



San Bernardino
Valley College

Student Equity Plan



June 30, 2019

San Bernardino Valley College Student Equity Plan

Executive Summary

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San Bernardino Valley College Student Equity Plan Executive Summary

INTRODUCTION

San Bernardino Valley College (SBVC) serves approximately 18,375 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. The intent of the Student Equity Plan is to increase student equity amongst students who are historically underperforming.

An emphasis on diversity, inclusion, and the growth of each individual is stated in the mission, vision, and one of the values of San Bernardino Valley College

- *Mission: 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.*
- *Vision: San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the alma mater of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society.*
- *Values: That a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.*

Since 2013, San Bernardino Valley College student success data annually identified African Americans/Black, Hispanics/Latinx, Foster Youth, Veterans and First-Generation college students as disproportionately impacted. Since then, we have included AB540, non-residents and just recently, LGBTQ and homeless was included in our data.

ASSESSMENT OF PROGRESS

The college has added the Student Equity and Success department since the initial Student Equity Plan which has created an infrastructure to support the programs and initiatives offered in support of disproportionately impacted student groups. The department includes a Dean of Student Equity and Success, a Director of the First-Year Experience, Counseling faculty, Classified Professionals and hourly staff all in support of serving students. The college has also provided designated space for programs in support of veteran students, AB540/Dreamer's, First-

Year students as well as learning communities for identified students; foster youth and historically underrepresented student populations such as the Umoja/Tumaini program, the Puente program and Student ambassador/peer mentor program. Although disproportionate impact remained for several groups, the college has made progress towards narrowing achievement gaps for students. For example, the Reading Plus program was established midway through the spring 2017 semester and there was improvement in student success and retention with an average level gain of 2.2 levels with four percent of students at or above grade level. The Writing Center continued to provide additional tutorial services for basic skills courses, academic workshops, and advertising and marketing materials. There was an increase in Writing Center usage of 10.8% (from 1,030 students in 2015 to 1,141 students in 2016). Additionally, male African Americans/Black, Native Americans and Latinx students improved their success rates in courses and their retention rate was on par with all students campus wide (89%).

Additionally, the interventions and activities outlined in the Student Equity Plan are in support of the college’s Educational Master Plan, Guided Pathways, Student Success and Support Program, AB705 implementation and Basic Skills initiatives. The college has built upon successful programs in support of students. In 2011, San Bernardino Valley College implemented Supplemental Instruction (SI) in the STEM areas through the support of a grant. At its highest point, the program employed 75 SI’s, serving the STEM areas. Because of the successes seen through this program, the Basic Skills committee elected to provide support for supplemental instruction in areas outside the grant. The Learning Compass Committee then worked to supplement the basic skills funding to enhance supplemental instruction in a variety of ways.

In 2013, the campus implemented Supplemental Instruction (SI) across the disciplines, in order to accommodate the needs of basic skills students in basic skills courses and in courses across the disciplines. The SI cohorts have grown from 10 cohorts in its first year to 24 in spring 2017. The cohorts include, but not limited to, English, Reading, Music, Spanish, Automotive, Geography, Art, Psychology, History and Sociology.

Several groups who have been disproportionately impacted have shown progress and improvement in completing transfer level Math and English within one year (Two or more races, Black/African American and Hispanic/Latinx students); Degree and Certificate completion (Black/African American and Foster Youth); and in Transfer rates (Black/African American and Foster Youth). The information is included in the chart below:

Equity Gap Improvement Outcomes for 2017-18

Equity Measure & Student Group	Equity Data Cohort Year		Year-Over-Year Change (percentage)	Year over Year Change (number)*
	Most recent prior year	Current Year		
<i>Transfer Math in First Year</i>				
Females	9.5	8.4	- 11.6	-9
Black	6.9	4.9	- 29.0	-3
Hispanic	10.3	9.3	- 9.7	-5
Two or more races	7.0	13.5	92.9	+2
White	10.3	9.3	- 9.7	-1
Disability	3.8	1.0	- 73.7	-3
Veterans	9.7	10.3	6.2	<1

Transfer English in First Year				
Asian	16.4	16.4	0.0	0
Black	3.4	6.2	82.4	+5
Hispanic	14.4	15.9	10.4	+18
Disability	2.5	7.1	184.0	+5
Foster Youth	0.0	11.1	-	+2
Degree and Certificate Completion Rate				
Male	17.1	18.3	7.0	+10
Black	16.9	18.6	10.1	+3
Hispanic	21.3	20.3	- 4.7	-13
Two or more races	14.0	18.5	32.1	+3
White	18.9	22.4	18.5	+7
Disability	20.9	17.2	- 17.7	-3
Foster Youth	5.3	8.8	66.0	+1
Veterans	26.7	7.1	- 73.4	-8
Transfer Rate				
Male	18.3	19.2	4.9	+8
Black	18.3	23.2	+26.8	+10
Hispanic	22.5	21.5	- 4.4	-13
Two or more races	32.6	21.5	- 34.0	-7
White	22.6	20.9	- 7.5	-3
Disability	14.8	14.0	- 5.4	-1
Foster Youth	5.3	14.7	177.3	+3
Veterans	35.6	11.9	- 66.6	-10

Note: “Year-Over-Year Change” denotes the percent change $[(\text{year2}-\text{year1})/\text{year1} * 100]$ within the equity measure and student groups. Transfer-level course completion in first year taken from 2015-2016 to 2016-2017; Degree & Certificate Completion and Transfer Rate are from 2011-2012 to 2012-2013 - source-MIS’ most recent data via DOD.

*Year-over-year numeric change from the previous year to the current year represents the unique student count affected by the year-to-year change within the given outcome. This is determined using the following:

- Prior year percent multiplied by the total number in the cohort for the group in the current year minus the total number who successfully completed the outcome in the current year (rounded to the nearest integer).

DISPROPORTIONATE IMPACT

The data in 2019 still shows disproportionate impact within several groups. The table below shows that the highest disproportionate impact is with the successful enrollment and retention for the majority of the student ethnicity groups. The targeted populations of students are African Americans, Hispanic/Latinx, Foster Youth, Veterans and first generation college students. According to the college’s recent climate survey (Spring 2018), students who persist at SBVC typically feel more connected to the college, invest in their education and usually believe that the college is equally committed to the success of SBVC students. Students who are engaged in the college’s student support services are more likely to earn an associate’s degree or certificate, utilized campus tutoring and support services, and complete their academic program.

Summary of Disproportionate Impact by Age, Ethnicity, Economically Disadvantaged, LGBTQ, Disabled, Foster Youth, First Generation, Veterans

Disproportionate Impact by Outcome						
Group	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact
Overall Population	18,375	8,594	1,040	71	1,124	N/A
Foster Youth						
Male	184 (91)	33 (10)	5 (1)	0	3 (3)	4
Female	309 (33)	55 (16)	6 (3)	0	9 (0)	3
LGBTQ						
Male	208 (11)	69 (9)	7 (3)	1 (0)	4 (8)	4
Female	409 (22)	122 (11)	15 (4)	2 (0)	10 (11)	4
First Generation						
Male	N/A	2,143 (10)	211 (39)	21 (0)	263 (10)	3
Female	N/A	3,131 (0)	392 (0)	19 (3)	414 (0)	1
American Indian Alaskan Native						
Male	N/A	N/A	1 (0)	0* <10	2 (0)	0
Female	N/A	N/A	0 (1)	0 (1)	2 (0)	2
2+ Races						
Male	N/A	115 (2)	18 (0)	0 (1)	12 (6)	3

SAN BERNARDINO VALLEY COLLEGE – SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Group	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact
Female	N/A	143 (17)	25 (0)	0 (1)	23 (1)	3
Pacific Islander						
Male	36 (5)	7 (0)	2 (0)	N/A<10	N/A<10	1
Female	33 (19)	7 (3)	3 (0)	N/A<10	N/A<10	2
Black						
Male	1,201 (101)	406 (22)	36 (16)	1 (3)	34 (23)	5
Female	1,745 (328)	551 (40)	76 (3)	2 (2)	83 (3)	5
Filipino						
Male	148 (0)	42 (0)	5 (1)	0 (0)	8 (0)	1
Female	160 (21)	68 (0)	14 (0)	1 (0)	16 (0)	1
Asian						
Male	354 (0)	137 (4)	23 (0)	3 (0)	26 (0)	1
Female	412 (0)	143 (0)	35 (0)	1 (0)	30 (0)	0
Hispanic						
Males	5,066 (0)	2,424 (0)	215 (64)	31 (0)	277 (28)	2
Female	6,176 (0)	3,448 (0)	394 (0)	24 (3)	430 (0)	1
White						

SAN BERNARDINO VALLEY COLLEGE – SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Group	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact
Male	1,338 (0)	480 (9)	67 (0)	2 (1)	75 (0)	2
Female	1,372 (127)	560 (37)	113 (0)	4(0)	96 (0)	2
Veterans						
Male	236 (0)	233 (6)	24 (6)	0 (1)	39 (0)	3
Female	45 (0)	100 (0)	8 (3)	1 (0)	14 (0)	1
Disabled						
Male	381(0)	337 (0)	21 (12)	0 (2)	38 (0)	2
Female	480 (25)	360 (0)	399 (0)	0 (2)	41(2)	3
<p>Note: Each cell for the subgroups in this table contains two values. The number on the left is the count for students who attained the outcome. The numbers in parenthesis represent the number of students needed to remedy the disproportionate impact within the group. *Cells with “n/a” have fewer than 10 students or no data available.</p>						

Equity Planning and Promising Practices

SBVC's Enrollment Management and Student Equity Committee (SEC) is comprised of faculty, staff, students and administrators. The committee was charged with creating a responsive, flexible, educationally sound, research based approach to improving student success amongst the college's targeted populations. Additionally, attention must be paid to the groups who show a pattern of impact, regardless of their representation in the student population.

San Bernardino Valley College (SBVC) continuously works to initiate strategies to close the educational achievement gaps within our disproportionately impacted groups. The Student Success initiatives and trends have changed throughout the years with the addition of Guided Pathways, AB705, and the San Bernardino Community College District (SBCCD) Free College Promise; AB705 and the SBCCD Free College Promise will begin in the fall of 2019. The SBCCD Free College Promise provides free college for first-time, full-time students entering the college from the SBCCD area feeder high schools. These initiatives will guide the campus towards improving student success and outcomes as well as enhancing services in order to close the achievement gaps for all identified students. The programs and activities that have been implemented will continue to support the strategic initiatives, vision for success and student equity programming through the Student Equity Plan.

Supplemental Instruction and Traditional Tutoring Methods

As mentioned previously, supplemental instruction began with the implementation of the Student Success Center, which then led to developing Supplemental instruction throughout disciplines. Students who participate in traditional tutoring and have SI's in their classrooms are more successful in completing the courses and continuing their academics, than those who do not take advantage of the resources. The math department have incorporated the ALEKS program in which students can access and work on their math levels.

Counseling and Educational Counseling

Counseling is a critical part in a student's educational journey. It is imperative that students utilize the counselor's expertise, at least twice a semester to confirm they are on the right to track to obtain their certificate, degree and/or transfer objectives. Students who participate in a specialized counseling program and visit a counselor are more likely to persist in their educational program and complete their goals in a timely manner. In the Umoja-Tumaini program, African American students consistently visit and speak to their counselor and have transferred to a four-year institution higher rate than those who do not participate in program.

Cohorts and Communities

SBVC has had success with engaging students in learning communities on campus. An example is that African American students in the Umoja-Tumaini program were more likely to succeed, complete their courses and transfer to a four-year university; to date, we have had 20 students accepted into Historically Black College & Universities (HBCU). The Puente Project has been in place at SBVC for 30 years and has been a successful program in which more Latinx/Hispanic participants are continuing, completing and transferring to four-year institutions. The First-Year Experience program has been successful in providing resources to students to complete their

degree at SBVC and transfer to a four-year institution. Students who participate in cohorts and communities are more likely to succeed than students who do not participate in cohorts.

Goals, Objectives, Actions and Resources

The Enrollment Management and Student Equity Committee (SEC) serves in an advisory capacity to the President’s Cabinet regarding student equity. The committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding strategies to support student success. These strategies include but not limited to supplemental instruction, embedded tutoring, career exploration, guided pathways and support courses for English and Math courses.

The implementation of the new statewide initiatives for fall 2019 such as AB705 and the San Bernardino Community College District (SBCCD) Free College Promise will incorporate learning communities and student cohorts which will provide additional support for full-time students and students entering into transfer level English and Math courses. The collaboration between Student Services and Instruction will enhance the student experience and provide additional support through the leveraging of resources from Student Equity, Student Support Services Programs and Basic Skills.

All colleges must assess the extent of student equity for the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low-income students
- D. Veterans
- E. Students in the following ethnic and racial categories:
 - American Indian or Alaska Native
 - Asian
 - African American/Black
 - Latinx/Hispanic
 - Native Hawaiian or other Pacific Islander
 - White
 - Some other race
 - More than one race
- F. Homeless students
- G. Lesbian, gay, bisexual, or transgender students

The tables below describe the goals and activities that would address the disproportionately impacted student groups.

DATA AND ACTIVITIES

Successful Enrollment

Group	Gender Specific	Target	Increase Needed
Overall Population		18,375/50,117 (36.7%)	
Foster Youth			
Male	184/591 (31.1%)	36.7%	33
Female	309/1,092 (28.3%)	36.7%	91
LGBTQ			
Male	208/598	36.7%	11
Female	409/1,175		22
Black			
Male	1,201/3,552 (33.8%)	36.7%	101
Female	1,745/5,655 (30.9%)	36.7%	328
Hispanic			
Male	5,068/12,050 (42.1%)	36.7%	0
Female	6,176/16,370 (37.7%)	36.7%	0
White			
Male	1,338/3,410 (39.2%)	36.7%	0
Female	1,372/4,089 (33.6%)	36.7%	127
Disabled			
Male	381/958 (39.8%)	36.7%	0
Female	480/1,377 (34.9%)	36.7%	25
Pacific Islander			
Male	36/111(32.43%)	36.7%	5
Female	33/143 (23.08%)	36.7%	19
Filipino			
Male	148/363(40.8	36.7%	0
Female	160/495 (32.3%)	36.7%	21

Objectives and Actions**A. Enhance Foster Youth processes and streamline the information to capture all students from the group**

1. Continue to provide foster youth with priority registration
2. Provide funding for textbooks and supplies until the age of 24 years
3. Counseling provided by a dedicated counselor to ensure point person for questions and/or referrals.
4. Plan and initiate “Super Saturdays” for foster youth within our service areas and our continuing students.

B. Enhance information to LGBTQ groups in order to create a more welcoming atmosphere

5. Provide information to incoming students that SBVC is a safe space for all students and that the campus is inclusive
6. Sharing the support that LGBTQ students have on campus through campus organizations and other resources.
7. Connect students to Student Life for campus organization involvement.

C. Increase college awareness to first-generation populations through outreach efforts

8. Collaborate with high school through concurrent enrollment and share with them the resources that SBVC has to offer them.
9. Providing access to all students with the Free College Promise, this can alleviate the financial burden and provide specialized support to the students entering college.
10. Providing orientations for both the parents and students and share with them information about SBVC and providing a safe space for parents to ask questions in both English and Spanish.
11. Using the First Year Experience program as a bridge into college, by providing specialized counseling and cohort classes to aid in the success of the students.

D. Streamline processes for admissions to Educationally Disadvantaged students

12. Provide the access to all students with the SBCCD Free College Promise in order to alleviate the financial burden and provide specialized support to the students entering college.
13. Provide programs such as EOPS/CARE, CalWORKs, and STAR to ensure that students receive the financial support that they need to reach their educational goals. Along with receiving specialized counseling and programming to support them while they are students at SBVC.
14. Utilize the Valley 360 Resource Center to receive resources, such as clothing and food.
15. Provide meal vouchers, through these programs that can be redeemed on campus at the cafeteria, so students can focus on their classwork
16. Continue collaborating with Omni Trans to use local transit system free of charge for any student that actively registered in classes.

E. Increased programming for Veteran students to enhance their experience at SBVC and create a welcoming environment

17. Host workshops and programs that will serve them and their dependents.
18. Reach out to different agencies in the area that support Veterans and sharing with them the resources and opportunities that available to them at SBVC.
19. Continue to provide a tutor in the Veteran’s Resource Center, for active members in the club and who use the center.

F. Enhance the outreach efforts and programming for adult learners.

20. Collaborate with Inland Community Education Center to assist Adult Learners as they transition from Adult Ed to SBVC
21. Present at parent groups such as ELAC and DELAC and share with them the resources that are available to them at SBVC
22. Utilize the kiosk at the mall as an opportunity for all people in the community to learn more about SBVC
23. Incorporate programming, workshops and/or presentations targeted to the Adult Learners on campus.
24. Provide trainings, workshops, and/or conferences for faculty, staff and students emphasizing adult learners, veterans, educationally disadvantaged, LGBTQ, Black and Latinx populations.

Retention Fall to Spring

Group	Gender Specific	Target	Increase Needed
Overall Population		8594/11986 (72.92%)	
Foster Youth			
Male	33/59 (55.93%)	72.92%	10
Female	55/98 (56.12%)	72.92%	16
LGBTQ			
Male	69/107 (64.48%)	72.92%	9
Female	122/182 (67.03%)	72.92%	11
First Generation			
Male	2,143/2,952 (72.59%)	72.92%	10
Female	3,131/4,238 (73.88%)	72.92%	0
Black			
Male	406/587 (69.2%)	72.92%	22
Female	551/810 (68.1%)	72.92%	40
Asian			
Male	137/194 (70.62%)	72.92%	4
Female	143/195 (73.33%)	72.92%	0
Hispanic			
Male	2,424/3,320 (73.01%)	72.92%	0
Female	3,448/4,554 (75.71%)	72.92%	0
Filipino			
Male	42/56 (75.00%)	72.92%	0
Female	68/90 (75.56%)	72.92%	0
Pacific Islander			

Group	Gender Specific	Target	Increase Needed
Male	7/10 (70.00%)	72.92%	0
Female	7/13 (53.85%)	72.92%	3
Two or More			
Male	115/161 (71.43%)	72.92%	2
Female	143/220 (65.00%)	72.92%	17
White			
Male	480/671 (71.54%)	72.92%	9
Female	560/819 (68.38%)	72.92%	37
Veterans			
Male	233/327 (71.25%)	72.92%	6
Female	100/136 (73.52%)	72.92%	0

Objectives and Actions

A. Increase engagement within groups and enhance support services and learning techniques

1. Enhance and advertise Guardian Scholars Programs within campus and community agencies
2. Refer Foster Youth to EOPS/CARE, STAR, First Year Experience and College Promise
3. Promote college and various support programs through FKCE and publicize Foster Care Awareness Month
4. Create a safe, all-inclusive learning environment for students that identify as LGBTQ or not can feel supported
5. Support and promote student organization
6. Publicize activities and events for LGBTQ inclusion
7. Student Health Center support services
8. Refer students to different specialized support programs
9. Promote to apply for FAFSA and CA Dream APP workshops
10. Promote different support programs to parents of first generation college students
11. Promote access to computers and internet in library
12. Enhance and grow Umoja-Tumaini and other specialized support services
13. Enhance and increase participation in the Black Faculty Staff Association “Each One, Teach One” Mentoring Program
14. Expose and promote to targeted student populations the importance of attending events and conferences such as HBCU Tour and A2Mend Conference
15. Veteran’s Resource Center – provide more programming that will enhance Veterans to continue their education and partake in different activities throughout campus.
16. Work collaboratively with Student Health Services to provide counseling for veterans.
17. Increase the number of students applying for scholarships and financial aid
18. Intentional planned meetings about impending initiatives and how they may impact disabled students

19. Provide professional development events/trainings and/or workshops to faculty, staff, students and administrators.

Transfer to a Four-Year University

Group	Gender Specific	Target	Increase Needed
Overall Population		1031/18367 (5.64%)	
Foster Youth			
Male	5/98 (5.10%)	5.64%	1
Female	6/153 (3.92%)	5.64%	3
LGBTQ			
Male	7/185 (3.78%)	5.64%	3
Female	15/332 (4.66%)	5.64%	4
First Generation			
Male	211/4,427 (4.77%)	5.64%	39
Female	392/6,449 (6.08%)	5.64%	0
Black			
Male	36/930 (3.87%)	5.64%	16
Female	76/1,404 (5.41%)	5.64%	3
Hispanic			
Male	215/4,952 (4.34%)	5.64%	64
Female	394/6,753 (5.83%)	5.64%	0
Filipino			
Male	5/101 (4.95%)	5.64%	1
Female	14/143 (9.79%)	5.64%	0
Native American			
Male	1/22 (4.55%)	5.64%	0*
Female	0/20 (0%)	5.64%	1
Veterans			
Male	24/516 (4.65%)	5.64%	6
Female	8/197 (4.06%)	5.64%	3
Economically Disadvantaged			
Male	310/4,232 (4.96%)	5.64%	42
Female	579/9,079 (6.38%)	5.64%	0
Disabled			
Male	21/588 (3.57%)	5.64%	12
Female	39/694 (5.61%)	5.64%	0

Objectives and Actions**A. Promote a culture of Transfer for campus as a whole.**

1. Market targeted transfer information in various media platforms; such as webpages, social media (Facebook), newsletters, posters, emails
2. Target transfer information to specific age groups to incorporate career and/or major workshops. The career component to include resume writing, and job interview preparation.
3. Evening services to include, job and transfer fair, additional evening and weekend services, transfer open house, information table setting.
4. Coordinate with Admissions and Records, Research department and other programs to identify Foster Youth and LGBTQ students
5. Collaboratively work with the LGBTQ club to co-sponsor target activities, such as assistance with SBVC application and financial aid applications
6. Market key programs and services to include Foster Youth, College Promise, EOPS, tutoring and writing labs.
7. Work with Foster Youth staff to establish a seamless referral process and coordinate follow up services utilizing Starfish and faculty progress reports.

B. Continue to reduce equity gaps among economically disadvantaged student population with the goal of increasing achievement by 2% annually

1. Complete comprehensive education plans
2. Market information to include steps to enrollment and assistance, matriculation processes, financial aid and scholarship processes

C. Create cohorts and guided pathways for students to promote learning and success

1. Create cohorts for high-labor market demand programs
2. Offer the SBCCD Free College Promise program to all incoming freshmen and communicate with student the importance of transferring and completing requirements in a timely manner

D. Enhance completion success and transfer processes

1. Continue to work with universities to provide information early in students attendance at SBVC
2. Student Services and Instructional Divisions working collaboratively to promote the transfer option to all students
3. Market information with posters of University options after SBVC educational goals.

Completion of Transfer Level Math and English

Group	Gender Specific	Target	Increase Needed
Overall Population		71/2837 (2.5%)	
Foster Youth			
Male	0/23 (0%)	2.5%	1
Female	0/20 (0%)	2.5%	1
First Generation			
Male	21/814 (2.6%)	2.5%	0
Female	19/858 (2.2%)	2.5%	3
Black			
Male	1/140 (.7%)	2.5%	3
Female	2/148 (1.4%)	2.5%	2
Hispanic			
Male	31/1026 (3.0%)	2.5%	0
Female	24/1066 (2.25%)	2.5%	3
White			
Male	2/137 (1.47%)	2.5%	1
Female	4/116 (3.5%)	2.5%	0
Veterans			
Male	0/33 (0%)	2.5%	1
Female	1/10 (10%)	2.5%	0
Economically Disadvantaged			
Male	32/1057 (3.0%)	2.5%	0
Female	24/1156 (2.1)	2.5%	5
Disabled			
Male	0/76 (0%)	2.5%	2
Female	0/58 (0%)	2.5%	2

Objectives and Actions

A. Promote positive reinforcement in English and Math courses

1. Fall 2019 full implementation of AB705
2. Embedded tutoring for most at risk students
3. Co-requisite and support courses, such as ALEK PPL lab and English 086 and 087
4. Encourage students to enroll in the co-requisite math or English class

5. Presentations at high schools to students regarding the importance of doing well in English and Math courses to place in appropriate class levels
6. Enrollment in Math non-credit support courses
7. Model programs such as Puente and Tumaini incorporating collaboration with instructors
8. Chromebooks in English and Reading courses
9. Mathematics courses implementation and enhancing technology programs to better assist student learning
10. Promote the importance of utilizing Writing, Reading Labs and Student Success Center
11. Enhancing Supplemental Instruction in all disciplines.

STUDENT EQUITY BUDGET: 2015-2016 -- 2016-2017 -- 2017-2018

San Bernardino Valley Equity Budget Snapshot, 2014-15 through 2017-18					
Funding and Source			2015-16	2016-17	2017-18
Equity Allocation			1,346,524	1,453,824	1,383,207
Reallocated Funds (32)					
Rollover to December 30 of the Subsequent Year (25)			342,140	453,233	411,665
Prior Year, Expended by December 30 (25)					
Total Annual Expenditures			1,688,664	1,907,057	1,794,872
Object Code	Classification	# of FTE	2015-16	2016-17	2017-18
1000	Academic Salaries: Position Title(s)				
1201	Certificated Manager	1		34,283	170,149
1283	Counseling Faculty	1	79,217	82,800	86,478
1480	Adjunct Counseling	1.5	159,112	78,000	112,979
Sub-total, 1000's			238,329	195,083	369,606
2000	Classified and Other Nonacademic Salaries: Position Title(s)				
2181	Administrative Assistant, Student Success and Equity		8,924	54,682	60,918
2380	Student Workers, Mentors		40,000		120,581
2381	Tutors, Non-Student Hourly			30,000	10,000
2382	Overtime		11,137	20,000	21,172
2389	Professional Experts	1		79,000	3,000
2401	Tutoring Leads, Non-Student Instructional Aides	17	168,215	218,808	187,503
Sub-total, 2000's			228,276	402,490	403,174
Object Code	Classification		2015-16	2016-17	2017-18
3000	Employee Benefits				
Sub-total, 3000's			70,827	136,242	111,636
4000	Supplies & Materials				
4100	Textbooks		194,332	146,131	
4500	Non-Instructional Supplies		61,375	28,542	55,536

SAN BERNARDINO VALLEY COLLEGE – SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

4510	Maintenance			351
4520	Supplies			1,000
4551	Printing	25,000	15,150	12,000
4750	Meals and Refreshments		10,000	66,500
Sub-total, 4000's		280,707	199,823	135,387
5000	Other Operating Expenses and Services			
5113	Consultant and Other Services, Speaker	102,798	96,000	160,465
5200	Travel and Conference Expenses	125,930	214,583	171,535
5207	Cell Phone Allowance			
5210	Mileage	3,000	1,000	3,000
5350	Postage & Freight	9,000	3,171	6,000
5610	Rentals	11,347	24,816	28,405
5611	Bus/Car Rentals	77,990	30,000	32,000
5621	Software Leases/Licensing, DE Training	5,100	11,100	2,500
5801	Advertising	19,921		
5809	Student Travel/Conferences	160,737	119,581	112,191
5815	Promotional	25,000	33,320	37,000
Sub-total, 5000's		540,823	533,571	553,096
6000	Capital Outlay			
6300	Library Books/Expansion	5,010		
6400	Computer Equipment		233	5,050
6420	Computer IT	84,000	25,862	10,545
Sub-total, 6000's		89,010	26,095	15,545
7000	Other Outgo			
7600	Other Student Aid	240,692	413,753	206,428
Sub-total, 7000's		240,692	413,753	206,428
Grand Total		1,688,664	1,907,057	1,794,872

STUDENT EQUITY BUDGET: 2018-2019 through 2019-2020

Equity Budget Snapshot, 2018-19 through 2019-20				
Funding and Source			2018-19	2019-20
Equity Allocation			1,130,329	1,130,329
Rollover to December 30 of the Subsequent Year (25)			697,840	
Prior Year, Expended by December 30 (25)				
Total Annual Expenditures			1,695,672	
Object Code	Classification	# of FTE	2018-19	2019-20
1000	Academic Salaries: Position Title(s)			
1201	Certificated Manager	2	232,706	232,706
1283	Counselor Tenure Track	1	95,622	95,622
1480	Counselor	1.5	251,459	251,499
Sub-total, 1000's			579,827	579,827
2000	Classified and Other Nonacademic Salaries: Position Title(s)			
2181	Administrative Assistant, SS and Equity	2	104,108	104,108
2380	Student Workers Tutoring,	5	96,219	96,219
2381	Tutors, Non-Student Hourly	5	20,000	20,000
2401	Tutoring Leads, Non-Student Instructional Aides	15	100,000	100,000
Sub-total, 2000's			320,327	320,327
3000	Employee Benefits			
Sub-total, 3000's			186,521	186,521
4000	Supplies & Materials			
4500	Supplies		35,000	
4551	Printing		12,000	
4750	Meals and Refreshments		75,000	
Sub-total, 4000's			122,000	
Object code	Classification		2018-19	2019-20
5000	Other Operating Expenses and Services			
5113	Consultant and Other Services, Speaker		56,000	

5200	Travel and Conference Expenses	65,000	
5207	Cell Phone Allowance	500	
5210	Mileage	3,000	
5350	Postage and Freight	6,000	
5610	Rentals	15,000	
5611	Bus/Car Rentals	35,000	
5809	Student Travel/Conferences	155,732	
5815	Promotional	25,000	
Sub-total, 5000's		361,232	
6000	Computer and IT		
6400	Furniture	20,000	
6420	Computer	31,355	
Sub-totals, 6000's		71,355	
7000	Other Student Aid		
7600	Other Student Aid	54,450	
Subtotals, 7000's		54,450	
Grand Total		1,695,672	1,130,329

CONTACT PERSONS

The contact persons for San Bernardino Valley College are:

Dean, Student Equity and Success

Maria Del Carmen Rodriguez
San Bernardino Valley College
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410
909-384-8592
marodrig@sbccd.cc.ca.us

Vice President, Student Services

Dr. Scott W. Thayer
San Bernardino Valley College
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410
909-384-8922
sthayer@sbccd.cc.ca.us