

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 DSPS tutors improved their knowledge of best practices when tutoring disproportionately impacted students. Additionally, the 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.

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.

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.

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.