



San Bernardino
Valley College

Student Equity Plan



Fall 2015

Table of Contents

Table of Contents	i
Signature Page	ii
Executive Summary	1
Targeted Groups	1
Goals and Outcomes	2
Support for Veterans	3
Support for Foster Youth	4
Support for First Year College Students	4
Support for Categorical Programs	6
Support for Basic Skills	7
Activities and Actions	8
Student Equity Funding	12
Contact Person/Student Equity Coordinator	12
Planning Committee and Collaboration	13
Access	18
CAMPUS-BASED RESEARCH: ACCESS	19
GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS	20
Success Indicator: Course Completion	29
CAMPUS-BASED RESEARCH: COURSE COMPLETION	30
GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION	32
Success Indicator: ESL and Basic Skills Completion	41
CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION	42
GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION	45
Success Indicator: Degree and Certificate Completion	54
CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION	55
GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION	58
Transfer	61
CAMPUS-BASED RESEARCH: TRANSFER	62
GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER	64
Summary Budget	72
Summary Evaluation	75
Summary Evaluation Schedule and Process	77
Attachments	79

Signature Page



San Bernardino Valley College Student Equity Plan Signature Page

District: San Bernardino Community College **Board of Trustees Approval Date:** 12/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance with the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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I certify that I am the Student Equity Director, and that I was involved in the development of the plan and the and support the research goals, activities, budget and evaluation it contains.

Executive Summary

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

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

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

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

Targeted Groups

The targeted populations of students for this Student Equity Plan are African Americans, Hispanics/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 Student Equity Plan.

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

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

Goals and Outcomes

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

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

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

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

Support for Veterans

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

The VRC has developed into a hub that offers veterans and their dependents a comprehensive “one stop site” student support program that provides resources such as academic and career advising, tutoring, peer-to-peer advising, and access to wellness and educational counseling. The VRC is designed to assist veterans and their families with access the wide range of education benefits offered by the Veterans Administration (VA) while they successfully transition into college and accomplish their educational and career goals. The list of educational and personal services offered at the VRC include: college admissions, financial aid, registration, educational and career counseling, wellness counseling, certification of enrollment, assistance with tutoring and homework (3 veteran student tutors), a computer lab with free printing, a veteran’s club, VA work study/veteran student ambassadors (15 student workers who are veterans), and access to peer network with other veteran students.

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

Support for Foster Youth

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

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

Support for First Year College Students

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

1. First-Year Experience
2. Valley-Bound Commitment
3. Dreamer's Resource Center
4. New Student Welcome Day

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

Additionally, the FYE staff host workshops and other student support services for all first year students on campus.

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

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

Valley-Bound Commitment

SBVC has offered the Valley-Bound Commitment (VBC) program for the last eight years. The VBC program is a learning community that provides academic advising and student support for low income students from our feeder high schools. VBC is designed to remove all economic barriers and strengthen the academic achievement of low-income students. Students in VBC have their enrollment fees covered, textbooks, supplies, and academic support services covered for their first year of attendance at SBVC. VBC features embedded counseling and student enrollment in a Student Development course as a learning community. Students have mandatory workshops and volunteer hours. There are approximately 230 students in the VBC program. The VBC program is made possible by a generous grant from the San Manuel Band of Mission Indians in partnership with Student Equity funds. The Student Equity funds made it possible to increase the staffing in the VBC program from one person to five people. The five staff members in FYE provide student support services for all new students which includes students in FYE, VBC, AB540/Dreamers, foster youth, veterans, and males.

Dreamers (AB540 Students)

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

New Student Welcome Day

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

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

Support for Categorical Programs

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

SBVC uses Student Equity funds to support disabled students require accommodation to participate in shared governance and extracurricular activities. American Sign Language interpretation will be offered to DSPS students who participate in shared governance and extracurricular activities that will increase retention, building community, morale, and campus involvement of disabled students.

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

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

and other student support programs on campus. The StrengthsQuest intervention focuses on building on strengths rather than repairing deficits to build student success. Students, faculty, administrators, and staff took the Gallup StrengthsQuest assessment to identify their top five talents. Students received this training by participating in small groups, workshops, classroom exercises, or individual meetings to learn about and understand their top five talents, and begin to develop their top five talents into strengths. Participants learn to apply these strengths to succeed in academics, team building, leadership, relationships, and goal attainment.

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

Students who enroll in the Tumaini or Puente learning communities take basic skills courses that are linked to student development class. Both Tumaini and Puente focus on increasing success amongst Black, Chicano/Latino and other underperforming students on campus. SBVC plans to use Student Equity funds to launch additional cohorts for Tumaini and Puente. Launching additional cohorts will require using Student Equity funding to purchase textbooks, motivational speakers, additional counseling, supplemental instruction, tutoring, mentoring, service learning, and other student support services. Additionally, we intend to send approximately 30 Puente students and chaperones to the Hispanic Association of Colleges and Universities (HACU) conference and to send approximately 30 Tumaini students and chaperones on a HBCU college tour. Both of these experiences will afford Puente and Tumaini students an opportunity to network and explore transfer related opportunities that are intended to inspire student success and graduation. The students who participate in each of the categorical programs mentioned in this section will benefit from having economic barriers removed via Student Equity and Student Success funds.

Support for Basic Skills

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

1. Campus-wide professional development for supplemental instruction
2. Supplemental instruction for the social sciences (non-STEM majors)
3. Tutoring, workshops and marketing for the Writing 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 Student Equity Plan intends to pilot several key activities and programs that aim to increase success amongst African Americans, Hispanics/Latinos, Foster Youth, AB540 students (Dreamers), first year college students, veterans, and males on campus. The Student Equity Committee is partnering with departments, categorical programs and student support programs on campus to offer research backed approaches to improving student success amongst our stated targeted populations. The following is a list of the activities and actions that SBVC intends to implement during the 2015/16 academic year. Each of the activities is linked to the Student Equity Goals and the college’s Strategic Initiatives.

SBVC Activities & Actions
Professional Development
<p>Professional Development for faculty and staff who work with targeted at-risk populations</p> <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. As a part of the college’s collegial consultation process, stipends for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities. 5. Provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants with training in program evaluation, and data collection to support decision-making.
Access
<p>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)</p> <p>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.</p> <p>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.</p> <p>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</p>

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

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, CTE, health sciences, and targeted populations.

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 CTE and STEM programs.

Support for Categorical Programs

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

Collaborate with instruction by providing training sessions for instructional assessment technician, full-time reading and study skills faculty, and adjunct faculty in the Reading and Study Skills Department.

Purchase Reading Plus software for all Reading and Study Skills Department developmental courses to improve student success and retention in basic skills reading and study skills classes.

Student Equity Funding

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

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

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

Staffing: \$507,000

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

Professional and Student Development: \$100,000

Activities and Actions: \$230,000

Support for Categorical Programs: \$209,524

Support for Basic Skills: \$300,000

Total Anticipated Resources: \$1,346,524

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

Contact Person/Student Equity Coordinator

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

Planning Committee and Collaboration

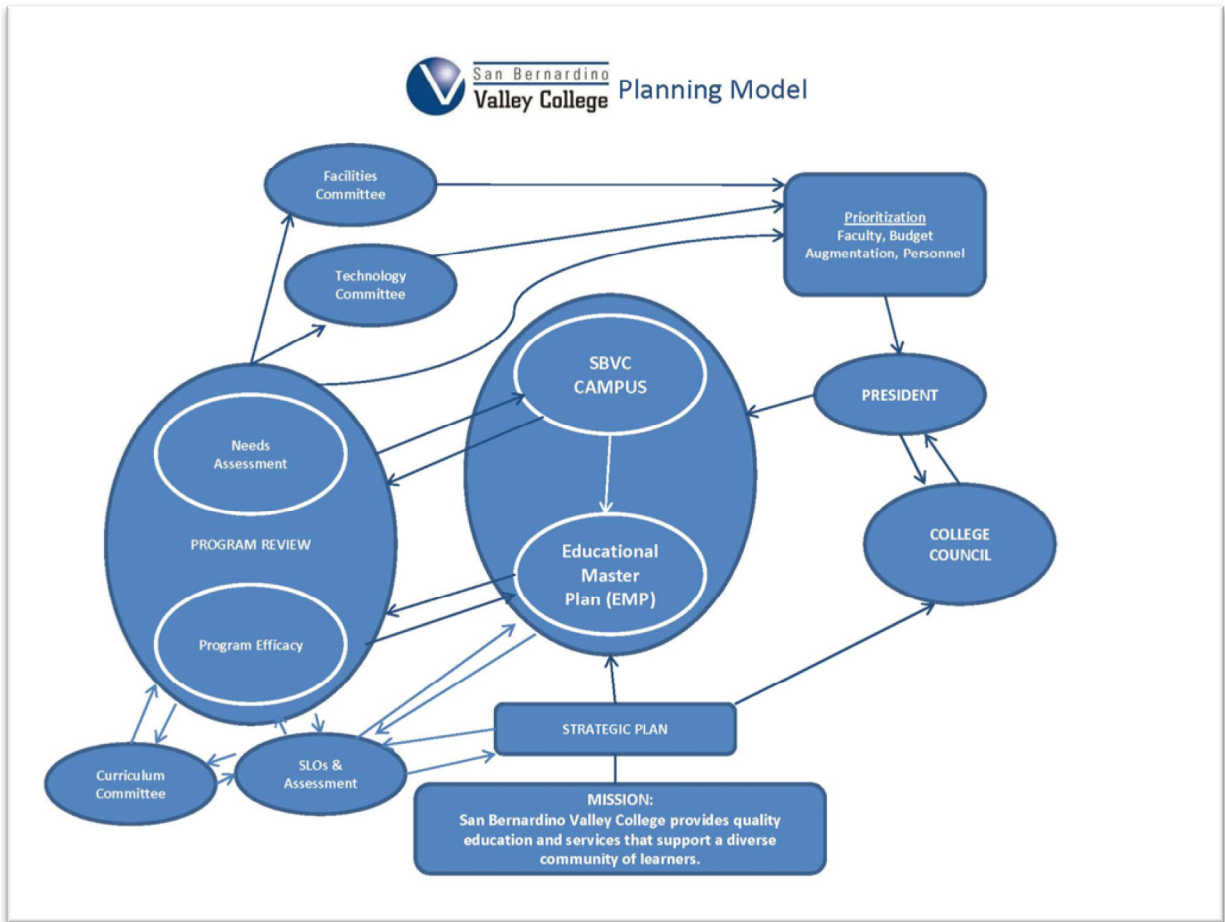


PLANNING COMMITTEE AND COLLABORATION

The Enrollment Management and Student Equity Committee (SEC) serves in an advisory capacity to the President's cabinet regarding student equity. Membership in the SEC is comprised of the Vice President of Instruction, Vice President of Student Services, Dean of Counseling and Matriculation, Academic Deans, Director of Admissions and Records, Director of FYE, Director of Financial Aid, Student Success Coordinators, Matriculation Coordinator, Institutional Research, faculty, staff, and students. The Director of FYE serves as the primary contact and coordinator for this Student Equity Plan.

The SEC is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review. Figure 1p is a diagram of the college's decision-making process.

Figure 1p. SBVC Planning Model



The Director of FYE works with all of the college's categorical programs to ensure greater collaboration amongst our student equity programs. These programs include: EOP&S/CARE, CalWORKs, DSP&S, Foster Care Education, Veterans, Student Life, STAR, Tumaini, Puente, and FYE, VBC, and the Student Health Center. Members of each of these programs serve on SBVC's Student Services Council which meets once a month to discuss student support services.

The SEC, the Basic Skills Committee and Learning COMPASS lead campus wide discussions on student success and student equity. Discussions about student success and student equity take place in the following arenas: Academic Senate, Classified Senate, Division/Unit/Program meetings, SEC meetings, SSSP meetings, Joint Cabinet meetings, Student Services Manager's meetings, Student Services Council meetings, College Council meetings, Student Government, and Board of Trustees meetings. The SEC works with Institutional Research to evaluate and measure student access, persistence, retention, matriculation, student learning, and ultimately student success on campus.

The Director of FYE presented the Student Equity Plan to all of the college's constituent groups. These groups include: SEC, Academic Senate, Classified Senate, Associated Student Government, Student Services Council, Joint Student Services and Instruction Cabinet, all

Student Services staff meeting, and College Council. All of these groups had an opportunity to provide input and feedback on the college’s Student Equity Plan. Additionally, in April 2015 the SEC sent out a campus wide email inviting interested parties to submit requests for funding innovative approaches to increasing student success amongst our targeted populations. The SEC received approximately 16 proposals. In the future, the SEC plans to work with the college’s program review process to fund requests that meet the allowable expenses under Student Equity funding. The goal is to align the college’s Student Equity Plan with the established program review process.

The following is the timeline for Student Equity Plan approval process.

SBVC Student Equity Plan Timeline	
October	
➤	Provide instructions and SEP draft to Enrollment Management Committee and Student Equity Committee (SEC) on Tuesday, October 6 th . Will send out electronically on October 6 th .
➤	SEC provides feedback by Friday October 16 th .
Feedback Directions:	
1.	A link to the SEP was sent out and all comments or feedback to Johnny Conley by October 16 th .
➤	A final SEP version will be sent out on Monday, October 19 th for you to review prior to the SEC meeting.
➤	SEC will meet on October 20 th for final approval.
➤	Provide instructions and present SEP to Academic Senate on October 21 st .
➤	Present SEP to ASG on October 23 rd .
November	
➤	Academic Senate review and vote on SEP on November 4 th at 3pm.
➤	Instruction Office/Student Services Joint Cabinet Meeting on November 5 th at 10am.
➤	Present SEP to Classified Senate on November 13 th at 1pm.
➤	Provide handouts for College Council meeting to Dora by November 18 th .
➤	All Student Services Staff meeting on November 20 th at 4pm.
➤	Present SEP to College Council meeting on November 25 th at 1pm.
➤	Submit the SEP written report to Board of Trustees on November 25 th
December	
➤	Board of Trustees meeting for approval on December 10 th board meeting.
➤	Mail out SBVC SEP to CCCCCO no later than December 18 th .

Student Equity Plan Committee Membership List

Member Name	Title	Organizations, Programs or Roles Represented
Dr. Haragewen Kinde	Vice President of Instruction	Instruction
Dr. Ricky Shabazz	Vice President of Student Services	Student Services
Mr. Marco Cota	Dean of Counseling and Matriculation	Student Services, Puente, and Latino Staff Faculty and Administrator Association
Mr. Johnny Conley	Interim Director of FYE	Student Services
Dr. Israel Abeir	Math/Associate Professor	Instruction
Dr. Stephanie Briggs	Math/Associate Professor	Instruction
Ms. April Dale Carter	Director of Admissions & Records	Student Services
Ms. Jeanne Marquis	Counseling	Student Services
Dr. James Smith	Dean of Research and Planning	Research
Dr. Kathryn Weiss	Dean of Arts and Humanities	Instruction
Ms. Amber Gallagher	Director of Financial Aid	Student Services
Dr. Carol Wells	Associate Dean of Nursing	Instruction
Mr. Raymond Carlos	Director of Student Life	Student Services
Mr. Gabriel Jaramillo	Vice President of ASG	Associated Student Government
Ms. Raquel Villa	Admissions & Records	Student Services
Ms. Mary Valdemar	Secretary II	Student Services
Mr. Ronald Hastings	Director of Library	Student Services
Mr. Clyde Williams	Outreach Coordinator	Student Services and Black Faculty Staff Association

Access



CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Table 1a compares the percentage of each population group enrolled on campus to the percentage of each group in the adult population within the community served by SBVC.

Table 1a				
Target Populations within the service area where 85% of SBVC students reside	Total enrollment at SBVC in Fall 2014–Spring 2015	% total enrollment at SBVC (proportion)	Adult population within the community served expressed as a proportion.	Gain or loss in proportion (Percentage point difference)
American Indian / Alaska Native	32	0.2%	0.32%	-.12
Asian/Filipino	795	4.7%	5.44%	-.74
Black or African American	2,223	13.0%	9.5%	+3.5
Hispanic or Latino	10,874	63.8%	55.2%	+8.6
Native Hawaiian or other Pacific Islander	64	0.38%	0.35%	+0.03
White	2,397	14.1%	27.06%	-12.96
Some other race	71	0.42		N/A
More than one race	588	3.5%	2.1%	+1.4
Total of 8 cells above (Orange cells should = 100%)	17,044	100%	100%	
Males	7,435	43.6%	49.48%	-5.88
Females	9,577	56.2%	50.52%	+5.68
Unknown	32	0.2%	0	N/A
Total of 3 cells above (Orange cells should = 100%)	17,044	100%	100%	
Current or former foster youth	197	1.1	0.6%	+0.5
Individuals with disabilities	1030	4.7%	5.9%	-3.8
Low-income students	13,545	40% ¹	19.0%	+21
Veterans	278	1.6%	4.48%	-2.8
*AB540	176	1.0%	1.1%	-.1

*AB540/Dreamer students represent approximately half the non-resident student population at SBVC.

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 has 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_5ys_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_5ys_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		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	Other Funds**
A.1	Fall 2015-Spring 2016	\$26,500	

• **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		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	Other Funds**
A.2	Fall 2015-Spring 2016	\$40,000	

• **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		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	Other Funds**
A.3	Fall 2015-Spring 2016	\$30,000	

• **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		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	Other Funds**
A.4	Fall 2015-Spring 2016	\$50,000	

• **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		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	Other Funds**
A.5	Fall 2015-Spring 2016	\$20,000	

• **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		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	Other Funds**
A.6	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Remove the lack of transportation as a barrier for CalWORKs and EOP&S students. Afford students without vehicles with 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		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	Other Funds**
A.7	Fall 2015-Spring 2016	\$5,000	

• **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.

Success Indicator: Course Completion



CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. Table 1b shows the ratio of credit courses that students complete, compared to the number of courses in which they are enrolled in courses on the census day. Course completion rates were calculated by dividing the number of students with passing grades by the number of students enrolled at census.

Table 1b					
Rate of Course Completion	Number of courses students enrolled in & were present in on census day in base year	Number of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	311	224	72%	66%	+6
Asian	1751	1296	74%	66%	+8
Black or African American	8937	5273	59%	66%	-7
Hispanic or Latino	34265	22272	65%	66%	-1
Native Hawaiian or other Pacific Islander	327	193	59%	66%	-7
White	6484	4733	73%	66%	+7
Some other race	N/A	N/A	N/A	66%	N/A
More than one race	N/A	N/A	N/A	66%	N/A
All Students	53498	35041	*		
Males	23286	15136	65%	66%	-1
Females	30070	19846	66%	66%	0
Unknown				66%	
Current or former foster youth	492	261	53%	66%	-13
Students with disabilities	1851	1166	63%	66%	-3
Low-income students	20041	12729	64%	66%	-2
Veterans	2382	1572	66%	66%	0
AB540	86	60	70%	66%	+4

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Current or former foster youth	13	.13	X	492	= 64
Second Largest	Black	7	.07	X	8937	= 626
Third Largest	Native Hawaiian or other Pacific Islander	7	.07	X	327	= 23

Methodology and Analysis

All course grades for the 2014-15 academic year were queried from the SBCCD Datatel data warehouse system. To calculate success rates, the total number of grades was used as the denominator; passing grades were used as the numerators. The pass rates were calculated for all campus sub-populations. Passing grades constituted all grades of A, B, C, or credit-only credit courses were counted. The 80% methodology was used to identify disproportionately impacted groups.

Ethnicity—African-American and Pacific Islanders fall slightly below the 80% mark, when using Asians as the reference group. Therefore, these groups are identified as disproportionately impacted on this measure: overall course completion.

No other groups were found to have disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

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

Target Populations	Current gap, year	Goal	Goal Year
Current or former foster youth	13, 2014	No gap	2020
Black	7, 2014	No gap	2020
Native Hawaiian or other Pacific Islander	7, 2014	No gap	2020

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Types**

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

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

ID	Target Groups	Number of Students Affected
B.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	70

• **Activity Implementation Plan**

The campus will develop a First-Year Experience (FYE) program with cohorts for African Americans, Hispanics/Latinos, Foster Youth, Native Hawaiian or other Pacific Islander, AB540 students, first-generation college students, males and females.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
B.1	Fall 2015-Spring 2016	\$45,000	

• **Link to Goal**

The FYE program will successfully transition first year students into college and connect first year college students with student support services on campus to ensure student success.

• **Evaluation**

(1) The Office of Research and Planning will distribute point-of-contact surveys to determine where student see the strengths and weaknesses of the FYE program; (2) Pre & Post-test surveys will be administered to targeted groups to assess the effectiveness of the program; (3) researchers will use course grades for the full-year to compare program participants to a comparable group of non-participants.

B.2

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	500

• **Activity Implementation Plan**

Provide resources and services such as book vouchers, mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services to the following programs: foster youth, Puente, Tumaini, AB 540, Veterans, FYE, and Valley-Bound Commitment.

ID	Timelines	Student Equity Funds	Other Funds**
B.2	Fall 2015-Spring 2016	\$80,000	

• **Link to Goal**

Increase the success rates of students from targeted populations each semester/term compared to the previous academic year.

• **Evaluation**

(1) Maintain sign-in sheets with the number of students served and assess their success rate after each semester. Currently, FYE and Valley Bound require mid-semester report. (2) Staff members will be interviewed to assess the effectiveness of the mid-semester reporting process.

B.3

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Purchase and provide the StrengthsQuest training to all first year students such as First-Year Experience, Valley-Bound Commitment, AB540/Dreamers, EOPS/CARE, CalWORKs, DSPS, Guardian Scholars, Puente, Tumaini and veterans.

ID	Timelines	Student Equity Funds	Other Funds**
B.3	Fall 2015-Spring 2016	\$5,100	\$10,000 (SSSP)

• **Link to Goal**

The StrengthsQuest training focuses on the positive talents that engage students; this will assist in increasing the hope indicator which research has shown to increase retention amongst targeted student populations.

• **Evaluation**

(1) ORPIE will maintain a record of the number of StrengthsQuest workshops held; (2) use sign-in sheets at each workshop to maintain a database with all participants; (3) distribute pretest and post-test surveys for participants to assess the value of the workshops; (4) track the course success data for student participants, and compare them to a similar group of non-participants; (5) measure whether students are more aware of how their strength can lead to success.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.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**

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

ID	Timelines	Student Equity Funds	Other Funds**
B.4	Fall 2015-Spring 2016	\$135,000	

• **Link to Goal**

To provide students with the necessary school supplies and academic resources to increase student success as well as, eliminate a financial barrier that negatively affect student success.

• **Evaluation**

(1) Maintain sign-in sheets with the number of students served and assess their success rate after each semester. (2) Conduct a focus group with students to determine whether they view success kits as making a meaningful contribution to their academic success.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	500

• **Activity Implementation Plan**

Provide a speaker that will hold workshops to encourage SBVC students 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.

ID	Timelines	Student Equity Funds	Other Funds**
B.5	Fall 2015-Spring 2016	\$10,000	\$5,000 Diversity Committee; \$5,000 ASG

• **Link to Goal**

The speaking engagement for students will provide encouragement for our targeted populations to continue their education and stay the course toward completing their educational and career goals.

• **Evaluation**

(1) Maintain sign-in sheets to record the number of participants; (2) Distribute email surveys for participants to assess the effectiveness of the workshops.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.6	SBVC faculty and staff	10,000

• **Activity Implementation Plan**

Provide a speaker for SBVC faculty and staff to discuss the importance of student equity. The RP Group presenters will focus on Student Success and Student Equity to discuss challenges faculty and staff face with our disproportionately impacted groups and provide interventions for our targeted populations to increase student success.

ID	Timelines	Student Equity Funds	Other Funds**
B.6	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

The speaker working with faculty and staff will offer research backed methods to increase student success among targeted populations.

• **Evaluation**

(1) Maintain sign-in sheets with the number of participants. (2) Distribute point-of-contact surveys for participants to assess the value of the workshops. (3) Conduct a follow-up focus group with faculty to gauge whether they (or their colleagues) have implemented any of the recommendations of the RP Group presenters.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.7	Foster Youth	197

• **Activity Implementation Plan**

Development of a Guardian Scholars Program 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. Increase the number of foster youth who register, persist, and take advantage of student support services. There will be targeted outreach to foster youth to increase their participation in learning communities and other student support services on campus.

ID	Timelines	Student Equity Funds	Other Funds**
B.7	Fall 2016-Spring 2016	\$10,000	\$150,000 SSSP funds; \$60,000 FKCE funds; \$10,000 YESS funds

• **Link to Goal**

The Guardian Scholars Program work with foster youth on developing life skills training and boosting academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion. A Guardian Scholars liaison will be assigned in each student support program to assist foster youth with enrolling in college and student support programs.

• **Evaluation**

(1) Maintain a database to assess program participation rates in the Guardian Scholars Program. (2) Point-of-contact pre- and post-surveys for targeted groups to determine the perceived effectiveness of, and satisfaction with, the Guardian Scholars Program. (3) Compare retention rates of program participants with a comparable group of non-participants.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
B.8	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	300

• **Activity Implementation Plan**

Provide a Summer Bridge Program that assists the targeted population with successful transition into college. The Summer Bridge Program will consist of extensive workshops that focus on mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services.

ID	Timelines	Student Equity Funds	Other Funds**
B.8	Fall 2016-Spring 2016	\$10,000	

• **Link to Goal**

Increase the number of the targeted populations that successfully transition into college, as well as increase overall course success rate for Summer Bridge Program participant.

• **Evaluation**

(1) Maintain a database with information on high school students who participate in the Summer Bridge Program to determine the number who enroll in the college (calculate the yield rate); (2) Distribute point-of-contact surveys to all participants; (3) Assess retention rates and course success rates for participants rates compared to a similar group of non-participants.

Success Indicator: ESL and Basic Skills Completion

San Bernardino Valley College
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San Bernardino, CA 92410
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The cover features a collage of images: a large photo of two graduates, a group of graduates with a large 'V' logo, a graduate holding a diploma, a graduate in a wheelchair, and a baseball player at bat.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. Table 1c. Shows the ratio of students by population group who completed a degree-applicable course after completing the final ESL or basic skills course in the same subject. Progress rates in Table 1c were calculated by dividing the number of students in the cohort with passing grades in degree-applicable courses by the number of students in the total cohort. Table 1c includes all basic skills courses. Individual subjects can be found in the Attachments section in Tables 1.1c, 1.2c, 1.3c, and 1.4c.

Table 1c. Rate of ESL and Basic Skills Completion					
Target Populations	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Combined total of all ESL and basic skills courses Fall 2012 to Spring 2015					
American Indian / Alaska Native	0	0	0	50%	n/a
Asian	33	18	55%	50%	+5
Black or African American	96	36	38%	50%	-12
Hispanic or Latino	578	311	54%	50%	+4
Native Hawaiian or other Pacific Islander	4	1	25%	50%	N/A
White	84	37	44%	50%	-6
Some other race	n/a	n/a	n/a	50%	n/a
More than one race	20	6	30%	50%	-20
Unknown (ethnicity)	1	0	0	50%	N/A
All Students	816	409	*		
Males	358	171	48%	50%	-2
Females	457	237	52%	50%	+2
Unknown (gender)	1	1	100%	50%	N/A
Current or former foster youth	28	12	43%	50%	-7
Individuals with disabilities	56	26	46%	50%	-4
Low-income students	662	356	54%	50%	+4
Veterans	84	27	32%	50%	-18
AB540	1	0	0	50%	N/A

Combined total of all ESL and basic skills course		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	Number of Students "Lost"
Largest Gap	Veterans	18	.18	x	84	= 15
Second Largest	Black or African-American	12	.12	x	96	= 12
Third Largest	Current of Former Foster Youth	7	.07	x	28	= 2
Fourth Largest	White	6	.06	x	84	= 5

Methodology and Analysis

Individual student data from the 2014 Scorecard report (using the 2009-10 cohort) was download from the California Community College website. Success rates were calculated for students in first-level degree-applicable courses for those students who had completed a final level basic skills course. Table 1c combines all basic skills courses. Disaggregated data for individual basic skills subjects can be found in the Attachments section Tables 1.2c, 1.3c, 1.4c.

Ethnicity: Using the 80% rule with Asian students as the reference group, two ethnic groups are found to be disproportionately impacted: African-Americans for all basic skill combined (72%) – see attachments section for separate Math and English measures), White students for math (63%); and Pacific Islanders (45%) (a very small sample size).

Gender: In general women are more successful in basic skills courses than men. The major difference between genders is with reading. There are very small differences in math, English writing. No differences are large enough to trigger disproportionate impact.

Students with Disabilities: For students with disabilities, reading turns out to be a significant obstacle. Disabled students succeed at a rate that is far below the rate of other students. This is not true for math or English writing.

Economically Disadvantaged: Low-income students represent a large percentage of the campus population. Those who are identified in the sample as low income achieve success in basic skills courses at a rate that is relatively the same as other students in the sample.

Foster Youth: Foster youth pass at a rate lower than the Scorecard cohort average. The amount is not large enough to trigger disproportionate impact. Using the proportionate index measure foster youth represent 3.4% of the scorecard cohort and 2.9% of the student who receive passing grade. Again, although they fall short, the different is not large enough for disproportionate impact $2.9 / 3.4 = 85\%$. See the Attachment section for an analysis of individual subjects: math, English, Reading, and ESL.

Veterans: Veterans are disproportionately impacted. They pass at rate of 64% of the Scorecard average.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Current gap, year	Goal*	Goal Year
Veterans	-18,2014	<i>No gap</i>	2020
African Americans	-12,2014	<i>No gap</i>	2020
Foster youth	-7,2014	<i>No gap</i>	2020

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Types**

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

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

ID	Target Groups	Number of Students Affected
C.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Provide supplemental instruction (Learning COMPASS) to non-STEM majors.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
C.1	Fall 2015-Spring 2016	\$100,000	

• **Link to Goal**

Learning COMPASS seeks to use supplemental instruction (SIs) for non-STEM majors, basic skills courses, and in the Radio, Television and Film Department. The SI's will work with basic skills faculty to increase the success of students in the targeted population by focusing in tutoring and retention.

• **Evaluation**

Maintain a sign-in sheet with the number of participants and assess the student success rate after each semester. Point-of-contact surveys for participants to assess the value of the student support services.

C.2

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	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	Number of Students Affected
C.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Provide campus wide training for all supplemental instruction. To include training for faculty and students who participate in SI.

ID	Timelines	Student Equity Funds	Other Funds**
C.2	Fall 2015-Spring 2016		

• **Link to Goal**

To train multiple supplemental instructors from various disciplines to increase student success, retention, and persistence through a variety of quality academic support programs/tools to our targeted population.

• **Evaluation**

Interviews will be conducted with selected supplemental instructors to determine the effectiveness of training.

C.3

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
C.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2,500

• **Activity Implementation Plan**

Collaborate with the Writing Lab to provide additional tutorial services for basic skills courses, academic workshops, and advertising and marketing materials.

ID	Timelines	Student Equity Funds	Other Funds**
C.3	Fall 2015-Spring 2016	\$15,500	

• **Link to Goal**

Partnering with the Writing Lab will increase math and English assessment scores, improve student success and retention in basic skills courses, increase access and student traffic in the Writing Lab for our targeted population.

• **Evaluation**

(1) Sign-in sheets will be maintained to calculate participation rates in all basic skills subjects, (2) Surveys will be distributed to target populations to assess the value and satisfaction of each workshop, (3) measure the increase participation of students utilizing the Writing Lab specifically.

C.4

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
C.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	1,700

• **Activity Implementation Plan**

We will partner with the Reading Lab to provide Reading Plus (a software package to aid students in acquiring reading skills) for all Reading and Study Skills Department developmental courses.

ID	Timelines	Student Equity Funds	Other Funds**
C.4	Fall 2015-Spring 2016	\$34,000	Reading and Study Skills Department \$15,000

• **Link to Goal**

Improve student success and retention in basic skills reading and study skills classes. Reading Plus will prepare our targeted population for success in the English composition sequence and across other disciplines, requiring reading, writing, and critical thinking skills.

• **Evaluation**

(1) Survey students who use the Reading Plus program to assess program effectiveness; (2) Assess the course success rate of students who utilize Reading Plus in their basic skills reading courses where the program is used; (3) Maintain a record of students who make use of the Reading Plus Program in study-skills classes, and (4) track their overall course success rates.

• **Activity Types**

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

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

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

• **Activity Implementation Plan**

Provide an overnight (24 hours) reserve textbook check out by increasing the number of basic skills textbooks available for students to check out overnight (24 hours).

ID	Timelines	Student Equity Funds	Other Funds**
C.5	Fall 2015-Spring 2016	\$40,000	

• **Link to Goal**

The 24-hour circulation will guarantee access to students visiting the library during the day.

• **Evaluation**

(1) Maintain a record of the number of students who use library circulation after regular hours to assess usage of the service. (2) Survey students who use the after-hours services to assess the usefulness of the services—analyze the satisfaction rates separately for the target populations.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
C.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	5,000

• **Activity Implementation Plan**

Provide 24 hours tutoring (Smarthinking) by increasing the number of students using virtual academic support services.

ID	Timelines	Student Equity Funds	Other Funds**
C.6	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The 24-hour tutoring will guarantee access to students utilizing academic support services during the day and night.

• **Evaluation**

(1) Record the number of students who use the 24-hour tutoring services after regular campus hours and track their course success—analyze results for students in targeted populations separately; (2) Survey students who use the after-hours services to assess the usefulness of the services—analyze the satisfaction rates separately for target populations.

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
C.7	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	300

• **Activity Implementation Plan**

Provide 30 laptops in English 914 (Basic Skills course).

ID	Timelines	Student Equity Funds	Other Funds**
C.7	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The laptops will afford access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.

• **Evaluation**

Assess the course success of students who have access to the laptops and compare them to similar students who do not have access to these computers.

• **Activity Types**

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

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

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

ID	Target Group	Number of Students Affected
C.8	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	30

- **Activity Implementation Plan**

ID	Timelines	Student Equity Funds	Other Funds**
C.8	Fall 2015-Spring 2016	\$5,000	

- **Link to Goal**

The Conference will allow AGS students to gain exposure to professional networking, business and academic communication, and knowledge about the transfer process.

- **Evaluation**

Distributed surveys to students to determine what they gained from the conference. The questions on the surveys will address students' perspectives on the benefits of attending the conference and what they learned.

Success Indicator: Degree and Certificate Completion



CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. Tables 1d and 2d show the percentage of students by population group the who receive degrees or certificates. They are compared to the number of students in that group from the same Student Success Scorecard cohort.

Table 1d					
AA/AS Degrees	The number of students in the 2008-09 Student Success Scorecard Cohort.	The number of students in the 2008-09 Student Success Scorecard Cohort who earn AA/AS degrees with 6 years	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	**n/a				
Asian	83	10	12%	12	0
Black or African American	347	29	8%	12	-4
Hispanic or Latino	1129	140	12%	12	0
Native Hawaiian or other Pacific Islander	25	4	16%	12	+4
White	306	45	15%	12	+3
Some other race	139	12	8%	12	-5
More than one race	54	9	16%	12	+4
All Students	2083	250	*12		
Males	880	79	9%	12	-3
Females	1185	166	14%	12	+2
Unknown	18	2	11%	12	-1
Current or former foster youth	n/a	n/a	n/a	n/a	n/a
Individuals with disabilities	93	8	9%	12	-3
Low-income students	1696	204	12	12	0
Veterans	53	9	17%	12	+5
AB540					

**American Indian/Alaskan Natives represent a very small percentage of the campus population—see the awards table in the Attachments section. They were almost absent from the Scorecard sample, thus could not be measured in this and other tables.

Table 2d					
Certificates	The number of students in the 2008-09 Student Success Scorecard Cohort.	The number of students in the 2008-09 Student Success Scorecard Cohort who earned a certificate with 6 years	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native					
Asian	83	4	5%	5%	0
Black or African American	347	20	5%	5%	0
Hispanic or Latino	1129	46	4%	5%	-1
Native Hawaiian or other Pacific Islander	14	1	7%	5%	+2
White	306	22	7%	5%	+2
Some other race	139	5	3%	5%	-2
More than one race	55	2	3%	5%	-2
All Students	2083	100	*4%	5%	
Males	880	47	5%	5%	0
Females	1185	52	4%	5%	-1
Unknown	17	1	2%	5%	-3
Current or former foster youth	na	n/a	n/a	5%	n/a
Individuals with disabilities	401	45	11%	5%	+9
Low-income students	1696	85	5%	5%	
Veterans	47	13	28%	5%	+23
AB540	0	0	0	5%	N/A

Note: Percentages for foster youth, veterans, and AB540 students were calculated for campus data, not from scorecard cohort data.

Methodology and Analysis

Tables 1d and 2d use the criteria outlined in the Scorecard to establish a cohort for determining graduation rates. The cohort was tracked over six years. The tables show the number of first-time students who enrolled during the 2009-10 academic year, completed 6 units, and took a degree or certificate applicable math or English course within their first three years. The percentages represent the number of student who earned a degree or certificate within six years divided by the number of students in the total cohort.

Ethnicity: For AA/AS degrees, African-American students are disproportionately impacted using the 80% rule with white students as the reference group (53%). For Certificates, Asians (71%), African-American (71%), and Hispanic (57%) students are disproportionately impacted.

Gender: Men are disproportionately impacted (64%) on AA/AS achievement compared to women.

Foster Youth: Students in this group have not been identified long enough to be tracked six years on this measure.

Students With Disabilities: Students with disabilities are disproportionately impacted on the achieving AA/AS degrees (75%) using the Scorecard cohort average as the reference.

Veterans: Veterans in the sample tended to graduate at a higher rate than the scorecard cohort average.

AB540: students in this group have not been identified long enough to be tracked six years on this measure.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

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

AA/AS		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	African Americans	-4	<u>.04</u>	x	347	=	58
Second Largest	Males	-3	<u>.03</u>	x	880	=	26
Third Largest	Individuals with disabilities	-3	<u>.03</u>	x	93	=	3

Target Populations (AA/AS)	Current gap, year	Goal*	Goal Year
African Americans	-4,2014	No gap	2020
Males	-3,2014	No gap	2020
Individuals with disabilities	-3,2014	No gap	2020

Certificates		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the average, expressed as percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap							
Hispanic or Latino	1%	.01	x	1129	=	11	
Females	1%	.01	x	1185	=	12	

Target Populations Certificates	Current gap, year	Goal*	Goal Year
	-1,2014	<i>No gap</i>	<i>2020</i>
	-1,2014	<i>No gap</i>	<i>2020</i>

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Types**

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

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

ID	Target Groups	Number of Students Affected
D.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	1,000

• **Activity Implementation Plan**

Professional Development for faculty and staff who work with targeted at-risk populations that consist of FYE staff and faculty trainings to integrate assignments, team teaching, basic skills training, and stipends for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
D.1	Fall 2015-Spring 2016	\$60,000	

• **Link to Goal**

Faculty and staff collaboration will provide distribution counseling; develop syllabi and curriculum in order to create themes in the classroom, counseling, tutoring, and experimental activities to ensure student success and an increase in students' obtaining degrees and certificates.

• **Evaluation**

(1) Maintain a record of the number of faculty and staff who attended training workshops—calculate attendance rates; (2) Conduct a focus group with FYE faculty members to assess their strategies for effectively aligning course syllabi and class assignments. Assess student success in courses with participating faculty and compare them to a similar group of students.

Transfer



CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. Table 1e shows the percentage of students by population group who transfer after completing a minimum of 12 units and attempting a transfer level course in mathematics or English. The students were tracked for six years.

Table 1e					
Transfer	Number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	Number of students from the cohort who actually transferred within six years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian /Alaska Native					
Asian	83	15	18%	20%	-2
Black or African American	347	80	23%	20%	3
Hispanic or Latino	1129	192	17%	20%	-3
Native Hawaiian or other Pacific Islander	25	5	20%	20%	0
White	306	77	25%	20%	5
Some other race	139	28	20%	20%	0
More than one race	n/a	n/a	n/a		n/a
All Students	2083	407	*20		
Males	880	167	19	20%	-1
Females	1185	237	20	20%	0
Unknown	18	4	23%	20%	3
Current or former foster youth	19	5	26%	20%	+6
Individuals with disabilities	93	8	9%	20%	-11
Low-income students	1696	305	18%	20%	-2
Veterans	113	33	29%	20	+9
AB540	3	N/A	N/A	N/A	N/A

*Data for this table comes from Scorecard cohorts and represents six-year success rates. Students records were taken from the 2008-09 to 2013-14 cohort.

Transfer		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
Largest Gap	Students with Disabilities	-11	<u>.11</u>	x	93	=	34
Second Largest	Hispanic Students	-3	.03	x	1129	=	34
Third Largest	Low-income students	-2	.02	x	169		3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

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

Target Populations	Current gap, year	Goal*	Goal Year
Students with Disabilities	-11,2014	<i>No gap</i>	2020
Hispanic Students	-3,2014	<i>No gap</i>	2020
Low-income students	-2,2014	<i>No gap</i>	2020

Methodology and Analysis

Tables 1e uses the criteria outlined in the Student Success Scorecard to establish a cohort for determining transfer rates. The cohort was tracked over six years. The tables show the number of first-time students who enrolled during the 2009-10 academic year, completed six units, and took a degree or certificate applicable math or English course within their first three years. The percentages represent the number of students who earned a degree or certificate within six years divided by the number of students in the total cohort.

Ethnicity: Asian (72%) and Hispanic (68%) students are disproportionate impacted on transfer rates using White students as the reference group.

Gender: Transfer rates between men and women were only slightly different, with women being 1% higher than men. There is not disproportionate impact. However, there is a large gap in absolute numbers because women outnumber men in the student population. Therefore, there are a significantly larger number of women than men who transfer in the Scorecard sample. This is also true in the general student population.

Students with Disabilities: Students with disabilities are disproportionately impacted for transfer. Using the proportionality index method, students with disabilities represent 4.4% of the students in the cohort, and 2.0% of the successful students. The success rate is well below their proportionate representation (44%).

Economically Disadvantaged: Students who are economically disadvantaged in the cohort transfer at a rate only slightly lower than the student average. The gap is not large enough for them to be considered disproportionately impacted using the proportionality index measurement.

Foster Youth: Foster youth were not identified in the Chancellor’s Scorecard cohort, so researchers queried a similar group of students. The students in this group had a higher transfer rate than students in the comparable cohort.

Veterans: Veterans, like foster youth and AB540 students, were not identified in the state Scorecard cohort. Students identified as veterans were queried to form a comparable sample. The students in the sample transfer at a rate 13% higher than those in the Chancellor’s Scorecard cohort.

ACTIVITIES: E. TRANSFER

E.1

• **Activity Types**

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

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

ID	Target Groups	Number of Students Affected
E.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Host a HBCU college fair to increase transfer rates by providing admission workshops and on-site admissions from out-of-state universities.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

Increase transfer rates amongst targeted population by providing admission workshops and on-site admissions from the nine HBCU campuses who signed articulation agreements with the CA Community College Chancellor’s Office.

• **Evaluation**

(1) Maintain sign-in sheets with the number of participants; (2) Distribute point-of-contact surveys for participants to assess the value of the college fair; (3) Record the number of SBVC students who apply to an HBCU within a month of the fair; (4) record the number of SBVC student who are admitted to HBCU campuses.

E.2

• **Activity Types**

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

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

ID	Target Groups	Number of Students Affected
E.2	African Americans, Foster Youth, Veterans, AB540 students, first generation college students, and males	35

• **Activity Implementation Plan**

To create an additional cohort for the SBVC Umoja Program (Tumaini) for the purpose of enhancing student support services, and increasing transfer and graduation rates and for African Americans students.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.2	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

To increase transfer and graduation rates and student support services for our targeted populations.

• **Evaluation**

(1) Maintain a count of participants in the Tumaini program (to monitor any increases in the participation rate); (2) Maintain a record of student support services for Tumaini student (counselor visits, tutor visits, etc.); (3) Track the course success of participants—compare 2015-2016, 2016-17 measures to previous years; (4) Compare the performance of Tumaini students to a comparable group of non-Tumaini students.

E.3

• **Activity Types**

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

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

ID	Target Groups	Number of Students Affected
E.3	Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	35

• **Activity Implementation Plan**

To create an additional cohort for our Puente program to increase transfer and graduation rates and student support services for Hispanic/Latino students.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.3	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

To increase transfer and graduation rates and student support services for our targeted populations.

• **Evaluation**

(1) Maintain a count for the number of participants in the Puente Program (to monitor any increases in the participation rate); (2) Track the use of support services (counselor visits, tutor visits, etc.); (3) Assess course success for Puente participants. (3) Compare success rates for 2015-2016, 2016-17 to previous years; (4) compare student success rate to non-Puente students.

E.4

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
E.4	African Americans, Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

Send students from our Tumaini learning community to a Historical Black College University (HBCU) college tour.

ID	Timelines	Student Equity Funds	Other Funds**
E.4	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Provide access and admission workshops to our targeted population to increase transfer rates. The Tumaini students will be identified through the two linked courses: Student Development and African American History.

• **Evaluation**

(1) Distribute a survey to students who participate in the HBCU college tour; (2) Record the number of SBVC Tumaini students who apply to an HBCU within a month for the tour; (3) Record the number of Tumaini students who are admitted to HBCU campuses.

E.5

• **Activity Types**

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

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

ID	Target Group	Number of Students Affected
E.5	Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

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

ID	Timelines	Student Equity Funds	Other Funds**
E.5	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Provide access and admission workshops to our targeted population to increase transfer rates. The Puente students will be identified through the two linked courses: Student Development and English.

• **Evaluation**

(1) Maintain a sign-in sheet with the number of students who participate in the conference; (2) Distribute a point-of-contact survey for participants to assess the value of the workshops; (3) Maintain a count of the number of students who applied to a college; and, (4) maintain a record of the number of students who were accepted to a four-year college.

Table 1: Summary of Disproportionate Impact (DI) by Protected Status and Outcome.

	Access	Course Success	Success Rate			Degree Completion Rate	Certificate	Transfer Rate	DI
			Math	English	Reading				
Gender									
Female	No	No	No	No	No	No	No	No	0
Male	Yes	No	No	No	Yes	Yes	No	No	3
Ethnicity									
Asian	No	No	No	No	No	No	Yes	No	1
African American	No	Yes	Yes	Yes	No	Yes	Yes	Yes	6
Hispanic	No	No	No	No	No	No	Yes	Yes	2
+Native American	Yes	No	N/A	N/A	No	N/A	N/A	No	
+Pacific Isl.		Yes	Yes	n/a	n/a	n/a	n/a	n/a	2
White	Yes	No	Yes	No	Yes	No	No	No	3
Multi-ethnicity	No	No	Yes	N/A	No	No	No	No	1
Missing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Disability	Yes	No			Yes	No	No	Yes	3
Economically Disadvantaged	No	No	No	No	No	No	No	Yes	1
Foster Youth	Yes	No	Yes	No	No	No	No	No	2
Veteran	Yes	No	Yes	Yes	Yes	No	No	No	4
AB540	N/A	No	N/A	Yes	No	No	N/A	N/A	1
Total DP	6	2	6	3	4	2	3	4	30

+These groups have very small sample sizes in the Scorecard data set. AB540 students have not been tracked long enough to calculate six-year transfer and graduation rates.

Summary Budget

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

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

The following is a summary of the major budget areas that SBVC intends to use Student Equity funds to support:

1. Staffing \$507,000
2. Professional and Student Development \$100,000
3. Activities \$230,000
4. Support of Categorical Programs \$ 209,524
5. Support for Basic Skills (Instruction) \$300,000

Total Anticipated Resources: \$1,346,524

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

Staffing: \$507,000

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

Professional and Student Development: \$100,000

- Professional Development for staff and faculty to work with targeted populations
- Send the FYE male cohort, Brothers Club and Tumaini students to the annual A2MEND Conference that focus on student success among African American males

Activities and Actions: \$230,000

Student Equity Conferences--

- Male/Senior Day Conference for feeder high Schools to focus on transfer and CTE programs
- Dreamers Conference for AB 540 students and parents from feeder high schools
- Guardian Scholars Conference for Foster Youth
- Student Leadership Conference
- DSPS Conference for Feeder High Schools
- Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, and 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)
- Develop a Student Ambassador program for peer-peer advising and outreach that trains our current student body to support students in our targeted populations
- Pilot Programs and Outreach to at-risk students (tutoring, supplemental instruction, marketing, outreach, etc.)
- Development of First-Year Experience with Cohorts for Males, Foster Youth, and other target populations
- Development of a Summer Bridge Program for FYE, VBC, Foster Youth, and other target populations
- Development of Guardian Scholars program for Foster Youth
- Purchase and provide the StrengthsQuest training to all first year students and in categorical programs
- Provide two speaking engagements; one speaker (from RP Group) will target Student Equity in relation to faculty and staff. One speaker to encourage students from our targeted population to continue their education and focus on student success and community engagement on “Black Lives Matter”
- Provide additional resources and assistance to Veterans geared towards helping veterans transitioning from service member to student, such as, workshops, counseling, tutors, and other student support services
- Send Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities
- Send Puente 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
- Host a HBCU college fair to increase transfer rates by providing awareness of requirements for out-of-state universities
- Host a Spring Transfer/Career Fair

Support for Categorical Programs: \$209,524

- Provide signs, banners, A-frames, brochures, flyers, and marketing to advertise categorical programs
- Provide additional staffing, professional development, student employment for stated categorical programs
- Provide student success kits (backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drives)
- Additional cohort for Tumaini and Puente
- Provide basic skills textbooks to Puente, Tumaini, FYE, VBC, Dreamers, Foster Youth, and Veterans
- To provide counseling services that will allow program participants to increase their understanding of an educational goal plan and establishing educational career markers for STAR students
- Provide CalWORKs and EOP&S students with transportation vouchers
- Provide DSP&S with American Sign Language interpreters for shared governance and extra-curricular activities

Support for Basic Skills: \$300,000

- Provide supplemental instruction (Learning COMPASS) to non-STEM majors.
- Provide training for all faculty and students who utilizes supplemental instruction
- Pilot a Summer Bridge program for targeted populations to increase math and English assessment scores
- Additional textbooks in the Library Reserve section. Provide an overnight (24 hours) reserve textbook check out system for students to access academic and basic skills materials
- Provide 24 hour tutoring (Smarthinking) to all our targeted populations.
- 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 to attend the Alpha Gamma Sigma State Convention.
- Purchase Reading Plus software for basic skills
- Provide additional tutors and marketing for the Writing Center. Afford students enrolled in basic skills courses access to additional academic support

Total Anticipated Resources: \$1,346,524

Summary Evaluation

The SBVC evaluation plan, to assess the effectiveness of student equity activities, includes both quantitative and qualitative tools. It will provide campus planners with the information they need to determine whether programs and activities are making adequate progress toward achieving student equity *goals*. There are numerous goals set forth in this plan. Each goal is linked to a set of activities. Evaluation processes, that include measurable objectives, accompany each goal.

The evaluation process defines success indicators along with the methodology for measurement. Quantitative indicators will be used to measure (1) student success rates in courses and instructional programs; (2) program participation rates; and (3) yield rates for outreach activities. Qualitative indicators will be employed to supplement quantitative measures by assessing student engagement and attitudes about the efficacy of programs and activities.

Assessment of Quantitative Indicators:

Each fall, Scorecard data will be extracted from the California Community College Chancellor's website to assess disproportionate impact for all groups on access and student success as indicated in the body of this plan. For those groups that are not identified in the Chancellor's Scorecard dataset (AB540 students, veterans, and foster youth), internal lists will be developed and maintained to query the students from the Scorecard cohorts. Course-level data will be analyzed to determine where barriers exist by looking at course enrollment and withdrawal patterns. Focus groups will supplement these findings as discussed in the section below. Students will be tracked through basic skills, transfer, and CTE programs using MIS data and data queried directly from SBCCD Datatel data warehouse. Degrees and certificates will be assessed each year to assess changes in existing achievement gaps with awards. Data in this report and in the SBVC strategic plan (2014-15) will serve as a baseline for measuring progress.

Sign-in sheets will be maintained to assess participation rates and attendance at all activities. Course success data for students who participate in activities will be tracked to determine whether their attendance and participation is correlated with increased enrollment and course success. Support program activities will be assessed separately to determine which of these programs contribute most to student success and engagement.

For students contacted by outreach staff at high schools and community centers, sign-in sheets will be used to track subsequent enrollment; yield rates will be calculated from these data. For students who participate in strengths training, pre-test and post-test surveys will be administered at the beginning and end of each session to assess levels of engagement, resilience, and self-efficacy. For students who attend tutoring and courses with supplemental instructors, course success will be measured. Success rates for students in all targeted groups

(or those who participate in student support programs) will be tracked and compared to campus averages.

Qualitative Analysis:

As discussed in the section above, qualitative methods will be used to supplement quantitative data analysis by provided more in-depth meaning to the data.

Open-ended questions on surveys will allow respondents to express opinions. These data will be analyzed for qualitative meaning. We will make a special effort to include open-ended questions on all surveys. Pre-test and post-test surveys will be used for the strengths training sessions and other appropriate activities.

Focus groups and individual interviews are planned for students and staff members at the beginning and end of each semester. The data from faculty and staff who deliver services, as well as feedback from students who receive the services, will provide program administrators with the aim of improving service delivery, participation and engagement. Focus groups will be conducted with successful students as well as students who withdraw from courses to supplement quantitative analysis of enrollment and discontinuation patterns. The aim is to identify boosters and barriers to success.

Reports will be generated to summarize findings on a regular cycle. Table 1e provides a timetable for evaluation activities.

Summary Evaluation Schedule and Process

Table 1e: Evaluation Timetable (Fall 2015 to Spring 2017)

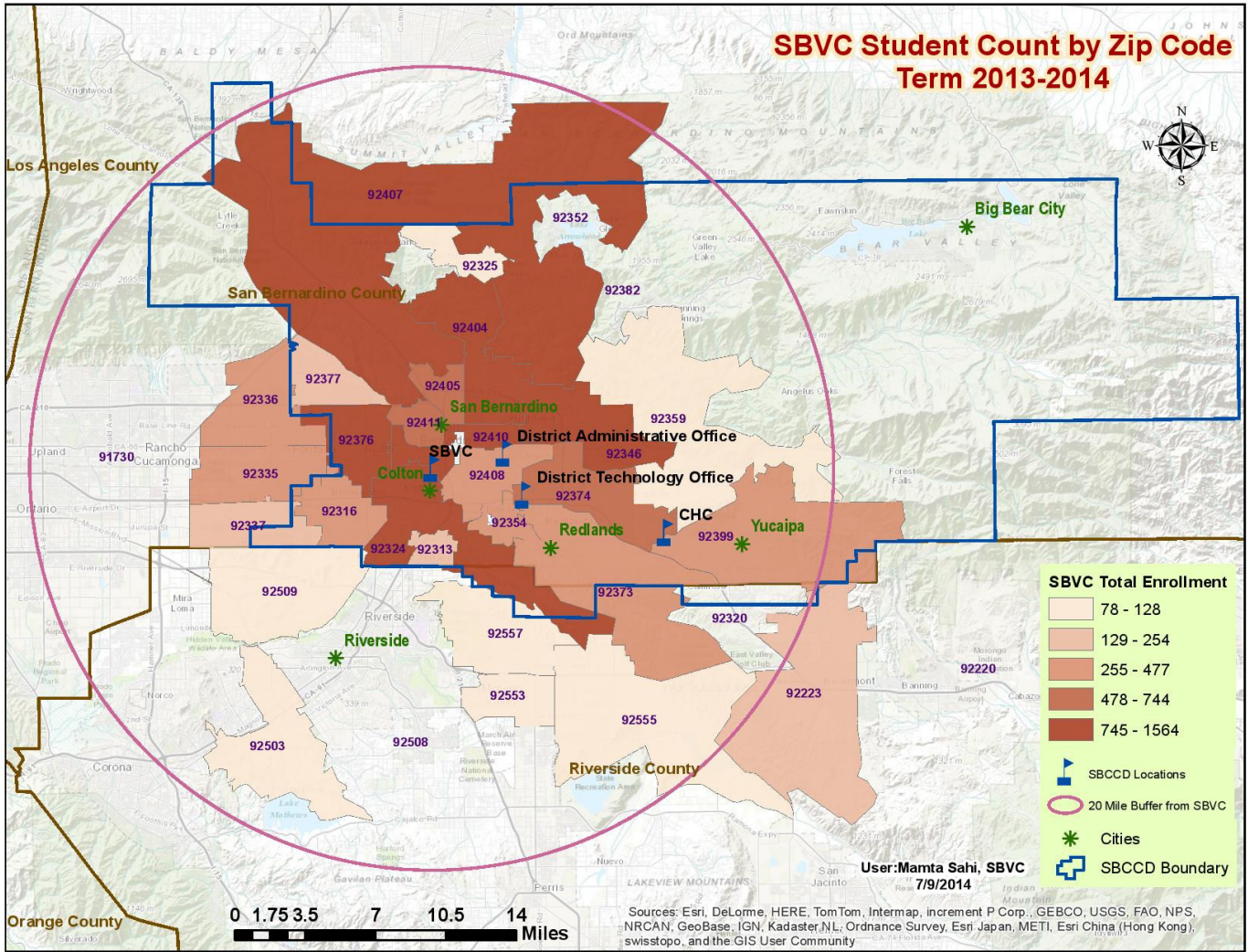
Scheduled Time	Activity	Reports	Presentation/ Discussion
December 2015 near the end of Fall Semester	Pretest surveys administered to all veterans, foster youth, and first year college students (sampled from FYE and Valley Bound students). These surveys will measure current levels of engagement and commitment to school.	Report to the Student Equity Contact Coordinator in February 2016.	Present finding to student services staff –discuss implications
May 2016 point of contact effectiveness surveys are administered at several points throughout the year	Distribute surveys to measure effectiveness of activities and services	Analyze the survey results and report to the Student Equity Contact Coordinator	
May 2016 Near the end of Spring Semester	Post-test surveys to all veterans, foster youth, and first year college students (sampled from FYE and Valley Bound students) These surveys will measure current levels of engagement and commitment to school among these groups.	Report to the Student Equity Contact Coordinator that	Present findings analyzing pretest-posttest results to all program staff at the beginning of semester 2016
May/June 2016 After grades for spring semester have been submitted	Research Assistants will query course success data to track specific students (veterans, foster youth, FYE, Valley Bound)– to compare their achievement gaps.	Generate a report for the Student Equity Contact Coordinator. Present results to the EMC, SSC and Instructional Deans	Present findings to student services staff (VP, Deans, and counseling staff)
May/June 2019 End of Spring Semester 2016	Focus groups with students who participated in support programs	Present general summary of results	Present findings to student services staff (VP, Deans, and counseling staff)

May/June 2019 End of Spring Semester 2016	Focus groups with participating faculty and staff	Present general summary of results	Report to the Student Equity Contact Coordinator
Fall 2016 (September)	Analysis of Scorecard data	Written summary for: VP of Student Services Board of Trustees Student Equity Contact Coordinator	Make campus presentations. Specific presentation to faculty and staff of support programs
Spring 2016	Analyze awards data from Spring 2015 graduation	Written summary for: VP of Student Services Board of Trustees Student Equity Contact Coordinator	
Spring 2016	Update all campus student equity measures --Program Learning Outcomes and core competencies	Strategic Plan and Educational Master Plan	
Summer 2016	Pretest-posttest survey analysis for strengths training- Conduct focus groups with strengths training participants	Written report for Written summary for: VP of Student Services Student Equity Contact Coordinator	Present findings analyzing pretest-posttest results to all program staff at the beginning of semester 2016
Spring 2016	Sign-in sheets and contact records will be analyzed to assess yield-rate for outreach efforts	Written report for Written summary for: VP of Student Services Student Equity Contact Coordinator	Present results to outreach staff for discussion
**April 2016 campus-wide administration of the CCSSE	To measure student engagement among all students on campus	Campus wide report	Campus-wide forum to present results Presentation to instructional deans

**CCSSE is not funded by Student Equity funds but will serve as an additional measure of engagement.

Attachments

Figure 1a. Map of service area and high enrollment ZIP Codes.



Note: The blue boundary line shows the district service area. The two major campuses, (SBVC) and (CHC), are identified with blue flag symbols.

Figure 1b. Map of student enrollment by ZIP code.

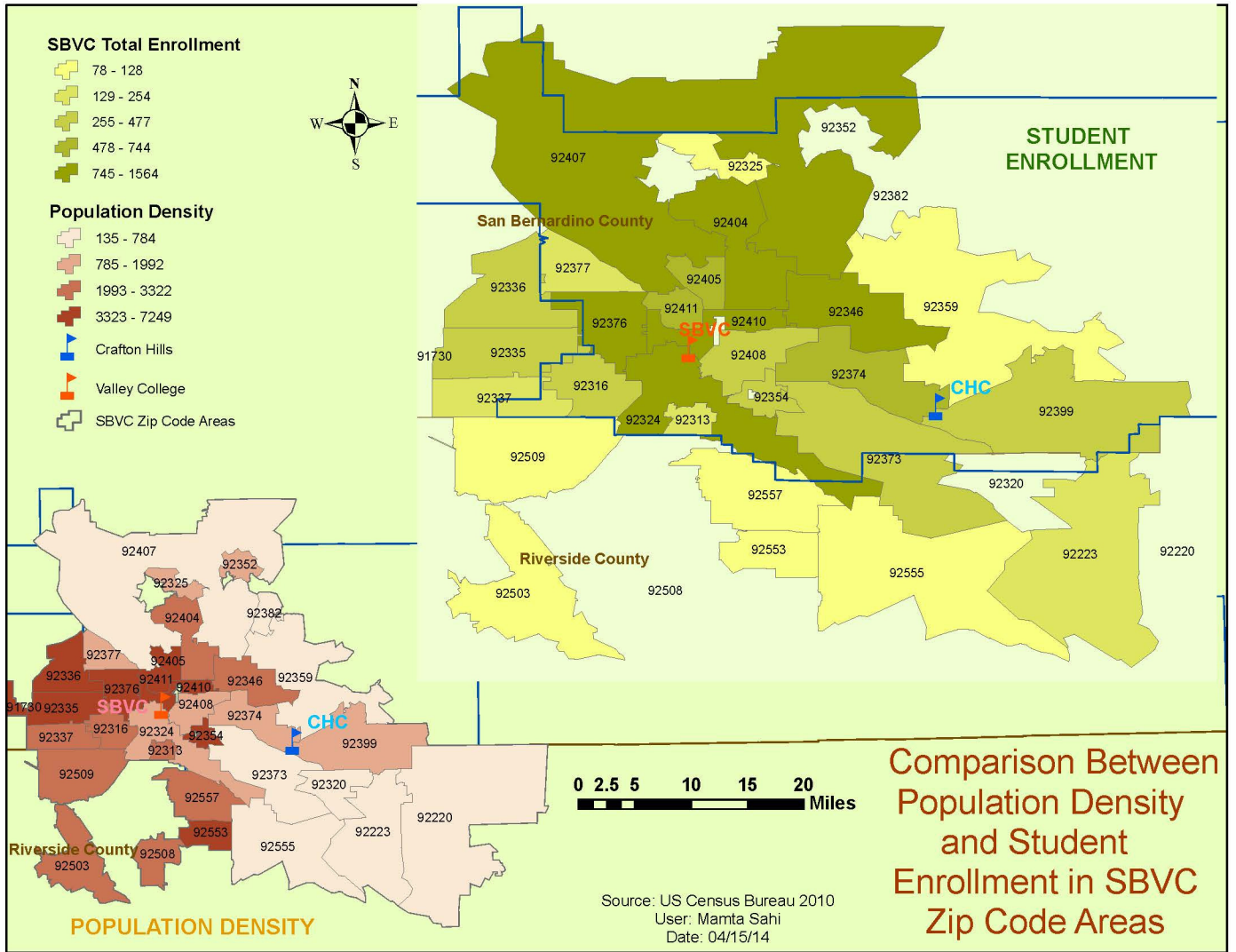


Figure 1c. Campus map of student services and advising locations

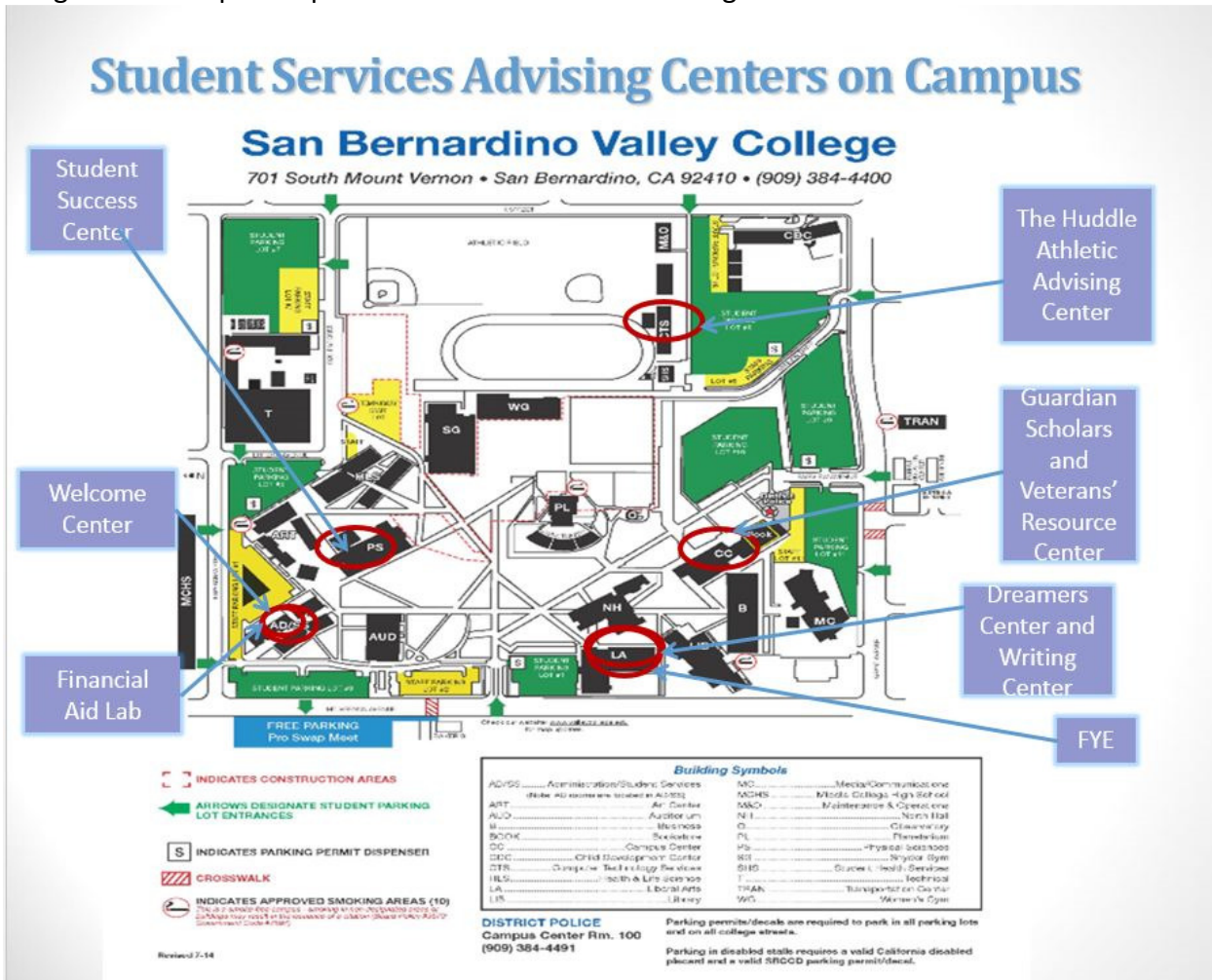


Table 1.1c. Shows the ratio of students by population group who completed a degree-applicable math course after completing the final basic skills math course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable math courses by the number of students in the total cohort

Table 1.1C Basic Skills Math					
MATH-952/962 -> MATH-090 Mathematics Fall 2012 to Spring 2015	The # of students who complete a final ESL or basic skills course with an A, B, C or credit - Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	0	0	0	50%	N/A
Asian	14	9	64%	50%	+14
Black or African American	41	14	34%	50%	-16
Hispanic or Latino	207	115	56%	50%	+6
Native Hawaiian or other Pacific Islander	2	1	50%	50%	0
White	43	17	40%	50%	-10
Some other race	N/A	N/A	N/A	50%	N/A
More than one race	9	4	44%	50%	-6
Unknown (ethnicity)	1	0	0	50%	N/A
All Students	317	160	*		
Males	139	69	50%	50%	0
Females	178	91	51%	50%	+1
Unknown (gender)	0	0	0	50%	N/A
Current or former foster youth	14	5	36%	50%	-14
Individuals with disabilities	25	14	56%	50%	+6
Low-income students	257	142	55%	50%	+5
Veterans	37	12	32%	50%	-18
AB540	1	0	0%	50%	n/a

MATH-952/962 -> MATH-090		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit =	Number of Students "Lost"
Largest Gap	Veterans	18	<u>.18</u>	x	37	= 7
Second Largest	Black or African-American	16	<u>.16</u>	x	41	= 7
Third Largest	Current of Former Foster Youth	14	<u>.14</u>	x	14	= 2
Fourth Largest	White	10	<u>.10</u>	x	43	= 4

Table 1.2c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills Reading course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.2c. Reading Success Rates					
Target Populations	Number of students who complete a final ESL or basic skills course with an A, B, C or credit – Scorecard Cohort 2008 - 2014	The number of students that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Reading 950/951 - > English 015 English - Reading Fall 2012 to Spring 2015					
American Indian /Alaska Native	0	0	0	47%	N/A
Asian	1	1	100%	47%	N/A
Black or African American	18	8	44%	47%	-3
Hispanic or Latino	68	34	50%	47%	+3
Native Hawaiian or other Pacific Islander	0	0	0	47%	N/A
White	8	3	38%	47%	-9
Some other race	N/A	N/A	N/A	47%	N/A
More than one race	2	0	0	47%	N/A
Unknown (ethnicity)	0	0	0	47%	N/A
All Students	97	46	*		
Males	36	14	39%	47%	-8
Females	61	32	52%	47%	+5
Unknown (gender)	0	0	0	47%	N/A
Current or former foster youth	5	3	60%	47%	+13
Individuals with disabilities	11	2	18%	47%	-29
Low-income students	83	44	53%	47%	+6
Veterans	14	2	14%	47%	-33
AB540	N/A	N/A	N/A	47%	N/A

Reading 950/951 - > English 015		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"

Largest Gap	Veterans	33	<u>.33</u>	x	14	=	5
Second Largest	Students with Disabilities	29	<u>.29</u>	x	11	=	3
Third Largest	White	9	.09	x	8	=	1
Fourth Largest	Males	8	.08	x	36	=	3

Table 1.3c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills English writing course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.3c. English Writing Success Rate					
Target Populations ENGL-914 -> ENGL-015 English - Writing Fall 2012 to Spring 2015	The # of students who complete a final ESL or basic skills course with an A, B, C or credit— Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	0	0	0	50%	N/A
Asian	18	8	44%	50%	-6
Black or African American	37	14	38%	50%	-12
Hispanic or Latino	296	158	53%	50%	+3
Native Hawaiian or other Pacific Islander	2	0	0	50%	N/A
White	32	16	50%	50%	0
Some other race	N/A	N/A	N/A	50%	N/A
More than one race	9	2	22%	50%	-28
Unknown (ethnicity)	0	0	0	50%	N/A
All Students	394	198	*		
Males	181	88	49%	50%	-1
Females	212	109	51%	50%	+1
Unknown (gender)	1	1	100%	50%	N/A
Current or former foster youth	7	3	43%	50%	-7
Individuals with disabilities	19	10	53%	50%	+3
Low-income students	315	166	53%	50%	+3
Veterans	32	12	34%	50%	-16
AB540	N/A	N/A	N/A	50%	N/A

ENGL-914 -> ENGL-015		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or
				=	Number of Students "Lost"

			credit				
Largest Gap	Veterans	16	<u>.16</u>	x	32	=	5
Second Largest	Black or African American	12	<u>.12</u>	x	37	=	4
Third Largest	Current or Former Foster Youth	7	<u>.07</u>	x	7	=	1
Fourth Largest	Asian	6	<u>.06</u>	x	18	=	1

Table 1.4c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills ESL course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.4 ESL Success Rates Comparison					
Target Populations <i>ESL-941 -> ENGL-015 ESL - Writing Fall 2012 to Spring 2015</i>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit - Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	0	0	0	63%	n/a
Asian	0	0		63%	n/a
Black or African American	0	0	0	63%	n/a
Hispanic or Latino	7	4	57%	63%	-6
Native Hawaiian or other Pacific Islander	0	0	0	63%	n/a
White	1	1	100%	63%	n/a
Some other race	n/a	n/a	n/a	63%	n/a
More than one race	0	0	0	63%	n/a
Unknown (ethnicity)	0	0	0	63%	n/a
All Students	8	5	*		
Males	2	0	0	63%	n/a
Females	6	5	83%	63%	+20
Unknown (gender)	0	0	0	63%	n/a
Current or former foster youth	2	1	50%	63%	-13
Individuals with disabilities	1	0	0	63%	n/a
Low-income students	7	4	57%	63%	-6
Veterans	1	1	100%	63%	n/a
AB540	n/a	n/a	n/a	63%	n/a

ESL-941 -> ENGL-015		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"

Largest Gap	Current or Former Foster Youth	13	<u>.13</u>	x	2	=	<1
Second Largest	Hispanic	6	.06	x	7	=	<1
Third Largest	Low-Income	6	.06	x	7	=	<1

Graduation Count For All Students

Tables 1g, 2g, and 3g show the total graduation counts for all SBVC students in 2014-15. Notice that there are a very small number of “American Indians or Alaska Native” and “Native Hawaiian or Other Pacific Islander” students who graduated among the total student population. Several of the tables in the previous sections have “0” or N/A for these groups. The data in the tables from the sections above comes from the California Community College Chancellor’s Scorecard cohort data. The chancellor’s Scorecard data is a subset of this population and has the same low representation of these groups. For this reason, several of the measures have no American Indian or Pacific Islander students in the scorecard cohort.

Table 1g All SBVC Awards For Men 2014-15 (Degrees and Certificates)											
Summary for Men 2014-15	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/Ethnicity Unknown	Total	PY Total
Awards < 1 academic year	0	44	0	3	6	0	23	3	0	79	86
Awards of at least 1 but < 2 academic years	0	58	0	12	16	0	40	4	0	130	157
Associate's degree	2	207	0	27	50	2	77	4	3	372	274
Awards of at least 2 but < 4 academic years	0	1	0	0	1	0	0	0	0	2	1
Total	2	310	0	42	73	2	140	0	3	583	518

Notice how few “American Indians or Alaska Native” and “Native Hawaiian or Other Pacific Islander” graduated among all students in the general student population at SBVC. This provides insight into why so few students from these groups were in the Scorecard cohort.

Table 2g All SBVC Awards For Women 2014-15 (Degrees and Certificates)

Summary for Women 2014-15	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ Ethnicity Unknown	Total	PY Total
Awards < 1 academic year	0	63	1	7	13	0	10	4	2	100	84
Awards of at least 1 but < 2 academic years	0	31	0	5	27	0	16	3	1	83	72
Associate's degree	0	373	7	35	60	1	114	15	6	611	541
Awards of at least 2 but < 4 academic years	0	4	1	1	0	0	5	1	0	12	9
Total	0	471	9	48	100	1	145	23	9	806	706

Table 3g Total Awards for 2013-14 and 2014-15

Grand Total	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ Ethnicity Unknown	Total
2013-14	2	639	5	80	160	11	282	26	19	1224
2014-15	2	781	9	90	173	3	285	34	12	1389

**2015-16 Student Equity Plan Summary Budget
for fiscal year July 1, 2015 - June 30, 2016**

District: San Bernardino Community College
College: San Bernardino Valley College

Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.

Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.

Email to:

studentequity@cccco.edu

Mail to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:
Debra Sheldon - dsheldon@cccco.edu


This workbook contains 3 protected spreadsheets in the following order:

- 1 Do First
- 2 Part I: Student Equity Funding
- 3 Part II: Planned Student Equity Expenditures


Basic instructions:

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the **password budget1516**, and add additional rows. **However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.** Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

 Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

 Blue colored cells indicate a pre-populated cell and cannot be modified.

 Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.

2015-16 Student Equity Plan Summary Budget
San Bernardino Community College
San Bernardino Valley College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,346,524

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,346,524

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - +
 -

If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
San Bernardino Community College
San Bernardino Valley College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
	Director of First Year Experience	40.00		\$ 10,000	\$ 14,500	\$ 5,000	\$ 20,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 29,000	98,500
	First Year Experience Counselor	40.00		\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,000	80,000
	Non-Instruction Hourly (FYE)	23.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,000	54,000
	Non-Instruction Hourly (FYE)	23.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,000	54,000
	Non-Instruction Hourly (SSC)	23.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	30,000
	Non-Instruction Hourly (Instruction)	40.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 74,000	\$ -	74,000
	Non-Instruction Hourly (Tumaini)	15.00		\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,000
	Non-Instruction Hourly (STAR)	60.00		\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
	Stipends	25.00		\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	5,000
	Non-Instruction Hourly (FYE)	40.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
Subtotal				\$ 15,000	\$ 35,500	\$ 5,000	\$ 20,000	\$ 10,000	\$ 10,000	\$ 109,000	\$ 212,000	\$ 416,500
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Secretary II	40.00		\$ -	\$ -	\$ -	\$ 41,000	\$ -	\$ -	\$ -	\$ -	41,000
	Senior Student Services Technician	40.00		\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,000	66,000
	Non-Student Inst Aide (Writing Lab)	20.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	15,000
	Professional Expert (Outreach)	40.00		\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	40,000
	Professional Expert (DSPS)	20.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Researcher	20.00		\$ -	\$ -	\$ 13,000	\$ -	\$ -	\$ -	\$ -	\$ -	13,000
	Researcher	10.00		\$ -	\$ -	\$ 7,000	\$ -	\$ -	\$ -	\$ -	\$ -	7,000
Subtotal				\$ 50,000	\$ 10,000	\$ 20,000	\$ 41,000	\$ -	\$ -	\$ 15,000	\$ 51,000	\$ 187,000

2015-16 Student Equity Plan Summary Budget
 San Bernardino Community College
 San Bernardino Valley College

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of First Year Experience									\$ 18,000	18,000
	First Year Experience Counselor				\$ -	\$ -		\$ -	\$ -	\$ 18,000	18,000
	Secretary II		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	18,000
	Senior Student Services Technician				\$ -		\$ -	\$ -	\$ -	\$ 18,000	18,000
	Adjunct Counselor		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ 5,500	5,500
	Adjunct Counselor		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ 5,500	5,500
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,000	\$ 83,000
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Non-Instructional Supplies		\$ 20,000	\$ 50,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ 10,000	100,000
	Non-Instructional Supplies (Foster Youth)			\$ 3,000							3,000
	Textbooks (Foster Youth)			\$ 5,000							5,000
	Textbooks (Veterans)			\$ 7,000							7,000
	Textbooks (Tumaini)			\$ 5,000							5,000
	Textbooks (FYE)			\$ 50,000							50,000
	Textbooks (Puente)		\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -		5,000
	Printing		\$ 2,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	10,000
	Reading Plus Software		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,000	\$ -	34,000
	Textbooks (Library)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	30,000
	Software (Library)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Subtotal		\$ 22,000	\$ 130,000	\$ -	\$ 10,000		\$ -		\$ 48,000	\$ 254,000
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Consultants (Black Lives & RP Speakers)		\$ -		\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	20,000
	Consultants (FYE)			\$ 20,000							20,000
	Travel		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 112,924	\$ -	\$ 40,000	152,924
	Promotions		\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,000
	Postage		\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	Buses (FYE)		\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	30,000
	Rentals		\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	25,000
	Strengths Quest (SHC)									\$ 5,100	5,100
	Buses (Puente)			\$ 3,000							3,000
	Travel (Puente)			\$ 2,000							2,000
	Other Expenses & Fees (Puente)			\$ 10,000							10,000
	Buses (Tumaini)			\$ 3,000							3,000
	Travel (Tumaini)			\$ 8,000							8,000
	Other Expenses & Fees (Tumaini)			\$ 3,000							3,000

2015-16 Student Equity Plan Summary Budget
San Bernardino Community College
San Bernardino Valley College

Part II: Planned Student Equity (SE) Expenditures

Buses (Veterans)			\$ 3,000							3,000
Travel (Veterans)			\$ 3,000							3,000
Other Expenses & Fees (Veterans)			\$ 3,000							3,000
Buses (Foster Youth)			\$ 3,000							3,000
Other Expenses & Fees (Foster Youth)			\$5,000							5,000
Travel (Foster Youth)			\$ 4,000							4,000
Other Expenses & Fees (STAR)			\$ 5,000							5,000
Buses (EOPS)			\$ 4,000							4,000
Advertising (EOPS)			\$ 5,000							5,000
Advertising (Writing Lab)								\$ 5,000		5,000
Advertising (Veterans)			\$ 4,000	\$ -	\$ -	\$ -	\$ -			4,000
Subtotal		\$ -	\$ 100,000	\$ -	\$ 10,000		\$ 112,924		\$ 55,000	\$ 356,024

2015-16 Student Equity Plan Summary Budget
 San Bernardino Community College
 San Bernardino Valley College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Computer Equipment (English)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Other Student Aid (CalWORKs)		\$ -	\$ 14,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000
	Other Student Aid (EOPS)		\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000
	Subtotal		\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Grand Total			\$ 87,000	\$ 295,500	\$ 25,000	\$ 81,000	\$ 10,000	\$ 122,924	\$ 154,000	\$ 449,000	\$ 1,346,524

2015-16 Student Equity Plan Summary Budget
San Bernardino Community College
San Bernardino Valley College

Part II: Planned Student Equity (SE) Expenditures

**Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions**

A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccc.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.