taken the placement test or submitted a multiple measures petition, they are referred immediately to Assessment Center for guidance; and • IVC accepts EAP scores from high school students to assist with placement. | 2015-2016 Assessment | 2016-2017 Assessment | Total High School Seniors= 3,168 | Total High School Seniors= 2,688 | Completed Assessment at HS site= 1,467 | Completed Assessment at HS site= 1,673 | HS Students Registered for Fall 2015= 1,799 | HS Students Registered for Fall 2016= 1,193 | Total students completed Assessment= 2,352 | Total students completed Assessment= 1,867 | Students who Submitted EAP Scores= 133 | Students who Submitted EAP Scores= 235 | Total Students in Cohort= 2,254 | Total Students in Cohort= 2,564 |
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SSSP: Increase student access and success by assisting students in defining their course of study and developing education plans.

Met/On-Track: Students complete an abbreviated student educational plan online or in person with a counselor. The comprehensive student educational plan is completed in person with a counselor. The Student Success Specialists follow-up with students who have not completed either of the plans.

| 2015-2016 Abbreviated Student Educational Plans Completed | 2016-2017 Abbreviated Student Educational Plans Completed |
|---|---|
| High School students completed=1,722 | High School students completed=1,521 |
| Total students completed to date= 1,916 | Total students completed to date= 1,674 |
| Total Students in Cohort= 2,254 | Total Students in Cohort= 2,564 |

| 2015-2016 Comprehensive Student Educational Plans Completed | 2016-2017 Comprehensive Student Educational Plans Completed |
|---|---|
| Total Completed to Date= 599 | Total Completed to Date= 898 |

In order to increase the number of students who complete a student educational plan the following measures have been implemented:

- An electronic Abbreviated SEP was developed and students have the option to complete the plan electronically or make an appointment with a counselor after they complete the online orientation.
- The Electronic SEP is connected to the MIS system and data is recorded automatically; and
- Student Success Specialists contact students who have not completed a student educational plan to provide assistance with the electronic SEP or to schedule an appointment with a counselor to develop an abbreviated or comprehensive student educational plan.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

STUDENT EQUITY

Equity-Access: Improve access for disproportionately impacted student populations by 5% (Students that identify as Male, White, Veteran, Brawley High School Senior, Imperial High School Senior, or as a Calipatria High School Senior).

Met/On-Track/Adjusting:

2017-2018 campus-based research indicated that access was improved by 2.82% for students identifying as White. Students who identified as Male experienced a -5.1% decrease in access, therefore activities will be adjusted to ensure an increase in access for Males. Students with disabilities experienced a -10.4% decrease in access, and activities will be adjusted to counteract the barrier. Additionally, students who identified as Veterans, experienced a -1.1% decrease in access, however, the Military and Veterans Success Center experienced a 29% increase in visitors and utilization of services by student veterans and dependents.

The Military and Veterans Success Center in collaboration with the Student Equity Department, ensured student veterans had access to comprehensive educational and career planning through the placement of an academic counselor. Both departments worked alongside the Financial Aid Office to ensure Veteran's Affairs Certifying Officials and MVSC staff are communicating quality information regarding benefits and services available to student veterans and veteran dependents. The Student Equity Department provided activities, services, and events that are supportive of the needs of student veterans, such as transportation and textbook assistance. Additionally, the department spearheaded the CSAAVE certification process for the GI Bill on campus. Currently, the MVSC is in the midst of a hiring process to place a Student Success Specialist to serve student veterans and dependents in the MVSC.

The Student Equity Plan initially called for the creation of a professional development center that included a multicultural center where faculty and staff may share best-practices for serving all disproportionately impacted students. The Student Equity Department adjusted this activity and instead required all Student Equity-funded travel and conferences to be to the direct benefit of expanding our institution's knowledge of best-practices when serving

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| <p>Equity-Course Completion: Improve course completion for disproportionately impacted student populations, resulting in a 71% course completion rate for students that identify as Foster Youth, Disabled, or Male.</p> | <p>disproportionately impacted students. All faculty and staff who travel to conferences with the support of Student Equity funds, are required to ensure the learning opportunity is directly related to improving our impact within the population and are required to share these practices upon their return to campus.</p> |
| <p>Met/On-Track: 2017-2018 campus-based research indicated a 2% increase in course completion rates experienced by Male students. Students who identified as Foster Youth or Disabled, experienced a slight decrease in course completion rates, -2.6%. The Student Equity Department funded training efforts to ensure DSPS tutors improved their knowledge of best practices when tutoring disproportionately impacted students. To improve course completion rates across all disproportionately impacted students, the Student Equity Department provided faculty and staff training for Starfish, the institution's web-based retention program that expedites the identification of students that are at-risk of failing a course. The widespread push to utilize Starfish was instrumental in tracking engagement with disproportionately impacted students who historically have been resistant to seek critical services on campus. The Student Equity Department funded DSPS tutors in order to impact course completion rates experienced by students with disabilities. The supplemental instruction provided intends to increase both course completion and retention rates for DSPS. Additionally, Student Equity funded the placement of a DSPS academic counselor that would ensure students with disabilities have access to comprehensive academic and career planning. In order to improve course completion across all disproportionately impacted populations, the Student Equity Department provided direct services to students in need of child care, transportation and textbook assistance. While services were provided to specific populations identified in campus-based research, our department recognized that there were other special populations on campus who historically are identified as exceptionally vulnerable, and services were extended to them as well (homeless youth and adults, formerly incarcerated students, half-way house residents, and DACA students). Most importantly, the program design associated with the distribution of these services was intentional and sensitive to the stigma commonly experienced in help-seeking behavior, therefore students were offered opportunities of empowerment, such as "pay-it-forward" programs to increase their level of comfort towards receiving assistance.</p> | <p>Met/On-Track: 2017-2018 campus-based research indicated a 2% increase in course completion rates experienced by Male students. Students who identified as Foster Youth or Disabled, experienced a slight decrease in course completion rates, -2.6%. The Student Equity Department funded training efforts to ensure DSPS tutors improved their knowledge of best practices when tutoring disproportionately impacted students. To improve course completion rates across all disproportionately impacted students, the Student Equity Department provided faculty and staff training for Starfish, the institution's web-based retention program that expedites the identification of students that are at-risk of failing a course. The widespread push to utilize Starfish was instrumental in tracking engagement with disproportionately impacted students who historically have been resistant to seek critical services on campus. The Student Equity Department funded DSPS tutors in order to impact course completion rates experienced by students with disabilities. The supplemental instruction provided intends to increase both course completion and retention rates for DSPS. Additionally, Student Equity funded the placement of a DSPS academic counselor that would ensure students with disabilities have access to comprehensive academic and career planning. In order to improve course completion across all disproportionately impacted populations, the Student Equity Department provided direct services to students in need of child care, transportation and textbook assistance. While services were provided to specific populations identified in campus-based research, our department recognized that there were other special populations on campus who historically are identified as exceptionally vulnerable, and services were extended to them as well (homeless youth and adults, formerly incarcerated students, half-way house residents, and DACA students). Most importantly, the program design associated with the distribution of these services was intentional and sensitive to the stigma commonly experienced in help-seeking behavior, therefore students were offered opportunities of empowerment, such as "pay-it-forward" programs to increase their level of comfort towards receiving assistance.</p> |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Student Equity-ESL & Basic Skills Completion: Improve ESL and basic skills completion for disproportionately impacted student populations to ensure a 0% gap for students that identify as male.

Met/On-Track:

2017-2018 campus-based research indicated a 1% increase in ESL and Basic Skills completion for students who identify as Male.

In order to impact ESL & Basic Skills completion rates for Males, the Student Equity Department funded a Winter Bridge session for ESL students. The intensive session focused on bridging grammar, reading, and writing skills critical to be successful in the ESL and English sequence.

The Student Equity Department funded travel to conferences for faculty who work with ESL and Basic Skills students in order to ensure their professional development in best practices within the field. CATESOL, an organization that represents ESL teachers across the region hosted a professional development event that IVC faculty attended to improve instruction and curriculum. Faculty in attendance were encouraged to implement a series of workshops on campus geared towards ESL teaching faculty that would cover topics on instruction.

The Student Equity Department funded the Embedded Tutoring Program, which provides supplemental instruction for ESL, Basic Skills, and Transfer level courses to improve student success and retention. During the Fall and Spring terms, embedded tutors were assigned to 25 Basic Skills, ESL, and general courses. Also, 4 embedded tutors were provided during non-traditional academic terms such as winter and summer session. All embedded tutors have received professional development in best practices when tutoring disproportionately impacted students.

While our campus-based research identified that Males experience disproportionate impact in ESL & Basic Skills completion, we recognize that our Male student athletes are especially vulnerable. The Student Equity Department responded to this trend by designing a supplemental instruction program, Academic Enrichment Services (AES), to increase Basic Skills course-completion.

Student Equity-Degree and Certificate Completion: Improve degree and certificate completion for disproportionately impacted student populations to ensure equity gap is reduced to 5% (Students that identify as Foster Youth, Veterans, Low-Income, or enrolled in DSPS).

Met/On-Track:

2017-2018 campus-based research indicated a <1% increase in degree and certificate completion for students who identify as Hispanic. Students who were enrolled in DSPS experienced a 7.4% increase in degree and certificate completion. Additionally, students who identify as being Economically Disadvantaged experienced <1% increase in degree and certificate completion.

The Student Equity Department funded efforts to ensure that students on academic/lack of progress probation met with a counselor to create a student success plan and were encouraged to enroll in an introductory student success course.

To increase disproportionately impacted students' exposure to critical degree/certificate completion information, academic counselors hosted informational tables to disseminate information.

In collaboration with the Financial Aid Office, the Student Equity Department ensured that students on financial aid probation received assistance in completing financial aid petitions and access to financial aid workshops.

The Student Equity Department funded library services and resources to directly impact degree and certificate completion experienced by disproportionately impacted populations. Training in the use of library databases was provided to students as well as the development of a lending library. Recently, the department has been researching Open Educational Resources (OER) in order to reduce barriers to accessing course materials.

Student Equity-Transfer:
Improve transfer rates for disproportionately impacted student populations to ensure equity gap is decreased for students enrolled in DSPS.

On-Track/Adjusting: In collaboration with the institution's Transfer Center, Student Equity provided support for students to engage in CSU and UC campus tours. Additionally, the departments collaborated to provide class presentations on transfer requirements to four-year institutions. A part-time counselor was embedded in the Science & Math divisions to provide academic counseling and advising to STEM students interested in transferring. 2017-2018 campus-based research indicated a decrease in transfer rates experienced by students enrolled in DSPS; therefore, program activities were adjusted to ensure the equity gap is decreased.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| <p>Student Equity-Other College Initiatives Affecting Several Indicators: Establish and hire a Student Equity Coordinator, Director, Research Analyst, and renew contract with Hanover Research to evaluate Student Equity activities.</p> | <p>Met/On-Track: The institution successfully established and hired a Student Equity Coordinator and Research Analyst to ensure campus-based research, planned activities, and operation of the department results in quality services that impact our disproportionately impacted population. The Office of Institutional Research has collaborated with Hanover Research to evaluate Student Equity activities.</p> |
| <p>BASIC SKILLS</p> | |
| <p>Basic Skills: Increase Basic Skills Students' success, retention and persistence rates.</p> | <p>Met/On-Track: Over the past three years, the average success rates for Basic Skills students at IVC have varied from a low of 62% to a high of 64%. The success rates for winter and summer semester courses (both of which are short-terms) are higher than the rates for full-term 16-week classes.</p> <ul style="list-style-type: none"> • The average success rates for ESL students is 77%. • The retention rates for Basic Skills students at IVC are increasing. Rates have increased from 85% in Fall 2014, to 86% in Fall 2015, to 88% in Fall 2016. • The retention rates for ESL students have held steady, at approximately 91%. <p>According to the 2017 Student Success Scorecard, the persistence rate of Basic Skills students at Imperial Valley College, which averaged 79.8% for cohorts that started in Fall 2006, 2007, 2008, 2009, and 2010, was also 79.8% in 2017.</p> |
| <p>Basic Skills: Develop new course proposals for ESL students who are two levels below transfer.</p> | <p>On-Track/Adjusting: The ESL Department at Imperial Valley College has developed two new courses, ESL 106 and 107 that they will pilot in Fall 2018. These two courses will give ESL students a pathway to transfer into level English (English 110) within the three-year timeframe, which is in accordance with AB 705.</p> |

Basic Skills: Improve Imperial Valley College staff development for Basic Skills Instruction.

Met/On-Track: Staff development over the past two years has focused on ESL, English, Reading and Math.

- **ESL:** ESL instructors have continued their involvement with GATESOL attending conferences and receiving training from content area experts via webinars.
- **Reading:** Reading instructors at IVC have received training at NADE (The National Association for Developmental Education) Conference and also at the College Reading and Learning Association Conference. This led to the forming of a Reading Task Force to study the role of reading at other community colleges. The final recommendation of the task force was to get involved with CAP (The California Acceleration Project), and to integrate reading instruction with composition. Since students are still taking and benefitting from taking reading courses. IVC continues to offer Reading courses, re-envisioning of our reading program and curriculum will be done beginning Fall 2018.
- **English:** English instructors at IVC have received training from CAP in teaching an integrated reading and writing course, including our accelerated English course, English 10. At this point in time, 20 instructors have been trained. This training, some of it "in house" and some at the CAP Institute, has focused on methodology, curriculum, themes, acceleration, and the affective domain. This training has led to the formation of an Acceleration Team and a three-year plan that includes the piloting of a co-requisite course in Fall 2018 that will allow more students to begin their college career taking transfer-level English. It has also led to revisions in course outlines, so that they now integrate reading and writing.
- **Math:** Math instructors at IVC have received training at both NADE and CAP. The math department is presently considering how to best re-structure their remedial course offerings and curriculum, so that they can offer their students more choices and fewer exit points.

Basic Skills: Maintain and improve integration of IVC faculty and learning support services effectiveness in Basic Skills Instruction and Support.

Met/On-Track: The effectiveness of Basic Skills Instruction depends on the integration of instruction and learning support services. This integration has been enhanced by two factors over the past two years:

- The development and enhancement of the Embedded Tutoring Program. This program sparked collaboration between our departments in order to mutually serve our students. As a result of this collaboration, our faculty members were invited to train our Embedded Tutors, which proved to be highly effective. Basic Skills is only one of the funding sources for this program.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| | <ul style="list-style-type: none"> The forming of an Integrated Student Success Committee where faculty and learning support staff work together to set and meet goals is further enhancing the integration of services. Sitting down together to work toward agreed-upon goals for our students has already made us more focused, more efficient, and more effective. |
| <p>Basic Skills: Create a repository of learning videos for Basic Skills students to access.</p> | <p>On-Track/Adjusting: This goal was structured around the acquisition of 10 (ten) Surface Pro Computers that were equipped with Camtasia. The goal has been partially met.</p> <ul style="list-style-type: none"> Math and English instructors met regularly, learned how to use the computers and the software, and collaborated to produce some sample videos. Several of the instructors produced videos to utilize with their students. Tutors from the Study Skills Center who were funded through Student Equity utilized the computers to create tutor training videos that have been placed into a repository on Canvas. |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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

Overall, Imperial Valley College feels that we have made progress and assisted students succeed in all three programs. The overall success of the completion of SSSP Core Services is attributed to: (1) hiring team members who contact students continuously; (2) implementation of multiple measures to place students in English and Math courses; and (3) noting on student records core services completed. Moreover, Student Equity implemented multiple programs and services to ensure that disproportionately impacted students are better served. Finally, in Basic Skills, progress has been made since more students are being placed in transfer level English and Math.

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

| Goal | Activities in each program that serve the goal listed | | |
|---|---|---|--|
| | SSSP | Student Equity | BSI |
| Increase retention and success rates in ESL and Basic Skills courses. | The department will utilize multiple measures to determine recommendations for placement in ESL and Basic Skills courses. | Student Equity will provide Embedded Tutors for ESL and Basic Skills courses. The department will also provide individual and group tutoring for students with disabilities who are enrolled in ESL and Basic Skills courses. | The department will provide professional development for teaching faculty to improve knowledge of best practices in curriculum development and instruction for ESL and Basic Skills courses. |

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

Imperial Valley College has experienced significant success in increasing retention and success rates as a result of the Embedded Tutoring Program. Housed within the Student Equity Department and operated by the Learning Services Center, the Embedded Tutoring Program provides supplemental instruction to disproportionately impacted students in ESL, Basic Skills and Transfer level courses. The program is highly innovative, providing a tutor who is physically present during class lectures, labs, and course activities, who will then



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

provide supplemental instruction after class. An analysis of data collected by the Learning Services Center in Spring 2017 indicates a significant increase in retention and success rates across Basic Skills and general education courses: Chemistry 100, Chemistry 200, English 8, English 9, English 10, Math 61, and Math 71. Within the analysis, the success rate was defined as the percentage of students passing a course with a “C” or better and the retention rate was measured as the percentage of students who did not withdraw from the course. The Embedded Tutoring Program was highly successful across the courses listed above, and the most significant impact was within the Chemistry 200 course in which a comparison was conducted between students who participated in the Embedded Tutoring Program and those who did not. Chemistry 200 students who participated in the Embedded Tutoring Program resulted in a 91% success rate and 94% retention rate, while students who completed the course without participating in the program reported a 48% success rate and 67% retention rate. It is apparent that the 43% difference in success rates between those who participated in the program indicates a highly successful and innovative academic intervention. Due to the program’s success in closing the achievement gap for our disproportionately impacted students, the Student Equity Department has committed to funding embedded tutors for 25 Basic Skills, ESL, and general education courses.

FUTURE PLANS

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

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

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

of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

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



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal | Activities in each program that serve the goal listed | | | | Goal Area |
|---|---|--|---|---|-----------|
| | SSSP | Student Equity | BSI | | |
| <p>Integrated Goal 1: Increase the % of Basic Skills students who successfully complete a transfer level English course within one calendar year.</p> | <p>When establishing recommendations for course placement, we will engage in multiple measures, by accepting high school course work, grades, and overall GPA, EAP level 4 scores, exploring student self-placement, and reviewing recommendations.</p> | <p>The department will provide Embedded Tutors in designated classes and individual tutoring in the Study Skills Center.</p> | <p>We will increase the number of sections of English 10 and short-term English 09/110 sequences. The department will also develop and pilot a one-unit co-requisite lab to develop English 110 skills for Basic Skills students. Embedded Tutors will be provided for designated classes.</p> | <p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:</p> | |
| <p>Integrated Goal 2: Increase the % of Basic Skills students who successfully complete a degree-applicable Mathematics course within one calendar year.</p> | <p>The department will engage in multiple measures when developing course placement recommendations. Various measures will be taken into consideration, such as: accepting high school course work, grades, and overall GPA, EAP level 4</p> | <p>Student Equity will provide Embedded Tutors in designated classes and individual tutoring in the Study Skills Center.</p> | <p>The department will ensure the number of exit points in the Basic Skills Math sequence is decreased. Additionally, individual and group tutoring will be provided in the Math Lab as well as a Tutoring Specialist. The department will also provide Embedded Tutors for designated classes.</p> | <p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:</p> | |

| | | | | |
|---|---|--|--|---|
| <p>Integrated Goal 3: Increase the % of ESL students who complete a transfer-level course.</p> | <p>scores, exploring student self-placement, and reviewing recommendations. Additionally, staff within the department will engage in follow-up services to contact students enrolled in math courses. These students will be assisted in requesting support services.</p> | <p>The department will provide Embedded Tutors in designated classes and individual tutoring in the Study Skills Center to directly impact ESL students.</p> | <p>Embedded tutors will be provided in designated classes to support ESL students.</p> | <p> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: </p> |
|---|---|--|--|---|



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| | | | | |
|--|---|---|---|---|
| <p>Integrated Goal 4: Increase students' educational goal completion (for example: increase transfer rates, degree completion rates, and/or certificate of achievement completion rates).</p> | <p>with students placed at ESL levels in order to assist with acquisition of support services.</p> <p>The department will engage in multiple measures when developing course placement recommendations. Various measures will be taken into consideration, such as: accepting high school course work, grades, and overall GPA, EAP level 4 scores, exploring student self-placement, and reviewing recommendations. Additionally, the department will ensure counselors and students collaborate to complete Comprehensive Educational Plans in a timely manner.</p> | <p>Embedded Tutors will be provided for designated classes as well as individual and group tutoring in the Study Skills Center. Disproportionately impacted students will be provided textbooks and transportation assistance, parking passes and can be assisted with critical course expenses such as CPR masks, TB test fees, health identification cards, and fingerprinting fees, etc.</p> | <p>The department will provide Embedded Tutors in designated classes. Group and individual tutoring services will be provided in the Math Lab in addition to a Tutoring Specialist.</p> | <p><input type="checkbox"/> Access <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:</p> |
|--|---|---|---|---|

| | | | | |
|--|--|---|---|---|
| <p>Integrated Goal 5: Increase the number of employees receiving professional development in areas that directly impact and are aligned with the Guided Pathways Framework.</p> | <p>The department will provide professional development for faculty and staff in order to promote advocacy for the unique needs of ESL students. The department will provide professional development surrounding the Guided Pathways framework for faculty, staff, students and administrators.</p> | <p>Professional Development will be provided by the Student Equity Department in order to promote advocacy for the unique needs of ESL students. The department will also provide professional development to support Guided Pathways efforts. Professional development surrounding the needs of the college's disproportionately impacted student population will be provided to faculty staff, students and administrators.</p> | <p>The department will provide professional development regarding English, Reading, Math, and ESL curricula. Professional development addressing the needs of our Basic Skills students will be provided to staff and faculty. The department will provide professional development in order to promote advocacy for the unique needs of our ESL students. Additionally, the department will provide professional development regarding the Guided Pathways framework to faculty, staff, students and administrators.</p> | <p> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: <u>Improving the campus climate, institutionalizing a competent and sensitive culture.</u> </p> |
|--|--|---|---|---|



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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

Imperial Valley College intends to accomplish the integration of matriculation, instruction and student support to accomplish student success and coordinate across student equity-related categorical programs or campus based programs by following recommendations from the Integrated Student Success Committee, which will provide a platform for collaboration and communication across the college that will result in a shared vision for the college's categorical funding sources. It will provide direction for student success, equity, and basic skills efforts. The Committee will monitor, update, guide, and assess the use of Student Success and Support Program, Student Equity, and Basic Skills funds; it will use student success, equity, and basic skills data and research to inform college practices; and it will support the college's professional development efforts related to student access, success, equity, and basic skills. The committee is responsible for creating expenditure guidelines, reviewing and approving the integrated plan, and providing oversight regarding the activities in the plan, any modifications to the plan must be approved by the committee. This committee reports directly to the Academic Senate.

Membership Includes:

- Basic Skills Coordinator
- Student Success and Support Program Coordinator
- Student Equity Coordinator
- Academic Senate President or designee
- Six teaching faculty representatives:
 - English faculty member
 - Math faculty member
 - ESL faculty member
 - Non-credit faculty member
 - Two (2) non-basic skills faculty members
 - Two Student Services Coordinators
- Student Success Specialist (classified staff)
- Associate Dean of Workforce Preparation and Community Special Projects
- Dean of Student Services and Special Projects
- Dean of Arts, Letters, and Learning Services
- Dean of Math and Sciences
- Student representative
- Classified staff representative

The consultants that provide expertise recommendations and conduct analysis regarding program integration and services are as follows:

- Director of Financial Aid
- Director of Admissions and Records
- Institutional Researcher
- Director of Application Services

- Reference Librarian
- English Department Chair
- Math Department Chair
- ESL Department Chair
- Distance Education Coordinator
- Learning Support Services Coordinator
- Sr. Programmer/Systems Analyst

The committee co-chairs will be the Vice President of Academic Services and the Vice President of Student Services or designees (non-voting participants). Moreover, to better inform decision-making, both at the program and campus-wide levels and to better serve disproportionately impacted students and advance the integrated goals set, IVC will frequently collect, analyze, and share data. Individual programs will collect and maintain data that is not available through MIS, such as logs documenting student participation in support programs and services received by students. The Office of Institutional Research will summarize and analyze relevant data, and disseminate findings. This will enable the committee and the institution to assess progress, coordinate efforts to address deficits, and replicate promising practices.

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

Currently the only non-credit classes offered at Imperial Valley College that meet noncredit category eligible for SSSP core services funding are ESL classes. During the 2015-2016 academic year, 221 students enrolled in these classes and 297 students enrolled during the 2016-2017 academic year. This is a duplicated count. Students enrolled in ESL 824 and some of the same students enrolled in ESL 825.

In order to ensure that noncredit students are offered support and guidance with their goals and transition to post-secondary transition, a part-time counselor was hired to work with the noncredit students. The counselor visits the Noncredit ESL classes and conducts a group orientation regarding the services the college has to offer and the core services available to assist them in transitioning to credit coursework. Some of the Information provided to the students is:

- Academic expectations and progress standards;
- Descriptions of available programs, support services, and campus facilities;
- Education planning services;
- Assessment services;
- Education regarding costs related to attendance, review of website, navigating student portal, etc.; and
- Assistance with registration.

As the second part of the orientation process, the counselor schedules one-on-one counseling sessions with the students to assist them in determining an education goal and guiding them through the process. Assessment procedures are discussed and future meetings are scheduled.

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



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

words max)

The Integrated Student Success Committee and Program Coordinators will work with faculty and staff to identify potential professional development opportunities from the State Chancellor's Office and reputable organizations including local district and college events. Faculty and staff requesting to travel, must submit proposals for consideration. Funding of professional development will be decided and approved by the Integrated Student Success Committee and it must address one or more of the Integrated Plan goals and/or core services. Participants will be required to share their findings with the committee and their respective departments.

Moreover, the goal is that all three programs will fund Professional Development in an integrated approach to promote advocacy for the unique needs of ESL students; support Guided Pathways efforts; and serving the needs of the college's disproportionately impacted student population, among other topics.

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

Imperial Valley College will evaluate progress toward student success integrated goals at the end of term, using the following indicators:

- Core services completion rate among first-time students
- Comprehensive education plan completion
- Qualitative and quantitative measures of student engagement
- Successful course completion rate
- Remedial English/math completion rates
- Three-term persistence rate
- Utilization of early alert tool and other academic and student support services
- Student, faculty, staff, and administrator assessment of campus climate

The Institutional Researcher will assess disproportionately impacted students by disaggregating student data by gender, ethnicity/race, disability status, economic disadvantage, veterans, and foster youth, where appropriate.

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

This is not applicable to Imperial Valley College, since it is a single college district.

| |
|-------------------------|
| Imperial CCD |
| Imperial Valley College |

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more informati

| Object Code | Category | Basic Skills Initiative | Student Equity | Credit SSSP | Credit SSSP - Match | Noncredit SSSP | Noncredit SSSP - Match | |
|-------------|---|-------------------------|----------------|---|---------------------|----------------|------------------------|--------------|
| 1000 | Academic Salaries | \$ 134,545 | \$ 433,401 | \$ 620,805 | \$ 620,805 | \$ 20,000 | \$ 20,000 | |
| 2000 | Classified and Other Nonacademic Salaries | \$ 38,000 | \$ 275,008 | \$ 419,908 | \$ 419,908 | | | |
| 3000 | Employee Benefits | \$ 27,828 | \$ 227,115 | \$ 230,519 | \$ 230,519 | \$ 2,192 | \$ 2,192 | |
| 4000 | Supplies & Materials | \$ 6,989 | \$ 18,553 | \$ 10,000 | \$ 10,000 | \$ 99 | \$ 99 | |
| 5000 | Other Operating Expenses and Services | \$ 48,000 | \$ 60,500 | \$ 38,880 | \$ 38,880 | | | |
| 6000 | Capital Outlay | \$ - | \$ 3,000 | \$ - | \$ - | | | |
| 7000 | Other Outgo | \$ - | \$ 31,000 | \$ - | \$ - | | | |
| | Program Totals | \$ 255,362 | \$ 1,048,577 | \$ 1,320,112 | \$ 1,320,112 | \$ 22,291 | \$ 22,291 | |
| | | | | | Match | | Match | |
| | | | | BSI, SE, & SSSP Budget Total | | | | \$ 2,646,342 |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Imperial Valley College's Student Equity Executive Summary 2014-2017

Our Student Equity Department has implemented several initiatives to close the achievement gap of disproportionately impacted students at Imperial Valley College. Program services and activities have served various populations including students who identify as low-income, current or former foster youth, students with disabilities, student veterans, African American, Alaskan Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian, or Pacific Islander, some other race, or students who identify with more than one race. The efforts of the department have been particularly successful in impacting populations that identify as minority males, veterans, and students with disabilities.

In addition to our disproportionately impacted populations identified through campus-based research, the institution understands that exceptionally vulnerable populations exist outside of our research findings. The Student Equity Department validates and recognizes the trend of historically disadvantaged students experiencing barriers to academic success, such as those who identify as homeless, formerly incarcerated, LGBTQ, half-way house residents (formerly federal incarcerated men and women), student athletes, DACA students, students experiencing food insecurity, and students experiencing housing insecurity. Interestingly, several college faculty and staff members had been providing small-scale forms of support to impact these special population students on campus prior to the college's cultural shift to institutionalize support for disproportionately impacted populations identified through campus-based research and those who have been historically disadvantaged. This natural progression towards implementing a holistic approach to serving students, was reinforced when the State of California and the California Community College's Chancellor's Office introduced new legislation to support these populations.

In 2014, the college developed goals to address the achievement gap experienced by disproportionately impacted students identified through campus-based research. The Student Equity Plan encompassed planned activities and expenses to support the attainment of these goals.

Access: In order to improve access for disproportionately impacted student populations by 5%, students that identify as Male, White, Veteran, Brawley High School Senior, Imperial High School Senior, or as a Calipatria High School Senior, received the following interventions:

The Military and Veterans Success Center in collaboration with the Student Equity Department, ensured student veterans had access to comprehensive educational and career planning through the placement of an academic counselor. Both departments worked alongside the Financial Aid Office to ensure Veteran's Affairs Certifying Officials and MVSC staff are communicating quality information regarding benefits and services available to student veterans and veteran dependents. The Student Equity Department provided activities, services, and events that are supportive of the needs of student veterans, such as transportation and textbook assistance. Additionally, the department spearheaded the CSAAVE certification process for the GI Bill on campus. Currently, the MVSC is in the midst of a hiring process to place a Student Success Specialist to serve student veterans and dependents in the MVSC.

The Student Equity Plan initially called for the creation of a professional development center that included a multicultural center where faculty and staff may share best-practices for serving all disproportionately impacted students. The Student Equity Department adjusted this activity and instead required all Student Equity-funded travel and conferences to be to the direct benefit of expanding our institution's knowledge of best-practices when serving disproportionately impacted students. All faculty and staff who travel to conferences with the support of Student Equity funds, are required to ensure the learning opportunity is directly related to improving our impact within the population and are required to share these practices upon their return to campus.

After an extensive analysis of the impact of these interventions on our disproportionately impacted student population, 2017-2018 campus-based research indicated that access was improved by 2.82% for students identifying as White. Students who identified as Male experienced a -5.1% decrease in access, therefore activities will be adjusted to ensure an increase in access for Males. Students with disabilities experienced a -10.4% decrease in access, and activities will be adjusted to counteract the barrier. Additionally, students who identified as Veterans, experienced a -1.1% decrease in access, however, the Military and Veterans Success Center experienced a 29% increase in visitors and utilization of services by student veterans and dependents.

Course Completion: To improve course completion for disproportionately impacted student populations, resulting in a 71% course completion rate for students that identify as Foster Youth, Disabled, or Male, the following interventions were applied:

The Student Equity Department funded training efforts to ensure DSPTS tutors improved their knowledge of best practices when tutoring disproportionately impacted students. Additionally, the department funded DSPTS tutors in order to impact course completion rates experienced by students with disabilities. The supplemental instruction provided intends to increase both course completion and retention rates for DSPTS. Additionally, Student Equity funded the placement of a DSPTS academic counselor that would ensure students with disabilities have access to comprehensive academic and career planning.

To improve course completion rates across all disproportionately impacted students, the Student Equity Department provided faculty and staff training for Starfish, the institution's web-based retention program that expedites the identification of students that are at-risk of failing a course. The widespread push to utilize Starfish was instrumental in tracking engagement with disproportionately impacted students who historically have been resistant to seek critical services on campus.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

To directly impact course completion across all disproportionately impacted populations, the Student Equity Department provided direct services to students in need of child care, transportation and textbook assistance. While services were provided to specific populations identified in campus-based research, our department recognized that there were other special populations on campus who historically are identified as exceptionally vulnerable, and services were extended to them as well (homeless youth and adults, formerly incarcerated students, half-way house residents, and DACA students). Most importantly, the program design associated with the distribution of these services was intentional and sensitive to the stigma commonly experienced in help-seeking behavior, therefore students were offered opportunities of empowerment, such as “pay-it-forward” programs to increase their level of comfort towards receiving assistance.

As a result of the applied interventions, 2017-2018 campus-based research indicated a 2% increase in course completion rates experienced by Male students. Students who identified as Foster Youth or Disabled, experienced a slight decrease in course completion rates, -2.6%.

ESL & Basic Skills Completion: In order to improve ESL and basic skills completion for disproportionately impacted student populations by ensuring a 0% gap for students that identify as Male, the following interventions were administered:

In order to impact ESL & Basic Skills completion rates for Males, the Student Equity Department funded a Winter Bridge session for ESL students. The intensive session focused on bridging grammar, reading, and writing skills critical to be successful in the ESL and English sequence.

Travel to conferences for faculty who work with ESL and Basic Skills students in order to ensure their professional development in best practices within the field were funded by the department. CATESOL, an organization that represents ESL teachers across the region hosted a professional development event that IVC faculty attended to improve instruction and curriculum. Faculty in attendance were encouraged to implement a series of workshops on campus geared towards ESL teaching faculty that would cover topics on instruction.

The Student Equity Department funded the Embedded Tutoring Program, which provides supplemental instruction for ESL, Basic Skills, and Transfer level courses to improve student success and retention. During the Fall and Spring terms, embedded tutors were assigned to 25 Basic Skills, ESL, and general courses. Also, 4 embedded tutors were provided during non-traditional academic terms such as winter and summer session. All embedded tutors have received professional development in best practices when tutoring disproportionately impacted students.

While our campus-based research identified that Males experience disproportionate impact in ESL & Basic Skills completion, we recognize our Male student athletes are especially vulnerable. The Student Equity Department responded to this trend by designing a supplemental instruction program, Academic Enrichment Services (AES), to increase Basic

Skills course-completion.

An in-depth analysis of 2017-2018 campus-based research indicated a 1% increase in ESL and Basic Skills completion for students who identify as Male.

Degree and Certificate Completion: In order to improve degree and certificate completion for disproportionately impacted student populations, ensuring the equity gap is reduced to 5% for students that identify as Foster Youth, Veterans, Low-Income, or enrolled in DSPS, the following interventions were provided:

The Student Equity Department funded efforts to ensure that students on academic/lack of progress probation met with a counselor to create a student success plan and were encouraged to enroll in an introductory student success course. These counselors also ensured that disproportionately impacted students' exposure to critical degree/certificate completion information was increased by hosting informational tables to disseminate such information.

In collaboration with the Financial Aid Office, the Student Equity Department ensured that students on financial aid probation received assistance in completing financial aid petitions and access to financial aid workshops.

The Student Equity Department funded library services and resources to directly impact degree and certificate completion experienced by disproportionately impacted populations. Training in the use of library databases was provided to students as well as the development of a lending library. Recently, the department has been researching Open Educational Resources (OER) in order to reduce barriers to accessing course materials.

A review of 2017-2018 campus-based research indicated a <1% increase in degree and certificate completion for students who identify as Hispanic. Students who were enrolled in DSPS experienced a 7.4% increase in degree and certificate completion. Additionally, students who identify as being Economically Disadvantaged experienced <1% increase in degree and certificate completion.

Transfer: To improve transfer rates for disproportionately impacted student populations, ensuring the equity gap is decreased for students enrolled in DSPS, the following interventions were applied:

In collaboration with the institution's Transfer Center, Student Equity provided support for students to engage in CSU and UC campus tours. Additionally, the departments collaborated to provide class presentations on transfer requirements to four-year institutions. A part-time counselor was embedded in the Science & Math divisions to provide academic counseling and advising to STEM students interested in transferring.

An analysis of 2017-2018 campus-based research indicated a decrease in transfer rates experienced by students enrolled in DSPS, therefore program activities were adjusted to ensure the equity gap is decreased.

Other College Initiatives Affecting Several Indicators: To institutionalize the support of Student Equity efforts, the department will establish and hire a Student Equity Coordinator, Director, Research Analyst, and renew contract with Hanover Research to evaluate Student Equity activities.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

The institution successfully established and hired a Student Equity Coordinator, Director, and Research Analyst to ensure campus-based research, planned activities, and operation of the department results in quality services that impact our disproportionately impacted population. The Office of Institutional Research has collaborated with Hanover Research to evaluate Student Equity activities.

The efforts exercised through the Student Equity Department from 2014-2017 have influenced our institutional goals for 2017-2019. Our college continues to commit to data-driven practices in order to engage in continuous improvement. We strongly believe that our students deserve the highest quality of services, rooted in best-practices, and thoughtfully designed in collaboration with the students who are impacted by these services. Our Student Equity departmental goals for 2017-2019 do not operate in and of themselves, but rather are heavily focused on integrating with the goals of our Student Success and Support Program and Basic Skills Initiative. In collaboration with our Office of Institutional Research, campus-based research was conducted to identify our disproportionately impacted populations for 2017-2019.

The department will prioritize serving the following populations from 2017-2019: students who identify as low-income, current or former foster youth, students with disabilities, students who identify as LGBTQ, student veterans, African American, Alaskan Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian, or Pacific Islander, some other race, students who identify with more than one race, students experiencing homelessness, housing insecurity, food insecurity, currently incarcerated students, formerly incarcerated students, halfway-house residents, student athletes, and DACA students. These special population students will receive interventions and support services to address Access, Course Completion, ESL & Basic Skills Completion, Degree & Certificate Completion, Transfer, and Other College-wide Initiatives Affecting Several Indicators.

Specialized efforts, driven by research, will be provided to disproportionately impacted populations such as students who identify as: White Non-Hispanic, Male, disabled, of an unknown gender, enrolled in CARE, DSPS, identify as a current or former foster youth, belong to the age range of 18-24 years old, 20-39 year-olds who are enrolled in remedial English courses, 20-24 year-olds who are enrolled in remedial math courses, students who identify as American Indian/Alaskan Native, students who have completed 30 units or more and are not economically disadvantaged, minority males currently incarcerated at Centinela and Calipatria State Prisons, active military and student veterans, formerly incarcerated students and minority male athletes.

The department has budgeted expenses and resources to support interventions that will directly impact our students, such as and not limited to: embedded tutoring, academic counselors, student success specialists who are well-versed in best practices and sensitivity towards special populations, events that directly cater to the needs of special population students, grants to

support critical course materials such as textbooks, transportation, supplemental instruction programs, investment and maintenance of student retention software, and travel to conferences that expand the institutions ability to serve special population students. Our institution's theory of change believes that if we fund, design, and implement the above-mentioned interventions to our identified target-population, our disproportionately impacted and special population students will experience an increase in Access, Course Completion, ESL & Basic Skills Completion, Degree and Certificate Completion, Transfer rates, and an overall improvement in our campus climate.

Please feel free to review Imperial Valley College's Student Equity Executive Summary for 2015-2017 online on our website at imperial.edu. If you should have any questions regarding Student Equity or our summary, please contact our Dean of Student Services and Special Projects, Dr. Lennor Johnson at 760-355-6153 or lennor.johnson@imperial.edu.

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

Imperial Valley College would like to request workshops that clearly identify and describe the expectations from the colleges and their respective plans. Provide a wide variety of local and regional professional development opportunities that allow for true integration and collaboration between faculty, staff, students and administrators. Furthermore, some of the workshop topics that would be helpful are as follows:

- Change Management workshops/training: preparing and supporting individuals, teams, and organizations in making organizational change;
- Big Data Analytics training: techniques that provide a means of analyzing data sets and drawing conclusions about them to help the institution make informed business decisions;
- Resources to promote effective practices for integration and coordination of initiatives across the system; and
- Best practices to address the equity gaps.

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

Point of Contact:

Name Dr. Martha Garcia

Title Vice President of Student Services

Email Address martha.garcia@imperial.edu

Phone 760-355-6472



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Alternate Point of Contact:

Name Dr. Lennor Johnson

Title Dean of Student Services and Special Projects

Email Address lennor.johnson@imperial.edu

Phone 760-355-6153


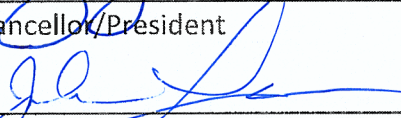
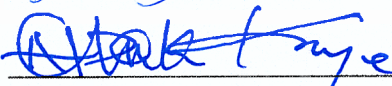
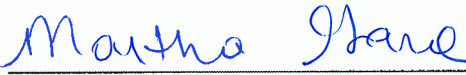
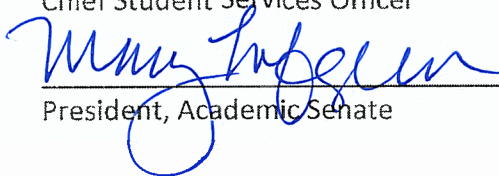
Part III – Approval and Signature Page

College: Imperial Valley College

District: Imperial Community College District

Board of Trustees Approval Date: December 13, 2017

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

| | | |
|---|------------------|--|
|  Chancellor/President | 12/14/17 Date | victor.jaime@imperial.edu Email Address |
|  Chief Business Officer | 12/14/17 Date | john.lau@imperial.edu Email Address |
|  Chief Instructional Officer | 12/14/17 Date | nicholas.akinkuoye@imperial.edu Email Address |
|  Chief Student Services Officer | 12/14/17 Date | martha.garcia@imperial.edu Email Address |
|  President, Academic Senate | 12/14/17 Date | mary.lofgren@imperial.edu Email Address |