EVERGREEN VALLEY COLLEGE

Student Equity Plan

Prepared By:

EVC Student Equity Committee

Dear EVC Community,

Thank you for reading. This document outlines the 2022-2025 Student Equity Plan. Attention was paid to bring in various members of our campus constiuent groups to provide their prospective on actions and activities needed to move the needle and advance our campus in addressing equity gaps.

We hope that this document will serve as a guide to understanding where we currently are and where we hope to be three years from now as a result of intentional collaboration, integration, and commitment.

In Solidarity,

The EVC Student Equity Committee

Overview

Key changes to the new Student Equity Plan have come. These changes allow us to better establish benchmarks for success, while collaborating to determine what is working best for the specific needs of our students.

It all begins with equity. If we don't begin to focus and figure out better ways to help these students, we're never going to get close to our ultimate goal of closing the achievement gaps and helping them succeed with their educational goals.

- Michael Quiaoit,
Dean of Integration and
Guided Pathways for the
CCC Chancellor's Office

Our goal is to have an impact in three main areas of campus in order to close achievement gaps.

Individual

We all own the resposibility to engage in individual change and self-reflection. Through a continued focus on ongoing equity based professional development training opportunities, we hope that employees will feel empowered in their equity work.

Structural

We seek to remove the barriers that disenfranchise students of color and creates equity gap, through an examination of investigation of policies, procedures, and practices that lead to friction points.

Cultural

We will focus on becoming a campus of care where students not only feel a sense of belonging, but feel that they, their identity, and their success matters to each of us. We hope to achieve this culture of care through intentional activities, a shared vision, and equity centered actions.

Fall 2022- Timeline

The information provided within this page is intended to provide clarity and transparency to the creation of the 2022-2025 Student Equity Plan.

October 10 **Workgroup Meeting To Discuss Equity Plan Needs**	The EVC Student Equity Workgroup consisted of members from the Student Equity Committee and is composed of: Ebonnie Berry (MSC), Hazel De Ausen (Classified), Raniyah Johnson (MSC), Melissa Nievera-Lozano (Faculty), and Vice President of Student Affairs, Howard Willis.
October 14 **Workgroup Meeting to Finalize Timeline**	The EVC Student Equity Workgroup met to discuss the next steps to invite members to the table to assist with answering key equity plan questions and to ensure that the equity work currently occurring on campus was highlighted and integrated within the plan. Invited members included Classified Professionals, Students, Faculty, and Administrators from various programs and academic departments.
October 17 **Presentation of plan and approved Proposals to Equity Committee**	During the October 17th meeting, the entire Student Equity Committee reviewed the questions required for the 2022-2025 Student Equity Plan, discussed approved Student Equity and Achievement Proposals for the 2022-2023 Academic Year, and the timeline for the sharing of the equity plan and constituent approval, if applicable. Committee members brought forth additional suggestions to streamline the process for future years and ways to increase transparency around the plan.

Fall 2022- Timeline

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October 21 **Due Date For Responses To Three Point Structure**	As part of the process of completing the Student Equity Plan, members of the campus were invited to provide responses to three-point structure questions required for the Plan submission. All of the members who received approved SEA funding for the 2022-2023 academic year were required to provide a response based on their approved metric. Students from various academic programs were also invited to provide a response to the structure points.
November 1 **Presented as Informational Item to Academic Senate**	The plan will be presented to the Academic Senate for review and for any suggestions. Suggestions provided will be taken back to the workgroup to be incorporated into the plan as appropriate. All applicable edits will be made and brought forth at the next Academic Senate meeting where the plan will appear as an Action item.
November 1 **Presented As Informational Item To Admin Council**	The plan will be presented to the Admin Council for review and for any suggestions. Suggestions provided will be taken back to the workgroup to be incorporated into the plan as appropriate. Attention will be paid to discussing the Student Equity Plan's integration with the EVC Educational Master Plan and the importance that management plays in ensuring their departments and divisions are provided information regarding the plan, key actions, and intended collaboration.

Fall 2022- Timeline

The information provided within this page is intended to provide clarity and transparency to the creation of the 2022-2025 Student Equity Plan.

November 8

Presented as Informational Item to Associated Student Government

The plan will be presented to the Associated Student Government for review and for any suggestions. Suggestions provided will be taken back to the workgroup to be incorporated into the plan as appropriate.   Attention will be paid to receive student feedback regarding proposed actitivies and existing friction points on campus that create barriers for student success.

November 14

Presented as Informational Item to College Council

The plan will be presented to College Council for review and for any suggestions. Suggestions provided will be taken back to the workgroup to be incorporated into the plan as appropriate.

November 15

Action Item on Academic Senate Agenda

Following the updating of the plan to include any previously provided suggestions and revisions, as applicable. The plan will be presented to the Academic Senate as an Action item for approval following the item as an informational item on the November 1, 2022 agenda.

Fall 2022- Timeline

The information provided within this page is intended to provide clarity and transparency to the creation of the 2022-2025 Student Equity Plan.

November 18

Presented as Informational Item To Classified Senate

The plan will be presented to the Classified Senate for review and for any suggestions. Suggestions provided will be taken back to the workgroup to be incorporated into the plan as appropriate.

November 22

2022-2025 Student Equity Plan Sent For President Review

The finalized plan Student Equity Plan, which includes any additional suggestions or revisions from shared governance committees, will make its way to the President's Office for final review and approval before submission.

November 30

2022-2025 Student Equity Plan Due

This is the deadline for EVC to upload the Student Equity plan into NOVA. In addition to requiring the signatures of the Academic Senate President, Campus President, and Chief Business Officer, the new addition of a Guided Pathways Lead signer is intended to create more cross-functional teams to build the equity plan.
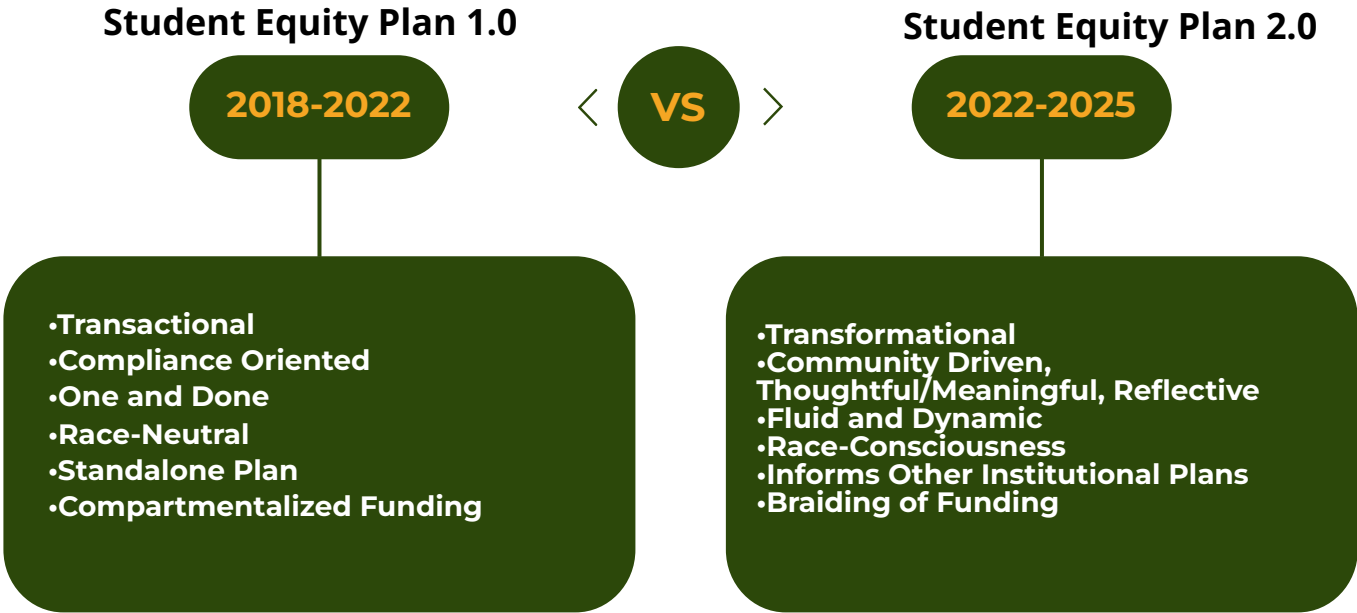
2022-2025 Student Equity Plan Overview

Understanding the New Student Equity Plan

Quick Facts About New Iteration

- Increases collaboration and integration with other areas at EVC
- Keeps students at the center
- Raises awareness and helps EVC prioritize actions that serve our students experiencing the most disproportionate impacts
- Opportunity to transform EVC in new ways
- Stronger alignment to the CCCCO Vision for Success Goals, CCCCO Call to Action, and Guided Pathways

Changes In The Design Of The Student Equity Plan

Student Equity Plan 1.0

2018-2022

⟨ **VS** ⟩

Student Equity Plan 2.0

2022-2025

- •Transactional
- •Compliance Oriented
- •One and Done
- •Race-Neutral
- •Standalone Plan
- •Compartmentalized Funding

- •Transformational
- •Community Driven, Thoughtful/Meaningful, Reflective
- •Fluid and Dynamic
- •Race-Consciousness
- •Informs Other Institutional Plans
- •Braiding of Funding

Emphasis on a Race-Conscious Design

The Student Equity Plan 2.0 is intended to be more race-conscious. As such, Race consciousness was taken into account in completing this Student Equity Plan allowing for new context, new collective, and new opportunities for EVC to address inequities on campus. Through a race-conscious design, we are able to address the fact that students require varying levels of support, while understanding that lifting up our most disproportionately impacted students positively affects ALL students.

By recognizing racial inequity, we are able to explicitly address the inequity head on through intentional activities allowing for us to create activities that occur both within Student Services and within the Classroom. A collaborative response allows us to fully address systemic issues that create racial inequities in the first place. Through this work, we are able to focus on leveraging existing work on campus across multiple service areas/departments, while moving away from activities that are one-offs and disconnected from the work occurring on campus to truly move the needle.

Student Equity Plan Metrics

This page provides a definition to each of the five metrics set by the California Community College's Chancellor's Office. As the Student Equity Plan 2.0 works in alignment with other campus and district priorities, we are reminded that these metrics assist in meeting the Key Action of EVC's Educational Master Plan which is: to shorten students' time to educational goal completion and eliminate equity gaps in goal achievement.

Metric 1

Successful Enrollment:
The percent of students who enrolled as a first-time student in the college where and when they expressed an intent to enroll

Metric 2

Completed Transfer Level Math and English:
The percentage of students who earned a passing grade in a transfer-level Math and transfer-level English course in the same district during the first academic year of enrollment

Metric 3

Persisted from First Primary Term to Subsequent Primary Term:
The percent of students who enrolled from their first primary term to their subsequent term (i.e., Fall to Spring or Spring to Fall)

Metric 4

Transfer:
The percent of students who earned 12+ units any college in the system within 3 years, who were no longer enrolled in the system four years after they first enrolled, and who enrolled in any four-year postsecondary institution at any time up to and including the end of the 4th year following the first term of entry

Metric 5

Completion:
The percent of students who earned Chancellor's Office approved certificates with 8+ units, Associates degrees or CCC bachelor degree within three years

Understanding Disproportionately Impacted (DI) Groups

In order to identify DI Groups, the Percentage Point Gap (PPG) is used to compare the outcomes of students in a specific student population to the outcomes of all other students. When the gap is larger than a specific threshold, that group is considered to be disproportionately impacted. The PPG also is used to examine disproportionate impact with both primary student characteristics (e.g., age, gender, race/ethnicity) and intersectional characteristics (e.g., gender and race/ethnicity). If the group is identified as DI, then the minimum number to meet the threshold and full number of students needed to close the equity gap are calculated.

It is important to note that although a group may not be identified as DI within the cohort data from CCCCO, the 2022 Student Equity Plan can include students in categories of concern based on additional campus-level data. The additional campus-level data contributed to the three student subgroups identified within this equity plan.

Disproportionately Impacted Groups at EVC 2022-2025

Student Populations	Successful Enrollment	Completed Transfer-Level Math and English in Year 1	Persistence	Transfer	Completion
Hispanic/Latino		DI	DI		
Black/African American	DI				
Economically Disadvantaged				DI	DI

The Student Equity Plan 2.0 is focused on the intentional planning of activities to address the largest gaps in disproportionately impacted groups. Rather than having a long list of student subgroups used as a checkbox, a shorter list of student populations was identified to guide activities over the next three years focused on moving the needle and closing gaps.

The committee recognizes that there are other student populations on EVC's campus that are also disproportionately impacted, however, lifting up our most disproportionately impacted students positively affects ALL students including those within groups not identified within this plan.

Disproportionate Impact Groups: Successful Enrollment

It is important to note that although Black students were not identified as a DI group within the cohort data from the CCCCO, the 2022 Student Equity Plan can include students in categories of concern based on additional campus-level data. In examining campus-level data from the past five cohort years, we see that in:

- 2016-2017: 23 students out of the 175 applications successfully enrolled (13.1%)
- 2017-2018: 19 students out of the 112 applications successfully enrolled (16.9%)
- 2018-2019: 19 students out of the 88 applications successfully enrolled (21.6%)
- 2019-2020: 17 students out of the 64 applications successfully enrolled (26.5%)
- 2020-2021: 23 students out of the 61 applications successfully enrolled (37.7%) (base metric)

While the percentage of successful enrollment has increased every year. It is important to note that the number of overall applications has decreased every year. Based on a 3-Year Outcome (2022-2025) time frame, the target outcome for this metric is to increase the percentage of enrollment of Black students by 3 percentage points. The 3-year outcome target is 40.7%.

Friction Points to Address

The student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. Part of the process in the design of this year's equity plan was to bring members of the EVC community to the table to examine **the impacted structure/process/policy/practice/culture on EVC's campus related to current structures.** One structure identified as impeding the successful enrollment of Black students was related to Instruction. When examining the number of existing courses focused on identity, history, and heritage for other populations we see a difference between EVC's Black Populations, Hispanic/Latinx Populations, and Asian & Pacific Islander Populations.

For Latinx Populations **8 courses** exist including:
For Asian Pacific Islander Populations **7 courses** exist including:
However, only **3 courses** at Evergreen Valley College have a focus on Black culture, history, or identity including:
- African American History (taught by a non-Black instructor)
- African- American Literature
- African American Culture

The lack of existing courses with an emphasis on Black culture, history, or identity, relates to the student vocalization of a lack of sense of belonging and lack of representation on campus. As new students begin to apply to campus and examine the course offerings, the lack of courses related to the Black experience and the lack of Black students seeing themselves in the existing curriculum may hinder students from enrolling within the campus, thereby contributing to the inequities in student enrollment numbers.

Disproportionate Impact Groups- Completed Transfer-Level Math or English

Hispanic or Latino students were identified as having the greatest DI within the cohort data from CCCCO, as well as Hispanic or Latino- male identifying students. In examining campus-level data for Hispanic or Latino students as a subgroup from the past five years, we see that in:

- 2016-2017: 49 students out of the 1082 enrolled students successfully completed (4.5%)
- 2017-2018: 78 students out of the 1139 enrolled students successfully completed (6.8%)
- 2018-2019: 137 students out of the 1088 enrolled students successfully completed (12.5%)
- 2019-2020: 127 students out of the 1090 enrolled students successfully completed (11.6%)
- 2020-2021: 185 students out of the 923 enrolled students successfully completed (20%)

<div align="right">(base metric)</div>

Based on a 3-Year Outcome (2022-2025) time frame, the target outcome for this metric is to increase the Completion of Transfer-Level Math & English percentage of Latino students by 3 percentage points. The baseline data for Hispanic or Latino students is 185 out of 923 (20%). The 3-year outcome target for Hispanic or Latino students is 23%.

Friction Points to Address

The student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. Part of the process in the design of this year's equity plan, was to bring members of the EVC community to the table to examine **the impacted structure/process/policy/practice/culture on EVC's campus related to current structures.** Three main structures were identified as impeding the successful completion of Transfer-Level math or English for Hispanic or LatinX students: Instruction, Wrap-Around Services, and Other (City Transportation)

Instruction
Related to Instruction, Transfer-Level Math and English courses are primarily offered on a traditional day/hour that restricts access and inhibits working Latino Students. Unfortunately, courses that are offered at a date/time that are accessible to working students are typically low enrolled, causing class cancellations. The class cancellations lead to working students having to take courses that interfere with their work schedules. When having choose between attending class or working, students will choose work, therefore leading to the inability to successfully complete coursework.

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
Various wraparound services negatively impact the ability for Hispanic or Latino students to successfully complete transfer-level English or Math. Related to counseling, Chicano/Latinx counselors who provide bilingual bicultural services are limited compared to the large student population who are Chicano/Latinx. Related to Mental Health, there are currently no mental health counselors on campus who are Chicano/Latinx and can relate and understand the Chicano/Latinx experience. As a result, students who may feel stressed or may be struggling with mental health issues do not access the services on campus, which can impede their ability to successfully complete courses.

Disproportionate Impact Groups-Persistence First Primary Term to Secondary Term

Hispanic or Latino students were identified as having the greatest DI within the cohort data from CCCCO. In examining campus-level data for Hispanic or Latino students as a subgroup from the past five years, we see that in:

- 2016-2017: 728 students out of the 1082 enrolled students persisted (67%)
- 2017-2018: 761 students out of the 1139 enrolled students persisted (66.8%)
- 2018-2019: 746 out of the 1088 students persisted (68.5%)
- 2019-2020: 706 students out of the 1090 enrolled students persisted (64.7%) (base metric)

Based on a 3-Year Outcome (2022-2025) time frame, the target outcome for this metric is to increase the percentage of Persistence (First Primary Term to Secondary Term) of Latinx students by 3 percentage points. The baseline data is 706 out of 1,090 students (or 64.7%), with 88 students needed to eliminate disproportionate impact. The 3-year outcome target is 67.7%.

Friction Points to Address

The student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. Part of the process in the design of this year's equity plan was to bring members of the EVC community to the table to examine **the impacted structure/process/policy/practice/culture on EVC's campus related to current structures.** The main structures identified as impeding the persistence of Hispanic or Latino students fall within Budgeting and Administration and the Other-Category.

Budgeting and Administration

Currently, programs designed to assist first-year students, such as the First Year Experience Program (FYE), which serves predominately Hispanic or Latino students, do not receive institutional funding and lack appropriate staffing such as a specific counselor. FYE must leverage existing resources and the goodwill of employees to volunteer, which greatly impacts counselor accessibility, especially for counselors that are bilingual and can provide bicultural services that support students in their persistence. The lack of a specialized counselor means that students are often left confused by a system for registering for next term classes (e.g. specific registration dates, different terms and start dates for classes, registration holds, prerequisite holds). Whereas FYE student ambassadors can assist with walking students through the process, questions that need answering such as information regarding educational plans and guided pathways can impede Latinx studefroms in persisting to the next primary term.

Other

As it relates to the Other Category, research shows that campus sense of belonging is related to student persistence, especially for Hispanic or Latino students. Currently there is a lack of welcoming events for Chicano/Latinx students on campus that recognize their culture, rich history, communities, and struggles. There are also limited opportunities for culturally relevant professional development activities for EVC employees to better support LatinX students to feel included and valued on campus.

Disproportionate Impact Groups- Transfer

It is important to note that although the transfer rate of economically disadvantaged students were not identified as a DI group within the cohort data from CCCCO, the 2022 Student Equity Plan can include students in categories of concern based on additional campus-level data. As such, this metric remains a concern for the college. In examining campus-level data from the last cohort years (2015-2016), we see that for economically disadvantaged male students:

119 out of 645 economically disadvantaged students transferred to a 4-year institution (18.4%)

Based on a 3-Year Outcome (2022-2025) time frame, the target outcome for this metric is to increase the percentage of transfers of economically disadvantaged students by 3 percentage points. The baseline data comes from the 2015-16 cohort where 119 out of 645 students (or 18.4%) transferred to a 4-year institution, with 31 students needing to transfer in order to eliminate the disproportionate impact. The 3-year outcome target is 21.4%.

Friction Points to Address

The student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. Part of the process in the design of this year's equity plan, was to bring members of the EVC community to the table to examine **the impacted structure/process/policy/practice/culture on EVC's campus related to current structures.** The main structure identified as impeding the successful transfer of economically disadvtanged students is related to Wraparound Services and Budgeting and Administration.

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
There are various support programs on campus which serve economically disadvantaged students such as FYE, EOPS, Enlace, Umoja-Affirm, ASPIRE, and OASSIS. However, there is no unified system for these programs to track students' goals when they first enter the college. Also, many of these programs do not include connection of identified pathway to transfer when going through guided pathways onboarding (entering/clarifying the path) upon entry or program onboarding. Certain programs which serve economically disadvantaged students are either unequipped or simply do not provide activities and programming focused on transfer.

Budgeting and Administration
Currently, there is only one full-time Transfer counselor dedicated to the campus. This makes it difficult to coordinate workshops or assist special programs that serve economically disadvantaged students with implementing long-term activities that address the needs and concerns of economically disadvantaged students who wish to transfer such as support for financial aid, financial literacy, or budgeting.

Disproportionate Impact Groups- Completion-

Economically disadvantaged male students were identified as a DI group within the cohort data from CCCCO. In examining campus-level data for economically disadvantaged male students from the past cohort years, we see that in:

- 2015-2016: 38 students out of 612 enrolled students successfully completed within 3-years (4.5%)
- 2016-2017: 36 students out of the 656 enrolled students successfully completed (6.8%)
- 2017-2018: 54 students out of the 764 enrolled students successfully completed (12.5%) (base metric)

Based on a 3-Year Outcome (2022-2025) timeframe, the target outcome for this metric is to increase the percentage of Vision Goal Completion of economically disadvantaged male students by 3 percentage points. The baseline data is 54 out of 764 (or 7.0%), with 24 male students needed to eliminate disproportionate impact. The 3-year outcome target is 10.0%.

Friction Points to Address

The student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. Part of the process in the design of this year's equity plan was to bring members of the EVC community to the table to examine **the impacted structure/process/policy/practice/culture on EVC's campus related to current structures. Two areas of completion are identified within the 2022-2025 Student Equity Plan: Adult Ed/Noncredit Completion and Degree Completion.**

Adult Ed/Noncredit Completion

The main structure impeding the successful completion of Adult Education for economically disadvantaged students is Wrap Around Services. Currently, EVC is in a period of pivot and exploration to support this population through new institutional priororites. A combination of seamless wrap around services is needed to support this population, including instruction and student services. Instructional supports, for example, include cohorted instruction, embedded tutoring, mandatory study halls, community lunches/meetings, early alert, as well as career counseling and job search preparation, along with appropriate curriculum, such as a Bridge to College noncredit certificate (in the curriculum approval process).

Degree Completion

Two main structures identified as impeding the completion of economically disadvantaged are Wrap Around Services and Budgeting and Administration. Students identified as being economically disadvantaged struggle with the cost associated with completing degrees within three years. One example provided is the rising cost of textbooks. Currently, the college offers a few avenues for disproportionately impacted students to access textbooks: special programs, the library's textbook course reserves program, and OER/ZTC. While these programs are all helping to tackle this problem individually, each source is limited to the types and amount of textbooks. In addition, other associated costs for certain courses such as lab supplies, graphic calculators, or art supplies are not available for students to rent. Related to Budgeting and Administration, there is currently no dedicated employee to coordinate services, seek funding, advertise and work with students, and help to align efforts on campus related to the campus Educational Master Plan. The lack of a formal complete list and centralized repository for textbook resources creates issue of access for economically disadvantaged students who would most benefit from these services.

Moving Beyond The Data

The next few pages serve as a reference point for addressing the friction points identified within each metric and DI Group and implementing the Student Equity Plan at EVC.

Proposed activities within the next pages are suggestions. The plan allows for the campus to be fluid and flexible with the activities and initiatives conducted over the next three years to ensure we are moving towards our goal of moving the needle and closing equity gaps.

Integration of Services

How We Will Integrate Existing Services to Meet Equity Goals:

Aligning Equity Efforts with Guided Pathways Goals & EVC's Educational Master Plan

Implementation of activities, initiatives, or programs that support the accessibility of all curricula and technology across the campus

Focused strategies to increase FAFSA and Pell Grant participation and completion

Integration of Basic Needs Services via the Basic Needs Center

Integration of Zero-Textbook cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs byusing alternative instructional materials

Focused Attention on Support to LGBTQ+ Students

Integration of Mental Health Services to support Underserved Populations

Inclusion of Student Voices and Student Advocacy: We Must Ensure That We Invite Students Into the Process

Integration of Academic Programs

Special Programs (Enlace, Umoja-AFFIRM, ASPIRE, and Student Life-Equity) will receive an annual base allocation of $25,000 from the Student Equity & Achievement Program (SEAP) that will allow these programs to help DI populations successfully complete their educational goals in alignment with the Student Equity Plan and Educational Master Plan.

First Time Funded
2022

4
Programs Funded

900+
Potential Students Served Through Program Activities

Reporting Requirements

A report will be required at the end of each term listing program activities and expenditures. Activities must be linked to the Student Equity Plan and Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs). These activities will assist the campus in holding ourself accountable to the commitment of the plan and remaining flexible identifying friction points still to be addressed .

Each program must also organize and implement a "public outward facing" event for either the college community, the board, and/or all students.This event should be tied into one of the five metrics identified by CCCCO.

Allowable Expenses

CCCCO has identified some of the following allowable expenses. All expendtures should be reasonable, justifiable, and consistent with goals and activities related to the SEA program.

- Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials

- Hiring short-term/hourly staff directly supporting and implementing student equity activities

- Food and beverages for equity-related planning meetings, professional development, or student gatherings

- Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them and improve outcomes for underserved students

- Developing or adapting academic or career-related programs, curriculum, and courses to improve student equity outcomes. **Courses that generate FTES are a Non-Allowable expense.**

- Providing embedded tutoring and other instructional support services that do not generate FTES

- Computers and related peripherals are to be used primarily by students, excluding large-scale technology projects

- Other Direct Student Support includes books, miscellaneous supplies, and materials for students,s student transportation, and childcare. **Gifts and Stipends for students to participate in program or classroom activities are Non-Allowable expenses.**

Intentional Activities

Remembering Our Why- Framing Our Work

Review of Activities

The new Student Equity Plan 2.0 does away with one-off events and events that are not aligned with the overarching equity goals. Below are suggested activities that are intentional in nature and address one of the five metrics.

Remember this plan is fluid in nature. By no means do these listed activities prohibit the creation of new activities, priorities, or programs that work to eliminate equity gaps on EVC's campus.

Examples of Intentional Activities

✓ Expanded Outreach

Dedicate money from various allocations to hire a full-time staff to help with the recruitment and successful enrollment of students of color. Plan outreach events at community events to recruit identified student populations.

✓ Reviewing Certificate/Degree Eligibility for Students with High Units

Plan ongoing campaigns that target identified DI groups to assist students in submitting Grad Petitions. Work with special programs counselors that work with identified groups to assist in marketing completion.

✓ Intervention & Follow Up: Early Alert

Survey students to understand existing barriers in place that will contribute to persistence and success. Collaborate with different departments/funding that might be able to alliviate existing barriers, for example Basic Needs, Childcare, On-Campus employment.

✓ Support Math and English Bridge Programs

Utilize marketing to promote Math and English Summer Bridge Programs that exist within certain Special Programs and targeted DI groups. Identify additional funding that can expand such programs.

✓ Transfer Center Events and Workshops

Introduce such workshops within Special Programs that serve identified DI groups. How can these be included in the onboarding process for these programs? We must ensure activities are continuous and not one-offs (i.e. Financail Literacy, Understanding HBCUs, etc.)

✓ Priority Registration

How can we encourage students to take advantage of priority registration? What marketing can we use? How can we involve students in sharing their stories on the need to utilize priority registration?

The Role of The Student Equity Committee

Commitment of Support

The Student Equity Committee is committed to utilizing a multipronged approach to creating a coalition of Equity-Minded People here at EVC.

The Student Equity Committee remains focused with the end goal in mind. Our end goal is to move the needle on eradicating equity gaps on campus. We recognize that we get what we inspect, not what we expect. Changes cannot occur if we do not openly and honestly inspect our processes, policies, practices, and campus culture that created these inequities and allow them to continue.

Through accountability and collaboration, we look forward to leveraging existing work and creating new innovative initiatives that lead us toward our goal.

The Student Equity Committee is committed to:

1. Updating the Process for Student Equity and Achievement Proposals so that the process is transparent, accessible, and completed in a timely matter that allows for activities to take place and be measured on effectiveness; including presenting an annual evaluation of funded proposals and their effectiveness.

2. Create a Subcommittee of members from our Special Programs to assist with utilizing allocated funds to support activities that eliminate equity gaps for disproportionately impacted groups.

3. Designate a liaison that works to ensure the equity plan is in alignment with other campus goals. The reason(s) will be tasked with working with shared governance committees to provide information and opportunities for collaboration.

4. Continue Bringing Student Voices and Lived Experiences to the Table through Student Focus Groups.
   1. Black Student Focus Groups Conducted in December 2021
   2. Pacific Islander Student Focus Group to be conducted in December 2022
   3. Latino Student Focus Group to be conducted by Fall 2023

5. Continue the Monthly Envisioning Equity Speaker Series, which provides ongoing Professional Development Training Opportunities for EVC Employees to learn about understanding, celebrating, and serving the needs of BIPOC students.

We can't wait to get started!

For more information please contact:

Dr. Victor Garza, Dean of Student Success

Victor.Garza@evc.edu

2022-2023 Student Equity Committee Members:

Ebonnie Berry
Hazel De Ausen (ex officio)
Frank Espinoza
Victor Garza (ex officio)
Emon Graves
Raniyah Johnson
Arshmeet Kaur
Bianca Lopez
Melissa Nievera-Lozano
Jemima Olufade
Tram Pham
Iriana Zavala Camacho