

# Student Equity Plan Summary

## Contacts

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Awaiting Submittal

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Awaiting Submittal

## Details

### Assurances

\* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

A. Quarterly: Program Review: Quarterly review and annual program adjustments in SPOL (Program Review Software).  
Campus Research: Quarterly analysis to provide data for program review and drive program adjustments. Example:

textbooks support, grades. Success rates of embedded tutoring. Ensure all supportive services provided are clearly measurable. B. Monthly: Student Equity Coordinator: Coordinating and monitoring activities that lead to goals being attained. Ensuring the student voice is captured and infused into each program design (example: Foster youth students input is included in services that target foster youth). Coordinates request for research to be ran, analyzes the data, makes programmatic adjustments during program review. Keeps committees updated and involved in program/plan progress. Uses Pathways to Student Success for a reporting and voting platform. Uses Student Services Council Meeting to report, update, and seek peer advice of categorical programs. Uses Guided Pathways Workgroups as platform to actively work out issues, bounce ideas, plan, and report. Ensure alignment with Vision for Success and Funding Formula.

### Success Criteria

A. Quarterly: Program Review: Coordinate and ensure program evaluation and development quarterly by reviewing SPOL. Campus Research: Coordinate the collaboration between the Office of Institutional Research and the Student Equity Department to ensure the evaluation of efforts in addressing equity issues faced by disproportionately impacted students. B. Monthly: Student Equity Coordinator: Coordinate the planned activities, monitor outcomes, and collect student opinion. LEAP: The Leadership and Education Advocate Program will provide a consistent platform for the student body voice, which will be collected and infused into equity efforts.

### Executive Summary

<https://www.imperial.edu/docs/committees/academic-senate/subcommittees-1/pathways-to-student-success/additional-documents-2/10034-imperial-valley-college-student-equity-executive-summary-2016-2019/file>

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	611	636	+4.09%
Attained the Vision Goal Completion Definition	985	1002	+1.73%
Enrolled in the Same Community College	8916	9006	+1.01%
Retained from Fall to Spring at the Same College	6508	6545	+0.57%
Completed Both Transfer-Level Math and English Within the District in the First Year	105	111	+5.71%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
American Indian or Alaska Native	Female	Enrolled in the Same Community College	12	12	0% ◀   ▶
Asian	Female	Enrolled in the Same Community College	45	45	0% ◀   ▶
Asian	Male	Enrolled in the Same Community College	41	41	0% ◀   ▶
Some other race	Female	Enrolled in the Same Community College	13	13	0% ◀   ▶
Some other race	Male	Enrolled in the Same Community College	16	16	0% ◀   ▶
White	Female	Enrolled in the Same Community College	203	203	0% ◀   ▶
White	Male	Enrolled in the Same Community College	228	228	0% ◀   ▶
Asian	Male	Attained the Vision Goal Completion Definition	0	Not Entered	- ◀   ▶
Asian	Female	Attained the Vision Goal Completion Definition	1	1	0% ◀   ▶
White	Male	Attained the Vision Goal Completion Definition	12	12	0% ◀   ▶
Asian	Male	Transferred to a Four-Year Institution	1	1	0% ◀   ▶
Asian	Female	Transferred to a Four-Year Institution	0	Not Entered	- ◀   ▶
White	Female	Transferred to a Four-Year Institution	10	10	0% ◀   ▶
More than one race	Female	Attained the Vision Goal Completion Definition	2	2	0% ◀   ▶
Some other race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- ◀   ▶
More than one race	Male	Transferred to a Four-Year Institution	0	Not Entered	- ◀   ▶
Veteran	Female	Transferred to a Four-Year Institution	0	Not Entered	- ◀   ▶
LGBT	Male	Transferred to a Four-Year Institution	1	1	0% ◀   ▶
LGBT	Female	Transferred to a Four-Year Institution	2	2	0% ◀   ▶
Foster Youth	Male	Transferred to a Four-Year Institution	1	2	+100% ▶▶◀
Foster Youth	Female	Transferred to a Four-Year Institution	1	2	+100% ▶▶◀
Black or African American	Male	Transferred to a Four-Year Institution	1	5	+400% ▶▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Transferred to a Four-Year Institution	0	3	+200% ▯▮◀
Disabled	Female	Transferred to a Four-Year Institution	14	20	+42.86% ▯▮◀
Disabled	Male	Transferred to a Four-Year Institution	10	20	+100% ▯▮◀
Veteran	Female	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▮▯
LGBT	Male	Attained the Vision Goal Completion Definition	4	4	0% ◀ ▮▯
Foster Youth	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▯▮◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▯▮◀
Black or African American	Female	Attained the Vision Goal Completion Definition	1	4	+300% ▯▮◀
Black or African American	Male	Attained the Vision Goal Completion Definition	2	10	+400% ▯▮◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▯▮◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▯▮◀
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- ◀ ▮▯
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- ◀ ▮▯
Veteran	Male	Retained from Fall to Spring at the Same College	54	64	+18.52% ▯▮◀
LGBT	Female	Retained from Fall to Spring at the Same College	41	49	+19.51% ▯▮◀
Black or African American	Male	Retained from Fall to Spring at the Same College	64	79	+23.44% ▯▮◀
LGBT	Female	Enrolled in the Same Community College	112	143	+27.68% ▯▮◀
LGBT	Male	Enrolled in the Same Community College	75	106	+41.33% ▯▮◀
Veteran	Male	Enrolled in the Same Community College	89	11	-87.64% ◀ ▮▯

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Male	Retained from Fall to Spring at the Same College	31	35	+12.9% ▯▯◀
Veteran	Female	Enrolled in the Same Community College	17	22	+29.41% ▯▯◀

### Additional Categories

No population groups selected.

## Activities

### Access Overall: Community Outreach to All Groups

#### Brief Description of Activity

Provide proactive outreach in local K-12, high schools, continuation schools, adult-education centers, community organizations, and in public spaces to ensure we are casting a wide net and increasing enrollment of our community members. We will increase our outreach efforts and presence at several local hubs such as popular shopping centers, our local LGBT+ resource center, Veteran's Services Office, and social events such as our Imperial County Fair. Host focus groups on campus to collect information regarding the best method to capture data on historically difficult to track populations such as students who identify as LGBT+. Collaborate with our local LGBT+ resource center to improve access to enrollment and improve data collection.

#### Related Metrics

- Overall : All : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College

### Access Overall: Improve Orientation & Mentorship

#### Brief Description of Activity

Revamp our existing "Online Orientation" to ensure a modernized and inclusive delivery of critical information regarding matriculation and all services provided to students. The online orientation will be accessible by all students regardless of length of enrollment at the college. Similar to our First-Step Event, designed by our SSSP department, we will collaborate to develop an "On-Campus Orientation" to supplement our online orientation. The on-site orientation will focus on understanding the steps of matriculation, transitioning to college, supportive services, setting an academic path, and highly focused on clarifying a career pathway. Information will be presented by current IVC students, student employees, and faculty/staff/administrators who are positive role models on campus. e. Develop "Monthly Mentoring Events" hosted by student leaders, facilitated by mentors ranging from faculty, staff, administration, or field experts. The mentoring events will provide all students, an opportunity to engage with mentors, peers, and student leaders. Group mentorship will provide all students with critical information to succeed in college and topics will vary monthly.

#### Related Metrics

- Overall : All : Enrolled in the Same Community College

- LGBT : Female : Enrolled in the Same Community College
  - LGBT : Male : Enrolled in the Same Community College
  - Veteran : Male : Enrolled in the Same Community College
  - Veteran : Female : Enrolled in the Same Community College
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## Retention Overall: Address Basic Needs & Barriers

### Brief Description of Activity

Basic Needs Initiative: Provide supportive services to address the basic needs of students and remove barriers to retention. Services provided to all students regardless of background: food pantry, garden, access to showers, etc.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
  - Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## Retention Overall: Improve Mentorship

### Brief Description of Activity

Monthly Mentoring Events: Improve retention rates by hosting monthly mentoring events that provide topics on supportive services available to students on campus.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
  - Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## Retention Overall: Academic Enrichment Services

### Brief Description of Activity

Academic Enrichment Services: Provide access to embedded tutoring, 1:1 tutoring, and group tutoring to ensure retention.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
  - Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## Transfer Overall: Improve Orientation & Mentorship

### Brief Description of Activity

Monthly Mentoring Events: Improve transfer rates by hosting monthly mentoring events that provide topics on transferring. Online & On-Campus Orientation: Provide online and on-campus orientations that highlight critical information to

successfully transferring to a four-year institution.

#### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution

## Transfer Overall: Professional Development & Alignment

### Brief Description of Activity

Professional Development: Provide faculty, staff, and administrators with access to professional development on topics proven to support transfer rates, such as: AB705, Guided Pathways, career cluster development, and testing degree and certificate sequencing.

#### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution

## Completion Overall: Academic Enrichment Services

### Brief Description of Activity

Academic Enrichment Services: Provide access to embedding tutoring, 1:1 tutoring, group tutoring, AB705 learning communities and co-requisite models to support completion of transfer level math and English.

#### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

## Completion Overall: Professional Development & Alignment

### Brief Description of Activity

Professional Development: Provide faculty, staff, and administrators with access to professional development on topics proven to support students with completion of transfer level math and English such as: multiple measures, AB705, Guided Pathways, career cluster development, and testing degree and certificate sequencing.

#### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year



## Attained a Vision Goal Overall: Proactive Outreach and Comprehensive Education Plans

### Brief Description of Activity

Comprehensive Education Plans: Assign counselors to proactively outreach to students who have yet to complete a comprehensive education plan. Students will be contacted on a semester-basis via email, phone, or mail to meet with a counselor to complete their plan. Assign staff to outreach to students via email, mail, and phone to reiterate the importance of being intentional with their comprehensive academic plans. Staff will assist with setting appointments for students to meet with counselors and also invite students to workshops that benefit their planning process.

### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition

## Attained a Vision Goal Overall: Professional Development & Alignment

### Brief Description of Activity

Professional Development: Provide faculty, staff, and administrators with access to professional development on topics proven to support completion of degrees and certificates such as: multiple measures, AB705, Guided Pathways, career cluster development, and testing degree and certificate sequencing.

### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition

## DI Access: Community Outreach to DI Groups

### Brief Description of Activity

Provide proactive outreach in local K-12, high schools, continuation schools, adult-education centers, community organizations, and in public spaces to ensure we are casting a wide net and increasing enrollment of our community members. We will increase our outreach efforts and presence at several local hubs such as popular shopping centers, our local LGBT+ resource center, Veteran's Services Office, and social events such as our Imperial County Fair. b. Collaborate with local high school and continuation partners to ensure LGBT+, Veteran, and Black or African American students have equitable access to dual enrollment opportunities. Provide proactive outreach to local campuses in order to ensure these students are informed of opportunities to enroll. c. Outreach extensively at local high schools and continuation schools in order to promote participation of LGBT+, Veteran, and Black or African American students in Upward Bound, Talent Search, and SSS TRiO Programs. d. Host focus groups on campus to collect information regarding the best method to capture data on historically difficult to track populations such as students who identify as LGBT+. Collaborate with our local LGBT+ resource center to improve access to enrollment and improve data collection.

### Related Metrics

- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College

- Veteran : Female : Enrolled in the Same Community College
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## DI Access: Improve Orientation & Mentorship

### Brief Description of Activity

Host focus groups on campus to collect information regarding the best method to capture data on historically difficult to track populations such as students who identify as LGBT+. Collaborate with our local LGBT+ resource center to improve access to enrollment and improve data collection. Revamp our existing “Online Orientation” to ensure a modernized and inclusive delivery of critical information regarding matriculation and all services provided to students. The online orientation will be advertised heavily to disproportionately impacted students. f. Similar to our First-Step Event, designed by our SSSP department, we will collaborate to develop an “On-Campus Orientation” to supplement our online orientation. The on-site orientation will specifically support historically disproportionately impacted students by providing information on the steps of matriculation, transitioning to college, supportive services, setting an academic path, and highly focused on clarifying a career pathway. Information will be presented by current IVC students, student employees, and faculty/staff/administrators who are positive role models on campus. These efforts will be highly advertised to disproportionately impacted populations via email, mail, and phone call reminders to boost attendance. g. Develop “Monthly Mentoring Events” hosted by student leaders, facilitated by mentors ranging from faculty, staff, administration, or field experts. Specific disproportionately impacted student populations will be invited to these events. Monthly topics will be geared towards critical issues regarding the success of disproportionately impacted individuals and students who have been historically underrepresented. Students will be able to engage with mentors, peers, and student leaders.

### Related Metrics

- LGBT : Female : Enrolled in the Same Community College
  - LGBT : Male : Enrolled in the Same Community College
  - Veteran : Male : Enrolled in the Same Community College
  - Veteran : Female : Enrolled in the Same Community College
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## DI Retention: Addressing Basic Needs & Barriers

### Brief Description of Activity

Basic Needs Initiative: Provide supportive services to address the basic needs of disproportionately impacted students and removing barriers to retention. Services will be provided such as access to meals on campus, groceries for themselves and their families, a campus garden, bus tickets, parking passes, textbooks, access to showers, and hygiene kits.

### Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## DI Retention: Improve Mentorship

### Brief Description of Activity

Monthly Mentoring Events: Improve retention rates by hosting monthly mentoring events that provide topics on supportive services and information valuable to the academic success of disproportionately impacted and historically underrepresented students.

### Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College

- LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
- 

## DI Retention: Academic Enrichment Services

### Brief Description of Activity

Academic Enrichment Services: Provide priority access to embedded tutoring, 1:1 tutoring, and group tutoring to ensure retention of disproportionately impacted students.

### Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## DI Retention: Categorical Alignment - TRiO, Upward Bound, Talent Search

### Brief Description of Activity

Collaborate with TRiO, Upward Bound, and Talent Search to ensure we are outreaching into the local high schools, adult education centers, and continuation schools to promote enrollment and retention of LGBT+, Veteran, and Black or African American students at IVC. Collaborate with TRiO to support enrolled IVC students who identify as LGBT+, Veteran and Black or African American in the areas of academic/personal counseling, career exploration, and academic monitoring.

### Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## DI Retention: Improve Accessibility & Inclusivity

### Brief Description of Activity

Accessibility: Ensure all artifacts and services are accessible and represent our students' needs. Ensure artifacts and staff are inclusive of student needs for ASL and Spanish languages. Assign counselor or staff member to ensure disproportionately impacted students are receiving in-reach services in order to boost retention.

### Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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## DI Retention: Racial Equity

### Brief Description of Activity

Racial Equity: Monitor the climate of racial equity on campus to ensure disproportionately impacted students are represented, welcomed, and respected on campus. Develop a Black or African American student club to promote success, visibility,

leadership, representation, and equity to improve retention and inclusivity amongst students of color. 10. Develop a high school to college mentorship program geared towards the successful post-secondary enrollment of Black or African American students at Imperial Valley College. Collaborate with local Black or African American leaders and organizations to promote the success of our students.

#### Related Metrics

- Veteran : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Retained from Fall to Spring at the Same College

### DI Transfer: Proactive DI Outreach

#### Brief Description of Activity

Provide proactive outreach to Black or African American students who have completed 30 units or more. Ensure that students are encouraged to meet with a counselor to prepare for transfer to a four-year institution. Students will be contacted via email, phone, and mail in order to increase participation in transfer activities. Ensure proactive outreach efforts to promote attendance of all disproportionately impacted students at transfer-related events. Students will be contacted via email, phone, and mail in hopes of promoting information regarding steps to transfer. Provide field trips to disproportionately impacted students to visit California State Universities, Universities of California, and other four-year institutions.

#### Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution

### DI Transfer: Improve Mentorship & Orientation

#### Brief Description of Activity

Monthly Mentoring Events: Improve transfer rates by hosting monthly mentoring events for that provide information specific to the experiences of these populations, and critical to successfully transferring. Online & On-Campus Orientation: Provide online and on-campus orientations that highlight critical information to successfully transferring to a four-year institution. Ensure disproportionately impacted students are prioritized when advertising orientations.

#### Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution

### DI Transfer: Professional Development & Alignment

#### Brief Description of Activity

Professional Development: Provide faculty, staff, and administrators with access to professional development on topics proven to support disproportionately impacted students in successfully transferring, such as: AB705, Guided Pathways, career cluster development, and testing degree and certificate sequencing.

#### Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution

### DI Completion: Academic Enrichment Services

#### Brief Description of Activity

Academic Enrichment Services: Provide disproportionately impacted student populations with priority access to embedded tutoring, 1:1 tutoring, group tutoring, AB705 learning communities and co-requisite models to support completion of transfer level math and English.

#### Related Metrics

- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

### DI Completion: Professional Development

#### Brief Description of Activity

Professional Development: Provide faculty, staff, and administrators with access to professional development on topics proven to support students with completion of transfer level math and English such as: multiple measures, AB705, Guided Pathways, career cluster development, and testing degree and certificate sequencing.

#### Related Metrics

- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

### DI Attained a Vision Goal: Proactive Outreach & Comprehensive Education Plans

#### Brief Description of Activity

Comprehensive Education Plans: Assign counselors to proactively outreach to students who have yet to complete a comprehensive education plan. Prioritize disproportionately impacted students, especially those who are significantly at risk for not following their academic pathway and sequence. Students will be contacted on a semester-basis via email, phone, or mail to meet with a counselor to complete their plan. Assign staff to outreach to disproportionately impacted students via email, mail, and phone to reiterate the importance of being intentional with their comprehensive academic plans. Staff will assist with setting appointments for students to meet with counselors and also invite students to workshops that benefit their planning process.

#### Related Metrics

- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

- Black or African American : Male : Attained the Vision Goal Completion Definition
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## DI Attained a Vision Goal: Professional Development

### Brief Description of Activity

Professional Development: Provide faculty, staff, and administrators with access to professional development on topics proven to support students with completion of degrees and certificates such as: multiple measures, AB705, Guided Pathways, career cluster development, and testing degree and certificate sequencing.

### Related Metrics

- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition



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