



Imperial Valley College



2017-18 Integrated Plan, Book 2, Title 1, Part 1





2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

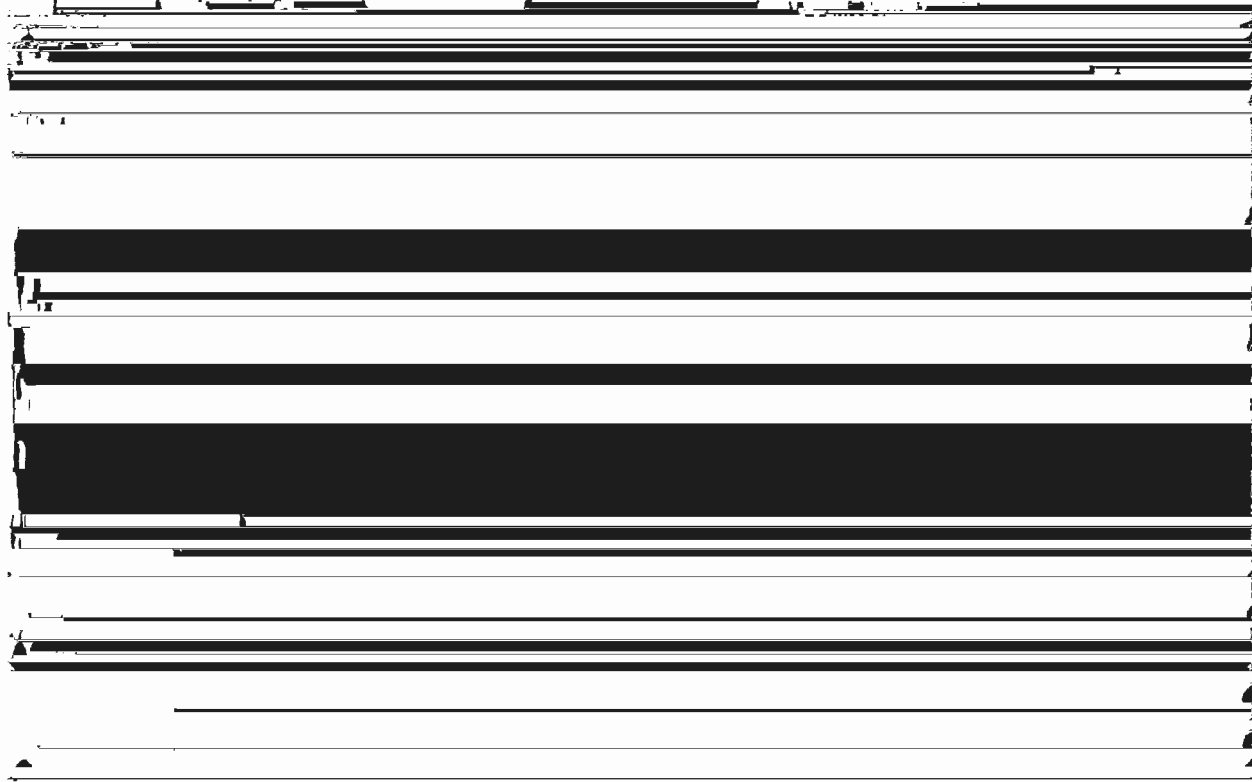
- Submission deadline: **December 1, 2017**
- ~~The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-~~

18 allocations.

- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- ~~Identify one individual and an alternate to serve as the point of contact for program...~~

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following



- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished** during the 2015-16 planning cycle*

Program

Business

SF

Co (IVC)

students

2016-2017

Admission Application

2015-2016 Orientation

Registered HS students for Fall 2015=1,799

Completed Orientation HS= 1,468 (82%)

Total Students completed Orientation=1,468

Other 1st time College Students= 332

Total Students in Cohort= 2,254

Registered HS students for Fall 2016= 1,193

Completed Orientation HS= 1,167 (97%)

Total Students completed orientation= 2,812

Other 1st time College Students=1,371

Total Students in Cohort= 2,564

In order to increase the number of students completing orientation the following measures have been implemented:

- Students have 24 hour access to online orientation;
- Orientations are provided in-person or online;
- IT Programmer developed program that retrieves data from MIS and displays a



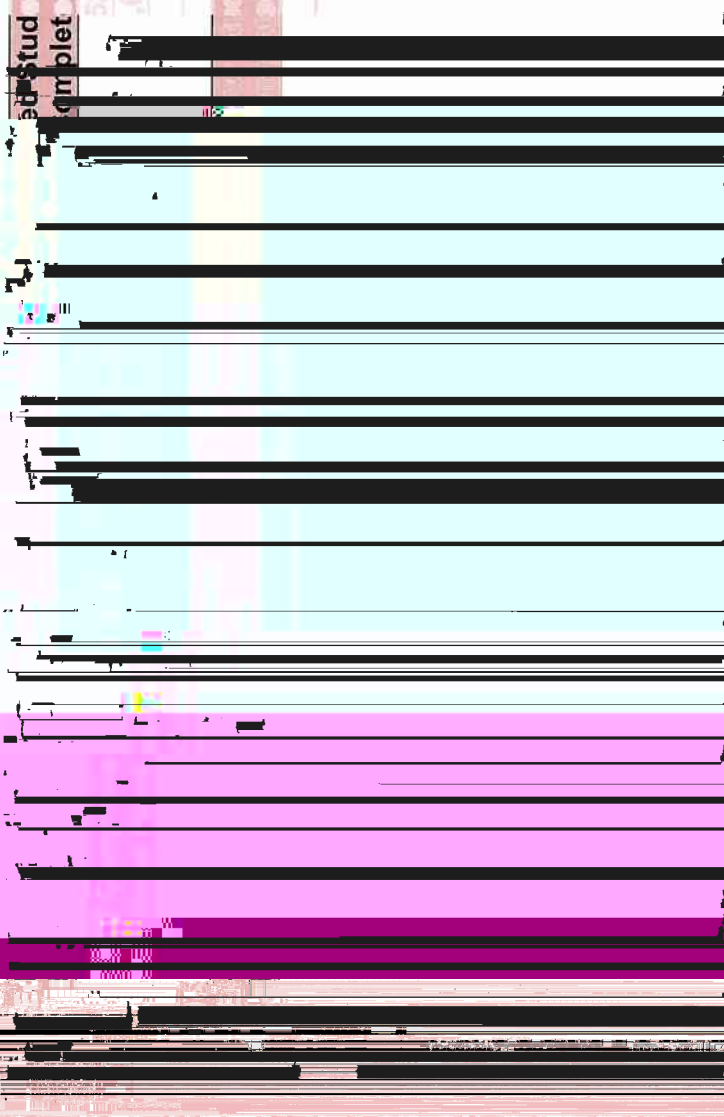
2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>or needed. provide core services. and follow-up students if they have personally assist the students and guide orientation workshops at their workshops to online counselors.</p>	<p>[REDACTED]</p>	<p>or needed. provide core services. and follow-up students if they have personally assist the students and guide orientation workshops at their workshops to online counselors.</p>
<p>essment = 2,688 HS site=1,673 r Fall 2016=1,193 assessment= 1,867 AP Scores= 235 2,564</p>	<p>[REDACTED]</p>	<p>essment = 2,688 HS site=1,673 r Fall 2016=1,193 assessment= 1,867 AP Scores= 235 2,564</p>
<p>ss the following multiple measures; student has not, they are referred placement.</p>	<p>[REDACTED]</p>	<p>ss the following multiple measures; student has not, they are referred placement.</p>

IP: Increase student success by providing assessment services at high schools.

SSSP: Increase student access and success by assisting students in defining their course of study and developing education plans.

Met/On-Track: Students complete an abbreviated student educational plan online or in person with a counselor. The comprehensive student educational plan is completed in person with a counselor. The Student Success Specialists follow-up with students who have not completed either of the plans.



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Equity-Course Completion:
Improve course completion for disproportionately impacted student populations, resulting in a 71% course completion rate for students that identify as Foster Youth, Disabled, or Male.

to conferences with the opportunity is directly related to share these practices

course completion rates for Youth or Disabled, Foster Youth, or Disabled students.

PS tutors improved their teaching practices for impacted students, the institution's webinars, the institution's webinars that are at-risk of failing a tracking engagement with instant to seek critical

act course completion instruction provided. Additionally, Student Equity ensure students with training.

impacted populations, the need of child care, related to specific populations it there were other special ly vulnerable, and services, incarcerated students, a program design sensitive to the stigma were offered opportunities for level of comfort towards



Integrated Plan for Basic Skills Initiative, Student Equity, and Student Success and Support

ESL & Basic Skills
Improve ESL completion for impacted students to ensure a high level of success that identifies students who need additional support.

1/On-Track:

7-2018 campus-based research indicated a 1% increase in ESL and Basic Skills completion for students who identify as Male.

In order to impact ESL & Basic Skills completion rates for Males, the Student Equity Department funded a Winter Bridge session for ESL students. The intensive session focused on bridging grammar, reading, and writing skills critical to be successful in the ESL and English courses.

Faculty who work with ESL students implement best practices across the region to improve instruction and delivery of workshops on grammar instruction.

Faculty, which provides support to improve student outcomes, were assigned to 25 non-credit tutors have proportionately impacted

proportionately impacted in the region are especially effective in designing a course (ESL), to increase Basic Skills completion.

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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>By-Other College Several establish and hire a Coordinator, Research Analyst, and with Hanover evaluate Student</p>	<p>Met/On-Track: The institution successfully established and hired a Student Equity Coordinator and Research Analyst to ensure campus-based research, planned activities, and operation of the department results in quality services that impact our disproportionately impacted population. The Office of Institutional Research has collaborated with Hanover Research to evaluate Student Equity activities.</p>
<p>Met/On-Track: The institution successfully established and hired a Student Equity Coordinator and Research Analyst to ensure campus-based research, planned activities, and operation of the department results in quality services that impact our disproportionately impacted population. The Office of Institutional Research has collaborated with Hanover Research to evaluate Student Equity activities.</p>	<p>Met/On-Track: The institution successfully established and hired a Student Equity Coordinator and Research Analyst to ensure campus-based research, planned activities, and operation of the department results in quality services that impact our disproportionately impacted population. The Office of Institutional Research has collaborated with Hanover Research to evaluate Student Equity activities.</p>
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Core Skills: Improve Instruction by College staff developing Basic Skills Instruction.

Objectives: Maintain integration of support services in Basic and Support





Basic Skills: Create a repository of learning videos for Basic Skills students to access.

...tee where faculty and learning further enhancing the integration of student-upon goals for our students has more effective.

...quisition of 10 (ten) Surface Pro devices. Several of the instructors through Student Equity utilized been placed into a repository on



b. To what do you attribute your overall success or lack thereof? (This answer can be in

[Redacted]

increase success rates in ESL and Basic Skills courses. utilize multiple measures to determine recommendations for placement in ESL and Basic Skills courses. u ent

[Redacted]

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or degree of achievement rates. The Chancellor's

[Redacted]



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provide supplemental instruction after class. An analysis of data collected by the Learning Services Center in Spring 2017 indicates a significant increase in retention and success rates across Basic Skills and general education courses: Chemistry 100, Chemistry 200,

[REDACTED]

English 8, English 9, English 10, Math 61, and Math 71. Within the analysis, the success

[REDACTED]

[REDACTED]

of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

~~Complete the table on the next page. Addresses needed to list all C~~



Integrated Goal 3: Success
 the % of ESL students who
 complete a transfer-level
 course.



When established, Success
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 sses to support ESL
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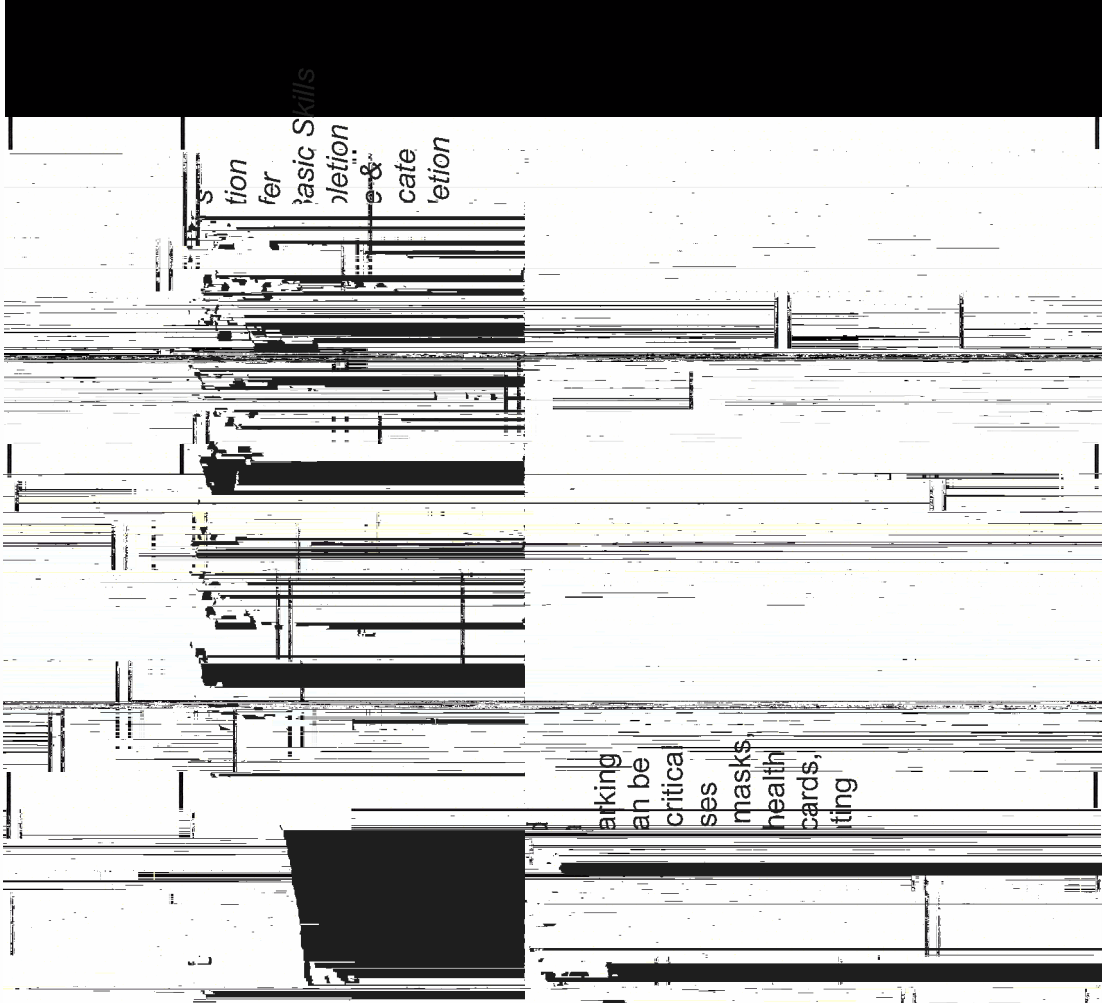
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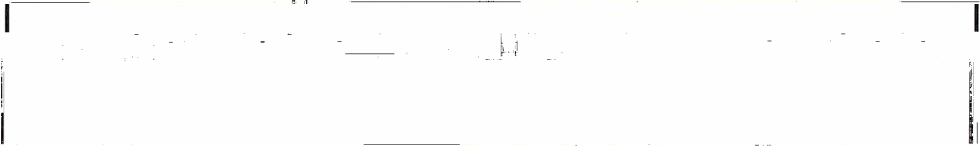
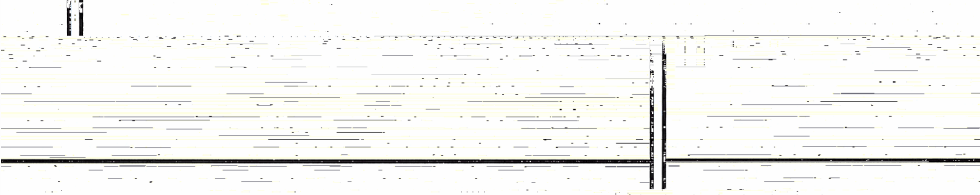
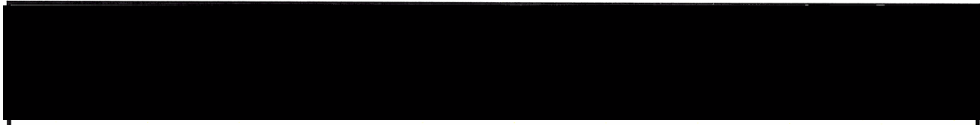
Success
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...with students placed
 ...ESL levels in
 ...der to assist with
 ...quisition of
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 ...ve department will
 ...age in multiple
 ...asures when
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 ...accepting high
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 ...ades, and overall
 ...FA, EAP level 4
 ...ores, exploring
 ...udent self-
 ...acement, and
 ...reviewing
 ...recommendations.
 ...Additionally, the
 ...department will
 ...ensure counselors
 ...and students
 ...collaborate to
 ...complete
 ...Comprehensive
 ...Educational Plans in
 ...a
 ...manner.







4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity related categorical programs or services.

[Redacted content]

based programs. (500 words max)

Imperial Valley College intends to accomplish the integration of matriculation, instruction and student support to accomplish student success and coordinate across student equity-related

[Redacted content]

- Reference Librarian
- English Department Chair
- Math Department Chair

[Redacted]

ESL Department Chair

The committee co-chairs will be the Vice President of Academic Services and the Vice

[Redacted]

decision making, both at the program and campus wide levels and to better serve



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words max)

The Integrated Student Success Committee and Program Coordinators will work with faculty and staff to identify potential professional development opportunities from the State Chancellor's Office and reputable organizations including local district and college events. Faculty and staff requesting to travel, must submit proposals for consideration. Funding of professional development will be decided and approved by the Integrated Student Success Committee and it

[Redacted content]



2017-18 [REDACTED]

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this

[REDACTED]

2016-17 was expended and an assessment of the progress made in achieving the identified goals from previous years. The summary must also include the name of the college or district [REDACTED]

ensured student veterans had access to comprehensive educational and career planning through the placement of an academic counselor. Both departments worked alongside the Financial Aid Office to ensure Veteran's Affairs Certifying Officials and MVSC staff are

communicating quality information regarding benefits and services available to student veterans



To directly impact course completion across all disproportionately impacted populations, the Student Equity Department provided direct services to students in need of child care, transportation and textbook assistance. While services were provided to specific populations identified in campus-based research, our department recognized that there were other special

[Redacted]

Skills course-completion.

An in-depth analysis of 2017-2018 campus-based research indicated a 1% increase in ESL and Basic Skills completion for students who identify as Male.

Degree and Certificate Completion: In order to improve degree and certificate completion

[REDACTED]

disproportionately impacted student populations, ensuring the equity gap is reduced to 5% for students that identify as Foster Youth, Veterans, Low Income, unenrolled in DACA, "S" status

[REDACTED]



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The institution successfully established and hired a Student Equity Coordinator, Director, and

[REDACTED]

department results in quality services that impact our disproportionately impacted population.

support critical course materials such as textbooks, transportation, supplemental instruction

[REDACTED]

[REDACTED]

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Alternate Point of Contact:

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Title Dean of Student Services and Special Projects

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Phone 760-355-6153

Part III – Approval and Signature Page

College: Imperial Valley College

District: Imperial Community College District

Board of Trustees Approval Date: December 13, 2017

Chancellor _____ Date _____ Email Address _____

Board President _____ Date _____ Email Address _____

Chief Academic Officer _____ Date _____ Email Address _____

President _____ Date _____ Email Address _____