



San Bernardino  
**Valley College**

# STUDENT EQUITY PLAN 2022-2025



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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 in an urban section of San Bernardino County within the boundaries of the city of San Bernardino. SBVC is diverse in every respect including the faculty, staff, and 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 and success amongst students who are historically underperforming and underserved

An emphasis on diversity, inclusion, and the growth of everyone is stated in the mission, vision, and values at San Bernardino Valley College:

## Mission

*San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.*

## Vision

*Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.*

## Values

San Bernardino Valley College's commitment to its mission is expressed through its values.

As a community, the college values:

**Diversity, Equity, Inclusion, and Anti-Racism:** Our strength as an institution is enhanced by the cultural diversity, and varied lived experiences of our students, faculty, staff, and external community. Policies, plans, and decisions must be data-informed, utilize an equity lens, and be based on thoughtful consideration of what will best serve our students and the community at large.

**Student Success:** Quality education and training supports students in improving their lives and the lives of their families, while uplifting the community. Students will enhance their ability to think critically, to communicate clearly, and to grow personally and professionally within an enriched learning environment that promotes creativity, self-expression, and the development of critical thinking skills. We strive to identify and address equity gaps through evidence-based research to ensure that each student can succeed.

**Open Access:** We are committed to providing quality programs and services for every member of our community regardless of their level of preparedness; socioeconomic status; gender and gender expression; sexual orientation; cultural, religion, and ethnic background; and abilities. Additionally, we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

**Campus Climate:** We value a campus-wide climate that is student-focused, fosters mutual respect between all constituencies, values multiple perspectives, and appreciates diverse cultures and human experiences. We must hold ourselves and our students to the highest ethical and intellectual standards.

**Participatory Governance:** As part of the collegial consultation process, all levels of the college must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services. We value equitable, inclusive, collaborative, and transparent governance processes grounded in open, honest, and reflective discourse.

## Assessment of Progress

Since 2013, SBVC student success data annually identified Black/African American, Hispanic/Latinx, Foster Youth, Veterans, and First-Generation College students as disproportionately impacted. In the 2019 plan the following groups were identified as disproportionately impacted however, most of these students populations are no longer disproportionately impacted:

1. Successful Enrollment in the First Year
  - a. Pacific Islander/Hawaiian Native
2. Completed Transfer Level Math and English
  - a. Foster Youth
3. Retention from Primary term to Secondary Term
  - a. Filipino
  - b. Pacific Islander/Hawaiian Native
  - c. Two or more races
  - d. Foster Youth
4. Goal Completion within three Years
  - a. Disabled
5. Transferred to a 4-year University within three years
  - a. Black/African American
  - b. Economically disadvantaged
  - c. Foster Youth
  - d. Veterans

## Race Consciousness in Equity Plan Development

In the past year, SBVC has been intentional in creating a culture of equity, inclusion, and anti-racism. The campus has expanded equity-mindedness within instructional support. It has also identified and institutionalized equitable hiring practices and processes. SBVC created campus and district Diversity Equity Inclusion and Anti-Racism (DEIA) committees to focus on closing racial inequities. The campus had the opportunity to participate in the Student Equity Plan Institute (SEPI) throughout the year. SBVC selected individuals from staff, faculty, administrators, and the Guided Pathways lead. The institute provided the team with an insight into the shift that is occurring throughout the State of California. Region 9 colleges participated and

engaged in workshops and received tools to create a student equity plan that incorporated race consciousness efforts in closing disproportionate gaps. The institute also emphasized the importance of collaborating and braiding in Guided Pathways into our Student Equity Plan.

For 2022-2025, SBVC's Student Equity Plan focuses on five (5) metrics of student success as follows: 1) Successful Enrollment; 2) Transfer level Math and English; 3) Retention from Primary Term to Secondary Term; 4) Completion; and 5) Transfer to a 4-year university.

The target groups that are identified in the plan represent the Disproportionately Impacted (DI) student groups for each of the five student support metrics. SBVC is focused on closing the gaps within our highly disproportionated group which has been identified as our Black/African American students in all metrics except for Transfer which, in this particular metric, is our Hispanic/Latinx student population.

Metric 1: Successful Enrollment – this is defined as the percentage of first-time college students who applied and enrolled in the same year.

DI – Black/African American Students

Metric 2: Transfer Math & English: this is defined as the percentage of first-time college students who completed transfer-level math and English in their first year.

DI – Black/African American Students

Metric 3: Retention from Primary Term to Secondary Term: this is defined as the percentage of first-time college students who enrolled in the subsequent semester.

DI – Black/African American Students

Metric 4: Completion: defined as the percentage of students who complete their goal within three years.

DI – Black/African American Students

Metric 5: Transfer to a 4-year university: defined as the percentage of students who transfer to a 4-year university after receiving their degree at SBVC.

DI – Hispanic/Latinx students

The objectives of the student equity plan will include but are not limited to:

- a) Craft a new collective vision for racial equity that aligns Guided Pathways and Student Equity & Achievement (SEA) Program efforts

- b) Create a space for community building within college teams to transform equity work into solidarity work
- c) Work with the Guided Pathways leads in collaboration with Student Equity to advance the team’s planning efforts throughout the year
- d) Move from data analysis to actionable practices that influence organizational change

Population Experiencing the Most Significant Disproportionate Impact:

**Metric 1: Successful Enrollment**

From the available data spanning academic years 2017 through 2020, Black/African American students experienced a disproportionate impact with the biggest percentage in 2017 yet an inconsistently downward trend until 2020. Black/African American female students have experienced the most impact.

**TARGET OUTCOMES FOR 2022-25**

<b>Timeframe</b>	Measurement Output- Black/African American enrollment rate: 18% Non-Black/African American enrollment rate is 27% Goal: to reach halfway to our goal of closing the gap (18% to 23%)
<b>Year 1 (2022-23)</b>	Increase Black/African American student enrollment by 1% Survey the students that are applying and not enrolling
<b>Year 2 (2023-24)</b>	Increase Black/African American student enrollment by 2% Use survey data to implement/change any necessary campus procedures
<b>Year 3 (2024-25)</b>	Increase Black/African American student enrollment by 5%

What is the college’s current process/policy/practice/culture that impedes equitable

outcomes for this population?

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at SBVC. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American student population. One of the key areas identified by our students in the focus group was that they did not feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenges associated with the requirements of the college experience.

- Departments operate in isolation
- Insufficient follow-up with students who apply but do not enroll
- No direct/streamlined connection of students to student services: example-first year student to FYE, Umoja-Tumaini
- Enrollment is an independent process. First-gen students need additional support in a welcoming environment to complete enrollment.
- Financial aid process is difficult to complete, especially without parental support/know-how.
- Information on the website can be difficult to find.
- There are currently too many portals when a student registers for the first time.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- SBVC outreach, onboarding, and enrollment efforts need to demonstrate the belief system and values that promote trust, transparency, follow-through, and accountability beyond current efforts and enhanced customer/consumer services.
- Targeted outreach efforts by Black/African American academic and counseling faculty, staff, and student ambassadors should be envisioned. Incorporate more cohesive onboarding processes with identified crucial points for collaboration between Student Services and Instruction. Creating an institutionalized practice of collaborative work, especially during peak periods of registration may decrease the disproportionate impact.
- Continue with direct and intentional Fast-Track events and activities. Fast-track events consist of students completing the matriculation steps and registering in classes at multiple on-campus programs.
- Institute regular follow-up with students who apply but do not enroll.



- Shift culture on campus to a more collaborative model among departments
- Establish ideal structures for matching students to student support programs such as EOPS/CARE, CalWORKs, STAR, SAS, etc.
- Simplify any confusing processes including (application process, financial aid, counseling, and enrollment)

## **PLANNING & ACTION**

- Active Outreach
  - Conduct sessions on application and financial aid processes in the community: for example visits to Black churches in the area, our top feeder high schools, stores/shops/restaurants in the community, adult education centers, etc.
  - Coordinated Onboarding processes involving Student Services and Instruction. Targeted outreach efforts by Black/African American academic and counseling faculty, staff, and student ambassadors.
    - Create a partnership with Inland Empire High School Black Graduation (IE Black Grad).
  - Actively recruit at universities, for full- and part-time faculty who offer Black/African American Studies/Ethnic Studies expertise.
  - Create a centralized portal for students to simplify the application process.
  - Targeted outreach to high schools with a high percentage of Black/African American student enrollment
  - Outreach events in communities with significant Black/African American populations
  - Outreach partnerships with Black churches and communities of worship
  - Create targeted recruitment for Black males in specific areas where significant enrollment gaps exist i.e., Recruit a cohort of 8 Black/African American males to our nursing program and follow them for a two-year completion timeline.
- Provide a learning environment that exemplifies IDEAA that will attract Black/African American students
  - Required Anti-Black racism training for all staff and faculty (employees)
  - Implement measures to have accountability for what is said and done

- Increase adoption of Open Educational Resources
- Increase loan options for course materials (Library support)
- Student Support Programs
  - Auto enroll students into support programs with student choice to opt out. This process provides sharing of data/information to the program itself and is likely to capture greater participation in targeted support services.
  - Create of partnership with A2MEND to mentor our male Black/African American students
- Shift of campus culture
  - Create a YouTube/social media video that shows the SBVC enrollment process.
  - Collaborate with Film, Television, Video, and Media (FTVM) to produce podcasts by Black/African American instructors/students who can speak directly to the students about their own experiences. For enrollment, focus on the onboarding process.
  - Update the SBVC website so that prospective student information is quick and easy to find and navigate.
  - Establish a summer bridge program for Umoja-Tumaini students in collaboration with Instruction
  - Establish additional or enhanced Orientation and Day of Welcome designed for Black/African American Students
    - i. Black to School Night: this is an evening event that allows Black/African American students and their families to learn more about the support and services offered at SBVC. In addition to current San Bernardino Valley College students, high school students from the local area are invited so they may also learn of the services and support programs offered.
  - Formation of Community of Practice across Academic disciplines and Student Services to foster and support the enrollment success of Black/African American students
  - Establish professional development training for faculty, classified staff, and management.
- Onboarding

- Develop and implement program-specific orientations
- Increase ease and efficiency of the enrollment process
- Establish One-Stop inclusive enrollment events on campus, in the community, in Black churches, and in other Black community areas
- Provide workshops in service areas throughout the first week of the semester
- Inquiry
  - Survey students to identify any barriers to enrollment.
  - Create evaluation processes for the campus environment and campus policy.
- Program Offerings
  - Take instruction to the community
    - Faith-based organizations
    - Community Centers
  - Provide course schedules that meet the needs of students and their families
    - Use student input to guide offerings

### Support Needed

It would be helpful if the Chancellor's office had a central place for viewing which community colleges have which programs/clubs/activities (for both the prospective students and other community colleges). It would also be helpful to see the data behind this. This is already available for programs like Puente and Umoja, but there are many others.

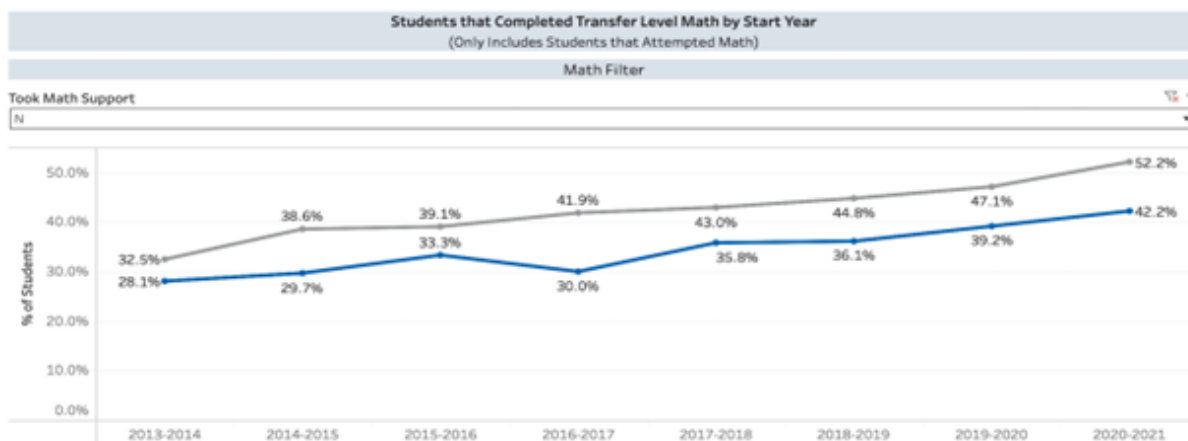
Enhance how data is collected within CCCApply.

- Ethnicity and Race (if a student chooses Hispanic for ethnicity, they are not required to pick any of the Hispanic races)
- Address Verifications (students can enter an address that does not exist, or can enter typos)
- Fraudulent applications – many are still getting through

### **Metric 2: Completed transfer-level math and English**

Population Experiencing the Most Significant Disproportionate Impact:

Data has shown that a large population of SBVC students would previously place into below-transfer-level mathematics courses prior to AB 705 implementation. With the implementation of AB 705, inequities were created, as students were now placed into higher-level mathematics courses, but still required the prerequisite math knowledge. As such, success and completion rates were drastically affected for all transfer-level mathematics courses.



Grey - Non-Black/African American Students

Blue - Black/African American Students

### TARGET OUTCOMES FOR 2022-25

<b>Timeframe</b>	Black/African American completion rate: 8% Non-Black/African American completion rate: 13% <b>Goal:</b> Completely close the gap.
<b>Year 1 (2022-23)</b>	Increase Black/African American math and English completion rates by 2%
<b>Year 2 (2023-24)</b>	Increase Black/African American math and English completion rates by 4%
<b>Year 3 (2024-25)</b>	Increase Black/African American math and English completion rates by 5%

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?**

### STRUCTURE EVALUATION: Current Structure of the English Department

The AB 705 mandate guided the English department to address inequities that might impede the target population. In response to that mandate, over the past few years, the department has continuously engaged in discussions of expanding accessibility through the incorporation of a cultural mindfulness lens, and the department remains sensitive to the needs of our students, continuing a culture of inclusivity. With the implementation of AB 705, the English Department was put in the unique position of revising its curriculum and providing supplemental support to meet student needs through an equity lens, ensuring that inclusivity creates a pathway for student success. In spring 2018, the department evaluated AB 705 implementation possibilities and chose the corequisite model, taking into consideration its alignment with SBVC culture and structure, including the identification of relevant support services that would assist in promoting the effectiveness of this model. The department enlisted guidance from the California Acceleration Project in the design of the corequisites to ensure corequisite effectiveness and fulfillment of AB 705 guidelines. English 086 and English 087 were approved by the department as supplemental coursework to assist underprepared students in the college-level English course—English 101. In order to address the newly developed curriculum, in spring 2019, the department formed a Community of Practice, inclusive of full- and part-time faculty to provide continued professional development training for teaching the new curriculum. An embedded tutoring program for 086 and 087 was piloted in spring of 2019, with wider implementation in subsequent semesters, and the department continues with embedded tutoring in all 086 and 087 courses. In addition, a Canvas community, the English Roundtable, was created and is continuously revised to house key AB 705 documents and to allow faculty to share syllabi, assignments, and other useful information for English 101, 086, and 087.

### STRUCTURE EVALUATION: Current Structure of the Math Department

Prior to AB 705, many students were placed into below-transfer-level mathematics courses. Prerequisites were in place to develop fundamental math and study skills for students to complete a transfer-level mathematics course. AB 705 now allows students to place directly into transfer-level mathematics courses. Should a student lack any prerequisite math skills, an inequity would be created as they would be entering transfer-level mathematics courses at a disadvantage. The structure of transfer-level mathematics courses had to be analyzed and adjusted by the mathematics department.

Many colleges began implementing co-requisite courses to support students in transfer-level mathematics courses with the AB 705 reform. During the initial implementation of AB 705, SBVC offered co-requisite courses as an option for students for college algebra and statistics transfer-level mathematics courses. The co-requisite courses were not linked to a transfer-level course during registration. As such, many students opted out of co-requisite support courses and completion rates were negatively impacted. IR data showed that for the target population, students were more successful with co-requisite courses. With very minimal co-requisite courses filling and running, this was a severe impact to their success.

Another barrier for students completing transfer-level math courses was the lack of connecting the institution's math classes to their intended majors of study. The distribution of SLAM (Statistics and Liberal Arts Mathematics) and STEM majors were not analyzed to guide students to enroll in the correct math course. The development of mathematical pathways connecting relevant mathematics to intended areas of study is under the framework of the Guided Pathways reform and has shown success at other colleges.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

STRUCTURE EVALUATION: Ideal Structure of the English Department

The English department will continue with the Community of Practice (COP) to provide a sustainable structure of continuous growth to support faculty working with Black/African American students. Topics for the COP may include, but are not limited to the following:

1. Decolonization of teaching practices
2. Inclusion, Diversity, Equity, and Antiracism (IDEA) pedagogies
3. Open Educational Resources (OER)
4. Culturally Responsible Curriculum

STRUCTURE EVALUATION: Ideal Structure of the Math Department

The structure and offerings of co-requisite courses would need to be modified to provide support to the target population of students requiring prerequisite math skills

for transfer-level success. A class schedule developed using data on multiple measure placement of students would provide a distribution of math course offerings suited to our target student population needs. Ultimately students should have support linked to transfer-level mathematics courses, and the co-requisite courses should be developed and enhanced by the math department to provide the just-in-time remediation needed for optimal student success.

Analysis of major distribution, transfer information, success rates, and student success metrics would need to be done in order to develop mathematical pathways for students to have a math class tailored to their personal educational pathway. Guidance for students on which math courses to take would need to be implemented to have students enroll in the most relevant math course to their pathway. The process can begin with the self-guided assessment form, recommending correlated math courses and support courses to major and grade point average (gpa) selections. Communication between the mathematics and counseling departments would need to be ongoing to provide counselors with updated information on math courses, pathways, and support options for students. Institutions with math pathways updated their current academic website with videos and resources to allow students to understand the variety of math classes and select the one that is most relevant to them. The process of updating web contact with students can be done through the Guided Pathways web redesign.

## **PLANNING & ACTION**

### Planning & Action: English Department

As the English department moves forward, the following activities have been identified by the English Department for inclusion in the Student Equity Plan to provide further support for Black/African American students:

1. Evaluate disaggregated data for English 101, 101/086, and 101/087 to address the impact of the corequisites on Black/African American students.
2. Explore mentoring processes for the targeted population, which could include:
  - a. pairing incoming Black/African American students with current Black/African American students who have successfully completed English 101

- b. collaborating with the Supplemental Instruction Coordinator to bring those student mentors into the classroom
  - c. enlisting those student representatives to lead campuswide student book discussions—possibly partnering with student-based organizations
  - d. actively recruiting Black/African American high school seniors, connecting the targeted population with the student mentors
- 3. Review English course outlines of record to evaluate textbook suggestions- looking toward the inclusion of texts that reflect the profile and needs of Black/African American students and remove texts that are biased.
- 4. Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to Black/African American student needs and avoiding bias.
- 5. Review departmental employment notices to emphasize the desirable qualifications and the need for diverse expertise, particularly in Black/African American Studies/Ethnic Studies
- 6. Actively recruit at universities, for full and part-time faculty who offer Black/African American Studies/Ethnic Studies expertise
- 7. Continue to apply for Basic Skills funding to expand the Community of Practice membership within the English Department and continue to expand the Community of Practice training opportunities for full and part-time faculty to include training that will provide direct support for faculty to address the needs of Black/African American student population. Topics could include trauma-informed care, anti-racist pedagogies, responses to unjust authority, etc.
- 8. Work closely with the Office of Research, Planning, and Institutional Effectiveness to create and implement an English student survey to identify barriers to Black/African American student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.
- 9. Collaborate with FTVM to produce podcasts by Black/African American instructors who can speak directly to the students about their own experiences.
- 10. Explore collaborations with other campus programs and learning groups – linking English 101 with Tumaini, collaborating with Athletic Instructors/Coaches to provide Writing Center tutoring support for the Huddle and recruiting for specialized English courses, etc.
- 11. Create a focused English 101 course for specific populations-linking the curriculum to their special interests – Athletics, Veterans, etc.
- 12. Work with Student Services to identify a counselor who would be the liaison between English faculty and Black/African American students, providing a human element/direct connection between all three individuals – student,



faculty, and counselor-whenver a student is in need of assistance.  
13. Aggressively promote the Black/African American Literature course.

### Planning & Action: Math Department

As the Mathematics Department moves forward, the following activities have been identified by the department for inclusion in the Student Equity Plan to provide further support for Black/African American students:

#### **1. Update the Placement Model for Co-Requisite Support**

In January 2022 the mathematics department analyzed State Chancellor Placement metrics under AB 705 to develop new a placement model for students beginning in Fall 2022. Using multiple measures, students were placed into mathematics courses with linked co-requisite support courses during registration. Students that met the criteria of the State Chancellor's office to opt out of the support courses could do so, but the result of the new placement model ensured that those students that would benefit from the co-requisite support courses would have a linked support class that would no longer be canceled due to low enrollment. As the student equity data showed, students in the target population group benefited more from co-requisite mathematics courses.

Continued analysis of matriculation, enrollment, and success data will be used to guide scheduling practices for the number of support courses required each term. Furthermore, an analysis on modality of the support courses in relation to success data will be done to determine how mathematics faculty can focus efforts on improving and optimizing support courses for the best of our students.

#### **2. Develop a Community of Practice Teams to Update Co-Requisite Courses**

The mathematics department formed two standing teams of faculty members to host a community of practice efforts in college algebra and statistics. In Spring 2022, the teams began shifting their primary focus to developing content, and a structured model for all support courses for transfer-level math. The result will be completed Canvas shells for all math faculty to implement in their courses that have been designed by teams of mathematics faculty for optimal student success. The process is currently ongoing with a targeted completion for all co-requisite courses by Spring 2023.

### **3. Incorporate Math Pathways in New Placement Model**

In January 2022 during the development of the new placement model for students, the mathematics department also analyzed data on student major distribution. Further data analysis was done on a statewide level for colleges implementing math pathways and success rates. Together the math department developed pathways for students going into a SLAM, business calculus, or STEM track. Within the development of this model, new co-requisite courses were developed for business calculus and precalculus. This now leads to the majority of transfer-level mathematics courses being supported, besides the ideas of mathematics course.

### **4. Develop New Curriculum for Math Pathways**

Within the development of the mathematics pathways, new courses will be written and launched in the areas of mathematical financial modeling, mathematics for educators, and data science. Providing a more connected math course for students will promote student engagement, relatable area of major study content, and success for the target student population. Course development has begun with data science now able to be offered, mathematical financial modeling in Fall 2023, and math for educators in Fall 2024.

### **5. Update the Self-Guided Placement Form**

The mathematics department and matriculation division will work to update the self-guided placement form during the student application process. The placement tables, metrics, support courses, and math pathways will be embedded in the new form to provide our target student population with the correct math class and support options they may need.

#### **Support needed:**

- Professional Development Resources
- Structured and expectation guidance – every college is implementing AB705 in different ways. What is working? We need follow-up since the legislation went into place

#### **Metric 3: Retention from Primary Term to Secondary Term**

#### **Population Experiencing the Most Significant Disproportionate Impact:**

The population experiencing the most significant disproportionate impact are our Black/African American students.

## **TARGET OUTCOMES FOR 2022-25**

<b>Timeframe</b>	<b>Measurement Output</b> Black/African American retention rate: 55% Non-Black/African American retention rate: 65% <b>Goal:</b> to completely close the gap
<b>Year 1 (2022-23)</b>	Increase the Black/African American retention rate by 4% Hire 1 full-time coordinator and 1 full-time counselor dedicated to Umoja-Tumaini
<b>Year 2 (2023-24)</b>	Increase the Black/African American retention rate by 7% Hire 2 more full-time faculty/staff dedicated to Umoja-Tumaini
<b>Year 3 (2024-25)</b>	Increase the Black/African American retention rate by 10% Hire 2 more full-time faculty/staff dedicated to Umoja-Tumaini (multicultural center if open)

**What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?**

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at the college. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American student population. One of the key areas identified by our students in the focus group was that they didn’t feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenges associated with requirements of the college experience. This was one of the primary reasons why the events and organizations listed above were developed. This is a direct response from the college to address the needs of our Black/African American students

Hiring practices

- Lack of full-time, dedicated faculty/staff
- Lack of equity-related professional development during the onboarding process
- Lack of representation (lack of intentionality)

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

There is a need to institutionalize programs/services that support underrepresented student populations in particular Black/African American students. Support should include academic counselors and administrative support.

Mandated professional development at the District/College level.

Creating a multicultural center to house Umoja-Tumaini and BROTHERS/A2MEND where counselors are housed with administrative support would facilitate a shift for equitable outcomes for Black/African American students. The recommendation is that we start with at least 6 full-time faculty and staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. There is also a need for peer mentors.

Phase 1: Establishment of a multicultural center where students can network, and learn about clubs, support programs, and services. The multicultural center would start by being staffed by a professional expert who would be overseen by a dean.

Phase 2: Adding to the multicultural center would be an academic counselor and peer mentors. Services provided will encompass academic counseling and referral services in particular around mental health to Student Health Services. Targeted outreach and coordinated events and programs that will bring more Black/African American students to the campus.

Phase 3: This final phase would involve the hiring of an additional counselor and the hiring of an administrator, the Director of the Multicultural Center to be overseen by a dean.

- Offer additional multicultural courses for the enrichment of ethnic populations specifically Black/African American students.

## **PLANNING & ACTION**

- Faculty/Hiring Processes:
  - Work with professional development to create and review existing training for all faculty and staff on changes that have been adopted under the equity lens and advocacy for Black/African American students (socio-economically, underrepresented)

- Embed equity professional development training within areas of the college where they are currently lacking (adjunct orientation, in-service days, etc.)
  - Actively recruit at universities, for full- and part-time faculty who offer Black/African American Studies/Ethnic Studies expertise.
  - Work with Student Services to identify a Counselor who would be the liaison between English faculty and Black/African American students, providing a human element and direct connection between all three individuals—student, faculty, and counselor—whenever a student is in need of assistance (separate from the multicultural center)
- Shift of Campus Culture:
  - Creation of a Multicultural Center to advance the cause of equity for Black/African American students and community outreach staffed by Black/African American staff and culturally trained allies.
  - Collaborate with Film, Television, Video, and Media (FTVM) to produce podcasts by Black/African American instructors/students who can speak directly to the students about their own experiences. For retention, focus on students feeling a sense of belonging and feeling welcomed.
  - Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to Black/African American student needs and avoiding bias.
- Create a culture of celebration of student success.
  - Identify student milestones and create opportunities for the celebration of student success.
  - Include families of students to witness their success.
- Student outreach:
  - Extension of Guided Pathways efforts to promote career literacy in each course and program offered.
  - Collaboration with CTE in the use and review of Job Speaker, and Student Services on tools available in Vita Navis, i.e., Career Pathways, Education Pathways, Skills Builder, and Resume Builder, and overall use of Students' Dashboards.
  - Incorporate the Starfish Referral system and Degree planner education plans within the Instruction side.
  - Mentorship of our male Black/African American students through A2MEND and Umoja-Tumaini (Each One Teach One).
- Inquiry:
  - Work closely with the Office of Institutional Research to create and implement a student survey to identify barriers to Black/African American

student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.

- Provide a continuous welcome
  - Create welcome events for late-start and alternate-schedule students.
  - Establish a student welcome week for second-year students.
- Strengthen and Expand Bridge Program(s)
  - Establish curriculum for Summer (and other) Bridge Program(s)
  - Establish measurable outcomes for Bridge Program(s)
  - Pair counselors and instructional faculty or instructional departments
- Establish Equity-Minded Best Practices for Instruction
  - Ongoing and required training
  - Meeting students where they are
  - Supportive language
  - Understanding micro and macro aggressions
  - Humanizing instruction
  - Course Content and Syllabi Reviews
  - Critically examine course policies that disproportionately impact students of color
  - Acknowledge inequities in classrooms and content
- Decolonization of Instruction
  - Professional Development to identify and address how curriculum impacts Black and African American students.
  - Understanding diverse student experiences.
  - Critically examine course policies that disproportionately impact students of color.
  - Course Content and Syllabi Reviews.
- Provide relatable content (**also included in Transfer Level Math and English**)
  - Connect content to real-life student experiences.
  - Make the connection and bridge the gap for students in how content supports future learning.
  - Include authentic voice and experience in content.
- Establish a sustainable structure of continuous growth to support faculty working with Black and African American students (**also included in Transfer Level Math and English**).

- Create Faculty Interest Groups (FIGs)
  - Teaching Black and African American Students
  - Language Diversity in the Classroom
  - Equity Mirror

Support needed:

- More funding for full-time/, dedicated faculty/staff with Black/African American expertise
- Mandated professional development training at the state level, especially from the State Chancellor’s Office

**Metric 4: Completion**

**Population Experiencing the Most Significant Disproportionate Impact:**

At this time, the population experiencing the most significant disproportionate impact is our Black African/American students.

**TARGET OUTCOMES FOR 2022-25**

<b>Timeframe</b>	<b>Measurement Output</b> Black/African American completion rate: 3% Non-Black/African American completion rate: 7% <b>Goal:</b> Completely close the gap
<b>Year 1 (2022-23)</b>	Increase Black/African American student achievement by 2%
<b>Year 2 (2023-24)</b>	Increase Black/African American student achievement by 3%
<b>Year 3 (2024-25)</b>	Increase Black/African American student achievement by 4%

**What is the college’s current process/policy/practice/culture that impedes equitable**

## **outcomes for this population?**

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at SBVC. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American student population. One of the key areas identified by our students in the focus group was that they didn't feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenges associated with the college experience. This was one of the primary reasons why the events and organizations listed above were developed. This is a direct response from the college to address the needs of our Black/African American students.

## **What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

The campus needs to institutionalize programs for underrepresented student populations in particular for Black/African American students. Programming should include academic counselors with administrative support for the Black/African American students.

Creating a multicultural center to house Umoja/Tumaini and BROTHERS/A2MEND where counselors are housed with counselors and administrative support would facilitate a shift for equitable outcomes for our Black/African American students. The recommendation is that we start with at least 6 full-time faculty and staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. There is also a need for peer mentors.

Phase 1: Establishment of a multicultural center where students can network, and learn about clubs, supports, and services. The multicultural center would start by being staffed by a professional expert who would be overseen by a dean.

Phase 2: Adding to the multicultural center would be an academic counselor, and peer mentors, whose primary role would be to provide academic counseling and support. All to work collaboratively to support the student experience as well as develop events and programs that will bring more Black/African American students to the campus.



Phase 3: This final phase would involve the hiring of an additional counselor, and hire, the Director of the Multicultural Center to be overseen by a Dean.

### **Planning and Action**

- Inquiry:
  - a) Work closely with the Office of Research, Planning, and Institutional Effectiveness to identify the barrier to Vision Goal completion.
  - b) Continuous follow-up with student programming and events.
  - c) Reevaluate each year to verify we are closing the gap..

### **SUPPORT NEEDED**

Continuous and substantial funding for programming such as Umoja/Tumaini

### **Metric 5: Transfer to 4-year Universities**

#### **Population Experiencing the Most Significant Disproportionate Impact:**

Data from the academic years 2013 through 2017 showed that the Black/African American students that started in 2014-2015 were markedly and disproportionately impacted. Different data was seen for the students that started in 2015-2016, suggesting corrective efforts to increase transfer had contributed to closing the disproportionate gap.

The current process, policy, practice, and culture appear to have fostered the transfer of Black/African American students to colleges and universities. On the other hand, Hispanic students have been transferring at a lower percentage compared to all non-Hispanic groups during academic years 2013, 2015, and 2016 with a striking six percent plummet to the comparison groups in 2016-2017. Similarly, a closer look revealed that male Hispanic students experienced a disproportionate impact in the academic years 2013 and 2014 among the Hispanic groups.

Black/African American Students will continue to receive enhanced transfer services. At this time, Hispanic students will be the focus of the efforts to close the transfer gap.

### **TARGET OUTCOMES FOR 2022-25**

<b>Timeframe</b>	<b>Measurement Output</b> Hispanic transfer rate: 10% Non-Hispanic transfer rate: 16% <b>Goal:</b> Completely close the gap.
<b>Year 1 (2022-23)</b>	Increase Hispanic transfer rate by 2%
<b>Year 2 (2023-24)</b>	Increase Hispanic transfer rate by 4%
<b>Year 3 (2024-25)</b>	Increase Hispanic transfer rate by 6%

**What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?**

The Historically Black Colleges & University (HBCU) trips may have fostered an interest in transferring. As they visited, students were accepted on the spot for admission. The Umoja/Tumaini program plays an integral part in promoting transfer opportunities for students in their program.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

With the implementation of the Student Success Act and AB 705 including campaigns like “15-units to finish”, trips to Historically Black Colleges and Universities, transfer field trips, and the like, including the Guided Pathways maps, it would be fair to state that generally, students have a reasonably confirmed sense of their educational goals by the time they complete 30 units. For the 30-unit completers from the two groups, a process can be set in motion towards deliberate seeking out and mentorship of these students by Instruction and Student Services. Through this practice, students not following the pathways for AAT/AST can be offered support for transfer decisions. Advocacy for students with an intentional focus on the intersections of race and gender. Corollary to this practice will be that of the constant, visible presence of colleges and universities to encourage a sense of purpose to pursue a bachelor’s degree. Vibrant partnerships with colleges and universities can be greater manifested in newer, more creative events as part of the transfer culture.

## PLANNING & ACTION

- Inquiry:
  - Analyze data to determine if students are completing their goals past the three-year timeline.
- Student Outreach:
  - On the SBVC application, students who indicate they are interested in transfer will be contacted by the Transfer Center to gain more information regarding transfer options.
  - Identify students by ethnicity and import them as a cohort on Starfish for the delivery of information and services.
  - Utilize degree planners to inform students' academic and transfer progress and completion.
  - Mentorship modeled after Puente or Umoja-Tumaini learning communities should be made available to the targeted groups
  - Use of an active developmental approach to career identification from the AA degrees to transfer, particularly in the use of the Transfer Curriculum Model and Guided Pathways approaches
  - Extend Guided Pathways efforts to promote career literacy in each course and program offered.
  - Focus on life design and career development approaches that lead to certainty in the choice of programs of study and students' greater understanding of the control they have in their graduation and transfer velocity.
  - Collaborate with CTE in the use of Job Speaker, and Student Services on tools available in Vita Navis, programs in Guided Pathway including other programs of study.
  - Reinforce the use of Vita Navis in all its features, i.e., Career Pathways, Education Pathways, Skills Builder, and Resume Builder, and overall use of the Students' Dashboard.
  - Explore Guided Pathways designed to meet the needs of part-time students who will transfer.
  - Ongoing campaigns and workshops on financial literacy on grants, scholarships, and loans at the university presented by university/college staff.
  - Campaigns to involve parents and spouses/partners in their instrumental and enacted support for prospective university transfer students.

Collaborate with District's College Corps for prospective transfer students as change agents for their communities

### **SUPPORT NEEDED**

Research is deemed vital in eliminating disproportionate impact. As such, research focusing on the fast-changing contextual life experiences of students across colleges can assist in relevant, nimble changes that can be effectuated. As gleaned from our data, corrective measures were successful in one year and an abrupt change occurred the following year. Critical, dramatic changes can be interpreted not only locally but statewide. Research perspectives can shed greater light in tilting the odds for our disproportionately impacted groups.

Additionally, continuous summative and evaluative research in our college will be used to inform us on what the college can do and improve, including ways to sustain the consequential transformation of the college sectors. The way we conduct the business of education must be infused with equity and social justice sensitivities in all our actions across the college. Continuous professional development on sustaining multicultural competencies and our crusade for equity and social justice must be at the forefront of eliminating disproportionate impacts.

Lastly, technology and other tools will be needed in the implementation of action plans to uphold an equitable culture including the rich provision of support to identified disproportionately impacted groups.

## **STUDENT SUPPORT INTEGRATION**

### **GUIDED PATHWAYS**

Guided Pathways is reform at the global level in which all students experience consistent support and guidance that has been implemented at scale across the college. As such, the reform efforts are intended to reach all students included in the student equity plan.

- a. Successful enrollment- the current student equity plan includes outreach efforts to increase college awareness among students, especially our first-generation students.
- b. Transfer to a four-year university – the student equity plan aims to reduce equity gaps among economically disadvantaged student populations with the goal of increasing achievement by 2% annually in the area of transferring to a four-year

university. The main reform to obtain this increase is to create comprehensive education plans and analyze the matriculation process. The global Guided Pathway efforts are aimed at developing student program maps embedded with campus support for student success.

- c. Completion of transfer-level English and math – Guided Pathways is included in the reform framework to enhance support and increase student success in gateway courses, those being the English and math transfer-level courses in compliance with AB 705. Ultimate success in program education plans depends on students completing these vital courses and hence we require prioritizing success efforts towards these courses under the Guided Pathways reform.
- d. The Guided Pathways restructure addresses students that lacked foundational math and English skills, first-generation college students, transfer students, CTE students, and part-time students with responsibilities outside being a student.

Guided Pathways reform is enhancing support for gateway courses by assessing students into the necessary math course for their program map, developing co-requisites for support of lacking foundational skills, developing embedded tutoring, and collaborating with tutoring efforts in other programs such as the student success center and STEM.

Program maps have been developed and will be embedded with support to increase the retention and completion rates of maps. Support will be placed at strategic points of map progress to guide first-generation college, transfer, CTE, and part-time students to success.

The Guided Pathways reform efforts will be assessed and evaluated each semester by the Guided Pathways team through the use of automated data reports on student success metrics. Data reports will include disaggregation of success and retention in gateway courses for economically disadvantaged student populations. Trends will be analyzed and supported by the Guided Pathways team and then directed to increase success in struggling initiatives highlighted by the data. The Guided Pathways team will report data to the Guided Pathways Committee, the Academic Senate, and all constituent bodies involved in reform initiatives.

Guided Pathways intends to use semester data reports to analyze success metrics of reform. Reports will include disaggregation of data. Any trends that are leading to

inequity will be promptly addressed in the Guided Pathway committee. The Guided Pathways leads will then work with constituent groups to remedy inequities taking place.

## **FINANCIAL AID**

### **FAFSA PARTICIPATION – what strategies are we implementing to increase the number of applications being submitted**

- Collaborating with college outreach colleagues to offer joint presentations and/or workshops.
- Engaging in marketing opportunities or campaigns to promote/advertise each application with applicable dates, to be accompanied by assistance from Marketing and Public Relations, advertising FAFSAs and CADAA sessions on and off campus.
- Request first-contact staff (Admission, Counseling, First Year Experience) to promote completion of appropriate application
- Departments to include financial aid staff in agendas, for full presentations or brief updates.

### **PELL GRANT PARTICIPATION – what strategies as a campus are we implementing to increase the number of awarding Pell grants to students**

- The Financial Aid Office disburses Pell Grant funds in relation to the number of units and is unable to advise students to enroll in additional classes for the sole purpose of increasing Pell Grant participation.
- Academic counselors shall thoroughly assess students' academic abilities and promote increased enrollment without compromising financial aid eligibility.
- Promote increased (and wise) enrollment with the assistance of Marketing and Public Relations and other offices/departments, increasing Pell dollars disbursed.

## **BASIC NEEDS**

### **What services are you providing or do you plan to provide in your college's Basic Needs Center?**

#### **Services**

San Bernardino Valley College (SBVC) plans to use these funds to increase both support, and current infrastructure to meet the basic needs of our students. Our Valley 360 Resource Center will increase its hours of operations,, and will expand to provide clothing at an additional location on campus. SBVC will conduct surveys to those who currently use the V360 Resource Center, in addition to the general student body to identify gaps that need to be addressed. Solutions will encompass on-campus and off-

campus partnerships, MOUs, and Cal Fresh outreach. Specifically, these funds will be used to hire a Basic Needs Coordinator, additional support staff including student employees, and additional physical structures to support a center, a newly developed website, and a text resource feature that students can access anywhere.

### **Participation**

San Bernardino Valley College (SBVC) will be incorporating the Basic Needs Center into the matriculation process (new student welcome day) and collaborate means to inform students of the services the center provides. These include working with faculty to add the center on course syllabi, CANVAS and other web-based tools, social media, and flyers, and working directly with counselors. We have been utilizing Presence, student engagement software to track students who come in for food and will move forward in capturing data that identifies the additional reasons for a visit to the center.

### **Food Pantry**

SBVC has been operating a food pantry- Valley 360 Resource Center since (2017). Under the support of the Associated Student Government (ASG) and campus community, SBVC opened the center in a small heavily trafficked area. The center outgrew the space and was moved to a larger location. The center has established relationships with the Community Action Partnership of San Bernardino and Feeding America Riverside-San Bernardino. The center offers hygiene products, snack food items, canned food, fresh produce, frozen food, meats and items for cooking and baking. The center has also collaborated with the SBVC Cafeteria and the SBVC Culinary Arts program to provide hot/ready-to-eat meals for students.

### **Zero-Textbook Cost**

Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

"Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation" (Definition by [UNESCO](#)).

In spring 2016, SBVC faculty and students voted in the affirmative to support faculty use of high-quality open educational resources to reduce the cost of textbooks and supplies for students. The SBVC Associated Student Government placed on the ballot an OER initiative and the SBVC Academic Senate passed [SP16.01 Textbook Affordability and Open Education Resources](#) resolution. In fall 2016, SBVC was awarded an OER grant per the stipulations of the [College Textbook Affordability Act](#)

[of 2015](#) which incentivizes CCC and CSU campuses to reduce costs for college students by encouraging faculty to adopt high-quality open educational resources. The [California Open Online Library for Education](#) website is maintained by the three states of California's higher education systems to provide faculty direct access to peer-reviewed OER instructional materials.

This SBVC OER website curates OER instructional materials and support services for SBVC faculty, students, and staff. The use of quality free and low-cost instructional materials by faculty gives all students the opportunity to succeed from the start of the semester and onward.

Embedded in the OER movement is the belief that education is not a privilege reserved for the few who can financially afford it but a human right for all who desire to pursue it.

Commit to making a difference in reducing the cost of instructional materials for SBVC learners through the use of high-quality open educational resources. Explore this SBVC OER website.

### **OER Degree and Certificate Pathways**

An OER-based Degree is a degree program in which both:

- o At least one section of all required courses has replaced the commercial textbooks and other resources with OER as the only required materials listed in the syllabus, and
- o At least one section of a sufficient number of elective and general education courses has replaced the commercial textbooks and other resources with OER as the only required materials listed in the syllabus.

By meeting these two criteria, OER-based Degrees create powerful impacts on campus:

- o They provide students with a pathway through their degree program in which they are never asked to purchase a textbook or other commercial resource, dramatically reducing their cost to graduate.
- o Research indicates that students whose faculty assign OER in place of commercial materials perform as well or better on key student success metrics (like completion and C or better) as their peers whose faculty assign commercial materials. When OER adoption is accompanied by course redesign efforts, impacts on student success metrics can be dramatic.
- o The broad permissions provided by OER increase faculty freedom by opening a range of new pedagogical possibilities.
- o Finally, decreases in drops (and their accompanying tuition refunds) and increases in enrollment intensity can positively impact institutional finances. OER-based Degrees truly benefit all education stakeholders.



## LGBTQ+

**Please discuss your plans or current efforts to support the LGBTQ+ population on our campus.**

- Transform the educational setting to better understand, support, and improve the lives of diverse LGBTQ communities and movements.
- To provide institutional change within the district to advance internal policies and practices to be more effective and support LGBTQ communities and advance social justice.
- To empower district leadership in an educational setting by cultivating a supportive village with professional development opportunities to support LGBTQ-identifying people and allies.
- Professional development and training on serving LGBTQ+ students
- Support for gay and straight alliance clubs
- Lavender Graduation
- Workshops or speaker series

A barrier for both colleges is finding ongoing funding to staff an LGBTQ+ ecosystem that will help reduce equity gaps and promote inclusivity, pride, and a sense of community on campus. In addition to ongoing funding for LGBTQ+ programming, the colleges need to identify adequate facilities and student space to plan year-round activities and allow students to gather and build a community.

- Our campus life departments will both work with students to revitalize the LGBTQ+ club and provide a safe space for LGBTQ+ students and staff to build a community. This in turn will help us learn the educational, social, and emotional support the LGBTQ+ students need to achieve their educational goals. As a result, we will incorporate staff development opportunities in the form of workshops and training related to LGBTQ+ students and their needs to promote a positive student experience.
- The district will create a Task Force which will include club advisors, students, faculty and research representatives, and other stakeholders to make recommendations and provide workshops to campus employees including staff, faculty, and administrators. This Task Force will also serve as part of a support system for the LGBTQ+ community.
- The lack of permanent or ongoing funding to establish a Center and institutionalize programming for long-term LGBTQ+ student support. In addition, institutions may be challenged to capture the entire LGBTQ+ student population as some students may have reservations or fear to self-identify

## MENTAL HEALTH

Please discuss your plans or current efforts to create mental health-related programs to serve hard-to-reach, underserved populations

General Approach: Therapeutic behavioral health counseling is provided, in person or virtually, free to all registered students, during daytime class hours. This provides easy access to students who otherwise might not have access to therapeutic counseling. Virtual services allow access for students unable to come to campus.

Veterans: In the past 10 years we have provided embedded counseling in the safe environment of the veteran's center through an MOU with a community partner. That partnership just ended due to a loss of funding. Veterans are at high risk for suicide and post-traumatic stress disorder (PTSD). We plan to have a clinician provide a regular presence in the Veterans Center as staffing and caseload allow.

Men of color: Our male therapist will be supporting the reformation of the "Brothers Club", whose mission is to provide connection and support to our men of color. Healthy connections are associated with success and retention. We have also offered targeted events for this group such as "MIC check" which explored the power of music in getting us through challenges such as the COVID pandemic.

Dreamers (Undocumented Students): Our dreamer students are a vulnerable population, who are sometimes isolated and benefit from connections with trusted allies on our campus. Two of our Latino staff are providing monthly workshops for dreamers utilizing a variety of the arts to promote self-expression, peer support, manage stress and anxiety, and explore purpose and connection.

At Risk Students of Concern: Counseling staff and Coordinator are on the Behavioral Intervention Team (BIT). A dedicated therapeutic, Associate Social Worker (ASW), counselor provides case management, referrals, support, and a connection point for at risk students reported to the BIT/Care team. All vulnerable populations have been represented.

Guardian Scholars: We offer workshop training and support groups to this cohort, several times a semester, in coordination with the academic counselor serving this high risk and vulnerable population.

Parents: Parenting support groups have been offered one to two times a semester as well as one-time events.

Women: Women's therapeutic empowerment group, "Her Story," 5-week sessions are offered twice a semester, to address topics such as self-esteem, sexuality, intimate relationships, family dynamics and body image. This is a closed group so trust and safety are emphasized, and women receive peer support and validation from other group members. We also celebrate International Women's Day, in March.

LBGTQ+: We involve the club representing this interest in our events and health fairs. Present to their group regularly. Intake forms for our services have been revised with inclusive language regarding gender, sexual identity, and individual preferences.

## **INSTITUTIONAL PLANNING**

### **Ongoing Engagement**

Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period

- Creation of a formal Student Equity Plan committee.
  - Will meet monthly.
  - Will have three chairs to represent constituent groups on campus.
  - Will have rotating memberships (3 years).

Use of online planning software to monitor progress and maintain accountability.

### **Integrated Budgeting**

- The hiring of full-time staff dedicated to the Umoja-Tumaini program.
- Institutionalize positions that will serve our underrepresented students in particular our Black/African American Students.

### **Student Voice**

- Working with the Research Methods for the Behavioral Sciences course (PSYCH-201) to create/analyze student surveys.
- Continuation of Student Focus Groups to analyze progress.
- Hiring of Student Ambassadors.

Partnerships with on-campus programs/clubs to establish Peer Mentor programs.

## **Student Equity Plan Institute Core Group**

Dr. Ailsa Aguilar-Kitibutr, Counselor  
Veada Benjamin, Admissions and Records Coordinator  
Larry Brunson, Director, Student Accessibility Services  
Davena Burns-Peters, Academic Senate President  
Anthony Castro, Mathematics Faculty Chair and Guided Pathways Lead  
Marco Cota, Dean, Counseling & Matriculation  
Samantha Homier, Research Analyst  
Dr. Dirkson Lee, Lead Instructor, Writing Center  
Dr. Joanna Oxendine, Dean, Research, Planning & Instructional Effectiveness & Grant Oversight  
Dr. Patricia Quach, Dean, Academic Success, and Learning Services  
Maria Del Carmen Rodriguez, Dean, Student Equity & Success

### Contributors

Dr. Scott Thayer, Interim President  
Dr. Dina Humble, Vice President of Instruction  
Dr. Olivia Rosas, Interim Vice President of Student Services  
Paula Ferri-Milligan, English Chair, and English department  
Academic Senate Membership  
Classified Senate  
Black/African American Focus Student Group  
Associated Student Government  
Affinity Vested Groups – Presidents and members  
Keenan Giles, EOPS/CARE Counselor, BROTHERS faculty advisor  
Keynasia Buffong & Dr. Daniele Smith-Morton-UMOJA/Tumaini  
Andrea Hecht, General Counseling