

Evergreen Valley College — Student Equity Plan (SEP) 2025–2028

Executive Summary

Student Groups for Whom Goals Have Been Set

Using disaggregated data and student voice, Evergreen Valley College (EVC) sets goals for disproportionately impacted (DI) groups across the five system metrics:

- Successful Enrollment: Black/African American; White
- Completed Transfer-Level English & Math (first year): Hispanic/Latinx; White
- Persistence (First to Second Primary Term): First-Generation; Male; White
- Completion (within 3 years): Economically Disadvantaged Male; First-Generation Male; Hispanic/Latinx; Male
- Transfer to a Four-Year: Hispanic/Latinx

Student Equity Plan (2025-2028) Goals

| DI Student Population | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1: | | Goal 2: | |
|---|---------------------------------|---------------------------------|--------------------------------------|--------------------------------------|--|--|
| | | | Eliminate Disproportionate Impact | | Fully Close Equity Gap | |
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
| Successful Enrollment - DI Student Populations | | | | | | |
| Black or African American | 6.90% | 22 | 8.80% | 28 | 11.50% | 37 |
| White | 6.50% | 177 | 16.50% | 447 | 18.50% | 502 |
| Completed Both Transfer-Level Math & English - DI Student Populations | | | | | | |
| Hispanic | 15.40% | 140 | 1.70% | 16 | 4% | 37 |
| White | 8.70% | 20 | 6.40% | 15 | 10.10% | 24 |
| Persistence: First Primary Term to Secondary Term - DI Student Populations | | | | | | |
| First Generation | 62.30% | 456 | 6% | 44 | 9.50% | 70 |
| Male | 65.70% | 522 | 0.50% | 5 | 3.80% | 31 |
| White | 33.50% | 53 | 30.30% | 48 | 37.70% | 60 |
| Completion - DI Student Populations | | | | | | |
| Econ Disadvantaged Male | 6.80% | 48 | 1.80% | 13 | 3.80% | 28 |
| First Generation Male | 5.20% | 22 | 3.10% | 14 | 5.20% | 23 |
| Hispanic | 6.90% | 76 | 2.80% | 31 | 4.80% | 53 |
| Male | 6.10% | 68 | 4.40% | 50 | 6.40% | 72 |
| Transferred to a Four-Year - DI Student Populations | | | | | | |
| Hispanic | 27.70% | 92 | 1.40% | 5 | 6.20% | 21 |

EVC adopts two linked goals for every DI group and metric: Goal 1—Eliminate disproportionate impact; Goal 2—Fully close the equity gap. Baselines and the additional students needed to reach equity are set from 2025 starting data. Examples: Successful

Enrollment requires +8.8% (+28) for Black/African American students and +16.5% (+447) for White students; first-year completion of transfer-level English & Math requires +1.7% (+16) for Hispanic/Latinx and +6.4% (+15) for White; persistence requires +6.0% (+44) for First-Generation, +0.5% (+5) for Male, and +30.3% (+48) for White; completion requires +1.8% (+13) for Economically Disadvantaged Male, +3.1% (+14) for First-Generation Male, +2.8% (+31) for Hispanic/Latinx, and +4.4% (+50) for Male; transfer requires +1.4% (+5) for Hispanic/Latinx to eliminate DI.

Initiatives that EVC Will Undertake to Achieve Goals

Successful Enrollment

- Umoja-AFFIRM + Outreach co-recruitment: Share a joint calendar; co-table at Black Family Day, Juneteenth, churches, parks, and neighborhood associations. Use Umoja-AFFIRM ambassadors at high-school fairs. Hand out identity-affirming brochures (student testimonials, HBCU pathway) and collect contact info for follow-up.
- Priority registration + reserved seats: Coordinate with Umoja-AFFIRM to add eligible students to priority registration groups and reserve seats in high-demand general education and transfer courses. Align dates with high-school events and community calendars; send direct registration links and reminders.
- Counselor presence where students are: Schedule a rotating Umoja-AFFIRM counselor at high schools and community partners each month. Offer on-the-spot application help and referrals to Basic Needs; route students to the next Enrollment Lab if more time is needed.

Completed Both Transfer-Level Math & English

- Establish Faculty Community of Practice in English and Mathematics: monthly two-hour sessions for instructors of English 105 (corequisite to Transfer-Level English Composition, English 1A/C1000) and Statistics. Faculty share strategies, build activities aligned to the course outline of record, and act on disaggregated course-level data from the data warehouse.
- Evergreen Valley College English and Mathematics Academies: week-long bridge programs for about 200 incoming students that strengthen reading, writing, and quantitative reasoning; connect students to counseling, financial aid, wellness, and peer mentoring; and reduce anxiety about gateway courses. Each academy ends with advising to build first-term schedules, book Writing Center and Mathematics Center visits, and link students to corequisite support.
- Mathematics Statistics Workshops with an Equity Lens: Mathematics faculty share pedagogy that removes barriers for historically underrepresented students—using culturally relevant datasets, multiple instructional modalities, and growth-mindset language. Faculty review disaggregated results to identify equity gaps, then add scaffolded supports and collaborative learning to build belonging and persistence.

Persistence: First Primary Term to Secondary Term

- Work with First Year Experience to identify and enroll DI students into programs such as EOPS, DSP, ASPIRE/PLLUS to keep them engaged (case-managed). Ties to Strategic Enrollment Management Plan Goal 1 (increase engagement in support programs 15% over two years).
- Create a campaign to target DI populations to ensure they have comprehensive educational plans on file; reduce excess units (supports Strategic Enrollment Management Plan Goal 2).
- Expand use of SARS Early Alert/progress monitoring to flag DI students. Assign staff to follow-up with unaffiliated DI students and prioritize counseling support for this group. Provide additional training for faculty to select needed interventions.

Completion

- Credit for Prior Learning at Point of Service: During clinics, screen adult and first-generation learners for industry certifications, military training, work experience, and external exam credits. Post awards/substitutions immediately to reduce remaining units. Provide a short guide so students know which documents to bring and how Credit for Prior Learning shortens time to completion.
- Degree-Audit Campaigns and Auto-Petition/Re-engage Stop-Outs: Using internal data, EVC will run termly degree-audit campaigns to identify DI near-completers and stopped-out students. Where policy allows, submit auto-petitions/auto-awards; otherwise send prefilled petitions and clinic invites.
- Priority registration grouping for DI completion: Wherever allowed by district and Title 5 policy, EVC will assign earlier priority registration groupings to identified DI near-completers so they can enroll in capstone/general education courses tied to mapped two-term plans and Associate Degree for Transfer pathways.

Transfer

- EVC will strengthen articulation and Associate Degree for Transfer (ADT) pathways: publish clear ADT maps; schedule and reserve seats in transfer-critical courses (Golden Four and major prep); and, where policy allows, assign earlier priority registration groupings to identified Hispanic near-transfer students.
- EVC will host monthly Transfer Focused Days and regular university representative visits. Additionally, EVC will work closely with the Enlace Program to make brief presentations in their classes to promote transfer for Hispanic students.
- Using internal data, EVC will message Hispanic students with 45+ transferable units. Campaigns (text/email//in-class) include one-click booking for Transfer Center Workshops, key UC/CSU deadlines, and ADT petition reminders.

Student Equity Plan Budgeted Resources

Student Equity & Achievement (SEA) Program funds support staffing and provide annual base allocations to equity-serving programs (e.g., Enlace, Umoja-AFFIRM, ASPIRE, Student

Life). Funding is tied to reporting on the five equity metrics and supports staffing for Academies, clinics, tutoring, Basic Needs integration, Transfer Center programming, and professional development (e.g., Envisioning Equity Speaker Series).

Student Equity Plan Contact

The official contact for further information is Dr. Victor G. Garza, Dean of Counseling Services & Student Success. Victor.Garza@evc.edu or 408-270-6491

Funding Expenditures (2022-2025)

| Fiscal Year: 2023 | | | USER: 20400 - Student Equity & Achievement | | | |
|---|------------------|-------------|--|--------------|------------|---------|
| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | YTD Budget | Available | % Avail |
| MAJOR.OBJECT: 51 - Academic Salaries | 0.00 | 170,356.70 | 766,680.11 | 728,052.20 | 38,627.91- | 5.30- |
| MAJOR.OBJECT: 52 - Classified Salari | 0.00 | 28,048.59 | 645,626.38 | 863,919.97 | 218,293.59 | 25.27 |
| MAJOR.OBJECT: 53 - Employee Benefits | 0.00 | 66,588.14 | 654,693.54 | 795,617.34 | 140,923.80 | 17.71 |
| MAJOR.OBJECT: 54 - Supplies and Mate | 0.00 | 27,078.34 | 37,691.67 | 60,124.28 | 22,432.61 | 37.31 |
| MAJOR.OBJECT: 55 - Other Operating E | 0.00 | 17,568.99 | 37,123.70 | 115,304.46 | 78,180.76 | 67.80 |
| MAJOR.OBJECT: 56 - Capital Outlay | 0.00 | 9,548.44 | 14,389.20 | 16,755.00 | 2,365.80 | 14.12 |
| MAJOR.OBJECT: 57 - Other Outgo | 0.00 | 0.00 | 0.00 | 16,339.98 | 16,339.98 | 100.00 |
| LOCATION: 21 - Evergreen Valley Colle | 0.00 | 319,189.20 | 2,156,204.60 | 2,596,113.23 | 439,908.63 | 16.94 |
| MAJOR.OBJECT: 51 - Academic Salaries | 0.00 | 103,761.69- | 220,379.95 | 220,267.38 | 112.57- | 0.04- |
| MAJOR.OBJECT: 52 - Classified Salari | 0.00 | 46,191.94 | 150,038.73 | 135,256.66 | 14,782.07- | 10.92- |
| MAJOR.OBJECT: 53 - Employee Benefits | 0.00 | 8,966.91- | 84,481.72 | 88,688.58 | 4,206.86 | 4.74 |
| MAJOR.OBJECT: 54 - Supplies and Mate | 0.00 | 17,088.43 | 49,296.58 | 55,228.73 | 5,932.15 | 10.74 |
| MAJOR.OBJECT: 55 - Other Operating E | 0.00 | 22,216.07 | 105,574.56 | 110,012.75 | 4,438.19 | 4.03 |
| MAJOR.OBJECT: 56 - Capital Outlay | 0.00 | 2,188.36 | 17,750.26 | 17,772.72 | 22.46 | 0.13 |
| MAJOR.OBJECT: 57 - Other Outgo | 0.00 | 1,337.35 | 9,122.02 | 9,417.00 | 294.98 | 3.13 |
| LOCATION: 25 - EVC Prior Year C/O and | 0.00 | 23,706.45- | 636,643.82 | 636,643.82 | 0.00 | 0.00 |
| FUND: 17 - Grants / Categoricals | 0.00 | 295,482.75 | 2,792,848.42 | 3,232,757.05 | 439,908.63 | 13.61 |
| ===== | | | | | | |
| USER: 20400 - Student Equity & Achievem | 0.00 | 295,482.75 | 2,792,848.42 | 3,232,757.05 | 439,908.63 | 13.61 |

| Fiscal Year: 2024 | | | USER: 20400 - Student Equity & Achievement | | | |
|---|------------------|------------|--|--------------|-------------|---------|
| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | YTD Budget | Available | % Avail |
| MAJOR.OBJECT: 51 - Academic Salaries | 0.00 | 73,393.97 | 789,947.47 | 648,129.00 | 141,818.47- | 21.87- |
| MAJOR.OBJECT: 52 - Classified Salari | 0.00 | 46,829.89 | 706,657.25 | 831,701.75 | 125,044.50 | 15.03 |
| MAJOR.OBJECT: 53 - Employee Benefits | 0.00 | 50,358.12 | 678,621.92 | 800,490.52 | 121,868.60 | 15.22 |
| MAJOR.OBJECT: 54 - Supplies and Mate | 0.00 | 1,949.46 | 16,848.18 | 18,462.62 | 1,614.44 | 8.74 |
| MAJOR.OBJECT: 55 - Other Operating E | 0.00 | 19,686.63 | 30,408.75 | 291,954.80 | 261,546.05 | 89.58 |
| MAJOR.OBJECT: 56 - Capital Outlay | 0.00 | 470.00 | 5,241.25 | 5,375.00 | 133.75 | 2.49 |
| LOCATION: 21 - Evergreen Valley Colle | 0.00 | 192,688.07 | 2,227,724.82 | 2,596,113.69 | 368,388.87 | 14.19 |
| MAJOR.OBJECT: 51 - Academic Salaries | 0.00 | 3,617.83 | 90,440.42 | 164,883.31 | 74,442.89 | 45.15 |
| MAJOR.OBJECT: 52 - Classified Salari | 0.00 | 18,890.39 | 132,031.39 | 46,723.99 | 85,307.40- | 182.57- |
| MAJOR.OBJECT: 53 - Employee Benefits | 0.00 | 7,794.85 | 79,286.22 | 54,320.73 | 24,965.49- | 45.95- |
| MAJOR.OBJECT: 54 - Supplies and Mate | 0.00 | 2,643.02 | 15,815.37 | 19,344.15 | 3,528.78 | 18.24 |
| MAJOR.OBJECT: 55 - Other Operating E | 0.00 | 39,086.97 | 120,516.65 | 150,600.45 | 30,083.80 | 19.98 |
| MAJOR.OBJECT: 56 - Capital Outlay | 0.00 | 0.00 | 123.58 | 2,036.00 | 1,912.42 | 93.93 |
| MAJOR.OBJECT: 57 - Other Outgo | 0.00 | 0.00 | 1,695.00 | 2,000.00 | 305.00 | 15.25 |
| LOCATION: 25 - EVC Prior Year C/O and | 0.00 | 72,033.06 | 439,908.63 | 439,908.63 | 0.00 | 0.00 |
| FUND: 17 - Grants / Categoricals | 0.00 | 264,721.13 | 2,667,633.45 | 3,036,022.32 | 368,388.87 | 12.13 |
| ===== | | | | | | |
| USER: 20400 - Student Equity & Achievem | 0.00 | 264,721.13 | 2,667,633.45 | 3,036,022.32 | 368,388.87 | 12.13 |

| Fiscal Year: 2025 | | | USER: 20400 - Student Equity & Achievement | | | |
|---|------------------|------------|--|--------------|-------------|---------|
| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | YTD Budget | Available | % Avail |
| MAJOR.OBJECT: 51 - Academic Salaries | 0.00 | 55,447.99 | 845,917.76 | 730,427.00 | 115,490.76- | 15.80- |
| MAJOR.OBJECT: 52 - Classified Salari | 0.00 | 28,417.13- | 581,389.81 | 856,481.33 | 275,091.52 | 32.12 |
| MAJOR.OBJECT: 53 - Employee Benefits | 0.00 | 16,104.82 | 694,307.51 | 889,559.84 | 195,252.33 | 21.95 |
| MAJOR.OBJECT: 54 - Supplies and Mate | 0.00 | 6,235.79 | 6,352.96 | 0.00 | 6,352.96- | 0.00 |
| MAJOR.OBJECT: 55 - Other Operating E | 0.00 | 55,697.85 | 81,511.86 | 119,645.52 | 38,133.66 | 31.87 |
| LOCATION: 21 - Evergreen Valley Colle | 0.00 | 105,069.32 | 2,209,479.90 | 2,596,113.69 | 386,633.79 | 14.89 |
| MAJOR.OBJECT: 51 - Academic Salaries | 0.00 | 0.00 | 111,759.00 | 100,000.00 | 11,759.00 | 11.75- |
| MAJOR.OBJECT: 52 - Classified Salari | 0.00 | 52,503.55 | 134,473.82 | 6,175.00 | 128,298.82- | 077.70- |
| MAJOR.OBJECT: 53 - Employee Benefits | 0.00 | 18,878.33 | 85,048.88 | 17,421.43 | 67,627.45- | 388.18- |
| MAJOR.OBJECT: 54 - Supplies and Mate | 0.00 | 4,809.10 | 24,814.05 | 47,254.59 | 22,440.54 | 47.49 |
| MAJOR.OBJECT: 55 - Other Operating E | 28.00- | 302.07- | 12,293.12 | 196,537.85 | 184,272.73 | 93.76 |
| MAJOR.OBJECT: 56 - Capital Outlay | 0.00 | 0.00 | 0.00 | 1,000.00 | 1,000.00 | 100.00 |
| LOCATION: 25 - EVC Prior Year C/O and | 28.00- | 75,888.91 | 368,388.87 | 368,388.87 | 28.00 | 0.01 |
| FUND: 17 - Grants / Categoricals | 28.00- | 180,958.23 | 2,577,868.77 | 2,964,502.56 | 386,661.79 | 13.04 |
| ===== | | | | | | |
| USER: 20400 - Student Equity & Achievem | 28.00- | 180,958.23 | 2,577,868.77 | 2,964,502.56 | 386,661.79 | 13.04 |

Assessment of 2022–25 Student Equity Plan

From 2022–2025, EVC shifted from broad, compliance-focused activities to DI-targeted strategies grounded in student voice. The college established SEA-funded program accountability, launched the Envisioning Equity Speaker Series, and expanded learning communities and focus groups (e.g., Latinx) to surface root causes.

For Latinx students, persistence declined from 68.7% (Fall 2022) to 60.4% (Spring 2025), with the lowest point around 59.7% (Spring 2024) and a modest recovery thereafter. Net change from the starting term is roughly –8 percentage points. This confirms persistence as a continuing equity gap for Latinx students and underscores the need for earlier, more structured second-term registration supports (e.g., reserved seats in mapped courses) and bilingual outreach aligned to milestone deadlines.

Black/African American total enrolled counts show meaningful growth over the period: 610 (Fall 2022) to 762 (Spring 2025)—about a 25% increase. This growth aligns with targeted outreach (e.g., partnerships, community tabling, ambassadors) and suggests that race-conscious recruitment and community presence are moving in the right direction. The next step is converting this increased interest into early planning, timely course access, and persistence gains.

For economically disadvantaged students, the term completion rate improved from 86.3% (Fall 2022) to 89.2% (Spring 2025), with consistent performance above 86% across the period. This is a positive trend that likely reflects expanded tutoring, instructional supports, and the growing use of low/no-cost materials. Maintaining these supports should help sustain and extend these gains for DI subgroups (e.g., economically disadvantaged males, first-gen males).

Overall, 2022–25 efforts strengthened access (notably for Black students) and term completion for economically disadvantaged learners, but persistence for Latinx students remains below the 2022 starting point. The 2025–28 plan should therefore emphasize early, bilingual planning; protected course access; and program-based coaching to convert initial gains into end-of-year persistence, three-year completion, and on-time transfer.