EVERGREEN VALLEY COLLEGE

EXECUTIVE SUMMARY
2017-2019

Integrated Plan:
Basic Skills Initiative,
Student Equity and Student Success

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With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to "empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens." In order to promote student success for *all* students, our college has engaged in a process of self-evaluation through the Guided Pathways Project and evaluation of our prior BSI, Student Equity, and SSSP plan goals and scorecard data. We use qualitative and quantitative data to inform our existing activities and to plan for future educational programs and comprehensive support services and programs.

With our Mission statement as the guiding force, the Student Equity Plan strives to help students achieve their personal and academic goals, by providing them with a variety of flexible methods of instruction such as accelerated courses, summer bridge program, small learning communities, supplemental instruction and embedded tutoring; and an array of student support services, including financial assistance, book exchange program, food and transportation vouchers. The Equity Plan aligns with EVC's Mission because our goals and activities focus on providing access and opportunities to all students, on closing achievement gaps among student groups, by conscientiously addressing the needs of student groups that have been historically underserved and may be disproportionately impacted in education.

For the prior years' plans, Evergreen Valley College used data from the college's disproportionate impact studies to target specific student groups and apply interventions and activities that would help to remove barriers, increase access and provide additional support. The equity goals from the prior year's plan were very specific and operationally tied to the metrics of the Student Success Scorecard. Now that we are evolving from a culture of evidence to a culture of inquiry, we felt it was important to establish *New Integrated Goals* closely aligned to the overarching vision of our college as we embark on the Guided Pathways movement.

By weaving and cross-connecting these Integrated Goals into the fabric of who we are as a college, we are better able to foster an optimal learning environment for our students. Each integrated goal is not only aligned to our college's strategic priorities but is also encapsulated by the broader framework of Guided Pathways. As a result, Evergreen Valley College has developed a five-prong approach to closing the achievement gap that is bolstered by the four pillars of Guided Pathways.

As part of the Evergreen Valley College 2017-2019 Integrated Plan, this executive summary describes our:

A. Student Equity Goals
B. Integrated SSSP,SE & BSI Plan Activities
C. Prior Plans' Expenditures (2014-15, 2015-16, and 2016-17)
D. Assessment of Progress

2017-2019 Integrated Goals for SSSP, SE & BSI

A. Equity Goals for Targeted Student Groups

An equity gap continues to persist despite our targeted efforts towards underserved communities. Evergreen Valley College (EVC) has identified clear institutional goals to increase equity amongst these groups by spring 2020:

Success Measure	Underserved Student Groups
Access	Students who are Native American Indian, White, foster youth, Veterans and individuals with disabilities.
Course Completion	Students who are foster youth, Veterans, and individuals with disabilities
Basic Skills Pathway Completion—ESL	Students who are Latino and individuals with disabilities and male
Basic Skills Pathway Completion—English	Students who are African American/Black, Latino, and individuals with disabilities
Basic Skills Pathway Completion—Math	Students who are male, African American/Black, individuals with disabilities
Degree and Certificate Completion	Students who are White, male, African American/Black, Native Hawaiian, individuals with disabilities, foster youth, and Veterans.
Transfer	Students who are African American/Black, White, foster youth, individuals with disabilities and Veterans.

EVC's Student Equity Goals for each required student group delineated a 5% (closing the gap) for each under represented group listed within 3 years.

1. Increase access by 5% within three years of this plan for students who identify as White, Native Americans, and Students with Disabilities, Foster Youth and Veterans.
2. To increase course completion by 5% within the first three years of this plan for students who identify as Foster Youth, individuals with disabilities and Veterans.
3. Increase basic skills pathway completion by 5% within three years of this plan for students who are Latino, individuals with disabilities, males, African American/Black, Pacific Islanders, Foster Youth and Veterans.

4. Increase degree and certificate completion by 5% within three years of this plan for students who are male, individuals with disabilities, Foster Youth and Veterans.

B.   Integrated Student Success Plan Activities
Evergreen Valley College has adopted a five-prong approach towards closing the existing achievement gap and fostering student success. This includes, increasing access, creating clear Guided Pathways to support timely degree and certificate completion, increasing Basic Skills pathways completion and successful transitions to college level English and Math, providing intentional support and intrusive follow-up services to support overall persistence and completion, and increasing degree & certificate attainment and transfer rates by targeting specific populations identified through our disproportionate impact studies.

Five-Prong Approach to Closing the Achievement Gap
1. Increase Access
2. Create Clear Guided Pathways to support timely degree and certificate completion
3. Increase Basic Skills Pathway Completion and successful transitions to college-level English and math
4. Provide Intentional Support and Intrusive follow-up Services to support overall persistence and completion
5. Increase Degree & Certificate Attainment and Transfer through innovations

Five-Prong Approach to Closing the Achievement Gap	Guided Pathways
1. **Access**—We plan to increase access for underrepresented groups at EVC by: A. Creating multiple on-ramps to college via • Dual & Concurrent Enrollment • Non-Credit • EVC Promise B. Expanding Outreach efforts • Outreach Counselor • Public Information Officer (PIO -Marketing Director) • EVC promise Coordinator C. Technology Integration • Online Orientation	**Pillar 1:** Create clear pathways ♦ Update college website to provide clear roadmaps for students ♦ Create clear pathways to college with high school, adult education and community partners

• SARS Anywhere • Cranium Café • Incorporate Open Ed Resources (OER) into more courses	

2. Completion – We plan to create clear Guided Pathways to support timely degree and certificate completion by building on opportunities:
A. EVC Promise Pathway
B. Student Support & Special Programs Pathways
    • Veterans,
    • YESS (foster youth),
    • EOPS (low-income, 1st generation),
    • OASISS (immigrants & Dreamers),
    • DSP (Disabled)
    • Enlace (Hispanic/Latino), ASPIRE (Asian, Pacific Islander),
    • AFFIRM (African American)
C. Dual & Concurrent Enrollment
    • ACCEL Middle College
    • College Connection Academy
    • Latino College Preparatory
	Pillar 2: Help students to choose and enter a pathway
	
	♦ Use multiple measures to prevent under placing students and instead place students in the appropriate English and math classes
	♦ Implement the self-assessment to provide greater access to students
	♦ Implement a clearer guided pathway to help students identify a program of study, obtain an educational plan that identifies appropriate courses and references available support services

3. Basic Skills Completion and Transition to College Level – We are increasing Basic Skills pathway completion and support for successful transitions to college-level English and math courses through: A. Multiple Measures to mitigate the under-placing of students B. Targeted academic support in basic skills and gateway courses • Increasing the number of sections with Embedded Tutors in ESL and Basic	**Pillar 3:** Help students to stay on the path ♦ Expand embedded tutoring support in more basic skills and gateway courses ♦ Provide students with enhanced and personalized support by Special Programs, such as EOPS, DSP, Veterans, Foster Youth, Enlace, ASPIRE, AFFIRM, and OASISS ♦ Provide increased professional development opportunities for faculty to improve their instructional strategies and methodologies

Skills English and Math courses • Expanded Tutoring Hours – evenings and Intersession • Providing Embedded Tutors for Dual Enrollment courses at LCPA • Targeted Tutoring Follow-up for Early Alert students • Increased on-site Tutoring in Special Program Locations	

4. Persistence and Completion – We will scale up Intentional Support and Intrusive Follow-up Services to support overall persistence and completion through:
  A. Early Alert Program
  B. Support Programs: Veterans, YESS for Foster Youth, EOPS & OASISS, DSP
  C. Special Programs: Enlace, AFFIRM, ASPIRE, Non-Credit
  D. Equity Plus Academic & Progress Probation Interventions
	Pillar 3: Help students to stay on the path
	
	♦ Expand outreach with faculty to increase their participation in using Early Alert system (Exploring new ways to incentivize participation)
	♦ Special programs aggressively support students in a strong and cohesive learning community where they find support and tight knit family network that specialize in first-generation, working class, and underrepresented groups
	♦ Provide book vouchers/rental options (Special programs, such as Foster Youth, Veterans, DSP, Enlace, ASPIRE, OASISS, and AFFIRM provide book vouchers/rental options)
	♦ Probation/Dismissal interventions guide students to counseling and workshops on topics such as strategies on how to be a successful student (safety net for students on the verge of sinking further into the academic abyss)

5. Increase Degree & Certificate Attainment and Transfer – We will increase student goal attainment and transfer rates through: A. Degree Audit B. Bridge Programs • Enlace Summer Bridge • EVC Promise Summer Bridge • Non-Credit Bridge to Career Pathways C. Transfer & Career Center	Pillar 4: Ensure learning is happening with intentional outcomes ♦ Employ the degree audit to facilitate completion for the students, as they track their educational progress towards completion. ♦ Special Bridge Programs employ additional support structures to facilitate goal attainment ♦ Establish graduation facilitator(s) (faculty academic advisory role) to increase program completion ♦ Hire FT Transfer Counselor to oversee the newly established Transfer and Career Center
Leveraging Additional Resources	**Funding Source**
• Non-Credit Support Center **(AEBG)** delivers mandated core services and follow-up support for transitions • Spark Point Center **(AEBG)** offers financial coaching workshops, food pantry, clothing, personal hygiene products, and referral services for students in need • OASISS, Dreamer Center **(EOPS)** offers outreach and advocacy services to immigrants/non-residents • EVC Promise Program **(CA College Promise Innovation grant)**	• Adult Ed Block Grant (AEBG) • South Bay Consortium of Adult Ed (SBCAE) AEBG funding • Second Harvest Food Bank donations • EOPS funding • CA College Promise Innovation grant

C. Prior Plans' Expenditures (2014-15, 2015-16, and 2016-17)

Category	Student Equity		
	2016-17	**2015-16**	**2014-15**
Academic Salaries	$76,310.00	266,676	169,425
Classified & Other Nonacademic Salaries	$234,984.00	111,667	48,989
Employee Benefits	178312.00	83,795	78,311

Supplies & Materials	$21,375.00	78,391	0
Other Operating Expenses and Services	$189,918.00	87,881	13,876
Capital Outlay	$58,120.85	70,035	
Other Outgo		32,644	48,033

D. **Assessment of Progress (from prior year plans)**

An equity gap continues to persist despite our targeted efforts towards underserved communities. Evergreen Valley College has identified clear institutional goals to increase equity amongst these groups by spring 2020:

SE Goals	Progress
#1: To increase access by 5% within the first three years of this plan for students who identify as White, Native Americans, and Students with Disabilities, Foster Youth and Veterans.	Although we have made strides in increasing access for Native Americans, students with disabilities, and foster youth, the data for the last three academic years shows a continued need to improve access for Whites and Veteran student populations. We are collaborating with the surrounding high schools to develop strategies to increase career and college readiness and dual and concurrent enrollment. We have strengthened our Assessment Center operations by adding staffing and equipment resources. We are making multiple, targeted efforts to create a strong presence and message via effective marketing of our degrees, certificates and outstanding programs. The table shows the proportion of the percent of the targeted population at EVC compared with the percent of the population in the service area, which shows that we need to improve access for White and Veteran populations. **NEEDS IMPROVEMENT – Access for Targeted Groups** **Table: Proportion of EVC population compared to the service area population**

Target Population	2014-15		2015-16		2016-17	
	% of the population at EVC FA 2015-SP2016	Proportion	% of the population at EVC FA2015-SP2016	Proportion	% of the population at EVC FA2015-SP2016	Proportion
American Indian	0.53	0.59	0.61	1.22	0.57	1.43
White	8.41	0.29	6.87	0.26	6.69	0.25
Students with Disabilities	4.02	0.82	10.81	1.29	7.47	0.90
Foster Youth	2.22	N/A	0.95	N/A	0.96	N/A
Veterans	1.25		0.28	0.08	1.19	0.35

(Source: CCCCO MIS DataMart and Census, American Community Survey)

Our strategy is to build capacity to provide focused services including timely intervention,

| **#2: To increase course completion by 5% within the first three years of this plan for students who identify as Foster Youth, individuals with disabilities and Veterans.** | follow-up, support curriculum and pre-emptive training for at-risk students. On campus, we are partnering with faculty to strengthen the Early Alert program to easily identify students who need support in order to complete their courses. We are also collaborating with the Language Arts and Math departments and our tutoring coordinator to review student's needs for supplemental instruction. In addition, we are providing additional resources to equity-based programs including categorical, special academic and emerging programs such as the Veterans Freedom Center, Foster Youth program and OASISS (AB 540). We have also tailored our student learning activities to provide leadership and civic engagement to targeted students.

Although EVC has demonstrated increased course completion for students with disabilities and Veterans, Foster Youth course completion needs improvement. Interestingly, our degree completion has overall increased for Foster Youth. In 2015-2016 program year, 52 Foster Youth accessed services from the Equity Plus YESS center and 12% graduated and/or transferred or received a certificate. This is the highest number to date. The national average for Foster youth graduation is 3%. |

NEEDS IMPROVEMENT – Targeted Groups

Table: Success Proportionality Index for Course Completion

	American Indian / Alaska Native	White	Current or former foster youth	Individuals with disabilities	Veterans
2013	1.11	1.00	0.59	0.94	N/A
2014	1.07	1.06	0.99	0.90	1.07
2015	1.12	1.03	0.91	0.95	0.99
2016	1.08	1.00	0.79	0.98	1.02

(Source: CCCCO MIS DataMart)

Note: The table above shows the college-level course completion ratio of the number of credit courses that students by population group actually completed by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. In addition, success rate is defined by the percentage of course enrollments with a final grade of A, B, C, IB, IC, or IPP. The area highlighted in red shows the disproportionate impact to the specific group and year.

| **#3: To increase basic skills pathway completion by 5% within the first three years of this plan for students who** | Resources and opportunities are being provided for Basic Skills curriculum redesign to accelerate transition into transfer level College work. Cross-collaboration is planned between the Student Success and Equity Committee (SSEC) and English and Math faculty to discuss opportunities with high school faculty to improve curriculum alignment and to provide a seamless transition for students.

NEEDS IMPROVEMENT – Targeted Groups in Remedial English |

are Latino, individuals with disabilities, males in English and African American/Black, Individuals with Disabilities and Hispanic/Latino in Math.	Remedial ENGLISH	2014-2015	2016-2017
	Target Population(s)	Proportion	Proportion
	Black or African American	0.93	0.38
	Individuals with disabilities	0.31	0.59
	Hispanic or Latino	0.90	0.83

NEEDS IMPROVEMENT – Targeted Groups in Remedial Math

Remedial MATH	2014-2015	2016-2017
Target Population(s)	Proportion	Proportion
Black or African American	0.70	0.36
Individuals with disabilities	0.44	1.01
Hispanic or Latino	0.90	0.85

(Source: Scorecard - English/Math and Transfer data)

Transfer Level Achievement
The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year. (Source: CCCCO Scorecard Data 2015-2016)

IMPROVING /ON-TRACK - ↑ 16.9% (Hispanic/Latinos in English)
- ❖ Year 1: **14.2%**
- ❖ Year 2: **31.1%**

IMPROVING /ON-TRACK - ↑ 19.8% (Hispanic/Latinos in Math)
- ❖ Year 1: **28.9%**
- ❖ Year 2: **48.7%**

IMPROVING /ON-TRACK - ↑ 20% (African American/Black in English)
- ❖ Year 1: **66.7%**
- ❖ Year 2: **86.7%**

	IMPROVING /ON-TRACK - ⬆ 26.7% (African American/Black in Math) ❖ <u>Year 1</u>: **33.3%** ❖ <u>Year 2</u>: **60%**
#4: Counseling, Advising, and Other Education Planning Services	To address degree completion, EVC has focused on the integrated plan: 1) Targeting the three mandates of Assessment, Orientation, and Educational Plan so that students have a guided pathway that is clear and achievable; 2) Providing support to Foster Youth, Veterans, Individuals with disabilities, and other underserved groups to erase the achievement gap; and 3) Supporting students in basic skills to increase remedial, completion, and persistence rates. Highlighted in the table below are areas that have experienced substantial growth in the SSSP mandates in orientation, assessment, and student educational plans. For example, the number of student orientations increased by 29.8% in 2015-16 and 7.8% the following year in 2016-17. Students can now take the online orientation anytime rather than relying only on available face-to-face orientations. Students who obtained assessments has also increased by 29.4% during the 2016-17 academic year. We attribute this increase to counselors using multiple measures as another instrument to determine math and English placements. More importantly, there has been a substantial increase in the number of students completing their educational plan from 5,787 in 2014-15 to 7,560 in 2015-16, a 30.6% increase and another 5.5% increase in 2016-17. Meaning that more students are completing, at least, an abbreviated educational plan as they enroll to earn degrees, career technical certificates, transfer preparation, or career advancement. As we engage in the Guided Pathways work we will create guided pathways that will help EVC students reach their academic goals in a timely manner. We expect that the three SSSP services will continue to increase. Within Student Equity, Basic Skills Initiative, and Student Success and Support Program, our faculty and staff have been diligently providing interventions to students on probation or dismissal. A 48.2% increase in recorded help/participation from probation/dismissed students reflects that the intervention strategies to get students to attend workshops and counseling appointments are effective. Finally, the last category in the table below identified as "other" illustrates the increase of follow-up appointments. From 2015-16, we experienced an astronomical growth of 95.7% in follow-up appointments with students. The aggressive and ambitious campaign in reaching out to students has been effective. EVC has various outreach mechanisms or touch points to contact students and they vary from contacting students on Early Alert, Probation/Dismissal status, to using Grad Guru, mass texting and emailing to students to alert them about deadlines, priority registration, special programs, transfer activities, student life activities, tutoring alerts, graduation petitions, etc.

		Summer	Fall	Spring	Total	Change +/- from previous year	% Change from previous year
Orientation	2014-15	531	988	432	1951		
	2015-16	757	733	1043	2533	582	29.8%
	2016-17	845	896	977	2718	**185**	**7.3%**
Assessment	2014-15	1123	1139	2283	4545		
	2015-16	1319	1056	2189	4564	19	0.4%
	2016-17	1885	1959	2063	5907	**1343**	**29.4%**
Ed Planning	2014-15	1239	2169	2379	5787		
	2015-16	1441	2892	3227	7560	1773	30.6%
	2016-17	2716	2759	2503	7978	**418**	**5.5%**
Advisement	2014-15	1324	3242	3471	8037		
	2015-16	1221	3156	3582	7959	-78	-1.0%
	2016-17	1039	2587	3218	6844	**-1115**	**-14.0%**
Probation	2014-15	22	125	184	331		
	2015-16	24	107	199	330	-1	-0.3%
	2016-17	206	144	139	489	**159**	**48.2%**
Other	2014-15	633	801	2023	3457		
	2015-16	793	2759	3212	6764	3307	95.7%
	2016-17	2198	2639	2750	7587	**823**	**12.2%**

(SARS data)

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