

Imperial Valley College's Student Equity Executive Summary 2016-2019

For the past several years, an equity-mindset and dedication to innovative practices has been embedded into the culture of Imperial Valley College. As an institution, we advocate for the equitable success of all students and prioritize eliminating barriers experienced by disproportionately impacted students. We value improving the accessibility of community college to our most vulnerable populations, we strive to retain those who, due to historical underrepresentation, face difficulties in returning to classes each academic term. As an institution, we take accountability to provide high quality courses, faculty, and supportive services to ensure our students are on-track to complete their educational goals such as degree attainment or transferring to a four-year institution.

Imperial Valley College's Student Equity Department has spearheaded activities to address access, retention, course completion, degree completion, and overall academic success of all students, and primarily those students who are disproportionately impacted as identified through campus-based research. From 2016-2019 several initiatives were implemented to close the achievement gap of students who identify as low-income, foster youth, students experiencing 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 department impacted populations that identify as minority males, veterans, and students with disabilities via proactive enrollment practices and counseling activities.

Additionally, throughout 2016-2019, our campus expanded services to student populations who were not identified as disproportionately impacted through campus-based research, however, are historically underrepresented and underserved throughout academia. These students belong to exceptionally vulnerable populations that are difficult to capture through data collection due to an individual's hesitation to self-identify: homeless, formerly incarcerated, LGBTQ, halfway house residents, student athletes, DACA students, and students experiencing food or housing insecurities were included in equity activities.

In order to serve the abovementioned populations in a manner that provided high-quality instruction and supportive services, the department funded travel to conferences in order to expand our institutional knowledge of best practices when serving disproportionately impacted students. Upon their return, faculty and staff were provided a platform to present their findings in order to perpetuate a learning community of practice. Similarly, to improve course completion, allocated funds supported DSPS tutor training to ensure utilization of best practices when serving students experiencing disabilities. Additionally, our department collaborated with the Learning and Library Services Department to fund an Embedded Tutoring Program and Academic Enrichment Services. The Embedded Tutoring Program provided supplemental instruction to support students in ESL, Basic Skills, and transfer-level courses to improve student success and retention. The Academic Enrichment Services provided high-support supplemental instruction services to student athletes of color enrolled in basic math and English courses.

In addition to direct academic interventions such as supplemental instruction, professional development of faculty, and proactive counseling, our campus has committed to addressing the basic needs of all students, but primarily those who are most vulnerable. From 2016-2019 the department developed a campus food pantry and student garden to address food insecurity, a career closet that provides interview clothing to students who cannot afford to prepare for employment, hygiene kits to complement access to campus showers for students experiencing homelessness, access to course

textbooks, transportation vouchers, laptops and internet hotspots. Our intention over the past few years was to remove basic barriers to academic success such as student health, nutrition, well-being and safety; if students' basic needs are met, they have an equitable chance at being successful both in and outside of the classroom in comparison to students who are not experiencing life hardship.

For the department's 2019-2022 planned activities, our campus will prioritize the following populations: students who identify as Black or African American, Veteran, Foster Youth, LGBT+, students with disabilities, and/or First-Generation students, as they pose the most significant achievement gap across all metrics relating to academic success on our campus. We will also highly prioritize low-income, homeless, American Indian or Alaska Native, Asian, Hispanic or Latinx, Native Hawaiian or other Pacific Islander, White, some other race, or students who identify as belonging to more than one race.

To increase access and successful enrollment for the abovementioned student populations, our department will fund several activities that ensure a proactive approach to outreach and revamping our campus orientation to improve matriculation information for both potential and current students. Assigned counselors and staff members will provide proactive outreach services in local K-12, high schools, continuation schools, adult education centers, community organizations, and public spaces to ensure we are casting a wide-net and increasing enrollment of our community members. Most importantly, we will outreach to local organizations that tend to serve our disproportionately impacted populations, such as our local LGBT+ resource center and Veteran's Services Office. Similarly, we will hold focus groups on campus with students, staff, and advocates for the LGBT+ community in order to improve our ability to collect and track information pertinent to the success of our LGBT+ students. Secondly, our current online orientation will be modernized to ensure an inclusive delivery of critical information regarding matriculation and student support services on campus. An on-campus orientation will be designed and implemented to complement our online orientation, with a stronger focus on guided pathways, specifically clarifying a career pathway consistent with a selected major of study. Lastly, in order to increase access to student-faculty interaction, monthly mentoring events will be hosted by student leaders, and facilitated by campus and/or field experts on topics regarding success in college for disproportionately impacted or historically underrepresented students. Students who are historically unable to access one-on-one time or office hours with administrators, faculty, and/or staff, will have an opportunity to be mentored. Our proactive outreach efforts, revised online orientation, on-campus orientation, and monthly mentoring meetings will be heavily advertised to disproportionately impacted students in order to improve access.

In order to increase the retention rate from Fall to Spring for 2019-2022 disproportionately impacted students, we will fund activities proven to help students stay on their academic pathway. Over the past several years, our Basic Needs Initiative has eliminated barriers of hardship experienced by our disproportionately impacted students. All students on our campus, regardless of background, have access to supportive services that ensure students are not worried about where to obtain food, housing, textbooks, or any basic need required to be successful academically. While prioritizing those students who are disproportionately impacted, all students have access to meals on campus, groceries for themselves and their families, a campus garden, transportation vouchers, parking passes, course textbooks, access to showers, and hygiene kits.

Additionally, retention rates will increase when we provide monthly mentoring events intended to connect students with positive role models on campus and increase knowledge critical to overall success. The topics covered within these meetings will highlight specific issues of hardship faced by disproportionately impacted students, students of color, criminal background, homelessness and

primarily ensure students understand the steps of matriculation and transitioning to college. Similarly, these disproportionately impacted students will have access to academic enrichment services such as embedded tutoring, 1:1 tutoring, and group tutoring.

Our institution recognizes that in order to improve retention rates for all students and primarily disproportionately impacted students, we must be inclusive and welcoming to individuals of all backgrounds. Our department will build our awareness of racial equity on campus by monitoring the climate to ensure everyone is represented, welcomed, and respected. Our department will review current artifacts and services to ensure they are accessible, represent our students' needs, and are translated to support different languages including Spanish and American Sign Language. A counselor or staff member will be assigned to provide in-reach support for students identified as disproportionately impacted. Lastly, a Black or African American student club will be developed to promote success, visibility, leadership, representation, and equity for students of color.

Our 2019-2022 activities will ensure we are improving the likelihood of all students, and primarily disproportionately impacted students to transfer to a California State University, University of California, or any four-year institution. The department will improve transfer rates by conducting proactive outreach and counseling methods to identify Black or African American students who have completed 30 units or more and could be on track to transferring. Students will be invited to meet with a counselor to prepare for transfer and included in field trips to California State Universities, Universities of California, and other four-year institutions. Similarly, our monthly mentoring events, online orientation, and on-campus orientation will provide students with in-depth understanding from both the student and staff perspective on how to achieve transfer goals. Lastly, faculty, staff, administrators, and student leaders, will be professionally developed to ensure we are distributing the correct information to our students seeking to transfer, especially those who are disproportionately impacted. Faculty and staff will have access to professional development that will support AB705, Guided Pathways, the development of career clusters, and the ability to test degree and certificate sequencing to ensure our students' pathways to success are clear.

The department will provide support to disproportionately impacted students in order to ensure they are completing transfer level math and English courses at an improved rate. All students will be supported through AB705 efforts, learning communities, co-requisite models, and prioritizing staying on the path to completion. 2019-2022 efforts will focus on academic enrichment services and professional development to ensure we are meeting these goals. Academic enrichment services will 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. Faculty, staff, and administrators will have access to professional development on topics proven to support students with completion of transfer level math and English.

We will support disproportionately impacted students in attaining their high school equivalency, non-credit or credit certificates, associate degrees, or California community college bachelor's degrees by ensuring we proactively outreach to students who have yet to complete a comprehensive education plan, and professionally develop faculty, staff, and administrators who could strengthen the services and pathways available to students to meet these goals. Assigned counselors will prioritize disproportionately impacted students, especially those who are significantly at risk for not following their academic pathway and sequence. Our faculty, staff, and administrators will have access to professional development 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.

A culmination of efforts ranging from 2016-2019 has resulted in a successful impact on our student's academic success. Our institution is committed to improving upon our equity-driven work from 2019-2022 to ensure that all students, and primarily those who identify as Black or African American, Veteran, Foster Youth, LGBT+, students with disabilities, and/or First-Generation students have an equitable chance at academic success, as they pose the most significant achievement gap across all metrics within our campus-based research. We will also highly prioritize low-income, homeless, American Indian or Alaska Native, Asian, Hispanic or Latinx, Native Hawaiian or other Pacific Islander, White, some other race, or students who identify as belonging to more than one race. Our department will continue to ensure that access, retention, course completion, transfer rates, and degree, certificate, and/or academic goals are improved and that achievement gaps are filled. Our efforts in improving access to information, proactive outreach, orientations, mentoring, professional development, and supplemental instruction will prove beneficial to the overall success of our students. Our Student Equity Executive Summary can be viewed online at [IVC Website](#) if you should have any questions regarding Student Equity or our summary, please contact our Vice President of Student Services, Dr. Lennor Johnson at 760-355-6153 or lennor.johnson@imperial.edu.