SBVC
Enrollment Management & Student Equity

August 28, 2018
1:00-2:30 p.m.
President Conference Room

MINUTES

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Members:

Name	A	P	Name	A	P
Eleanor Baylon – Student Rep			Heather Johnson		
Yvonne Beebe		X	Kathy Kafela		X
Mary Bradley		X	Terry Long		X
Paul Bratulin		X	Joshua Milligan		
Dr. Stephanie Briggs		X	Ernesto Nery		
Keynasia Buffong			Joseph Nguyen		
Raymond Carlos		X	Patty Quach		
Yancie Carter			Maria Del Carmen Rodriguez		X
Marco Cota		X	Dr. James Smith		
April Dale-Carter			Dr. Scott Thayer		
Christie Gabriel-Millette			Mary Valdemar - Senate		
Keenan Giles			Raquel Villa - CSEA		
Alicia Hallex		X	Dr. Kathryn Weiss		
Ron Hastings			Sharaf Williams		
Alfonso Hernandez					
Cindy Huerta					

TOPIC	DISCUSSION	FURTHER ACTION
1. Enrollment Update (EIS Report)	Dr. Thayer: handout- FTES goal is 4,600 Carlos: What is number of students dropped? Dr. Smith: went over data (number) of students enrolled and those who have dropped. Dr. Smith: Number of seats go down as students may drop before census date. Thayer: This data gives us a ballpark of how we are doing; we anticipate hitting our goal. If we want to target students we have a way of getting the data to target particular students. Identify students' area of interest. Email to faculty regarding add codes; challenges with code not working; extended deadline for students for Friday, 8/31. Student needs to go to A/R but they need to have actual add code with them and be added by A/R.	
2. Webpage (Student Experience)	Webpage-info being put on webpage and clarity of info on webpage. There is a new look for students interacting on the website. Bratulin: Current website (2011) out dated; mobile devises are now dominating; website does not work on phone too well. Figuring out what visitors are doing on our website-what are their interactions. Website is confusing....check competitive colleges, most have moved over to mobile optimize site which seems to work well. Shrink down options and make it more user friendly.	

	New students want to know what is needed on their end; added 1 click that goes to the state. dev.valleycollege.edu. Site should be responsible no matter how big or small it should still work and be user friendly. Main call to action: allow new students to apply and learn about programs. Thinking about rolling out new website within the next two weeks. Dr. Thayer: Did not see counseling/accreditation Bratulin: accreditation is there; if your area did not get that many visits, it's not there. However, I can put them in. Cota: Counseling needs to be there; it is important to students. Bratulin: Will add student services, however it they do not get that many visits it will come at the bottom. Carlos: Can you fix it where if student type in key words such 'student id' it will tell them where to go? Bratulin: we can put that in. Shifting the purpose of the website to be more of a recruitment tool. Currently we have 1500 pages in our website; that is ridiculous. Trying to get rid of some of the pages. Going to take a while to update entire site; right now concentrating on A/R; F/A for recruitment purposes. DEMO Dr. Thayer: this is another piece for our enrollment strategy.	
3. **Enrollment Management Goals** *List of Academic Programs	Dr. Smith presented chart that shows each student and what were their intended goals. Thayer: this info leads into the guided pathway What specifically do we want to accomplish? This can be useful information in conjunction with student success. Bratulin: Is the student number reflective of how many students we have? Dr. Smith: It is how many students who have applied to the college; the first number is really 0000001. Bratulin: So it's not enrolled students? Dr. Smith: Whoever applied to the college gets a number and they will forever have that number. Therefore the student numbers are simply reflective of how many persons have applied to the college. Bratulin: So the student ID number is not random? Dr. Smith: No this is not a random number. Long: Would like to have this data for the divisions so that they can decide how to work with it in targeting students. Dr. Smith: Perfect I can do that. Long: Ranking of the majors; we should consider the majors that have been declared by our students when working with the guided pathways. Dr. Thayer: This is a conversation we can have as we review the data. Let's talk about where we should begin.	
4. **Work Groups Updates** *Retention *Student Debt	Dr.Thayer: **student debt:** **Sp 2017 students 511 - Fees owed$148,069** **Su 2017 students 199 – Fees owed $370,427.90** **Fa 2017 students 1212 – Fees owed $252,356** **Sp 2018 students 1893 – Fees owed $256,339.65** **Sm 2018 students 888 – Fees owed $106,014.80** **Totaling: $1,133,207.35 of debt from fees owed by students.** Dr. Briggs: This is a policy issue; we need to set up some sort of program where students can pay the fees. Should have a payment plan for students to pay by a certain day; this is what other colleges are doing. The debt is continuing to grow.	

	Dr. Thayer: That would be great if you could get us the details. We talk about this here and at district. Currently we are maintaining what we have. We do need more information on how to handle this. If we have a comparable college that would also help. Dr. Briggs: It seems as though we are creating undue debt for students that need not happen. Dr. Smith: Are you saying that students do not pay because they did not have the money, however they want to stay in school? Dr. Briggs: we are creating an artificial culture for our students. A culture when they leave here it is detrimental if they still have that debt. Dr. Thayer: It sounds like a research request; we do need to get more information about who these students are that cannot pay. Let's get the data and really talk about this; what is the pros/cons of this issue? Dr. Briggs: We want to have a reasonable policy for our students.	
5. Other ***Research** ***Faculty Co-chair**	Carlos: Focus groups will submit information to James. Oracle tracks a student in their admission process and will email them as to what they need to do to complete the steps. This is something we would like to look into and maybe utilize this program. Dr. Thayer: Still looking for faculty co-chair; Dr. Briggs is considering it. It consist of helping put together the agenda and conducting the meetings. Bratulin: Over 200 students signed up for the opportunity drawing.	
6. Adjourn		

EIS Daily Snapshot

(Server: CSB-DBWH-01) (Internal Use Only)

San Bernardino Valley College (9-11-2018)

Term	# of Active Students	# of Active Seats	# of Resident Seats at Census*	# of Non-Resident Seats at Census*	Resident FTE*	Non-Resident FTE*	Total FTE*
2018FA	13,449	33,094	31,900	1,741	4,216.97	229.80	4,446.76
2017FA	12,937	33,057	35,570	1,641	4,612.17	204.25	4,816.41
2018SM	6,356	10,991	11,530	575	1,373.46	62.39	1,435.84
2017SM	6,098	9,270	10,038	358	1,319.27	44.08	1,363.35
2018SP	12,790	34,110	36,546	1,723	4,610.96	202.54	4,813.50
2017SP	12,514	31,338	34,270	1,369	4,554.76	174.82	4,729.58

San Bernardino Valley College (9-12-2017)

Term	# of Active Students	# of Active Seats	# of Resident Seats at Census*	# of Non-Resident Seats at Census*	Resident FTE*	Non-Resident FTE*	Total FTE*
2017FA	13,452	33,994	32,951	1,587	4,330.70	208.95	4,539.65
2016FA	12,113	29,919	32,293	1,242	4,367.94	160.54	4,528.47
2017SM	6,109	9,308	10,006	394	1,314.47	56.58	1,371.05
2016SM	5,728	8,506	9,206	284	1,249.80	36.51	1,286.31
2017SP	12,514	31,338	34,270	1,369	4,555.94	174.82	4,730.76
2016SP	12,021	29,794	32,619	1,076	4,418.33	141.84	4,560.17

4539.65

SEM Framework Inventory of Practices

Strategies & Practices

Scheduling & Program Pathways	Outreach & SSSP
Support Services	Success & Completion
Marketing & Communications	Retention & Persistence

Approach

Mission Driven	Equity Focused
Data Informed	
Targeted Enrollment Goals	

Foundation

Leadership & Collaboration	Infrastructure Technology: Polices & Procedures: Facilities:
Student-centered Budget	

California Community Colleges

MEMORANDUM

July 19, 2018   SS 18-25 | Via Email

TO: Academic Senate for California Community Colleges
      Chief Executive Officers
      Chief Student Services Officers
      Chief Business Officers
      Chief Instructional Officers

FROM: Rhonda Mohr, Vice Chancellor of Student Services and Special Programs
      Alice Perez, Vice Chancellor of Academic Affairs

RE: Student Equity and Achievement (SEA) Program Advanced Allocation

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The <u>Vision for Success</u> calls for our system to achieve bold goals to improve student outcomes, including increased attainment of degrees and certificates, reducing excess unit accumulation, securing gainful employment, and closing achievement gaps. The Chancellor's Office is committed to supporting our colleges in achieving these goals. Our work at the system level focuses on creating the fiscal and policy environment that allows our colleges to best support California's students. The Guided Pathways framework, changes to assessment and placement, streamlining categorical programs, and a new funding formula that aligns to our system goals are all a part of this larger effort.

The Student Equity and Achievement Program, established in Education Code (EC) 78222, consolidates the Basic Skills Initiative (BSI), Student Equity (SE) and the Student Success and Support Program (SSSP) with the intent of supporting Guided Pathways and the system wide goal to eliminate achievement gaps. As a condition of receiving funds, a district shall comply with the following: maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705) and provide all students with an educational plan.

While the Chancellor's Office will be working on a future funding formula for the SEA Program, the 2018-19 allocations will be equal to the combined amounts of 2017-18 allocations for SSSP, BSI and Equity. Districts will receive an allocation amount equal to their 2017-18 allocations for BSI, SE and SSSP (credit and noncredit) combined. Advance
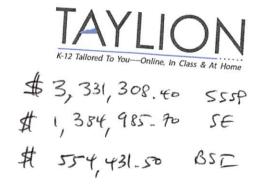
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allocations will go out this month and represent nearly all of the allocation with minor adjustments in P1, if needed. Changes as a result of the consolidation include program allocations being issued to districts, not colleges; and no district match requirement. Funds can still be used to support noncredit services and programs. Additionally, districts may use up to 1% of their allocation for faculty and staff development to assist in the implementation of AB 705. Attached are flexible spending guidelines, similar to the 2017-18 Integrated Planning Expenditure Guidelines.

See the attached Advance Allocation document for district-by-district allocation amounts. The Chancellor's Office will be providing further program guidance and profession development in the near future.

If you have any questions concerning this memo, please feel free to contact Michael R. Quiaoit, Dean, Student Services, mquiaoit@cccco.edu or 916-327-6222.

Attachments: Student Equity and Achievement Program District Allocations
Student Equity and Achievement Program Expenditure Guidelines

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Student Equity and Achievement Program

SEC. 1 Add Education Code Section 78222.

(a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in implementing activities and practices pursuant to the California Community Colleges' Guided Pathways Grant Program and activities and practices that advance the systemwide goal to eliminate achievement gaps for students from traditionally underrepresented groups.

(b) As a condition of the receipt of funds, a district shall comply with all of the following:

(1) Maintenance of a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

(2) Delivery of student matriculation services pursuant to Sections 78212, including implementation of orientation, counseling and advising, and other education planning services needed to assist a student in making informed decisions about his or her educational goal and course of study and in development of an education plan. The Chancellor's Office shall establish guidelines, on student matriculation services including, but not limited to, the development of an education plan leading to a course of study.

(3) Adoption and implementation of placement policies consistent with the requirements of Section 78213.

(c) (1) If the total amount of funds appropriated is equal to or greater than the amount of funds appropriated in the 2017-18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district an amount equal to or greater than the amount allocated in 2017-18.

(2) If the total amount of funds appropriated is less than the amount of funds appropriated in the 2017-18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district the pro rata share of the amount appropriated based on the amount allocated to each district in 2017-18.

(3) The chancellor may allocate up to 5 percent of the total funds appropriated for purposes of this program for state administrative operations to carry out the intent of this section.

(4) Up to one percent may be used for faculty and staff development to improve curriculum, instruction, student services, and program practices in basic skills and English as a Second Language program pursuant to Section 88815 of the Education Code.

SEC. 2 Amend Education Code Section 78220.

78220. (a) As a condition for receiving ~~Student Success and Support Program~~ <u>Student Equity and Achievement Program</u> funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, ~~as to the extent of student equity by gender and~~ for each of the following categories of students <u>by gender</u>, that uses the <u>percentage point gap methodology established by the Chancellor's Office for measurement of student equity and disproportionate impact of disaggregated subgroups of the student population of the California Community Colleges:</u> ~~methodology established pursuant to subdivision (d) of Section 78221:~~

    (A) Current or former foster youth.

    (B) Students with disabilities.

    (C) Low-income students.

    (D) Veterans.

    <u>(E) First-generation students</u>.

    ~~(E)~~ <u>(F)</u> Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

        (i) American Indian or Alaska Native.

        (ii) Asian.

        (iii) Black or African American.

        (iv) Hispanic or Latino.

        (v) Native Hawaiian or other Pacific Islander.

        (vi) White.

        (vii) Some other race.

        (viii) More than one race.

    ~~(F)~~ <u>(G)</u> Homeless students.

    ~~(G)~~ <u>(H)</u> Lesbian, gay, bisexual, or transgender students.

    ~~(H)~~ <u>(I)</u> Additional categories of students determined by the governing board of the community college district.

(2) To the extent that student data described in paragraph (1) has been collected, the Office of the Chancellor of the California Community Colleges shall make the data available to community college districts for determining student equity and disproportionate impact.

(3) Goals for access and retention, degree and certificate completion, English as a Second Language ~~and basic skills,~~ completion, and transfer <u>outcomes using the system's goals and</u>

leading indicators for the overall student population and for each population group of high-need or disadvantaged students pursuant to paragraph (1), and a determination of what activities and strategies are most likely to effectively meet those goals.

(4) Whether significant underrepresentation is found to exist pursuant to paragraphs (1) and (3), based on the percentage point gap methodology and guidelines established pursuant to subdivision (d) of Section 78221, by the Chancellor's Office for measurement of student equity and disproportionate impact of disaggregated subgroups of the student population of the California Community Colleges, measures for addressing the disparities in those areas, implementation activities designed to attain the goals specified in paragraph (3), including, but not necessarily limited to, the adoption of evidence-based models of remediation, implementation of assessment and placement policies that more accurately predict student success and identify students' remedial needs, placement policies pursuant to Section 78213 that more accurately predict student success in transfer-level English and Math courses, the use of evidence-based practices and research to inform the delivery of additional academic and financial aid support services in order to improve student success, and a means of coordinating with, at a minimum, the following student equity-related categorical programs or campus-based programs:

(A) Students with disabilities.

(B) Extended Opportunity Programs and Services and Special Services.

(C) Fund for Student Success.

(D) Student Success and Support Program. Student Equity and Achievement Program

(E) Programs for foster youth.

(F) Programs for veterans.

(G) Special Services for CalWORKs Recipients.

(H) Student Financial Aid Administration.

(I) Student Success for Basic Skills Students.

(5) Sources of funds for the activities in the plan.

(6) A schedule and process for evaluation.

(7) An executive summary that includes, at a minimum, the student groups for whom goals have been set, the goals, the initiatives that the community college or community college district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the community college district official to contact for further information. Commencing with the 2016–17 2020-21 academic year, the executive summary shall also include a detailed accounting of how funding was expended and an assessment of the progress made in achieving the identified goals and strategies.

(b) Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.

(c) The plan shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges on or before ~~January 1, 2015~~ December 1, 2019, who shall publish all executive summaries, sending copies to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision (b) that so requests, and additional individuals and organizations as deemed appropriate.

(d) The Chancellor's Office is authorized to review plans and request additional information from the college to determine if the college needs technical assistance to implement data-driven solutions to help address disparities among its student population.

~~(d)~~ (e) The plan shall be updated and maintained locally every ~~two~~ academic years and plan updates shall be submitted to the Chancellor of the California Community Colleges ~~for publication and distribution as provided for in subdivision (c)~~ at the request of the Chancellor.

(f) The Chancellor's Office shall provide guidelines to colleges on the process and timeline for submitting plan.

(g) (1) The chancellor shall, consistent with the goal of eliminating any achievement disparities that are identified pursuant to the requirements of Section 78220, provide guidance to community college districts regarding expenditures and activities to ensure that funding is used to support evidence-based practices to implement student equity plan goals and coordinate services for the targeted student populations through evidence-based practices.

(2) On or before March 15, 2020, and on or before March 15 annually thereafter, the chancellor shall report to the Department of Finance, the Legislative Analyst, and the appropriate policy and fiscal committees of the Legislature, on student success outcomes, progress towards closing disparities among student subgroups, strategies and plans to address disparities among student subgroups, and the expenditure of funds for purposes of this article during the previous fiscal year.

Student Equity and Achievement (SEA) Program Expenditure Guidelines

KEY STATUTES

It is the intent of the Legislature that funds for the Student Equity and Achievement (SEA) Program support the California Community Colleges in implementing activities and practices pursuant to the California Community Colleges Guided Pathways Grant Program and activities and practices that advance the systemwide goal to eliminate achievement gaps for students from traditionally underrepresented groups.

Annual allocations of funds under the SEA program must be utilized for program implementation as prescribed in California Education Code, section 78222. Within these parameters, districts and colleges are afforded the discretion and flexibility to make spending decisions locally, including decisions on both credit and noncredit programs. Ed. Code 78222 supersedes previous program codes but does references education code sections of these prior programs. Below are links to applicable code.

CA Education Code, section 78212
CA Education Code, section 78213
CA Education Code, Section 78220
CA Education Code, section 78222
CA Education Code, section 88815

REASONABLE AND JUSTIFIABLE

All expenditures should be reasonable and justifiable. "Reasonable" means expenditures are prudent and every effort is made to utilize funds efficiently. "Justifiable" means expenditures are consistent with goals and activities related to the SEA program. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and SEA program goals and objectives.

ULTIMATE RESPONSIBILITY

Colleges and districts are ultimately responsible for expenditure decisions. This responsibility cannot be delegated. The SEA program will be included in the District Audit Manual with the expectation that district-contracted auditors annually audit expenditures. Audits may also be conducted by the California Bureau of State Audits, the Chancellor's Office, or other government agencies with a lawful interest in the expenditure of funds.

NON-ALLOWABLE EXPENDITURES

The Chancellor's Office has identified the following non-allowable expenditures:

1. Gifts -- Public funds may not be used for gifts or monetary awards of any kind. Expenditures for a public purpose are _not_ considered a gift of public funds.

2. Stipends for students -- funds cannot be used to pay stipends to students for participation in program or classroom activities.

Student Equity and Achievement (SEA) Program Expenditure Guidelines

3. Political Contributions.

4. Courses -- funds may not be used to pay for the delivery of courses that generate FTES.

5. Supplanting – Any funds spent on these programs should supplement, not replace, general or state categorical (restricted) district funds expended on similar program activities prior to the availability of program funding. This restriction applies to categorical programs and any other federal, state, and county programs. Supplanting rules do not apply to expenditures previously paid for by BSI, SE or SSSP.

In general, the Chancellor's Office will not provide an exhaustive list of allowable and non-allowable expenditures, as decisions for each expenditure must be made locally according to program objectives and activities, and the "reasonable and justifiable" criteria as outlined above.

	SSSP Credit	SSSP Noncredit	Student Equity	BSI	Total by District
Allan Hancock	1,884,908	332,985	1,153,010	468,634	3,839,537
Antelope Valley	3,322,153	28,232	1,994,860	634,281	5,979,526
Barstow	932,331	0	385,093	126,803	1,444,227
Butte	2,325,943	79,333	1,513,638	343,350	4,262,264
Cabrillo	2,117,603	0	1,041,203	260,049	3,418,855
Cerritos	2,816,189	248,288	2,457,163	838,600	6,360,240
Chabot-Las Positas	3,659,241	0	1,673,872	585,766	5,918,879
Chaffey	3,642,880	57,099	1,942,150	728,156	6,370,285
Citrus	2,483,829	168,614	1,154,783	550,941	4,358,167
Coast	6,741,359	112,442	3,284,825	1,226,093	11,364,719
Compton	1,105,544	0	834,188	364,796	2,304,528
Contra Costa	7,503,777	0	2,768,109	979,293	11,251,179
Copper Mountain	472,441	44,908	264,529	100,000	881,878
Desert	1,684,854	225,225	1,284,412	458,060	3,652,551
El Camino	3,618,685	0	2,125,301	864,634	6,608,620
Feather River	505,450	0	250,000	100,000	855,450
Foothill-DeAnza	6,835,325	188,167	2,075,341	1,101,547	10,200,380
Gavilan	1,145,801	98,301	548,968	147,417	1,940,487
Glendale	2,237,725	570,156	1,517,743	875,318	5,200,942
Grossmont-Cuyamaca	4,271,737	0	2,035,515	966,328	7,273,580
Hartnell	2,246,264	0	923,174	405,894	3,575,332
Imperial	1,320,112	30,231	1,048,577	441,306	2,840,226
Kern	6,091,074	8,972	3,393,018	898,136	10,391,200
Lake Tahoe	640,807	15,603	250,000	100,000	1,006,410
Lassen	582,863	6,339	341,952	208,528	1,139,682
Long Beach	3,146,650	141,357	2,424,793	795,400	6,508,200
Los Angeles	23,418,453	1,861,138	16,478,208	4,389,747	46,147,546
Los Rios	11,884,667	0	6,050,795	2,394,649	20,330,111
Marin	940,787	138,529	377,235	138,085	1,594,636

Mendocino-Lake	720,167	33,108	473,045	175,742	1,402,062
Merced	2,178,409	117,903	1,362,911	328,351	3,987,574
Miracosta	2,530,245	243,315	1,037,819	306,830	4,118,209
Monterey Peninsula	1,441,901	93,328	595,940	223,232	2,354,401
Mt. San Antonio	5,774,823	1,995,864	3,437,509	1,874,987	13,083,183
Mt. San Jacinto	2,889,936	181,194	1,750,653	531,354	5,353,137
Napa Valley	1,459,207	46,322	496,094	191,237	2,192,860
North Orange County	6,509,652	1,196,436	3,656,215	1,395,887	12,758,190
Ohlone	1,640,457	0	592,089	252,071	2,484,617
Palo Verde	659,505	44,908	250,000	163,190	1,117,603
Palomar	3,140,394	231,710	1,779,327	616,354	5,767,785
Pasadena	4,353,741	436,162	2,075,674	747,722	7,613,299
Peralta	5,284,477	0	2,351,206	717,760	8,353,443
Rancho Santiago	6,978,297	2,514,578	3,024,219	769,847	13,286,941
Redwoods	842,618	78,456	554,622	186,789	1,662,485
Rio Hondo	3,276,463	81,918	1,671,850	526,430	5,556,661
Riverside	6,199,860	0	3,627,327	1,411,430	11,238,617
San Bernardino	4,759,012	683	1,978,551	792,045	7,530,291
San Diego	7,830,555	2,394,481	5,369,019	1,291,838	16,885,893
San Francisco	3,387,485	1,635,963	2,490,654	1,420,438	8,934,540
San Joaquin Delta	2,720,514	0	2,150,754	596,464	5,467,732
San Jose-Evergreen	2,797,700	1,512	1,446,064	412,212	4,657,488
San Luis Obispo	1,544,191	112,198	882,505	226,487	2,765,381
San Mateo	4,289,585	0	1,426,476	762,151	6,478,212
Santa Barbara	2,216,549	116,343	1,231,021	701,439	4,265,352
Santa Clarita	3,216,289	68,167	1,352,853	704,764	5,342,073
Santa Monica	6,054,037	78,114	1,994,770	780,889	8,907,810
Sequoias	3,117,305	0	1,432,894	349,216	4,899,415
Shasta-Tehama-Trinity	1,540,435	0	960,851	259,309	2,760,595
Sierra	3,459,753	0	1,407,076	481,782	5,348,611
Siskiyous	465,398	0	277,705	100,000	843,103

Solano	1,643,149	0	1,004,624	315,721	2,963,494
Sonoma	2,948,692	420,267	2,048,546	462,509	5,880,014
South Orange County	7,170,672	272,034	1,903,275	729,038	10,075,019
Southwestern	3,262,591	54,563	1,879,843	703,439	5,900,436
State Center	7,554,055	28,525	4,248,299	1,787,158	13,618,037
Ventura	6,016,819	0	2,508,046	1,046,093	9,570,958
Victor Valley	1,933,697	14,628	1,532,150	400,463	3,880,938
West Hills	1,595,507	488	786,481	218,675	2,601,151
West Kern	1,026,749	0	437,996	174,860	1,639,605
West Valley-Mission	2,876,977	15,067	1,135,208	507,574	4,534,826
Yosemite	3,678,419	109,857	2,324,121	574,618	6,687,015
Yuba	2,208,113	25,989	1,096,932	326,794	3,657,828
Total	254,773,852	17,000,000	135,635,669	48,037,000	455,446,521

Plan to Increase Success Among African-American Students:

Learning Communities, Mentoring, and Tutoring

San Bernardino Valley College (SBVC) is committed to the access and success of African-American students. **Access** is interpreted as enrolling African-American students. **Student success** among African-American students is measured by supporting successful course completion, retention and program completion.

Access:

Currently, African-American students represent just under 12.5% of the population of all enrolled students at SBVC. This is roughly equal to the population of residents and high school graduates in the surrounding communities. However, the college-going rate for all students is only 30%. So, approximately 70% of all students are not attending college in the year following high school graduation. Black students are more likely to come from households below the poverty line, are more likely to be suspended and expelled, and less likely to graduate than other groups. These factors lead to special challenges that this plan aims to address.

Student success:

Data reporting student success statistics for African-American students is alarming, and shows success rates well below college averages. The problem starts with assessment and placement. African-American students tend to start their coursework at lower levels of basic skills which adds more classes to their course sequence. On average, every additional course reduces a student's degree completion by 50%. (AB-705)

This plan proceeds on two fronts: 1) A focus on working with community partners to increase entry-level skills for incoming students (promote a college-going culture). 2) A focus on student support for currently enrolled students.

Off-site Work with Community Partnerships

Partnerships with community partners will involve outreach activities to increase college-going rates, and tutorial activities to increase academic preparation for incoming students. The outreach activities will take the form of guided tours of the SBVC campus by high school students, high school visits by counselors and faculty members, and creating tutorial out-posts where SBVC student workers can serve as tutors and role-models.

The functions of off-campus sites will include:

- Placing Student Success Mentors to serve as tutors to prepare students for assessment testing and entry-level college courses.
- Placing work-study students in community centers and at high school sites to assist students with Math and English—this will provide successful students with an opportunity to learn the material at a deeper level as assist/tutor others.
- Providing faculty oversite and job experience for student workers who are considering a career in teaching.

Community Partners will be responsible to:

- Provide facilities
- Recruit students who need/desire tutoring and provide the location (See Current Enrollment MOU)
- Provide orientation workshops for students to clarify expectations
- Promote a college-going culture (college and career readiness)

Off-campus tutoring will require the evolvement of students who have been successful in Math and/or English courses.

1. Student-tutors will be required to attend a non-credit tutoring skill training class
2. Student-tutors will be supervised by department faculty/program director

3. SBVC students who are successful graduates of local school districts will be recruited to work at nearby sites—black students will be recruited for these positions.

On Campus-

Once enrolled, African-American students face a number of challenges to successful completion. The areas of greatest concern are English and Math. According to the student scorecard and CalPass-Plus, Black students pass these critically important gateway courses at a rate that is 10% points below that of other groups. This plan approaches that problem in three ways: 1) train and sensitize faculty and staff; 2) provide direct academic support, and 3) provide social and emotional support to Black students.

The plan includes:

- Encourage faculty to participate in the "Teaching Men of Color" training
- Increase participation in learning communities among Black students
- Encourage students to make more use of tutoring and student support services on campus (monitor student use of tutoring and student support services/career assessments).
- Recruit Black students to work as tutors and peer mentors.

Establish a Think-Tank on African-American Student Success (impact of poverty on student success)

This think-tank will review recent research and identify "best practices" for Black student success.

The think tank will be based at SBVC and seek to identify and support strategies that improve academic access, retention and overall success for African-American students. We are seeking

members from educational and political organizations to work in the areas of Research, policy, and programs.

Inter-organization team to focus on three areas vital to the success of Black students:

Research – student success, retention, access

Policy – advocacy

Practice — mentorship, learning communities, support structures for A-A excellence, Saturday schools, partnerships and pathways with the CC as the bridge between HS to 4-year institutions and/or careers.

PURPOSE: The purpose of this plan is to increase the number of African-American students who successfully complete a program of study at SBVC. The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of the plan is to increase college access, retention, and completion.

Evaluation: This plan will be evaluated using a logic model to assess activities, inputs, goals, and outcomes on a timetable with responsibility centers.

Logic Model					
Focus Area	**Activities**	**Inputs**	**Goals**	**Time-line**	**Responsibility center**
On-campus student support (academic & social-cultural)	Expand participation in on-campus learning communities	Tumaini/ Umoja	Increase course retention & success rates	Annual increase	Tumaini Program
Off-campus student support (academic & social-cultural)	Expand tutorial partnerships with community centers and local HS	Facilities Work-study	Establish three tutorial sites		Gear-Up Boy's

Professional Development	Teaching men of Color	Webpage	Expose 50% of faculty	Annual	Professional Development Office
Outreach	HS Student Summits on the SBVC campus	Relationship with HS counselors		Annual	Outreach Office
Mentorship program	Match students with faculty and alumni	Faculty and staff time			Tumaini Program
Guided Pathways	Encourage students to select a meta-major	counselors	All incoming students have meta-major		Counseling
Increase scorecard measures			10% increase a year		
Evaluation formative	-Focus groups for student groups.	Gauge satisfaction with the program		Each semester	Office of Research and Planning
Evaluation Summative	Track student performance	Data from colleague system	Measure the effect of program participation	Each semester	Office of Research and Planning

Multi-year evaluations

http://www.napavalley.edu/studentaffairs/TRIO/Pages/PerformanceReports.aspx

Current year

http://www.napavalley.edu/studentaffairs/TRIO/Pages/PerformanceReports.aspx