
Executive Summary

San Bernardino Valley College (SBVC) serves approximately 17,000 students each academic year. The campus is located in an urban section of San Bernardino County within the boundaries of the City of San Bernardino. The campus is diverse in every respect-including the faculty, staff, and the students enrolled in the college. The diverse makeup of the campus contributes to our strong commitment to student equity. This Student Equity Plan is intended to increase student equity amongst students who are historically underperforming. This Executive Summary is broken up into ten areas:

1. Targeted Groups
2. Goals and Outcomes
3. Support for Veterans
4. Support for Foster Youth
5. Support for First Year Students
6. Support for Categorical Programs
7. Support for Basic Skills
8. Activities
9. Student Equity Funding
10. Contact Person for Coordination

The Office of Research, Planning and Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources include: the SBVC Datatel Database System, the State Chancellor's Management Information System (MIS), the SBVC's Student Success Scorecard, the Accountability Reporting for Community College (ARCC) databases, the U.S. Dept. of Education's Integrated Post-Secondary Data System (IPEDS) database, California Partnership for Achieving Student Success (Cal-Pass) database, and the U.S. Census database. SBVC will allocate Student Equity funds and provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants to aid in the evaluation of student equity activities and programs, and providing data to support decision-making for this plan.

The data outlined in this Student Equity Plan indicates that African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first year college students, and males are experiencing lower success and retention rates compared to their counterparts. Toward this end, this Student Equity Plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve the access, success and retention among the targeted populations that are outlined above.

Targeted Groups

The targeted populations of students for this Student Equity Plan are African Americans, Hispanics/ Latinas, Foster Youth, AB540 students, first generation college students, veterans and males on campus. The release of SBVC's 2014 Student Success Card showcased the educational attainment of our students. SBVC believes that one of the key factors in student success among our underperforming students continues to be improving student engagement with the college's

instructional and student support programs. According to the college’s recent climate survey, students who persist at SBVC typically feel more connected to the college, are invested in their education and usually believe that the college is equally committed to the success of students. Students who are engaged in the college's student support services are more likely to earn an associate's degree or certificate, utilize campus tutoring and support services, and complete their academic program. Increasing student engagement with first year college students and underperforming at-risk students serves as one of the fundamental principles of this Student Equity Plan.

This Student Equity Plan outlines several goals and expected outcomes connected to increasing student success among our underperforming students. Table 1a outlines the number of non-resident students who attend SBVC. It shows that AB540 students are nearly half of all non-resident students who attend SBVC.

SBVC’s Enrollment Management and Student Equity Committees (SEC) are comprised of faculty, staff, students and administrators. The Student Equity Committee was charged with creating a responsive, flexible, educationally sound, research based approach to improving student success amongst the college’s targeted populations that are outlined in this plan.

This Student Equity Plan presents data on age, race/ethnicity, gender, and other known challenges faced by our first time college students as well as students with disabilities, veterans and foster youth. The Student Equity Committee proposes to use Student Equity funds to improve the achievement gaps that persist among our targeted population of students. Table 1b provides data on the success rate of students who attend SBVC. The following is a list of the Student Equity Committee's 2015/16 Student Equity Goals and Outcomes. Each Of the Student Equity goals is linked to the college’s Strategic Initiatives and related Objectives.

Goals and Outcomes

Student Equity Goals and Outcomes: Linkage to Strategic Plan Goals and Objectives

Goals	Strategic Initiative/Objective
1. Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year.	Access: Objective 1.6.3
2. Increase by 5% the number of students from targeted populations who earn a degree and certificate compared to the previous academic year.	Student Success: Objective 2.5.1.1
3. Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year	Student Success: Objective 2.5.1.2
4. Increase student retention by 2% among students from targeted populations each semester/term compared to the previous	Student Success: Objective 2.5.2

academic year.	
5. Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.1.1
6. Increase by 2% the number of continuing students from targeted populations who enroll at the SBVC in the sequential semester/term compared to the previous academic year.	Persistence: Objective 2.5.2
7. Increase by 2% the number of continuing students from targeted populations that register prior to new students registration compared to the previous academic year.	Student Success Objective 2.8.4
8. Increase by 5% the number of students from targeted populations that complete Financial Aid applications by the March 2nd deadline compared to the previous academic year.	Access Objective 1.5.2

During the 2014/15 academic year, the Student Equity Committee used the above stated goals to pilot programs, establish partnerships and offer activities that serve as a baseline for establishing ongoing goals among our stated targeted populations.

Support for Veterans

In spring 2012, SBVC opened the Veterans Resource Center (VRC) to provide student support services to over 200 veteran students. This Student Equity Plan allocates funds to the VRC to support counseling, educational planning and transitional services for veterans and their dependents. The VRC was launched to offer veterans and their dependents a welcoming campus environment where they could successfully transition into college life and accomplish their academic and career goals. The VRC was founded on the premise that the challenges faced by our veterans could be supported through a combination of student support services, peer-to-peer networking and camaraderie, and through efforts to support the wellness of our veterans as they successfully transition back into civilian life.

The VRC has developed into a hub that offers veterans and their dependents a comprehensive “one stop site” student support program that provides resources such as academic and career advising, tutoring, peer-to-peer advising, and access to wellness and educational counseling. The VRC is designed to assist veterans and their families with access the wide range of education benefits offered by the Veterans Administration (VA) while they successfully transition into college and accomplish their educational and career goals. The list of educational and personal services offered at the VRC include: college admissions, financial aid, registration, educational and career counseling, wellness counseling, certification of enrollment, assistance with tutoring and homework (3 veteran student tutors), a computer lab with free printing, a veteran’s club, VA

work study/veteran student ambassadors (15 student workers who are veterans), and access to peer network with other veteran students.

SBVC uses Student Equity funds to provide additional resources for the VRC such as seven student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs targeting veterans and their dependents. The implementation of the computers, study cubicles and tutors has significantly increased the volume of veterans visiting the VRC for services.

Support for Foster Youth

SBVC used Student Success Funds (SSSP) to assign a fulltime counselor to work with current and former foster youth on campus. The goal is to assist current and former foster youth with successfully transitioning into college. This Student Equity Plan allocates funds to support current and former foster youth in accessing textbooks, advising and additional student support services. The counselor assigned to work with foster youth is charged with developing a Guardian Scholars program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree, certificate and/or transferring. The Guardian Scholars program identifies and trains liaisons that are located in the student services office on campus. The goal is to ensure that foster youth get the services that they need without getting the run-around. The counselor is assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion.

The counselor provides student support services to foster youth to assist them with accomplishing their educational goals. The counselor and the Guardian Scholars liaisons host an annual conference on campus to bring foster youth practitioners together to discuss best practices and student support services. Additionally, the Guardian Scholars Liaisons are trained to provide advising to foster youth to successfully transition them into college life. The counselor and Guardian Scholars Liaisons assist foster youth in the Guardian Scholars program with accessing student support services such as financial aid, EOPS/CARE, academic and career counseling, field trips, student employment, housing, and county services for transitional students. Additionally, Student Equity funds were allocated to develop a textbook library for foster youth. The textbook library ensures that foster youth have access to the academic resources that often serve as barriers to their success. The textbook library consists of purchasing basic skills texts that are in high demand courses on campus.

Support for First Year College Students

The first year of college can be very trying for many first generation college students. This is one of the main reasons that a large percentage of first year students often do not persist to their second year of college. SBVC allocated Student Equity funds to support four programs that seek to increase student success and persistence among first year college students. The four programs include but are not limited to:

1. First-Year Experience
2. Valley-Bound Commitment
3. Dreamer's Resource Center

4. New Student Welcome Day

All four of these programs are housed under the newly created First-Year Experience (FYE) Program. Student Equity funds were used to hire a Director of FYE, secretary, student services technician, a FYE counselor, adjunct counselors, student ambassadors, and tutors to support first year college students. SBVC's FYE program is designed to successfully transition first year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus. In addition to working with all first year students, FYE also launched a two cohort (35 males and 35 foster youth, veterans, general population) learning community. The FYE learning community seeks to take first year students from basic skills math to transfer level math within one year. Additionally, the FYE staff host workshops and other student support services for all first year students on campus.

One of the disproportionate groups identified in our Student Success Scorecard is males. Males on campus appear to be less successful and graduate at significantly lower rates compared to females. Males also appear to be utilizing the college's student support services at significantly lower rates compared to females. One of the initiatives launched by the FYE staff is the creation of a student club for males on campus. The name of the club is BROTHERS. The club works with students in FYE Male Cohort and other males on campus. Two faculty members serve as co-advisors for the club. The goal of the club is to connect males on campus with a mentor, peer-to-peer support and encourage them to actively participate in the college's student support services such as tutoring and advising. The club meets twice a month and focuses in on providing both social networking and access for males to utilize student support services such as tutoring, the writing center and academic advising.

The key to the success of the FYE program is faculty involvement. A team of faculty, staff and administrators collaborated to design the FYE curriculum and student support services. The FYE curriculum focuses on linked courses, linked assignments, service-learning projects, workshops, and fieldtrips. FYE students participate in mandatory volunteer hours (service learning) at community agencies and on campus. FYE and the Valley-Bound Commitment program utilize supplemental instruction for basic skill courses and provide textbook assistance for the students in the program.

Valley-Bound Commitment

SBVC has offered the Valley-Bound Commitment (VBC) program for the last eight years. The VBC program is a learning community that provides academic advising and student support for low income students from our feeder high schools. VBC is designed to remove all economic barriers and strengthen the academic achievement of low-income students. Students in VBC have their enrollment fees covered, textbooks, supplies, and academic support services covered for their first year of attendance at SBVC. VBC features embedded counseling and student enrollment in a Student Development course as a learning community. Students have mandatory workshops and volunteer hours. There are approximately 230 students in the VBC program. The VBC program is made possible by a generous grant from the San Manuel Band of Mission Indians in partnership with Student Equity funds. The Student Equity funds made it possible to increase the staffing in the VBC program from one person to five people. The five staff members

in FYE provide student support services for all new students which includes students in FYE, VBC, AB540/Dreamers, foster youth, veterans, and males.

Dreamers (AB540 Students)

SBVC allocated Student Equity funds to develop a Dreamer Resource Center (DRC) on campus. The DRC offers advising and support services for international students, undocumented students, and AB540 students. The DRC is a “One-Stop” welcoming environment designed to provide students with academic advising, referrals to financial aid, and access to workshops that focus on improving retention and graduation rates. The DRC is staffed with student ambassadors, a Guardian Scholars and Dreamers Liaison, and adjunct counselors. Each of the student services offices on campus provide Dreamers Liaisons who each spend time in the DRC and assist with workshops. The FYE staff also provides student support services in the DRC. This includes hosting an annual Dreamer Conference on campus to support the educational attainment of undocumented students in our community.

New Student Welcome Day

During fall 2014, SBVC used SSSP funds to launch New Student Welcome Day (NSWD) as a campus wide orientation to successfully transition all new students into college. NSW is an all-day orientation for new students. NSW occurs the Wednesday before the start of instruction. NSW is a collaborative effort and partnership between instruction and student support services. All first year students and their parents/guardians are invited to campus to learn about the college’s academic and student support programs. Approximately 850 students participated in NSW 2015. NSW offers students and their parents an opportunity to meet college administrators, faculty, staff, and other new students. NSW offers campus tours and introduces new students to all of the campus’s educational programs and student support services.

All of the programs and student support services discussed in this section use a combination of SSSP and Student Equity funds to provide a variety of services and resources for new students to successfully transition into college. Some of the resources include hands on academic advising, textbook assistance, student success kits (school supplies), workshops, early alert, learning communities, and the enrollment of students into categorical programs.

Support for Categorical Programs

SBVC is using Student Equity funds to support categorical programs on campus. Categorical programs on campus received Student Equity funds to support additional counseling, tutoring, professional development, student employment, textbooks, and to purchase student success kits (school supplies) for their students. A recent survey of students on campus listed access to textbooks and school supplies as the number one barrier to student success. SBVC used Student Equity funds to purchase approximately \$135,000 worth of backpacks, binders, notebooks, calculators, pens, pencils, Scantrons, green books, flash drives, and other school supplies for students enrolled in EOPS, CalWORKs, STAR (Federal TrIO program), foster youth, Puente, Tumaini, Dreamers (AB540), DSPS, FYE, VBC, and veterans.

SBVC uses Student Equity funds to support disabled students require accommodation to participate in shared governance and extracurricular activities. American Sign Language

interpretation will be offered to DSPS students who participate in shared governance and extracurricular activities that will increase retention, building community, morale, and campus involvement of disabled students.

SBVC is supporting CalWORKs and EOP&S students with Student Equity funds by providing transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOP&S students; this intervention will allow students without vehicles to travel to school and/or work.

SBVC used Student Equity funds to purchase and update program brochures, and purchase table banners and tents for the above mentioned categorical programs. SBVC is working with the Office of Instruction to offer additional Student Development courses for students enrolled in our categorical programs. The instructors of the Student Development courses implement the Strengths Quest assessment to assess student engagement.

SBVC uses Gallup's Strengths Quest assessment in categorical programs and other student support programs on campus. Strengths Quest is an intervention that focuses on what is good and positive about each student and what he or she can do to accomplish his/her educational and career goals. SBVC allocated Student Equity funds to purchase Strengths interventions for students in categorical programs and other student support programs on campus. The Strengths Quest intervention focuses on building on strengths rather than repairing deficits to build student success. Students, faculty, administrators, and staff took the Gallup Strengths Quest assessment to identify their top five talents. Students received this training by participating in small groups, workshops, classroom exercises, or individual meetings to learn about and understand their top five talents, and begin to develop their top five talents into strengths. Participants learn to apply these strengths to succeed in academics, team building, leadership, relationships, and goal attainment.

SBVC is using Student Equity funds to increase the success of underperforming students enrolled in our Tumaini and Puente learning communities. The mission of the Tumaini Program is to increase retention and assist students in graduating with an associate's degree or certificate. Tumaini is Swahili for Hope. Tumaini seeks to increase transfer readiness for Black students to a four-year college or university. Tumaini participates in the Umoja learning communities in the state community college system. The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities. The SBVC Puente program is celebrating its 30th anniversary in assisting Chicano/Latino students in achieving a college degree.

Students who enroll in the Tumaini or Puente learning communities take basic skills courses that are linked to student development class. Both Tumaini and Puente focus on increasing success among Black, Chicano/Latino and other underperforming students on campus. SBVC plans to use Student Equity funds to launch additional cohorts for Tumaini and Puente. Launching additional cohorts will require using Student Equity funding to purchase textbooks, motivational speakers, additional counseling, supplemental instruction, tutoring, mentoring, service learning, and other student support services. Additionally, we intend to send approximately 30 Puente students and chaperones to the Hispanic Association of Colleges and Universities (HACU) conference and to send approximately 30 Tumaini students and chaperones on a HBCU college tour. Both of these experiences will afford Puente and Tumaini students an opportunity to

network and explore transfer related opportunities that are intended to inspire student success and graduation. The students who participate in each of the categorical programs mentioned in this section will benefit from having economic barriers removed via Student Equity and Student Success funds.

Support for Basic Skills

In April 2015, the SEC sent out campus-wide emails seeking to fund faculty-driven interventions to improve the success of students enrolled in basic skill courses. The SEC received approximately 16 funding proposals. What evolved out of this campaign was the Learning COMPASS. The Learning COMPASS is a centralized committee comprised of faculty, staff and administrators who serve on various campus committees. Learning COMPASS bridges members of the Basic Skills Committee with members on the SEC to support interventions that utilize funding and support from SSSP, Basic Skills and Student Equity. The following is a list of projects and interventions that Learning COMPASS is using Student Equity funding to support during the 2015/16 academic year.

1. Campus-wide professional development for supplemental instruction
2. Supplemental instruction for the social sciences (non-STEM majors)
3. Tutoring, workshops and marketing for the Writing Center
4. 24 hour Online Tutoring (Smarthinking)
5. Additional textbooks and 24 hour checkout system for the library reserve section
6. Reading Plus Software for students enrolled in basic skills
7. Laptops for English 914 (basic skills courses)
8. Student Development (focused on careers and transfer opportunities)
9. Academic support and advising for student athletes (The Huddle)

Activities and Actions

This Student Equity Plan intends to pilot several key activities and programs that aim to increase success amongst African Americans, Hispanics/Latinos, Foster Youth, AB540 students (Dreamers), first year college students, veterans, and males on campus. The Student Equity Committee is partnering with departments, categorical programs and student support programs on campus to offer research backed approaches to improving student success amongst our stated targeted populations. The following is a list of the activities and actions that SBVC intends to implement during the 2015/16 academic year. Each of the activities is linked to the Student Equity Goals and the college's Strategic Initiatives.

SBVC Activities & Actions

Professional Development for faculty and staff who work with targeted at-risk populations

1. Identify and send First-Year Experience (FYE) staff to trainings to integrate assignments and team teaching.

2. Training for Basic Skills staff.
3. Training for classified staff, students, faculty and administrators who work with targeted populations.
4. As a part of the college's collegial consultation process, stipends will be provided for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities.
5. Provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants with training in program evaluation, and data collection to support decision-making.

Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

Hire two program assistants to support outreach (access) efforts and a third to assist with offsite classes and contract education, which connect to offering additional classes at the feeder high schools and community agencies.

Offer concurrent enrollment and student development courses at feeder high schools with high populations of African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first-generation college students, males, and veteran dependents.

Develop a Student Ambassador program to offer peer-peer advising and outreach to our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

Campus conferences focused on closing the achievement gap. This would include conferences that focus on the following topics: leadership, The Dream Act (to include ESL students), men and women in career and technical education (CTE) careers, Guardian Scholars, students with disabilities, and/or veterans.

Provide two speaking engagements to SBVC students (Valley Bound, First-Year Experience, Tumaini, Guardian Scholars, Veterans, Dreamers, and Puente) to encourage them to continue their education and focus on student success: community engagement on “Black Lives Matter” and partner with local high school’s clubs/organizations such as Black Student Union and MEChA.

Support for Categorical Programs

Additional cohorts for Tumaini and Puente to increase graduation rates and student support services for African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, veterans, and males.

Send the FYE male cohort and Tumaini students to the annual A2MEND Conference in March that focus on student success among African American males.

Provide textbook vouchers for foster youth, Puente, Tumaini, AB 540 (Dreamers), veterans, FYE, Valley-Bound Commitment, first year college students, and low income students.

Provide additional counseling, professional development, student employment, and student support services to categorical programs that will contribute to increased course and degree completion.

Host a HBCU college fair to increase transfer rates by providing awareness of requirements for out-of-state universities.

Send approximately 30 students from Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities. The Umoja Community has developed partnerships with the HBCU Transfer Initiative that will provide our community college students guaranteed admissions to nine HBCU campuses.

Send approximately 30 Puente students to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing awareness of requirements for out-of-state universities.

Increase the course completion of students in our special programs and learning communities (Tumaini, Puente, FYE, VBC, etc.) by providing resources and services such as mentoring and leadership opportunities, academic preparedness, motivational speakers, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, textbook loans, and a range of integrated educational and student support services.

Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to EOPS, CalWORKs, STAR, foster youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

Provide American Sign Language interpretation to DSPS students who participate in shared governance and extracurricular activities that will contribute to increased retention, building community, morale, and campus involvement of disabled students.

Provide CalWORKs and EOP&S students with transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOP&S students; this intervention will afford students without vehicles the ability to travel to school and/or work.

Provide signs, banners, A-frames, brochures, and flyers to advertise categorical programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and AB540/Dreamers.

Provide additional resources for the VRC such as student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs that will serve veterans and their dependents.

Development of a Guardian Scholars Programs to increase the success of foster youth on campus.

Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student service office.

Offer current and former foster youth access to textbooks, school supplies, academic advising, workshops, tutoring, supplemental instruction, and other student support services.

Expand the First-Year Experience program with two additional cohorts targeting basic skills students, CTE, health sciences, and targeted populations.

Purchase and provide the Strengths Quest training for all first year students such as First-Year Experience, Valley-Bound Commitment, Dreamers, Guardian Scholars, Puente, Tumaini and Veterans.

Offer a Summer Bridge program for African American, Chicano/Latina, foster youth, and males. Target successfully transitioning males, veterans, and foster youth into college and increase their knowledge of CTE and STEM programs.

Support for Basic Skills

Provide supplemental instruction (Learning COMPASS) to academic programs. Learning COMPASS will expand the support of and resources for faculty projects that enhance learning experiences for students. Learning COMPASS is a centralized program that brings faculty members from across various disciplines together to dialogue about teaching and learning and provides support to faculty members who choose to participate in the learning communities and other programs supporting student success.

Offer supplemental instruction to the Radio/Television/Film Program and Inland Empire Media Academy that will increase student success and retention rates. The supplemental instruction will provide students with the opportunity to write, produce, and edit programming for KVCR television and radio, as well as special video programming for campus departments and programs.

Provide additional resources to the Writing Center for tutors, basic skills courses, conducting academic workshops, and advertising the Writing Center (banners, brochures, A-frames, and pole banners) to targeted populations.

Increase the offering of tutoring/supplemental instruction support services across multiple disciplines which are currently not being supported and increase support for disciplines where there has been an increase of student need in the Student Success Center.

Provide training that targets increasing math and English assessment scores among African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans. The goal is to successfully transition target populations into college and increase the number who place into higher level basic skills or college level math and English.

Create two additional Student Success Centers that provide counseling, tutoring, advising and mentoring to serve students in targeted populations. This would include a Dreamers Resource Center for AB540 students and an Athletic Success Center (The Huddle) to offer tutoring and advising for student athletes. There will also be greater collaboration with the Veterans Resource Center to improve support and counseling for our veterans.

Provide an overnight (24 hours) reserve book check out by increasing the number of textbooks available for students to check out overnight (24 hours). Purchase several additional copies of each title, the majority of which will be assigned 24-hour circulation status during the pilot project to guarantee access to students visiting the library during the day.

Provide 24 hour tutoring (Smarthinking) to all our targeted populations. The tutoring addresses student needs, provides virtual teaching assistance, and affords constant interaction with academic support services.

Provide 30 laptops in English 914 (Basic Skills course) to access technology establish a controlled classroom environment and support a variety of vital skills that are used in the course.

Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC with the opportunity to attend the Alpha Gamma Sigma State Convention. The Conference will afford AGS students exposure to professional networking, business and academic communication, and knowledge about the transfer process.

Collaborate with instruction by providing training sessions for instructional assessment technician, full-time reading and study skills faculty, and adjunct faculty in the Reading and Study Skills Department. Purchase Reading Plus software for all Reading and Study Skills Department developmental courses to improve student success and retention in basic skills reading and study skills classes.

Student Equity Funding

This Student Equity Plan includes both items that have costs associated with implementation as well as items that have zero costs. This plan contains items funded through general fund as well as several other categorical program budgets. The funding for the Student Equity Plan uses resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, the Student Success Center, and Enrollment Management as well as items that are funded via other individual department/program budgets.

The Student Equity budget that is outlined in this section includes figures that the college intends to allocate to increase access and student success among our targeted populations. The figures that appear in the following sections are grouped based on the following areas: Staffing, Support for Veterans and Foster Youth, Support for First Year students, Support for Categorical Programs, Support for Basic Skills, and Activities and Actions.

The following list is comprised of activities and actions that SBVC intends to implement:

Staffing: ***\$507,000***

Director of First-Year Experience; First-Year Experience Counselor; Secretary II for FYE; Sr. Student Services Technician; Adjunct Counselors; Professional Experts for Outreach; Researchers

Professional and Student Development: ***\$100,000***

Activities and Actions: ***\$230,000***

Support for Categorical Programs: ***\$209,524***

Support for Basic Skills: ***\$300,000***

Total Anticipated Resources: **\$1,346,524**

The detailed Student Equity Budget is outlined in the Summary Budget section of this plan.

Contact Person/Student Equity Coordinator

The Director of FYE serves as the primary contact for this Student Equity Plan. The Director of FYE reports to the Dean of Counseling and Matriculation, Mr. Marco Cota, and the Vice President of Student Services, Dr. Ricky Shabazz. The director is charged with coordinating the college's student equity efforts on campus. The Director of FYE serves on the college's Enrollment Management and Student Equity Committee, Student Success Committee, Student Services Council Committee, and the Student Services Manager's Committee. Mr. Johnny Conley currently serves as the Interim Director of FYE. Mr. Conley can be reached via email at jconley@valleycollege.edu or via phone at (909) 384-8988. The college intends to pursue a dialogue with campus constituent groups as to the proper coordination (which may involve hiring a Dean, Director, and/or a Coordinator) to implement the efforts that are outlined in the Student Equity Plan.

