


BOARD MEETING ADDENDUM

January 18, 2018



AGENDA ITEM#	PG #	ACTION TO BE TAKEN
12.b	220	Approve the revised item as attached.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Diana Z. Rodriguez, President, SBVC
PREPARED BY: Dr. Scott Thayer, Interim Vice President, Student Services, SBVC 
DATE: January 18, 2018
SUBJECT: Consideration of Approval of 2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program - SBVC

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program – SBVC for a final reading.

OVERVIEW

The plan address alignment of current and future goals and activities and funding from each of the three programs to address student success and equity at SBVC.

ANALYSIS

The goals, activities and data provided in the plan capture the expansion of services to students at SBVC through the expenditure of funds provided by the state through these three programs. The plan seeks to integrate and align the efforts of the three programs through common goals. It also shows how the three programs are already sharing responsibility for improving success at SBVC.

INSTITUTIONAL VALUES

II. Learning Centered Institution for Student Access, Retention, and Success.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal – Student Equity	Progress
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.	<ul style="list-style-type: none"> • Hired an Outreach coordinator to provide enrollment information to feeder schools and community-based organizations. Annual enrollment count increased from 2014-2015 to 2015-2016 from 17,044 to 17,277. • A total of 230 students participated in the Summer Bridge Program in summer 2016. In Fall 2016 the success was 68% and retention was 94% for students that participated in the program. • Turned 5 educational Power Point presentations into videos and a total of 4 interns were hired to target the population of the high needs of student success.
Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year.	<ul style="list-style-type: none"> • Hired 34 tutors and 17 supplemental instructors for Spring 2017 to provide campus-wide tutoring and supplemental instruction to Veterans, males, Guardian Scholars, first-generational students, AB540, and other disproportionate impacted groups. • Hosted a HBCU college transfer fair in Fall 2015 providing admission workshops and on-site admissions from the nine HBCU campuses who signed articulation agreements with the CA Community College Chancellor’s Office. • Provide access and admission workshops to our targeted population to increase transfer rates sending 60 students from our Tumaini learning community to a Historical Black College University (HBCU) college tour in the Spring of 2016 and 2017. • Provide access and admission workshops to our targeted population to increase transfer rates. Sent 100 students from Puente to attend The Hispanic Association of Colleges and Universities (HACU) national conference in the Fall of 2016 and scheduled again for the Fall of 2017



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<p>Increase by 2% the number of continuing students from targeted populations that register prior to new student's registration compared to the previous academic year.</p>	<ul style="list-style-type: none"> • Hired Maestra Cherrie Moraga as the Hispanic Heritage Month keynote speaker in Fall 2016. Also had a complete itinerary for the month which included workshops and activities for students and the surrounding community. • Hired Michael Eric Dyson as the Black History Month speaker in Spring 2017. Also had a complete itinerary for the month which included workshops and activities for students and the surrounding community. • Developed Student Ambassador program (Brothers) to provide peer-peer advising and outreach that trains our current student workers to support students in our targeted populations.
<p>Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.</p>	<ul style="list-style-type: none"> • Improved student success and retention in basic skills reading and study skills classes. Reading Plus was established midway through the Spring 2017 semester; Average Level Gain of 2.2; Average Rate Gain (WPM) at 73; Average Reading Lessons at 58; 4% of Students At/Above Grade Level. • Continued to provide the Writing Center additional tutorial services for basic skills courses, academic workshops, and advertising and marketing materials. There was an increase in writing center usage from 1030 in 2015 to 1141 in 2016. • Learning Express has been activated and was used by 482 students with a 71% success rate and a 91% retention rate in 2015-2016. • Provided an overnight (24 hours) reserve textbook check out that served 246 students with a 74% success rate and a 95% retention rate in 2015-2016. • Sent 8 students from Alpha Gamma Sigma (AGS) Delta Chapter to attend the Alpha Gamma Sigma State Convention in April 2017. • 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. Special population group retention increased from 88% in Fall 2015 to 89% in Fall 2016 and success decreased from 70% in Fall 2015 to 68% in Fall 2016.
<p>Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year.</p>	<ul style="list-style-type: none"> • Progress is ongoing to increase and stabilize the enrollment of support programs on campus. Special population unduplicated student count increased from 8,994 in Fall 2015 to 9,041 in Fall 2016.



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	<ul style="list-style-type: none"> • First-Year Experience (FYE) program has been created and is in its second year currently having two cohorts and expanding to three cohorts in Fall 2017. The 2015-2016 cohort success rate was 64% and retention was 99%. • In 2016-2017 Student Health provided Strengths Quest assessments to 496 students and 25 faculty, staff, and other. • CalWORKs has provided over 209 student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, scan-trons, green books, flash drive, etc. • Michael Eric Dyson and Tyron Howard were speakers that focuses on student success that provide encouragement to our targeted populations for them to continue their education and stay the course toward completing their educational and career goals; community engagement on “Black Lives Matter”. • Development of a Guardian Scholars Program has been created and is in its first year currently having served 48 students in Fall 2016 with a 76% success rate and 94% retention rate.
<p>Increase the number of onsite assessment test and counseling related services including initial educational plans for 1st time SBVC students at our feeder high schools</p>	<ul style="list-style-type: none"> • In addition to (2) new feeder high schools (Indian Springs & grand Terrace) (14) visits were made with paired counselors who provided students with general counseling information for 1st time SBVC students and created initial summer and fall semester plans. • Counselors on average spend 4-6 hours at each high school augmenting to the New Student Orientation and completed (347) summer and fall abbreviated educational plans.
<p>Implement a fully interactive ADA compliant student orientation.</p>	<ul style="list-style-type: none"> • The college has successfully implemented a fully interactive online ADA complaint new student orientation modality as of 2015.
<p>Create a fully ADA compliant student orientation for Spanish speakers.</p>	<ul style="list-style-type: none"> • Launch date set for July 6th 2017.
<p>Increase access to assessment services via the use of technology</p>	<ul style="list-style-type: none"> • Completed with the purchase of (24) new laptops.
<p>Increase the number of students receiving counseling services with an effort to increase retention & completion.</p>	<ul style="list-style-type: none"> • More counseling appointments were made available for both individual and groups. • Successfully implemented and increased the frequency of ask a counselor sessions throughout the semester.



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	<ul style="list-style-type: none"> Increased the number of counseling presentation in basic skills courses.
Decrease the number of students on probation & dismissal	<ul style="list-style-type: none"> Implemented a seamless modality for monitoring probation and dismissal students. Streamlined probation and dismissal workshops and other interventions efforts resulting in a decrease of level 1 students by 4%, level 2 by 14% and level 3 by 32%
Increase the number of students receiving both initial and comprehensive educational plans.	<ul style="list-style-type: none"> Established mandatory initial education plans for all new students, with the majority of general population students completing comprehensive ed plans by the end of their 2nd semester.
Promote educational & collaborative partnerships with feeder high school personal.	<ul style="list-style-type: none"> Hosted a High School Counselor and Career Technician Conference with our evaluation survey results indicating considerable satisfaction and echoed a need for continuation of this event.
Increase counseling faculty both full-time & part-time	<ul style="list-style-type: none"> Hired the following: (2) Tenure track counselors (6) Temporary full time semester based & (1) full-time temporary yearly.
Increase the number of Student Development 102 & 103 course offerings to all students.	<ul style="list-style-type: none"> Augmented sections for SDEV 102 & 103 and also made them accessible to the general population of students as opposed to specific cohorts only.
Goal- Basic Skills	Progress
<p>The percentage of students who immediately enroll in successive basic skills courses in English/ESL, math, and reading (who identify a goal of transfer or degree) and the percentage of students in CTE programs (who successfully complete recommended basic skills courses to achieve a certificate) will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.</p> <p>The percentage of students who begin at two levels below transfer-level English and math, and successfully complete transfer-level English and math within four years, will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.</p>	<ul style="list-style-type: none"> Expanded the supplemental instruction across the disciplines cohort. The cohort includes basic skills courses and courses across the disciplines that do not have basic skills prerequisites. The cohort includes courses from Reading, English, Modern Languages, ASL, ESL, History, Music, Art, Geography, Sociology, Psychology, Human Services, Child Development, Automotive, Political Science. The overall success rate for non SI connected courses in the 2016-17 academic year was 62.48% versus SI connected courses which was 79.77%. The overall retention rates for non SI connected courses was 86.01% versus faculty led SI courses which was 94.54%. The overall English success rate for non SI connected courses was in 2016-17 was 52.80% versus SI courses connected which was 67.48%. The overall retention rate for non SI connected courses was 83.20% versus SI courses which was 92.40%. The overall ESL success rate for non SI connected courses was in 2016-17 was 71.92% versus faculty led SI courses which was 88.52%. The overall retention



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<p>The percentage of courses that participate in contextualized learning will increase 20% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.</p>	<p>rate for non SI connected courses was 85.60% versus faculty led SI courses which was 100%.</p> <ul style="list-style-type: none">• The overall Reading success rate for non SI connected courses was in 2016-17 was 63.67% versus SI connected courses which was 82.54%. The overall retention rate for non SI connected courses was 86.11% versus SI connected courses which was 98.41%.• Continued supplemental instruction in math and science.• The overall math success rate for non SI connected courses was in 2016-17 was 60.31% versus SI connected courses which was 69.64%. The overall retention rate for non SI connected courses was 89.83% versus SI courses which was 94.05%.• Began institutionalization of supplemental instruction through the colleges Program Review process and developing non-credit course designed for use with supplemental instruction across the disciplines.• Presented a staff development workshop specifically for English Department faculty: "Teaching the English 015 Final Exam Workshop." The workshop included best practices and ways to improve student success in the prerequisite course to Freshman Composition.• Presented a "Writing Across the Disciplines" workshop at the adjunct faculty orientation.• Presented a series of writing workshops to the campus. Topics included: "10 Years Later: The Basic Skills Initiative," "Enhancing the Learning Experience for Basic Skills Students Across the Curriculum," "Evaluating Student Writing Across the Curriculum," "Instructional Strategies that Support English Language Learners."• Supported faculty across the disciplines to produce a digital academic writing guide to introduce students to the minimum requirements of academic writing in courses across the disciplines.• Collaborated with the Professional Development and Arts & Lectures Committee to plan the college's One Book, One Campus event that is scheduled for 2018.• Provided funding for a Counselor to assist with ESL off-site registration.• Continued to support Writing Center, Reading Lab, and Tutoring Center Services.• Continued to support the Puente Program by providing the cohort with a supplemental instruction tutor.
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	<ul style="list-style-type: none"> • Provided support for OER Basic Skills faculty to address program development and needs. • Continued offering accelerated courses/curriculum in math, reading, English. • Created a learning activity that combined physics, math, welding, auto body, and art students in the development and construction of an energy efficient vehicle.
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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The respective BSI, SSSP and SEP committees formed a Learning Compass workgroup to ensure proper integration of plans in consideration of the college strategic initiatives. This committee successfully integrated these plans leveraging funding to support faculty and staff driven interventions to promote achievement of planning goals.

The biggest challenge with implementing the plans was the process for hiring of faculty and staff to support planned interventions. It took a full two years to hire key positions with funding. Adequate resources in Human Resources were not available to keep pace with the staffing demands.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i>			
<i>Increase completion and persistence through the</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Pilot prep courses through the first year programs or</i>



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<p><i>English Developmental Sequence</i></p>		<p><i>Redesign the dev. ed. sequence</i></p>	<p><i>specific bridge programs</i></p> <p><i>Redesign the dev. ed. Sequence</i></p>
<p>Increase completion and persistence rates of students who are assessed at the basic skill levels.</p>	<p>Redesigned our probation workshops to increase participation of students on academic probation. Counselors referred students on probation to enroll in sections with SIs.</p>	<p>Provide training and professional development for faculty, supplemental instructors and tutors that are housed in the Student Success Center, Writing Lab, and Library.</p>	<p>Provided supplemental instruction in 24 courses across the disciplines.</p>



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

San Bernardino Valley College made the decision to implement Supplemental Instruction in the STEM areas through the support of a grant in Fall of 2011. At its highest point, up to 75 SIs were employed, serving the STEM areas. As a result of the successes seen through this program, the Basic Skills committee elected to provide support for supplemental instruction in areas outside the grant. The Learning Compass Committee then worked to supplement basic skills funding to enhance supplemental instruction in a variety of ways.

Supplemental instruction (SI) across the disciplines was implemented in 2013 in order to accommodate the needs of basic skills students in basic skills courses and in courses across the disciplines that do not have reading and writing prerequisites. The philosophy behind this SI model stems directly from the 2006 Basic Skills Initiative that encourages institutions to address basic skills development on a holistic level rather than segregating that population of students. The SI across the disciplines model has grown from 10 cohorts in its first year to 24 in the spring 2017 semester. The cohorts include English, Reading, Music, Spanish, Automotive, Geography, Art, Psychology, History, Sociology, Anthropology, ESL, Political Science, Sign Language, Human Services, Child Development, and Arabic. Although originally designed around the STEM SI model, some variations in that model were adapted in order to meet the needs of the diverse disciplines.

Faculty are given stipends for their first semester in order to train their own tutors in the strategies they use in the classroom, and the tutor will enlist those strategies in individual and group tutoring sessions. A supplemental instruction across the disciplines room has been designated to the program that is staffed with faculty mentors from across the disciplines to oversee and assist the tutors as they work with students. The program has been faculty driven since its inception, knowing that the faculty are the best judges of their students' needs, and the program has made every effort to be flexible and to provide faculty with resources that they identify as useful to the success of their students. In addition to the traditional role of the SI tutor, sitting in on classes and working with students outside of the classroom in one-on-one tutoring and workshops, faculty (in Art, Geography, Automotive, and Music) supports tutoring work with students during the designated labs. Other faculty have trained students in their courses and have offered tutoring to other instructors within the disciplines. Counselor's and a librarians who provided additional support to students who participated in the SI program through workshops, library assistance and educational counseling.

As the First Year Experience Program has grown, Supplemental Instruction has been added to these courses, as well. In each of the areas, supplemental instruction is implemented



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slightly differently, to meet the needs of the faculty and students within those areas.

Additionally, as the grant funding ended for the STEM SI program, the institution is working to institutionalize SI through the collaborative efforts of the Learning Compass Committee.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills. Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/ workshops</i>	<i>Provide extended orientation and assessment prep courses /workshops Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
% of students who immediately enroll in successive basic skills courses in English/ESL, math and reading (who identify a goal of transfer or degree) and the percentage of students in CTE programs (who successfully complete recommended basic skills courses to achieve a certificate will increase by 2% annually	Funded (Huddle) tutoring for student athletes	Funded staff and faculty to attend 19 th Annual National Summer Institute on Learning Communities to assist staff and faculty in achieving higher completion rates for transfer, certificated and degree programs.	Funded development of accelerated courses allowing students to complete multiple levels in a single semester. Implemented in Math and Reading and piloted in English. Implemented SI in English, Math and Reading.	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
Increase student access to counseling services including educational planning in order to	Mandated counseling services & group session (i.e) targeted in person orientation, interpretation	Mandated counseling services & group session (i.e) targeted population, interpretation of assessment	Counseling services are promoted via counseling presentations in Basic Skills courses as well as those	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion



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<p>increase retention and completion.</p>	<p>of assessment results and course placement, educational planning, counseling advising, and follow up.</p>	<p>results and course placement, educational planning, counseling advising, and follow up.</p> <ul style="list-style-type: none"> • FYE • Tumaini • Puente • Valley Bound • Dreamers • Veterans Services • DSPS • S.T.A.R 	<p>with (SI) to include the promotion of:</p> <ul style="list-style-type: none"> • educational planning, • follow up services <p>in addition to other mandated 3SP services.</p>	<p><i>Other:</i> _____ _____</p>
<p>Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.</p>	<p>Increased the number of Student Development sections offered. Student Development courses afford students to receive an educational plan. Curricula places an emphasis on student strengths as measured by StrengthsQuest is incorporated.</p>	<p>Purchase and provide StrengthsQuest training to all first year students such as:</p> <p>First-Year Experience Valley Bound Commitment, AB540/Dreamers EOPS/CARE CalWORKs DSPS Guardian Scholars Puente Tumaini Veterans.</p>	<p>Continue to support advisement, assessment, and counseling services targeted at basic skill students. The percentage of students who received counseling will be 3% higher than those in the cohort who did not receive counseling. Certain offerings of Supplemental Instruction will be funded with Student Equity funds</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)



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During the fall 2013, San Bernardino Valley College (SBVC) formed the Learning COMPASS workgroup. The purpose of the workgroup was to bring together members from the BSI, SSSP and SEP committees to integrate resources in support of faculty driven interventions that sought to improve student success on campus. The workgroup is comprised of members from across student equity related categorical and campus based programs. Members work collaboratively to leverage both categorical and general funds to strengthen support services for at-risk students enrolled in basic skills and career education programs.

The Learning COMPASS workgroup seeks to support interventions that implement best practices by providing resources and encouraging dialogues across disciplines. During spring 2017, SBVC presented the need to revisit the role of the Learning COMPASS workgroup in creating the college's integrated BSI, SSSP and SEP plan. The need for the workgroup was presented and supported by the college's shared governance committees across campus. The workgroup was tasked with authoring the college's integrated plan. The Learning COMPASS workgroup met monthly to ensure that a draft of the college's integrated plan was in place in time to be reviewed by the college's governance structure. The workgroup ensures the coordination of activities among the college's support services and categorical programs that target at-risk students. Learning COMPASS provides an umbrella for student success initiatives across campus.

The Learning COMPASS workgroup oversees a systematic approach of the services and interventions mandated by the Student Success Act and the college's BSI and SEP plans. This involves coordinated efforts across campus in the areas of orientation, assessment, counseling and advisement, abbreviated and comprehensive education plans, as well as, follow-up services for at-risk students. The Learning COMPASS workgroup is an effort to expand academic and student support services in accordance to the college's student success initiatives. Undergirding this workgroup is the framework based on the research conducted by the Support (Re) defined Group. The framework delineates six descriptors perceived by students as support that make them successful in college. These are the promotion of being nurtured, directed, focused, valued, connected, and engaged. The campus used SSSP and SEP funds to hire a researcher who will use a comparative methodology to measure outcomes that will be reported broadly to the campus shared governance committees and during campus wide meetings.

The Learning COMPASS workgroup affords the campus access to practices that have been shown to increase the success rates of at-risk students. Several components of enhanced advising and follow-up services across disciplines tap into students' strengths, academic achievement, sustained motivation, and overall academic success. The Learning Compass workgroup is tasked to oversee the implementation of this project, review-funding requests, and to solidify long-term goals—identifying specific activities,



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determining measurable outcomes for each activity, and creating the timeline for planning and integration of BSI, SSSP and SEP. This includes developing the infrastructure and providing outreach to faculty and staff to ensure that the campus is well informed of student success goals and progress towards outcomes.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Our college offers noncredit courses and programs to assist students in reaching their goals. Our noncredit basic skills courses allow students to complete remedial courses without the costs associated with registration, without the worry of a grade having an effect on their grade point average, or that units for remedial courses will count against them when applying for financial aid. If a student needs more time to grasp a subject, the course is repeatable allowing a student to become proficient before moving on to a higher-level course. Some noncredit courses are used for supplementary instruction or tutoring where students need assistance in learning the material outside of the classroom. Noncredit CTE programs are offered to students that wish to complete a job readiness or specific training to join the workforce. This helps student obtain their goals of gainful employment or prepares them for credit courses that can be transferred to four-year universities.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Campus-wide professional development is a key component in achieving our College's student success goals. We have several opportunities a year to bring noted speakers to campus. They would be charged with addressing all employees and discussing challenges our disproportionate impacted students face and providing interventions for populations to ensure student success. Additionally, the Dean of Student Equity will serve on the campus professional development committee which provide opportunities to our employees to attend conferences, and creating a forum for conference attendees to share what they have learned with the campus.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The Learning Compass workgroup committee will evaluate progress at three levels within two cycles. Cycle one will include two sets of evaluation procedures annually. Cycle two will involve a meta-evaluation conducted on a five-year cycle. The three levels include: (1) evaluation of progress towards measurable objectives, (2) assessment of the validity of the measurable objectives, and methodology (3) evaluation of goals and initiatives— refine plan



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as needed every five years. The three planning bodies that evaluate the plan include: college council, collegial consultation committees, Institutional Research Department. The Learning Compass committee's findings will be reported to college committees annually.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

SBVC is one of two colleges that make up the San Bernardino Community College District. SBVC's VPI, VPSS and our Academic Senate President (ASP) all serve on district committees that work to integrate and coordinate BSI, SEP and SSSP plans between the two campus. Both VPs and the ASP serve on the district's Student Success Committee. This committee is comprised of board members, faculty, staff, and administrators from both campuses. Both campus collaborate on projects such as the Educational Planning Initiative and other student success related initiatives to increase completion of at-risk students.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

The San Bernardino Valley College Integrated Plan is to assess the effectiveness of the integration of SSSP, BSI and SEP efforts will include both quantitative and qualitative tools. The goals that were set forth are all linked to a set of activities. Evaluation processes that also include measurable objectives accompany each goal. Quantitative indicators will be employed to supplement quantitative measures by assessing student engagement and attitudes about the efficacy of programs and activities. Students will be tracked through basic skills, transfer and CTE programs. Degrees and certificates will be assessed each year to assess changes in existing achievement gaps with awards. For students who participate in strengths training, pre-test and post-test surveys will be administered at the beginning and end of each



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

session to assess levels of engagement. Success rates for students in all targeted groups will be measured and compared to campus averages.

San Bernardino Valley College developed and accomplished the goals set forth in SSSP, BSI and SEP Plans. Some examples included but not limited to:

- a) Increase the number of students from targeted populations from SBVC feeder high schools who enroll at SBVC compared to previous academic year. There was an increase in our enrollment count from 17,044 to 17,277 from 2014-15 to 2016-2017.
- b) Increase student retention by 2% among students from targeted populations each semester compared to previous academic year. The Reading Plus was implemented which created a 4% increase of students at or above grade level. The Library provided an overnight (24 hrs.) reserve textbook check out process which 246 students took advantage of and yield a 95% retention rate.
- c) Increase success rates by 2% of students from targeted population each semester compared to previous academic year. The Guardian Scholars Program has been designed and it is in its' second year and served 48 students with a 76% success rate.
- d) Increase the number of students receiving counseling services with an effort to increase retention and completion. Increased the number of counseling presentations in basic skills courses. Successfully implemented and increased the frequency of ask a counselor sessions throughout the semester.
- e) Decrease the number of students on probation and dismissal. Implemented a seamless modality for monitoring probation and dismissal students. There was a decrease in level 1 by 4%; level 2 by 14% and level 3 by 32%.

The allocated funding's followed and met the goals and guidelines incorporated in each of the aforementioned plans. The expenditures were specifically targeted to the program plans. The expenditures supported the goals and the achievements as well as the progress of these goals as indicated on the examples provided above.

Contact: Dr. Scott Thayer, Interim Dean Vice President of Student Services
701 S. Mt. Vernon Avenue, San Bernardino, CA 92410 – 909-384-8992
www.valleycollege.edu

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Examples of best practices from school sites throughout the state, to include but not limited to the following:



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Approved Integrated Plan
- Budget
- Progress on listed goals (how are they meeting goals?)
- Next Steps? Will we need to submit report at some point? If so, will we receive training or an example of what will be required?

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Dr. Scott Thayer
 Title Interim, Vice President, Student Services
 Email Address sthayer@valleycollege.edu
 Phone 909-384-8992

Alternate Point of Contact:

Name Marco Cota
 Title Dean, Counseling & Matriculation
 Email Address mcota@valleycollege.edu
 Phone 909-384-8630

Part III – Approval and Signature Page

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

Board of Trustees Approval Date: December 14, 2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President

Date

Email Address



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Chief Business Officer

Date

Email Address

Jas Smith

10/12/17

Jasmith@valleycollege.edu

Chief Instructional Officer

Date

Email Address

Stacy

10/12/17

sthayer@valleycollege.edu

Chief Student Services Officer

Date

Email Address

C. Huston

10/12/17

chustone@valleycollege.edu


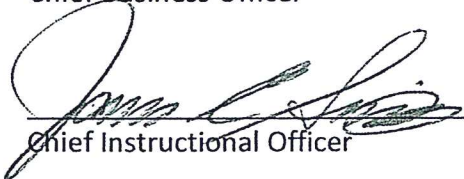


President, Academic Senate

Date

Email Address



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	10/12/17	ssutorus@sccd.cc.ca.us
Chief Business Officer	Date	Email Address
	10/12/17	Jasmith@valleycollege.edu
Chief Instructional Officer	Date	Email Address
	10/12/17	sthayer@valleycollege.edu
Chief Student Services Officer	Date	Email Address
	10/12/17	chustone@valleycollege.edu
President, Academic Senate	Date	Email Address

**Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018**

San Bernardino CCD
San Bernardino Valley College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
1000	Academic Salaries	\$111,500.00	\$342,548.00	\$1,320,298.00	\$2,090,641.00		
2000	Classified and Other Nonacademic Salaries	\$94,500.00	\$385,000.00	\$699,302.00	\$1,104,107.00		
3000	Employee Benefits	\$16,654.00	\$63,125.00	\$453,632.00	\$1,192,695		
4000	Supplies & Materials		\$110,000.00	\$58,000.00	\$20,951.00		
5000	Other Operating Expenses and Services	\$10,000.00	\$408,000.00	\$845,962	\$56,774.00		
6000	Capital Outlay		\$17,000.00	\$60,000.00	\$3,265.00		
7000	Other Outgo		\$350,000.00				
	Program Totals	\$ 232,654	\$ 1,675,673	\$ 3,437,194	\$ 4,468,433	\$ -	\$ -
BSI, SE, & SSSP Budget Total							
							\$ 5,345,521

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

SAN BERNARDINO VALLEY COLLEGE

STUDENT EQUITY, STUDENT SUCCESS & SUPPORT & BASIC SKILLS PLAN

EXECUTIVE SUMMARY

Introduction

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

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

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

- *Mission – San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality of education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development and to improve the quality of life in the Inland Empire and beyond.*
- *Vision – San Bernardino Valley College will become the college of choice for students in the Inland Empire, and will be regarded as the “alma mater” of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement, and will expect all members of the college community to function as informed, responsible, and active members of society.*
- *Values – San Bernardino Valley College values: creativity, self-expression, and the development of critical thinking skills; cultural diversity; self-sufficient learners and*

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

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

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

The targeted populations of students for this plan are African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, veterans and males on campus. The release of SBVC's 2014 Student Success Card showcased the educational attainment of our students. SBVC believes that one of the key factors in student success among our underperforming students continues to be improving student engagement with the college's instructional and student support programs. According to the college's recent climate survey, students who persist at SBVC typically feel more connected to the college, are invested in their education and usually believe that the college is equally committed to the success of students. Students who are engaged in the college's student support services are more likely to earn an associate's degree or certificate, utilize campus tutoring and support services, and complete their academic program. Increasing student engagement with first year college students and underperforming at-risk students serves as one of the fundamental principles of this plan.

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

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

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

Goals and Outcomes

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

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

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

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

Support for Veterans

In spring 2012, SBVC opened the Veterans Resource Center (VRC) to provide student support services to over 200 veteran students. Student Equity and Student Success & Support allocated funds to the VRC to support counseling, educational planning and transitional services for veterans and their dependents. The VRC launched to offer

veterans and their dependents a welcoming campus environment where they could successfully transition into college life and accomplish their academic and career goals. The VRC founded on the premise that the challenges faced by our veterans could be supported through a combination of student support services, peer-to-peer networking and camaraderie, and through efforts to support the wellness of our veterans as they successfully transition back into civilian life.

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

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

Support for Foster Youth

SBVC used Student Success & Support Funds (SSSP) to assign a fulltime counselor to work with current and former foster youth on campus. The goal is to assist current and former foster youth with successfully transitioning into college. This plan allocates funds to support current and former foster youth in accessing textbooks, advising and additional student support services. The counselor assigned to work with foster youth is charged with developing a Guardian Scholars program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree, certificate and/or transferring. The Guardian Scholars program identifies and trains liaisons that are located in the student services office on campus. The goal is to ensure that foster youth receive the services that they need. The counselor is assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion.

The counselor provides student support services to foster youth to assist them with accomplishing their educational goals. The counselor and the Guardian Scholars liaisons host an annual conference on campus to bring foster youth practitioners together to discuss best practices and student support services. Additionally, the liaisons are trained to provide advising to foster youth to successfully transition them into

college life. The counselor and liaisons assist foster youth in the Guardian Scholars program with accessing student support services such as financial aid, EOPS/CARE, academic and career counseling, field trips, student employment, housing, and county services for transitional students. Additionally, funds were allocated to develop a textbook library for foster youth. The textbook library ensures that foster youth have access to the academic resources that often serve as barriers to their success. The textbook library consists of purchasing basic skills texts that are in high demand courses on campus.

Support for First Year College Students

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

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

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

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

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

Valley-Bound Commitment

SBVC has offered the Valley-Bound Commitment (VBC) program for the last nine years. The VBC program is a learning community that provides academic advising and student support for low income students from our feeder high schools. VBC is designed to remove all economic barriers and strengthen the academic achievement of low-income students. Students in VBC have their enrollment fees covered, textbooks, supplies, and academic support services covered for their first year of attendance at SBVC. VBC features embedded counseling and student enrollment in a Student Development course as a learning community. Students have mandatory workshops and volunteer hours. There are approximately 250 students in the VBC program. The VBC program is made possible by a generous grant from the San Manuel Band of Mission Indians in partnership with Student Equity funds.

Dreamers (AB540 Students)

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

New Student Welcome Day

During fall 2014, SBVC used SSSP funds to launch New Student Welcome Day (NSWD) as a campus wide orientation to successfully transition all new students into college. NSWD is an all-day orientation for new students. NSWD occurs the Wednesday before the start of instruction. NSWD is a collaborative effort and partnership between instruction and student support services. All first year students and their parents/guardians are invited to campus to learn about the college's academic and student support programs. Approximately 600 students participated in NSWD 2015. NSWD offers students and their parents an opportunity to meet college administrators, faculty, staff, and other new students. NSWD offers campus tours and introduces new students to all of the campus's educational programs and student support services.

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

Support for Categorical Programs

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

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

SBVC supported CalWORKs and EOP students with Student Equity funds for transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOPS students; this intervention will allow students without vehicles to travel to school and/or work.

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

SBVC uses Gallup's StrengthsQuest assessment in categorical programs and other student support programs on campus. StrengthsQuest is an intervention that focuses on what is good and positive about each student and what he or she can do to accomplish his/her educational and career goals. Funds from both programs SE and SSSP were provided to purchase Strengths interventions for students in categorical programs and other student support programs on campus. Students received this training by participating in small groups, workshops, classroom exercises, or individual meetings to learn about and understand their top five talents, and begin to develop their top five talents into strengths. Participants learn to apply these strengths to succeed in academics, team building, leadership, relationships, and goal attainment.

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

Students who enroll in the Tumaini or Puente learning communities take basic skills courses that are linked to student development class. Both Tumaini and Puente focus on increasing success among Black, Chicano/Latino and other underperforming students on campus. Additionally, we intend to send approximately 30 Puente students and chaperones to the Hispanic Association of Colleges and Universities (HACU) conference and to send approximately 30 Tumaini students and chaperones on a HBCU college tour. Both of these experiences will afford Puente and Tumaini students the opportunity to network and explore transfer related opportunities that are intended to inspire student success and graduation. The students who participate in each of the categorical programs mentioned in this section will benefit from having economic barriers removed via Student Equity and Student Success funds.

Support for Basic Skills

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

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

Activities and Actions

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

SBVC Activities & Actions
<p>Professional Development</p>
<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. 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.
<p>Access</p>
<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</p>

Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

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

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

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

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

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

Support for Veterans

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

Support for Foster Youth

Development of a Guardian Scholars Programs to increase the success of foster youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student

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

Support for First Year Students

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

In collaboration with SSSP: Purchase and provide the StrengthsQuest training for all first year students such as First-Year Experience, Valley-Bound Commitment, Dreamers, Guardian Scholars, Puente, Tumaini and Veterans.

Offer a Summer Bridge program for African American, Chicano/Latina, foster youth, and males. Target successfully transitioning males, veterans, and foster youth into college and increase their knowledge of earning their degrees and transferring to a four year institution.

Support for Categorical Programs

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

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

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

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

Host a Historically Black Colleges and Universities (HBCU) college fair to increase transfer rates by providing awareness of requirements for out-of-state universities.

Send approximately 30 students from Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities. The Umoja Community has developed partnerships with the

HBCU Transfer Initiative that will provide our community college students guaranteed admissions to nine HBCU campuses.

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

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

In collaboration with SSSP: Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to Foster Youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

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

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

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

Support for Basic Skills

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

Offer supplemental instruction to the Radio/Television/Film Program and Inland Empire Media Academy that will increase student success and retention rates. The supplemental instruction will provide students with the opportunity

to write, produce, and edit programming for KVCR television and radio, as well as special video programming for campus departments and programs.

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

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

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

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

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

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

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

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

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

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

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

Table 2A

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

Methodology and Analysis

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

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

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

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

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

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

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

ACTIVITIES: A. ACCESS

A.1

• **Activity Types**

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

• **Target Student Groups**

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

• **Activity Implementation Plan**

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

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

• **Link to Goal**

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

• **Evaluation**

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

A.2

• **Activities**

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

• **Target Student Groups:**

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

• **Activity Implementation Plan**

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

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

• **Link to Goal**

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

• **Evaluation**

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

• **Activity Types**

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

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

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

• **Activity Implementation Plan**

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

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

• **Link to Goal**

The goal is to train our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

• **Evaluation**

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

A.4

• **Activity Types**

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

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

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

• **Activity Implementation Plan**

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

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

• **Link to Goal**

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

• **Evaluation**

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

A.5

• **Activity Types**

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

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

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

• **Activity Implementation Plan**

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

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

• **Link to Goal**

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

• **Evaluation**

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

A.6

• **Activity Types**

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

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

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

• **Activity Implementation Plan**

Provide CalWORKs and EOP&S students with transportation vouchers.

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

• **Link to Goal**

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

• **Evaluation**

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

A.7

• **Activity Types**

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

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

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

• **Activity Implementation Plan**

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

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

• **Link to Goal**

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

• **Evaluation**

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

Integrated Plan Funding

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

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

Contact Person/Student Equity Coordinator

Sharaf Williams the Director of First Year Experience (FYE) serves as the primary contact for this Student Equity Plan. The Director of FYE reports to the Dean of Student Equity and Success, Ms. Maria Del Carmen Rodriguez, and the Vice President of Student Services, Dr. Scott Thayer. The director is responsible with coordinating the college's student equity efforts on campus. The Director of FYE serves on the college's Enrollment Management and Student Equity Committee, Student Success Committee, Student Services Council Committee, and the Student Services Manager's Committee. The FYE director will begin in January, currently the Dean of Student Equity and Success is overseeing the department.