

Evergreen Valley College

Student Equity Plan (SEP) 2025–2028

Executive Summary

Purpose & Vision

- **Student-centered & race-conscious:** We will amplify racially minoritized student voices as both a symbolic and structural commitment—ensuring their lived experiences inform goal-setting, resource allocation, implementation, and evaluation.
- **Institutional alignment:** Align SEP with Guided Pathways, Educational Master Plan, Basic Needs, and program review to drive institutional (not siloed) change.

Who We Serve: DI Highlights (2025 Baseline)

1. Successful Enrollment
 - **Black/African American:** 6.9%; +8.8% (28 students) needed to eliminate DI.
 - **White*:** 6.5%; +16.5% (447 students) needed to eliminate DI.
2. Transfer-Level Math & English (first year)
 - **Hispanic:** 15.4%; +1.7% (16 students) needed.
 - **White:** 8.7%; +6.4% (15 students) needed.
3. Persistence (Primary → Secondary term)
 - **First-Generation:** 62.3%; +6% (44 students) needed.
 - **White:** 33.5%; +30.3% (48 students) needed.
 - **Male (all):** 65.7%; +0.5% (5 students) needed.
4. Completion (degree/cert within 3 years)
 - **Economically Disadvantaged Males:** 6.8%; +1.8% (13 students) needed.
 - **First-Gen Males:** 5.2%; +3.1% (14 students) needed.
 - **Hispanic:** 6.9%; +2.8% (31 students) needed.
 - **Male (all):** 6.1%; +4.4% (50 students) needed.
5. Transfer
 - **Hispanic:** 27.7%; +1.4% (5 students) needed.

**Data integrity note: In Spring 2025, EVC identified 1,824 potentially fraudulent students (impacting 4,061 seats). Fraudulent headcount was 66% White, with 77% of fraudulent seats in fully asynchronous sections; this analysis was presented to College Council in Spring 2025. SEP targets will be monitored using de-frauded datasets and ongoing safeguards.*

Root Causes (What Students & Data Tell Us)

- **Culturally relevant curriculum & belonging:** Limited access to culturally relevant curriculum and programming that affirm identity/belonging.
- **Structural barriers:** Scheduling, counseling capacity (esp. bilingual), financial aid navigation, and tech onboarding.
- **Basic needs & mental health:** Work–school–family balance, especially for first-gen and low-income students.

What’s Working (Continuity from 2022–2025)

- **Student voice:** Focus groups (Latinx, Black, Pacific Islander) and student feedback loops shape priorities (e.g., Enlace expansion, FAFSA/tech support, culturally affirming events).
- **Equity-centered resource allocation:** SEA base funding to Enlace, Umoja-AFFIRM, ASPIRE, OASISS, etc., with outcomes tied to SEP metrics and annual reporting.
- **Professional learning & culture:** Envisioning Equity Speaker Series and PD that normalize equity as everyone’s responsibility.

Race-Conscious Strategies (2025–2028)

6. Amplify Student Voice

- Establish a Student Equity Advisory Panel of DI students; embed student narratives/quotes in SEP & PD; require outward-facing, culturally affirming events from SEA-funded programs.

7. Disaggregated Data: Targeted Solutions

- Use race/ethnicity-disaggregated data to set metric targets, prioritize resources, and publish transparent progress updates.

8. Integrated Institutional Approach

- Align SEP activities with Guided Pathways, Basic Needs, counseling, enrollment services, and scheduling reforms; scale wraparound supports (bilingual counseling, FAFSA/tech labs, childcare access, tutoring/mentoring).

Governance, Evaluation & Accountability

Development & Adoption (2025):

- **September 2025:** Share SEP with Associated Student Government, Academic Senate, Classified Senate, and College Council for review/feedback.
- **October 2025:** Present SEP to Board of Trustees for adoption.

Ongoing Evaluation & Reporting:

- **End of each semester:** SEA-funded program reports; SEC reviews implementation and disaggregated metric updates.
- **Annually by June 30:** Publish SEP Evaluation Report with progress by racial group, student voice findings, and recommended adjustments.

2025–2028 Outcomes We're Driving

- Increase successful enrollment for Black and White DI groups.
- Raise first-year transfer-level English/Math completion for Hispanic and White students.
- Improve persistence for first-gen, White, and male students.
- Increase 3-year completion for economically disadvantaged and first-gen males, and Hispanic students.
- Increase transfer for Hispanic students.

Through a race-conscious, student-centered approach—where student voice is data and decision-making power—we will close equity gaps and advance a campus of care and belonging.