Metrics set by the State Chancellor's Office:

1. **Access;** Enrollment into the Same College
2. **Retention;** Retained from Fall to Spring at the Same College
3. **Certificates & Degrees;** Attained the Vision Goal Completion Definition
4. Transferred to a Four-Year Institution
5. Completed Both Transfer-Level Math and English Within the District in the First Year
• College goals, not district goals
• Align with existing plans and priorities
• Use Student Success Metrics dashboard
• Review baseline data and set goals
• Timeline to achieve goals by 2021-22
• Use participatory governance process
• Board of Trustees approval
• June 30th, 2019 submit plan to the CCCCCO
### Summary of EVC Disproportionately Impacted (DI) Groups

<table>
<thead>
<tr>
<th></th>
<th>State Avg.</th>
<th>EVC Overall Avg.</th>
<th>Veterans</th>
<th>Foster Youth</th>
<th>Pacific Islander/Native Hawaiian</th>
<th>Hispanic/Latino</th>
<th>Black/African American</th>
<th>American Indian/Alaska Native</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access</strong></td>
<td>48%</td>
<td>47%</td>
<td>36%</td>
<td>34%</td>
<td>34%</td>
<td></td>
<td>38%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td><strong>Retention</strong></td>
<td>67%</td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td><strong>Certificates/Degrees</strong></td>
<td>-</td>
<td>4.9%</td>
<td>3.3%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td></td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Transfer to a 4-Year University</strong></td>
<td>-</td>
<td>7.2%</td>
<td></td>
<td></td>
<td></td>
<td>5.6%</td>
<td></td>
<td>6.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Transfer-Level Math/English</strong></td>
<td>8%</td>
<td>9%</td>
<td>0%</td>
<td></td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Blank data elements represent groups that are not disproportionately impacted for the specific metric.
## Student Equity Goals

Among all students, increase the number of:

<table>
<thead>
<tr>
<th>Among all students, increase the number of:</th>
<th>Baseline Year 2017-18</th>
<th>Target Year 2021-22</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access; Enrollment into the Same College</td>
<td>9,226</td>
<td>9,410</td>
<td>2%</td>
</tr>
<tr>
<td>Retention; Retained from Fall to Spring at the Same College</td>
<td>6,085</td>
<td>6,454</td>
<td>6%</td>
</tr>
<tr>
<td>Certificates &amp; Degrees; Attained the Vision Goal Completion Definition</td>
<td>647</td>
<td>766</td>
<td>18%</td>
</tr>
<tr>
<td>Transferred to a Four-Year Institution*</td>
<td>940</td>
<td>1,035</td>
<td>10%</td>
</tr>
<tr>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>198</td>
<td>297</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Data not available for 2017-18 for transferred to a four-year institution. For this metric, 2016-17 was used as the baseline year.
• Disproportionately impacted (DI) groups identified based on baseline year data for each metric.
• The analysis included the equity groups identified in Ed Code 78220 (where data were available).
• Goal setting required for impacted groups except when baseline data are made unavailable to protect privacy or low sample sizes.
<table>
<thead>
<tr>
<th>Subgroup (Gender: Female)</th>
<th>Access</th>
<th>Retention</th>
<th>Attained the Vision Goal Completion</th>
<th>Transferred to 4-year Institution</th>
<th>Completed College-Level Math &amp; English in 1 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>DI</td>
<td>DI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>DI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Is./Native Hawaiian</td>
<td>DI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>DI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DI</td>
</tr>
<tr>
<td>Veterans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroup (Gender: Male)</td>
<td>Access</td>
<td>Retention</td>
<td>Attained the Vision Goal Completion</td>
<td>Transferred to 4-year Institution</td>
<td>Completed College-Level Math &amp; English in 1 Year</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------</td>
<td>-----------</td>
<td>-------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>DI</td>
<td>DI</td>
<td>DI</td>
<td>DI</td>
<td>DI</td>
</tr>
<tr>
<td>Black/African American</td>
<td>DI</td>
<td>DI</td>
<td></td>
<td></td>
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<td>DI</td>
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<td></td>
<td></td>
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</table>
THE TOOLS
EVC Student Support Programs and Services

THE HOW
Activities

THE WHAT
* Increase Access
* Increase Retention
* Increase Certificates/Degrees
* Increase Transfer to 4-Yr Institution
* Increase the Number of Students Who Complete Transfer Level Math and English in First Year

THE WHY
Our Students and Communities
Student Support Programs and Services

- AFFIRM
- ASPIRE
- Business and Workforce
- Campus Tutoring
- Career & Hygiene Closet
- DSP
- Early Alert
- Enlace
- EOPS
- EVC First Stop Center
- EVC Hawk Food Pantry
- Mental Health Services
- Non-Credit
- OASISS
- Probation/Dismissal Intervention
- SEASSE
- Transfer Center
- Veterans
- YESS
Campus-wide Activities

- Expanded Outreach
- EVC’s First Stop Onboarding Center
- Student Ambassadors
- Community Partnerships/Events
- Special Programs Onboarding
- Intervention & Follow Up: Early Alert & Back to Success
- Designated Safe Places/Centers
- Priority Registration
- Counseling Courses
- Special Programs Wrap-Around Services
- Workshops
- Reviewing certificate/degree eligibility for students with high units
- CTE Programs & MOU/Partnerships
- Guided Pathways

- Strong Workforce
- Special Programs Counseling
- Transfer Center Advisory Board
- Transfer Events and University Trips
- University Reps on Campus
- HBCU & Other Special Program Events (e.g. cultural awareness, academic success celebrations)
- Tutoring: Embedded, Supplemental, Special Program
- Self-Guided Placement Tool
- Co-requisite Courses
- Math Bridge Programs: Enlace, AFFIRM, East Side Union Alliance
Targeted Activities for DI groups

- Community Partnerships (e.g. FYSI for Foster Youth)
- Special Programs Onboarding
- Special Programs Outreach to DI Populations
- Community Events (e.g. HBCU Caravan)
- Academic Special Programs Course Enrollment
- Designated Safe Place Centers
- Early Alert for AB 705
- Transfer and Career Field Trips
- Special Programs Wrap-Around Services (e.g. Book Vouchers/Loans)
- Special Programs Multilingual Counseling Services
- Tutoring: Embedded, One-on-One, Supplemental Instruction
- Math Academy Bridge (e.g. Enlace, UMOJA-AFFIRM)
FOR THE SUCCESS OF ALL OUR STUDENTS!
THANK YOU!

A special *Thank You* to

Dean of Research, Planning & Institutional Effectiveness, Jaqueline Honda

& EVC Research Analyst, Hazel De Ausen