

SAN BERNARDINO VALLEY COLLEGE

STUDENT EQUITY, STUDENT SUCCESS & SUPPORT & BASIC SKILLS PLAN

EXECUTIVE SUMMARY

Introduction

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

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

- *Mission – San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality of 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 – San Bernardino Valley College values: creativity, self-expression, and the development of critical thinking skills; cultural diversity; self-sufficient learners and*

contributing members of society; and maintain highest ethical and intellectual standards.

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, and 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 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 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.

The targeted populations of students for this plan are African Americans, Hispanics/Latinos, 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 plan.

This 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 Committee (SEC) is 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 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 goals are 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	Status/Progress Met
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	Yes
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	In-Progress
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	Yes
4. 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	Yes

5. Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.2	In-Progress
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	Yes
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	In-Progress
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	In-Progress

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. Student Equity and Student Success & Support allocated funds to the VRC to support counseling, educational planning and transitional services for veterans and their dependents. The VRC 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 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 & Student Success & Support 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 & Support 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 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 receive the services that they need. 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 liaisons are trained to provide advising to foster youth to successfully transition them into

college life. The counselor and 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, 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 overwhelming 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 and SSSP 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 nine 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 250 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.

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 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 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. NSWD is an all-day orientation for new students. NSWD occurs the Wednesday before the start of instruction. NSWD 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 600 students participated in NSWD 2015. NSWD offers students and their parents an opportunity to meet college administrators, faculty, staff, and other new students. NSWD 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 (SE) and Student Success & Support (SSSP) funds to support categorical programs on campus. In addition both SEP and SSSP allocated funds for 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 SE & SSSP 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 Trlo 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 supported CalWORKs and EOP students with Student Equity funds for transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOPS students; this intervention will allow students without vehicles to travel to school and/or work.

Student Equity and SSSP funds were used 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. Furthermore, SSSP funds allowed instructors of the Student Development courses implement the StrengthsQuest assessment to assess student engagement.

SBVC uses Gallup's StrengthsQuest assessment in categorical programs and other student support programs on campus. StrengthsQuest 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. Funds from both programs SE and SSSP were provided to purchase Strengths interventions for students in categorical programs and other student support programs on campus. 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 celebrated 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. 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 the 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 Student Equity Committee (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 Lab
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 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 plan and the college's Strategic Initiatives.

SBVC Activities & Actions
Professional Development
Professional Development for faculty and staff who work with targeted at-risk populations <ol style="list-style-type: none">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. 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.
Access
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 Veterans

In collaboration with SSSP: 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.

Support for Foster Youth

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.

Support for First Year Students

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

In collaboration with SSSP: Purchase and provide the StrengthsQuest 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 earning their degrees and transferring to a four year institution.

Support for Categorical Programs

Conversations have begun for 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.

In collaboration with SSSP: 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 Historically Black Colleges and Universities (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.

In collaboration with SSSP: Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to 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 EOPS students with transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOPS students; this intervention will afford students without vehicles the ability to travel to school and/or work.

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

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 lab for tutors, basic skills courses, conducting academic workshops, and advertising the writing lab (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.

In collaboration with SSSP: Create two additional Student Success Centers that provide counseling, tutoring, advising and mentoring to serve students in targeted populations. This would include the 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.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Table 2A

Target Populations	Current gap, year	Goal*	Goal Year
Males	-5.8, 2014	No gap	2020
Students with disabilities	-3.8, 2014	No gap	2020
Veterans	-2.8, 2014	No gap	2020

Methodology and Analysis

Data for this section assesses the primary service area for SBVC. Sources include the regular U.S. Census Bureau reports (2009-2013) and the 5-year American Community Survey (ACS) estimates. (Maps of the service area are shown in Figures 1a and 1b of Attachment A.)

Ethnicity: These data come from Table ACS_13_5yr_DP05, and provide statistics for the SBVC primary service area. As shown in the table, SBVC serves an increasingly large number of Hispanic students. The campus has been a Hispanic Serving Institution (HSI) for nearly two decades. White students are less represented on the campus than they are in the service area. This identifies an ongoing trend that started 30 years ago. At that time (during the 1980s), the student population was over 60 percent non-Hispanic white, while Hispanics represented just over 15% of enrolled students. This relationship has reversed as the residential makeup of the surrounding community has become more Hispanic. Neighborhoods that remain predominantly White tend to be further from the campus, and white students tend to choose other campuses that may be approximately the same distance from their homes. This has accelerated the process of ethnic transition on campus.

Gender: Using Table ACS_13_5yr_DP05, the primary service area adult population by gender was calculated for persons who are 18 years or older. Enrollment data shows that men are less represented than women are. Using the 80% rule, men are a disproportionately impacted group. Using women as the reference group, males are only 77% of female enrollment. Therefore, they fall below the 80% threshold.

Students with Disabilities: Table ACS_13_5yr_DP02 provides data for disability status of the civilian noninstitutionalized population in the primary service area. Students with disabilities are underrepresented on campus compared to their numbers in the community. Using the disproportionality index method, these students are disproportionately impacted.

Economically Disadvantaged: Table ACS_13_5yr_DP02 provides data on poverty levels by ZIP Code. This table identified the percentage of college-aged residents below the poverty line. The data shows that students below the poverty line are more highly represented on campus than they are in the community. Students were compared to similar households that fall below the poverty line.

Foster Youth: Table ACS_13_5yr_B09018 provided data for foster youth or other unrelated youth under the age of 18 years. As a group, foster youth are disproportionately impacted as indicted by the proportionality index measure.

Veterans: According to Table ACS_13_5yr_DP02, civilian veterans represent 4.48% within the primary service area. Only 1.6% of the students enrollment at SBVC are veterans. Veterans are disproportionately impacted based on the proportionality index measure. The percentage difference is large and needs to be addressed.

ACTIVITIES: A. ACCESS

A.1

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups**

ID	Target Group	# of Students Affected
A.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	10,000 prospective students

• **Activity Implementation Plan**

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

ID	Planned Start and End Dates	Student Equity Funds	Status
A.1	Fall 2015-Spring 2016	\$26,500	Completed Implemented and on-going

• **Link to Goal**

To increase college access for Black and Latino males, English language learners, and learning communities (First-Year Experience), Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

• **Evaluation**

(1) The Office of Research, Planning, and Institutional Effectiveness (ORPIE) will maintain a count of visits and calculate the yield rate (using contact cards to track the enrollment of students from our targeted populations); (2) Administer point-of-contact surveys with questions that ask whether the session was helpful and informative; (3) conduct an analysis of demographics for contacted students. Currently, approximately 17% (1600) students enroll in SBVC directly after graduation from high school—70% of these students are Black or Latino.

A.2

• **Activities**

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups:**

ID	Target Group	# of Students Affected
A.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	3,000 prospective students

• **Activity Implementation Plan**

Hire two professional experts for outreach (access) and a third to assist with offsite classes, which connect to offering offsite classes at the feeder high schools.

ID	Timelines	Student Equity Funds	Status
A.2	Fall 2015-Spring 2016	\$40,000	Completed Hired Staff/Outreach Coordinator

• **Link to Goal**

To assist with setting up offsite classes, which connect to 6 classes at the feeder high schools with high populations of African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans.

• **Evaluation**

(1) Students who enroll in off-site courses at SBVC feeder high schools will be tracked using contact cards and email lists to determine the yield rate. The yield rate will be calculated as the percentage of high school students who attend SBVC as full-time students after graduating divided by the total number of contacts. (2) Enrollment statistics will be analyzed to determine the demographic make-up of contacted students from each feeder high school. (3) Surveys will be conducted to assess student satisfaction with course content and delivery. (4) Interviews will be conducted with professional experts to gain their perspectives on how to improve course content and delivery.

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	9,000

• **Activity Implementation Plan**

Develop a Student Ambassador program for peer-to-peer advising and outreach that trains our current student workers to support students in 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.

ID	Timelines	Student Equity Funds	Status
A.3	Fall 2015-Spring 2016	\$30,000	Completed and on-going; Program has been implemented

• **Link to Goal**

The goal is to train our current student workers to support students in 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.

• **Evaluation**

(1) Conduct a focus group to assess student worker knowledge regarding campus services for our targeted populations. (2) Distribute point-of-contact surveys for students in targeted populations to assess their satisfaction with the student ambassador program. (3) Interview student ambassadors for their perspectives on how service delivery might be improved.

A.4

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning	Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Student Equity conferences and workshops focused on closing the achievement gap and increasing access for targeted groups from our feeder high schools. This would include conferences that focus on the following topics: Leadership, The Dream Act {to Include ESL students), Males and Women in Career and Technical Education Careers, Guardian Scholars, Students with Disabilities, and/or veterans.

ID	Timelines	Student Equity Funds	Status
A.4	Fall 2015-Spring 2016	\$50,000	Completed and on-going;

• **Link to Goal**

To increase college access by hosting Student Equity conferences and workshops that focus on: leadership, The Dream Act, men and women in career and technical education careers, Guardian Scholars, students with disabilities, and/or veterans from our feeder high schools.

• **Evaluation**

(1) ORPIE will maintain a database to track the number of conferences and workshops. Student Services will maintain sign-in sheets with the number of participants—these counts will be included in the database. (2) Point-of-contact surveys will be distributed to participants for their feedback about the value of the conferences and workshops.

A.5

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	15,000

• **Activity Implementation Plan**

To purchase and distribute marketing materials such as brochures, table banners, and other promotional items for student support services that will provide visibility and access for our targeted population to utilize the following support student services programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and DRC.

ID	Timelines	Student Equity Funds	Status
A.5	Fall 2015-Spring 2016	\$20,000	Completed and on-going

• **Link to Goal**

To increase enrollment and participation of students from targeted populations in student support services and categorical programs.

• **Evaluation**

(1) ORPIE will maintain a database to assess the levels of awareness and participation rates within student support services and categorical programs. (2) Survey data from the campus climate survey and other program and departmental surveys will be included in the database. (3) Monitor applications to assess how prospective students are learning about the campus and whether there is an increase in those who learn about the campus from marketing materials.

A.6

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Student Services & Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	700

• **Activity Implementation Plan**

Provide CalWORKs and EOP&S students with transportation vouchers.

ID	Timelines	Student Equity Funds	Status
A.6	Fall 2015-Spring 2016	\$20,000	Completed and on-going

• **Link to Goal**

Remove the lack of transportation as a barrier for CalWORKs and EOP&S students. Afford students without vehicles the ability to travel to school and/or work.

• **Evaluation**

(1) Survey the students who receive transportation vouchers to determine whether they significantly improved the student's ability to get to school and back. (2) Compare the grades and persistence rates of student who received the vouchers with those who did not receive vouchers.

A.7

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Student Services & Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.7	Disabled Students	1030

• **Activity Implementation Plan**

Provide American Sign Language (ASL) interpretation to DSPS students who participate in shared governance and extracurricular activities.

ID	Timelines	Student Equity Funds	Status
A.7	Fall 2015-Spring 2016	\$5,000	Completed and on-going

• **Link to Goal**

The ASL interpretation will increase retention, building community, morale, and campus involvement of disabled students.

• **Evaluation**

(1) Distribute surveys to the deaf students who participate in sponsored activities for their assessment of the effectiveness of the services. (2) Interview the staff, and faculty of the ASL/DSPS program to assess their perspective on the effectiveness of the ASL interpretation program.

Integrated Plan Funding

This plan contains items funded through Student Equity, Student Success & Support, Basic Skills as well as several other categorical program budgets. The funding for the Student Equity Plan incorporates resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, and the Student Success Center, as well as items that are funded via other individual department/program budgets.

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

Contact Person/Student Equity Coordinator

Sharaf Williams the Director of First Year Experience (FYE) serves as the primary contact for this Student Equity Plan. The Director of FYE reports to the Dean of Student Equity and Success, Ms. Maria Del Carmen Rodriguez, and the Vice President of Student Services, Dr. Scott Thayer. The director is responsible 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. The FYE director will begin in January, currently the Dean of Student Equity and Success is overseeing the department.