Board of Trustees Business Meeting
June 20, 2019
4:00 p.m. (Closed Session); 5:00 p.m. (Open Session)
SBCCD Boardroom, 114 S. Del Rosa Dr.
San Bernardino, CA 92408

ADDENDUM
As of 6/18/19
7:37am

Page: 4
Agenda Item: 8.2 – Presentation of College Athlete Letter to Joseph Samaro
Description: Removal of the item.

Page: 113
Agenda Item: 11.4 – Adjunct and Substitute Academic Employees
Description: Amendment to the course subjects and disciplines for San Bernardino Valley College 2019-20.

San Bernardino Valley College 2019-20

	Course Subject	Discipline per Minimum Qualifications
Barakat, Nermeen	Chemistry~~Adjunct Counselor~~	Chemistry~~Adjunct Counselor~~
Fang Liang, Hsiao	Biology~~Machine Technology~~	Biology ~~Machine Technology~~
Ching Ping, Lin	Spanish~~VOCED~~	Spanish ~~VOCED~~
Miles, Justin	Pharmacy Tech~~Chemistry~~	Pharmacy Tech ~~Chemistry~~
Mizutani, Mari	Music~~Biology~~	Music~~Biology~~
Romero Vasquez, Laura	Athletics~~Spanish~~	Athletics~~Spanish~~
Waltzer, Eric	Machinist Technology~~Pharmacy Tech~~	Machinist Technology~~Pharmacy Tech~~
Winokur, Robert	Music	Music

Page: 173
Agenda Item: 11.15 – Revised Management Salary Schedule and Implementation of Classification Study
Description: Amended range 21 of the Management Salary Schedule to correct title of Senior District Director of Marketing, Public Relations, and Legislative Affairs.

21	• ~~District Director of Marketing, Public Affairs & Government Relations~~ Senior **District** Director ~~Strategic Communications & Institutional Advancement~~ **of Marketing, Public Relations & Legislative Affairs** (from Range 19)
	• Division Dean (Instructional) (from Range 19)
	• Division Dean (Non-Instructional) (from Range 19)

Page: 175
Agenda Item: 11.15 – Revised Management Salary Schedule and Implementation of Classification Study
Description: Amended the job title to Senior District Director of Marketing, Public Relations, and Legislative Affairs.

Senior District Director ~~Strategic Communications & Institutional Advancement~~ of Marketing, Public Relations and Legislative Affairs *(replaces District Director of Marketing, Public Affairs & Government Relations)*	21	**Rodriguez, Angel** Reclassify from District Director of Marketing, Public Affairs & Government Relations, Range 19 to Senior District Director ~~Strategic Communications & Institutional Advancement~~ of Marketing, Public Relations and Legislative Affairs, Range 21	7/1/19

Pages: 221-226
Agenda Item: 11.15 – Revised Management Salary Schedule and Implementation of Classification Study
Description: Amended the title in the job description to Senior District Director of Marketing, Public Relations, and Legislative Affairs as attached.

Pages: 574-575
Agenda Item: 12.3 – Stipends for Student Participation
Description: Amended the language in the recommendation and analysis as attached.

Page: 735
Agenda Item: 12.6 – Student Equity Plan - CHC
Description: Posting of the background materials for this board item.

Page: 736
Agenda Item: 12.7 – Student Equity Plan - SBVC
Description: Posting of the background materials for this board item.

Page: NEW ACTION ITEM
Agenda Item: 12.8 – College Promise Certification
Description: This is a new item on the agenda for board action as attached.

~~District Director of Marketing Public Affairs & Government Relations~~
Senior **District** Director ~~**Strategic Communications &**~~
~~**Institutional Advancement**~~ **of Marketing, Public Relations and**
Legislative Affairs
Management Range: ~~19~~ **21**
Board Approved: P. 1|6

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Under the direction of the Chancellor, the ~~District~~Senior **District** Director of ~~Marketing, Public Affairs and Government Relations~~**Strategic Communications & Institutional Advancement** **Marketing, Public Relations and Legislative Affairs** will implement and coordinate a District-wide program of external relations marketing, public information, community relations activities, and institutional advancement. The ~~District~~Senior **District** Director serves as principle legislative policy researcher and public affairs officer, coordinating with District Legislative Advocacy consultant, and Federal, State and local agencies industry groups and legislators, and performs a variety of professional and technical services relating to District programs and operations. Serves as Chief of Staff to Chancellor, Board of Trustees and executive leadership.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Required to work directly with colleges, leadership, government officials and community. Directs and supervises the work of any consultants, including but not limited to, design professionals, marketing firms, and other professional service providers.
2. Serves as the District resource regarding the development of marketing and public information program for the District.
3. Maintains ~~Districtwide~~District-wide record of publicity. Researches, collects, compiles, tabulates, and/or analyzes data and materials, preparing computerized spread sheets, reports and manuals pertinent to marketing, public relations and legislative program areas; reads, assesses and disseminates information from government publications (California Community Colleges Chancellor's Office, state entities, municipal entities, and other industry groups), and the internet websites. Provides routine management reports to the Chancellor regarding performance in those areas.
4. Provides supervision and direction to the administrative directors for each of the following areas: web services, and administrative support center.
5. Develops standards for, and coordinates the preparation and publication of all information regarding the District and coordinates with colleges and sites regarding off-campus marketing efforts within the service area.
6. Provides responsible professional and technical assistance to the Office of the Chancellor in the evaluation of District policies and procedures; and works with staff at the District Office and the colleges to develop policy goals and objectives through the compilation of relevant data in support of recommendations.

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~~District Director of Marketing Public Affairs & Government Relations~~
Senior **District** Director ~~**Strategic Communications &
Institutional Advancement**~~ of Marketing, Public Relations and
Legislative Affairs
Management Range: ~~19~~ 21
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~~5.~~7. Develops and maintains close liaison with media, alerting them to stories of interest, preparing appropriate press releases, and hosting them at various meetings at the District Office and the colleges, and auxiliary sites.

~~6.~~8. Tracks regulatory issues at the federal, state and local level and provides regular written guidance to District staff.

9.   Develops and support legislative and governmental relations for the Chancellor and Board of Trustees.

~~7.~~10.   Develops and maintains broad-reaching community contacts to both gather and disseminate demographic, opinion, and strategic marketing data.

~~8.~~11.   Serves as liaison with Public Relations officer contacts at various community and civic organizations. Serves as the lead media contact for the Chancellor and Trustees and acts as the District liaison and spokesperson for print and broadcast media.

~~9.~~12.   Prepares copy for District news/media releases, District newsletters, annual reports, and other publications that serve as information pieces for the communities served the District. Provides for coverage at District and college events as necessary including responsibility for photography and graphics.

13. Attends/participates/makes presentations to the California Community College's Chancellor's Office, state entities, ~~municipal~~ municipal entities, industry groups, and others to advocate for the District.

14. Develops policy analyses and initiatives, author position papers, and advocates on behalf of the District, or helps to prepare staff to advocate before legislative representatives, local officials state agencies, federal departments, and trade associations.

15. Regularly attends meetings of local political and community organizations, state and federal representatives, regulatory officials, and trade associates and engage in other necessary political outreach.

16. Develops communications plan and marketing strategy, and execute objectives. Prepares and develops marketing materials and publications; internal and external communications material and District branding initiatives. Assigns staff resources to serve the colleges and district departments in order to support each entity's specific mission while maximizing cross-marketing opportunities and branding objectives.

17. Coordinates all marketing and public relations activities at the District including press releases, photo opportunities for District events, and marketing campaigns. Develops strong relationships with media representatives and ensures public views the organization favorably. Maintains coordination of these efforts with College Directors of Marketing and Public Relations.

18. Assists the Chancellor in the preparation of information for the Board of Trustees, and in responses to local, state, and federal leaders of legislators.

19. Provides responses to general inquiries as needed (e.g. by government officials, academic colleagues, trade associations, and the media).

20. Facilitates the formation of the partnerships with cities, community organizations, non-profits, and other local, state and federal agencies.

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21. Manages and interacts with consultants working on key District policy issues (e.g. public relations or advocacy-related consultants).
22. Directs and administers the successful implementation of the District facilities initiative related to the Local/MBE/WBE/Veterans Opportunities Program.
23. Organizes and participates in outreach activities to promote long-term competitive capacity for local small contractor and subcontractors; local minority, women and veterans organizations; and other community organizations.
~~10.~~24.   Performs additional duties as requested.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

- ~~Knowledge of~~ Operational characteristics, services, and activities of a marketing and public ~~safety, law enforcement and modern police~~ relations program.
- Principles and practices of program development and administration.
- Principles and practices of marketing and public relations.
- Advanced methods and techniques of journalistic writing and reporting techniques.
- ~~Current~~ Advanced methods, procedures, programs, and techniques used to write, edit, and publish newsletters and brochures.
- Public information channels.
- Techniques and equipment used to create various forms of media and marketing material.
- Principles and practices of budget preparation and administration.
- Principles of supervision, training, and performance evaluation.
- Knowledge of data collection and analysis principles Knowledge and skill in ~~the police field~~ training methods, programs and techniques.
- ~~Applicable provisions of the California Education, Penal and Vehicle Codes.~~
- ~~Sound supervisory methods and practices.~~
- ~~Crowd control techniques, with particular emphasis on a campus environment.~~
- ~~Investigative procedures.~~
- ~~Applicable provision of criminal law, laws of arrest, search and seizure.~~
- ~~Laws relating to youth and juveniles, report writing techniques and basic budgetary principles.~~
- ~~Police administration principles and practices.~~
- ~~Computer skills including the use of Word, Excel, and Power Point.~~
- Proficient in business office procedures, methods, and equipment including computes and applicable software applications such as desktop publishing, word processing, graphics, design, page layout, drawing, painting and database management.
- Principles of business letter writing and basic report preparation.

- English usage, spelling, grammar, and punctuation. Pertinent federal, state, and local laws, codes, and regulations.
- Knowledge of Education Code.
- Outstanding skills in developing written documents for a variety of audiences, including executive memos, position papers, public relations documents, etc.
- Excellent verbal communication skills, including public speaking and interpersonal communication skills.

Ability to:

- ~~Plan, organize and direct Police operations.~~
- ~~Perform the administrative tasks required of supervisors.~~
- ~~Supervise a staff including sworn and non-sworn employees.~~
- ~~Enforce pertinent laws, rules and regulations, develop and implement security procedures and method.~~
- ~~Detect and analyze situations accurately and adopt an effective course of action.~~
- ~~Train, supervise and evaluate subordinate personnel.~~
- ~~Speak and write .~~
- Develop, implement, and evaluate marketing & public relations goals, objectives, policies, and procedures.
- Plan, organized, direct, coordinate, and evaluate marketing & public relations programs. Develop, write, and coordinate the production of marketing materials in an effective and appropriate manner.
- Edit and prepare articles for publication.
- Interact with staff and students in planning and coordinating public relations activities.
- Deliver promotional materials to various venues.
- Respond to inquiries and requests
- Plan and organize work to meet changing priorities and deadlines.
- Meet critical deadlines while working with frequent interruptions.
- Oversee, direct, and coordinate the work of lower level staff.
- Participate in the selection and recommendation, supervision, training, and evaluation of staff. Participate in the preparation and administration of assigned budget.
- Participate in the development and administration of goals, objectives, and procedures for assigned area.
- Organize data, maintain records, and prepare reports.
- Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

District Director of Marketing Public Affairs & Government Relations
Senior **District** Director ~~Strategic Communications & Institutional Advancement~~ of Marketing, Public Relations and Legislative Affairs

Management Range: ~~19~~ 21
Board Approved: P. 5|6

- Demonstrate professionalism, fairness and honesty in all aspects of the performance of duties. Operate a digital camera and manipulate digital images.
- Operate office equipment including computers and applicable software applications such as desktop publishing, word processing, graphics, design, page layout, drawing, painting and database management.
- Adapt to changing technologies and lean functionality of new equipment and systems. Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Edit and prepare articles for publication.
- Establish and maintain cooperative and effective working relationships.
- Meet the public with courtesy and tact.
- Interact with staff and students in planning and conducting public relations activities.
- Travel nationally as needed.
- Work with minimal supervision.

Education and Experience Guidelines

Education/Training:

- Master's degree from an accredited college or university with major course work in journalism, communications, advertising, marketing, English, public relations, or a related field.

OR

- A Bachelor's degree from an accredited college or university with ~~major coursework preferably in communciatios, marketing, broadcast or journalism or any equivalent combination of educationa~~ focus in political science, public policy, public relations, law or related field and ~~experience. Additional experience may be substituted for the educaitonal requirement on a two-for-one basis up to a maximum of four~~eight (8) years of experience ~~for two years of college~~in policy research, legislation or public administration can be used in lieu of the Master's degree.

~~Required~~ Experience:

- ~~Five (5~~Six (6) years or more of ~~increasingly responsible~~policy research, legislative experience ~~including three (3) years~~or community affairs. Successful record of ~~administrative~~interaction with key public and ~~supervisory responsibility.~~community leaders.
- Must have evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students (E.C. 87360a).

License and Certification:

- ~~Current and~~Possession of a valid California driver's license.

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Preferred Experience:

- ~~A Master's Degree.~~
- ~~A minimum of two years public media~~Public information experience~~.~~
- ~~Experience working~~ in ~~public broadcasting and experience in a~~community college or university ~~setting~~.
- Experience ~~with start-up~~ of ~~a new and innovative~~no less than five (5) years in supervision/management of public ~~media service.~~agency communications and/or institutional advancement.
- ~~Experience with national distribution.~~
- ~~Experience with developing partnerships and collaborations.~~
- ~~Experience with diversity programming and services.~~
- Comprehensive knowledge of the District's organization, operations and relevant public policy issues, including knowledge of Bond measures, Higher Education, Crisis and advocacy communications and communications with elected officials.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull ~~light to moderate amounts of weight~~up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Bruce Baron, Chancellor

DATE: June 20, 2019

SUBJECT: Consideration of Approval to Direct Staff to Revise BP 2015 Student Members to Incorporate Stipends for Student Participation in Specific Capacities

RECOMMENDATION

It is recommended that the Board of Trustees direct staff to revise BP 2015 Student Members at the next available cycle to incorporate stipends for student participation in specific capacities for the District. The board also recommends the staff to develop policies and procedures to provide stipends for associated student body designees who participate in specific capacities for the District.

OVERVIEW

On May 16, 2019 the Board of Trustees acknowledged the Crafton Hills College Student Senate Resolution for the Equitable Pay of Student Workers on all Matters Involving the San Bernardino Community College District, and requested staff to agendize it for further action. This item honors the Board's request in addition to providing a recommendation to address the compensation of students for participation in district collegial work.

ANALYSIS

Staff conducted a survey of all 72 districts in the State of California. Of the 29 that responded, 4 provide some type of benefit to students for participating in either Human Resources screening committees or collegial committees, and/or for student association representation.

Based on internal processes and the lack of consistency across the state regarding student compensation, staff is recommending the incorporation of stipends into BP 2015 Student Members and to develop policies and procedures to provide stipends for associated student body designees to remove barriers for student participation in district collegial work. The recommended stipends are:

Conferences Approved by the Chancellor or Designee
- Reimbursement of appropriate costs as established in AP 7400 Travel
- Stipend of $120 per full day (6 hours or more)
- Stipend of $60 stipend per ½ day (less than 6 hours)

<u>Participation on Collegial Committees Approved by the Chancellor or Designee</u>
- Stipend of $25 per committee meeting attended

<u>Participation on Screening/Hiring Committees as Appointed by the Chancellor or Designee</u>
- Stipend of $25 for each initial meeting attended
- Stipend of $120 for each interview day attended

Approved amounts will be submitted to revise BP 2015 Student Members at the next available cycle as established in AP 2410 Board Policies and Administrative Procedures.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

An estimated amount will be included in the 2019-20 fiscal year budget.

STUDENT EQUITY PLAN

EXECUTIVE SUMMARY, 2019

"Not everything that is faced can be changed. But nothing can be changed until it is faced."
— **James Baldwin**

Crafton Hills College Student Equity Plan
Executive Summary, 2019

Contents

Crafton Hills College Student Equity Plan
Executive Summary

"Not everything that is faced can be changed. But nothing can be changed until it is faced."
— **James Baldwin**

Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately 5,500 students. Crafton Hills College offers more than 40 majors in the liberal arts and sciences, career and technical studies. The buildings and grounds have been designed to promote community, reflection, growth and learning.

An emphasis on diversity, inclusion, and the growth of each individual is clearly stated in the mission, vision, and values of Crafton Hills College.

- Mission: *To advance the educational, career, and personal success of our diverse campus community through engagement and learning.*
- Vision: *Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.*
- Values: *Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.*

Crafton Hills College demonstrates a commitment to equity and diversity through its major planning processes, curriculum and instructional programs, services and programming, professional development and hiring practices, and research and evaluation priorities.

Crafton Hills College disaggregates student success data annually in order to identify disproportionately impacted groups, regularly evaluates placement instruments to validate their effectiveness and minimize biases and has conducted an annual equity audit since 2013. Though our programming already includes several non-mandated groups, we are also determining way to identify LGBTQ students and those who are homeless and/or food insecure.

The results of the spring 2019 equity audit indicated that African American students, Hispanic students, and students with disabilities experience the greatest disproportionate impact. As Table 1 reveals, African American students are impacted regarding course success, degree and certificate completion, and transfer rates. Hispanic students struggle with completing transfer level Math and English in the first year, degree and certificate completion, and transfer. Finally, students with disabilities are impacted regarding completing transfer level Math and English in the first year and transfer.

Table 1. Summary of Disproportionate Impact by Group and Outcome.

	Course Success	First Year Completion		Deg/Cert Completion Rate	Transfer Rate	# DP	# RG
		Math	English				
Gender							
Female	RG	DP	RG	RG	RG	1	4
Male	No	RG	No	DP	No	1	1
Ethnicity							
Asian	RG	RG	DP	DP	No	2	2
African American	DP	NA	NA	DP	DP	3	0
Hispanic	No	DP	DP	DP	DP	4	0
Native American	No	NA	NA	NA	NA	0	0
Two or More Races	No	DP	No	No	No	1	0
Caucasian	No	DP	RG	RG	RG	1	3
Disability		DP	DP	No	DP	3	0
Economically Disadvantaged	No	No	No	No	DP	1	0
Total DP	1	5	3	4	4	17	

- Note: The green blocks show the disproportionately impacted groups. "**DP**" refers to Disproportionate Impact. "**Yes**" means that DP was present and "**No**" means that it was not present. "**NA**" refers to Not Applicable and refers to subgroups with the number of records below 30. The sub-group was not large enough for a methodologically sound comparison. "**RG**" refers to the Reference Group, is the sub-group with the highest outcome rate, and the sub-group to which all other sub-groups were compared.

Further examination of the data showed a *pattern* of disproportionate impact for some groups by gender. Male foster youth, Hispanic, African American, and those claiming "some other race" were disproportionately impacted across three or more outcomes. African American and Veteran female students have a pattern of disproportionate impact in at least three outcomes. In several cases, the number of students in a given population is small, and the target to remedy disparate impact is commensurately low; often, one or two outcome attainments are needed to increase group attainment to at least 85% of that of the general student population. However, the college must pay close attention to those groups who show a pattern of impact, regardless of their representation in the student population. Table 2 provides a summary of disproportionately impact groups disaggregated by gender across the five measured outcomes. Groups impacted in three or more outcome categories are indicated in yellow, and those impacted in two categories are indicted in gray.

Table 2. Summary of Disproportionate Impact: Group by Gender

Group	Gender	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four-Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact
Overall Population	All	8786 (172)	4141 (81)	642 (13)	161 (3)	476 (9)	NA
Students with Disabilities	Female			23(3)	4(2)		2
	Male			19 (6)	3(2)		2
Not Economically Disadvantaged	Female					61 (4)	1
	Male					63 (18)	1
American Indian	Female			1 (1)	1 (1)		2
	Male					1 (1)	1
Asian	Male				2 (1)	9 (1)	2
Black/African American	Female	351(23)			2 (1)	11 (1)	3
	Male	58 (1)		10 (3)	2 (2)	8 (3)	4
Filipino	Male			6 (3)		4 (1)	2
Hispanic/Latino	Female				34 (1)		1
	Male			111 (14)	33 (1)	83 (5)	3
More Than One Race	Male					10 (1)	1
Native Hawaiian/Other Pacific Islander	Female				1 (1)	1 (1)	2
	Male				1 (1)		1
Some other Race	Female			1 (1)	1 (1)		2
	Male	17 (1)	5 (2)		1 (1)		3
First Generation	Female				34 (3)		1
	Male			114 (15)	33 (4)		2
Foster Youth	Female	113 (3)			2 (1)		2
	Male	91 (25)			1 (1)	2 (2)	3
LGBT	Female			11 (2)			1
	Male			7 (5)		6 (1)	2
Veteran	Female	32 (1)	37 (3)	6 (3)			3
	Male				2 (1)	12 (1)	2

- Note: The first number in the cell is the number of students in each category that attained the outcome. The number in parentheses is the number of attainments needed for that group to remedy disproportionate impact.
- *Yellow= Group is impacted in three or more outcomes   Gray = Group is impacted in two outcomes*

Assessment of Progress

The most recent analysis shows the college has made significant progress in some areas. The number of disproportionate impacts decreased from 31 in 2016 to 28 in 2017 and to 17 in 2018. It is important to note that compared to previous years, measures have been revised to better align with equity data provided by the Chancellor's office (revising student throughput rate of Math and English to First Year Transfer Math and English).

Disproportionate impact was remedied for the following groups and outcomes:

First Year Transfer Level Math
- Males
- Economically Disadvantaged

First Year Transfer Level English
- Two or More Races

Degree and Certificate Completion
- Two or More Races
- Students with Disabilities.

Transfer Rates
- Two or More Races

However, new disproportionate impacts emerged:

First Year Transfer Level Math
- Females

First Year Transfer Level English
- Asian
- Students with Disabilities

Degree and Certificate completion
- Males
- Asians

Transfer Rates
- Economically Disadvantaged

Several groups with continuing DI nevertheless showed incremental improvement between 2016-17 and 2017-18. For example, there was a 27% improvement in the rate of degree and certificate earners for Hispanic students. Hispanic students also increased their performance in first-year transfer level math completion by 11%. Students with disabilities improved in their degree and certificate completion rate by 31% compared to their rates in 2016-17. Regrettably, some gaps widened. Degree and certificate completion rates among African Americans, for example, dropped by 53% (four students), and transfer level math completion within the first year of enrollment dropped among female students by 9% (six students) relative to the figures in 2016-17. Table 3 reveals the incremental improvements and losses in performance per outcome between 2016-17 and 2017-18.[i]

Table 3. Equity Gap Improvements Across Outcomes

Equity Measure & Student Group	Equity Data Cohort Year		Year-Over-Year Change (percentage)	Year over Year Change (number)
	Most recent prior year	Current Year		
Transfer Math in First Year				
Females	14.6	13.3	-8.9	-6
Hispanic	11.1	12.3	10.8	+3
Two or more races	27.9	10.6	-62.0	-8
Caucasian	21.4	18.9	-11.7	-7
Disability	10.3	4.1	-60.2	-3
Transfer English in First Year				
Asian	52.85	41.5	-21.4	-5
Hispanic	37.238	40.7	9.4	+14
Disability	24.10	34.7	44.0	+5
	4			
Degree and Certificate Completion Rate				
Male	16.81	24.6	46.4	+38
Asian	25.036	25.5	2.0	+0
African American	24.06	11.4	-52.5	-4
Hispanic	20.153	25.5	26.9	+29
Transfer Rate				
African American	20.0	17.1	-14.5	-1
Hispanic	24.5	31.4	28.2	+36
Disability	20.0	26.1	30.5	+6
Economically Disadvantaged	26.1	32.5	24.5	+53

*Note: "Year-Over-Year Improvement" denotes the percent change [(year2-year1)/year1*100] within the student group and equity measure from 2016-2017 to 2017-2018.*

*The year-over-year numeric change from the previous year to the current year is determined using the following:

- *Prior year percent multiplied by the total number in the cohort for the group in the current year minus the total number who successfully completed the outcome in the current year.*
- *Example for economically disadvantaged students on the transfer rate*
  - *Prior year percent = 26.1%*
  - *Total number in cohort for the current year = 834*
  - *26.1 * 834 = 218*
  - *Total number of economically disadvantaged students who successfully completed the outcome in the current year = 271*
  - *271 – 218 = 53 additional economically disadvantaged students transferred in the current year over the prior year*

Equity Planning and Promising Practices

Since 2014, the college has examined the efficacy of student support practices to identify those that are the most impactful for disproportionately impacted groups. Several practices have emerged as particularly predictive of student success, and as ways to mitigate institutional inequities. These have been incorporated into past equity planning processes and are also prominent in the 2019-2022 Equity Plan and in the Student Equity and Access Program (SEAP) budget.

Embedded and Traditional Tutoring Models. In fall of 2016 and 2017, students who attended at least one SI session were significantly more likely to successfully complete the

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course than students in the same section who did not attend an SI session.   In particular, Supplemental Instruction positively impacted course success for Hispanic, Caucasian, female, and in the 20-24 and 30-34 age ranges.[ii] [iii] A fall 2016 study showed that participation in the Tutoring Center was most effective with male, Hispanic, and African American students. Hispanic and African American students who used the Tutoring Center were more likely to complete their course and were more likely to complete the English class in which they were enrolled, than those who did not.[iv] [v]

Counseling and Educational Planning. African American and Hispanic students who received counseling services were more likely to complete their courses and to persist from fall to spring.[vi]

EOPS. The 2017 equity audit showed that EOPS students were more likely to complete and succeed in their courses, progress to college-level math and English, finish their degrees and certificates, and transfer than their non-EOPS peers.[vii]

Cohorts and Communities. African American and Hispanic students in Left Lane, a first-year experience program, were more likely to successfully complete their courses than African American and Hispanic non-participants.[viii] African American and Hispanic students in STEM-related cohorts were more likely to successfully complete their courses, and to persist from fall to spring than African American and Hispanic non-participants in learning communities.[ix]

Goals, Objectives, Actions, and Resources

Based on national, state, and college-level research, Crafton Hills College has selected data-informed and research-based interventions, designed to address disproportionate impact across indicators. Our chief interventions include embedded instructional support and tutoring, educational planning, intrusive advisement and follow-up, student success and career exploration curricula, acceleration through mathematics and English, and the development of proven success pathways, and teaching modalities such as EOPS, learning communities and cohorts, and distance education. The college has also invested in professional development to increase employees' cultural competency of employees, inculcate high engagement teaching strategies across all disciplines, promote high-engagement service and support, and promote equity-focused program and curricular revisions. The tables below describe the goals, objectives, and actions of the Student Equity effort. Groups indicated in red show either severe disparate impact or are disproportionately impacted in at least three outcomes.

Table 4. Successful Enrollment

Group	Gender	Number Attained/Attempted	Population Attained/Attempted	Target	Increase Needed	Percent Goal
Overall Population	All	N/A	8614/19225 (44.8%)	8786	172	45.7%
Black/African American	Female	328/912 (36.0%)	8558/18879 (45.3%)	351	23	38.5%
	Male	57/101 (56.4%)	4054/5997 (67.6%)	58	1	57.4%
Some Other Race	Male	16/45 (35.6%)	8558/18879 (45.3%)	17	1	37.8%
Foster Youth	Female	110/293 (37.5%)	8558/18879 (45.3%)	113	3	38.6%
	Male	66/237 (27.8%)	8558/18879 (45.3%)	91	25	38.4%
Veteran	Female	31/82 (37.8%)	8558/18879 (45.3%)	32	1	39%

A. **Create clear pathways to promote completion and success.**
  1. Offer accelerated cohort-style programs
  2. Develop low-unit credit and non-credit skills certificates to meet individual and labor market needs
  3. Develop scaffolded non-credit/credit/certificate/degree programs

B. **Eliminate policies and practices that impede successful enrollment.**
  4. Simplify enrollment processes
  5. Simplify Financial Aid processes
  6. Improve scheduling strategies using available educational plan data and current/prospective student preferences
  7. Provide targeted outreach and recruitment, focusing on groups with high disproportionate impact, such as African American females and male Foster Youth
  8. Fully implement Caring Campus to promote connection
  9. Develop Student Success Teams to meet the transition needs of DI groups
  10. Provide Online Educational Resources for GE courses, and transfer level Math and English

C. **Create a research agenda to analyze and understand disproportionate impact.**
  11. Develop a research strategy to understand why students apply but do not enroll
  12. Create a multidisciplinary task force to guide equity related research at the college

Resources to Address Successful Enrollment	Funding Source(s)
A. Faculty release, reassignment, substitutes, conferences, pathways development	Guided Pathways
B. Targeted Outreach, planning, and marketing	Free College Promise
C. Research, equity audit, analysis, data- and information-sharing	SEAP

Table 5. Retention: Fall to Spring

Group	Gender	Number Attained/Attempted	Percent Attained/Attempted	Target	Increase Needed	Percent Goal
Overall Population	All	4060/6008	67.6%	4141	81	68.9%
Some Other Race	Male	3/8	67.6%	5	2	62.5%
Veteran	Female	34/64	67.6%	37	3	57.8%

A. Promote high engagement teaching, service, and support throughout the college
1. Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates
2. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like.
3. Scale high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, Tumaini, Puente, etc.
4. Scale early alert and intrusive advisement to prevent attrition
5. Pair at-risk students with a peer mentor
6. Pair students with peer mentors who have similar backgrounds, and educational and vocational goals
7. Fully implement Caring Campus to promote engagement and connection
8. Align the Caring Campus interventions with the Equity Plan goals and objectives; embed student equity in the Caring Campus mission
9. Create Student Success Teams to meet the retention needs of DI groups
10. Provide specialized counseling, mental health support, and instructional support to military veterans via the Veterans Resource Center.

B. Create a research agenda to analyze and understand disproportionate impact.
1. Conduct surveys and focus groups to determine group-specific needs for training and education

Resources to Address Fall to Spring Retention	Funding Source(s)
A. Embedded Tutoring, Math, English, and courses with high withdrawal/fail rates	SEAP
A. Professional Development, High Engagement Teaching, Service, and Tutoring (AVID for Higher Education)	Growing Inland Achievement/SEAP/ AACU Grant
A. Early Alert and Intrusive Advisement	SEAP
A. Peer Mentoring	Free College Promise/SEAP
A. Caring Campus High Engagement Service and Support	SEAP
A. Support Veterans Resource Center	SEAP, Grant Funds
B. Research, analysis, and dialogues	SEAP

Table 6. Transfer to A Four-Year Institution

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed	Percent Goal
Overall Population	All	629/6401	9.8%	642	13	10.0%
Students with Disabilities	Female	20/280	7.1%	23	3	8.2%
	Male	13/228	5.7%	19	6	8.3%
American Indian	Female	0/8	0%	1	1	12.5%
Black/African American	**Male**	**7/120**	**5.8%**	**10**	**3**	**8.3%**
Hispanic/Latino	**Male**	**97/1327**	**7.3%**	**111**	**14**	**8.4%**
Some Other Race	Female	0/6	0%	1	1	16.7%
First Generation	**Male**	**99/1360**	**7.3%**	**114**	**15**	**8.4%**
LGBT	Female	9/126	7.1%	11	2	8.7%
	Male	2/81	2.5%	7	5	8.6%
Veteran	**Female**	**3/68**	**4.4%**	**6**	**3**	**8.8%**

A. **Promote high engagement teaching, service, and support throughout the college**
   1. Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates
   2. Scale online tutoring and online library services and support Create a research agenda that enables us to understand why disproportionately impacted groups are less likely to transfer
B. **Promote early career exploration, comprehensive education planning, and direct feedback to students when they complete momentum points or become transfer ready.**
   1. Change class rosters to include a symbol next to the names of students who are transfer ready (30+ units)
   2. Send students a Starfish Alert message when they have completed 30 units, English 101, and Math 095 or higher
   3. Develop an educational plan for every student
   4. Expand the use of Starfish to prevent withdrawal and failure
C. **Create cohorts and student communities to promote learning and success**
   1. Create cohorts for high-labor market demand programs
   2. Create transfer awareness cohorts for groups with high disproportionate impact
   3. Offer the Free College Promise program to all incoming freshmen, regardless of age and recency of high school diploma completion
D. **Create clear pathways to promote completion and success.**
   1. Include an indication of IGETC or CSU transferability and GE area in the college catalog
   2. Indicate the course alignment with IGETC or CSU breadth requirements in the catalog
   3. The Academic Senate will explore the feasibility of a common course numbering system.
   4. Include course transferability to UC and CSU in WebAdvisor (scheduling tool)
   5. Implement an app such as Grad Guru, to communicate with students regarding their transfer progress

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed	Percent Goal
6. In the first year, market the career and life planning course, student success course, and career assessment 7. In the second year, promote enrollment in a career planning class or workshop, and participate in a college tour 8. Increase the number of CCAP and dual enrollment agreements 9. Reduce time to completion for degree earners by reducing the general education unit requirement to align with state averages 10. Create scaffolded programs to enable students to earn completions as part of their long-term educational goals 11. Increase the courses and programs using free online educational resources. 12. Develop programs and partnerships with transfer institutions to promote transfer and transition to four-year colleges and universities, particularly for disproportionately impacted students						

Resources to Address Transfer to a Four-Year Institution	Funding Source
A. Embedded Tutoring, Math, English, and courses with high withdrawal/fail rates	SEAP
B. Transfer Center staff and faculty	General Fund
C. Career Center staff and faculty	General Fund/SEAP
D. Student Transfer awareness, college exploration, and application	Free College Promise/SEAP

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Table 7. Completion of Transfer Level Math and English

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed	Percent Goal
Overall Population	All	158/1570	10.1%	161	3	10.3%
Students with Disabilities	Female	2/43	4.7%	4	2	9.3%
	Male	1/38	2.6%	3	2	7.9%
American Indian	Female	0/4	0%	1	1	25.0%
Asian	Male	1/22	4.5%	2	1	9.1%
Black/African American	Female	1/19	5.3%	2	1	10.5%
	Male	0/23	0%	2	2	8.7%
Hispanic/Latino	Female	33/388	8.5%	34	1	8.8%
	Male	32/387	8.3%	33	1	8.5%
Native Hawaiian/Other Pac Islander	Female	0/5	0%	1	1	20.0%
	Male	0/2	0%	1	1	50.0%
Some Other Race	Female	0/1	0%	1	1	100.0%
	Male	0/4	0%	1	1	25.0%
First Generation	Female	31/396	7.8%	34	3	8.6%
	Male	29/386	7.5%	33	4	8.5%
Foster Youth	Female	1/16	6.2%	2	1	12.5%
	Male	0/6	0%	1	1	16.7%
Veteran	Male	1/28	3.6%	2	1	7.1%

Objectives and Actions

A. **Promote high engagement teaching, service, and support throughout the college**
   1. In fall 2018, complete the implementation of AB 705
   2. Embed tutoring in all Math and English classes
   3. Create ways to increase the number of students who participate in tutoring, e.g. required tutoring as a course deliverable, inviting instructors to bring their classes to the Tutoring Center, and the like
   4. Increase the number and proficiency of online math and English instructors
   5. Scale online tutoring and online library services and support
   6. Encourage students to enroll in the co-requisite math or English class
   7. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like.
B. **Create clear pathways to promote completion and success.**
   1. Clarify math pathways and align with majors/meta majors
   2. Re-number math courses
   3. Explore scheduling patterns to promote acceleration through math and English pathways
   4. Clarify math pathways and align with majors/meta majors
   5. Explore scheduling patterns to promote acceleration through math and English pathways

C. Create a research agenda to analyze and understand disproportionate impact.
1. Conduct class surveys in Math and English courses to better understand how the course content relates to student outcomes.

Resources to Address Completion of Transfer Level Math and English	Funding Source(s)
A. Embedded Tutoring, Math, English, and courses with high withdrawal/fail rates	SEAP General Fund
B. Faculty Dialogues; release time, substitutes, and reassigned time	Guided Pathways General Fund
C. Equity related research and analysis	SEAP

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Table 8. Earned Credit Certificate Over 18 Units, Associate Degree

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed	Percent Goal
Overall Population	All	467/12295	3.8%	476	9	3.9%
Not Economically Disadvantaged	Female	57/1886	3.0%	61	4	3.2%
	Male	45/1945	2.3%	63	18	3.2%
American Indian	Male	0/22	0%	1	1	4.5%
Asian	Male	8/260	3.1%	9	1	3.5%
Black/African American	Female	10/317	3.2%	1	1	3.5%
	Male	5/235	2.1%	8	3	3.4%
Filipino	Male	3/125	2.4%	4	1	3.2%
Hispanic/Latino	Male	78/2561	3.0%	83	5	3.2%
More than One Race	Male	9/291	3.1%	10	1	3.4%
Native Hawaiian/ Pacific Islander	Female	0/19	0%	1	1	5.3%
Foster Youth	Male	0/53	0%	2	2	3.8%
LGBT	Male	5/179	2.8%	6	1	3.4%
Veteran	Male	11/355	3.1%	12	1	3.4%

A. **Promote early career exploration, and education planning**
1. Provide counseling and retention services to ensure students stay on course to complete their goals
2. Ensure each student has an educational plan leading to a career goal
3. Provide career exploration, planning and awareness early in the student's matriculation
B. **Create clear pathways to promote completion and success.**
1. Clarify pathways, and align them with students' career goals and with labor market demand
2. Create scaffolded non-credit and credit certificates leading to higher-level certificates or degree(s)
C. **Promote high engagement teaching, service, and support throughout the college**
1. Provide professional development for staff and faculty regarding barriers to completion
2. Promote high engagement teaching, tutoring, and guidance strategies
D. **Create a research agenda to analyze and understand disproportionate impact.**
1. Create a research agenda to understand the barriers to goal completion

Resources to Address Certificate and Degree Completion	Funding Source(s)
A. Counseling and Student Education Planning	SEAP General Fund Free College Promise EOPS/CARE/CalWORKS/Guardian Scholars

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Resources to Address Certificate and Degree Completion	Funding Source(s)
A. Career Assessment, Instruction, Counseling, and Guidance	General Fund SEAP
B. Faculty release, reassignment, substitutes to develop academic pathways	Guided Pathways
C. Professional Development, AVID HE high engagement teaching, service and support	Growing Inland Achievement Grant SEAP
D. Equity related research and analysis	SEAP

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Student Equity Budget, 2015-16, 2016-17, 2017-18

Student Equity interventions are funded by a variety of sources, including the Student Equity and Access Program, a grant to improve teaching, learning, and tutoring from Growing Inland Achievement, Guided Pathways planning allocation, and the general fund. The table below summarizes Equity/SEAP expenditures from 2015-16 through 2017-18. The total expenditures line reflects unexpended funds, prior year funding, and state reallocated funds.

Table 9. Student Equity Funding and Expenditures, 2015-16, 2016-17, 2017-18

Crafton Hills College Equity Budget Snapshot, 2014-15 through 2017-18				
Funding and Source		**2015-16**	**2016-17**	**2017-18**
Equity Allocation		620,640	620,640	577,121
Reallocated Funds (32)		0	107,300	0
Rollover to December 30 of the Subsequent Year (25)		-252,817	-189,709	-38,501
Prior Year, Expended by December 30 (25)		120,588	252,817	189,709
STRS On Behalf of Contribution		0	15,198	0
Total Annual Expenditures		488,411	806,246	728,329
Object Code	**Classification**	**# of FTE**	**2015-16**	**2016-17**	**2017-18**
1000	**Academic Salaries: Position Title(s)**				
1100	Faculty Lead, Diversity and Inclusion	0.5	16,004	33,314	0
1201	Certificated Manager	0.3	0	0	49,899
1283	DE Coordinator	0.40	40,412	41,421	42,755
1283	Veterans Resource Coordinator	0.50	0	43,497	45,366
1283	Professional Development Coord	0.50	37,901	0	38,472
1283	Lead Faculty, Mental Health Initiative	0.50	0	22,199	0
1480	DE Coordinator Overload		20,458	0	0
1480	Foster Youth Counselor	0.25	0	294	20,422
1480	Re-Entry Counselor	0.25	15,145	0	0
1480	Faculty Hourly	0.10	0	0	13,842
Sub-total, 1000's			**129,919**	**140,725**	**210,756**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**				
2181	Research Analyst	0.50	23,037	0	27,391
2181	Student Success Advisor	0.50	22,784	0	0
2181	Assistive Technology Specialist	0.50	0	12,203	25,875
2181	Administrative Assistant, SS and Equity	0.30	0	0	15,394
2380	Student Workers Tutoring, EOPS	0.30	6,052	6,936	6,856
2381	Tutors, Non-Student Hourly	0.00	5,592	49,830	50,000
2384	Consultant, Mental Health Initiative	0.00	0	15,410	5,500
2386	Research Assistant, Substitute	0.00	1,702	18,471	6,793
2400	Tutors, Instructional Aides Hourly	3.00	108,353	67,185	63,000
2401	Tutoring Leads, Non-Student Inst Aides	1.00	87,947	125,326	63,000
Sub-total, 2000's			**255,467**	**295,361**	**263,809**

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Object Code	Classification	2015-16	2016-17	2017-18
3000	**Employee Benefits**			
Sub-total, 3000's		**64,298**	**63,802**	99,142
4000	**Supplies & Materials**			
4220	Books, Professional Development	0	448	105
4440	Media	0	225	0
4500	Supplies	2,434	2,685	3,405
4551	Printing	0	99	0
4700	Food Supplies	0	2,007	5,960
4750	Meals and Refreshments	0	0	6,463
Sub-total, 4000's		**2,434**	**5,464**	15,933
5000	**Other Operating Expenses and Services**			
5113	Consultant and Other Services, Speaker	6,600	93,388	39,150
5120	Contracts/Speakers, Professional Development	0	0	0
5200	Travel and Conference Expenses	17,276	33,330	20,000
5207	Cell Phone Allowance	0	0	180
5310	Dues and Memberships	0	292	300
5611	Bus/Car Rentals	1,192	2,116	11,000
5621	Software Leases/Licensing, DE Training	6,000	20,483	0
5809	Student Travel/Conferences	4,963	6,250	68,059
5815	Promotional	262	8,824	0
Sub-total, 5000's		**36,293**	**164,684**	**138,689**
6000	**Capital Outlay**			
6300	Library Books/Expansion	0	0	17,800
6400	Computer Equipment	0	4,226	21,583
Sub-total, 6000's		**0**	**4,226**	39,383
7000	**Other Outgo**			
7600	Other Student Aid	0	134,000	0
Sub-total, 7000's		**0**	**134,000**	0
Grand Total		**488,411**	**808,262**	**728,329**

Equity Budget, 2018-19 through 2019-2020

The table below shows current and planned equity expenditures.

Table 10. Equity Budget Snapshot, 2018-19 through 2019-20

	Funding and Source		2018-19	2019-20
	Equity Allocation		577,121	577121
	Rollover to December 30 of the Subsequent Year (25)		-188,700	-104,311
	Prior Year, Expended by December 30 (25)		38,501	188,700
	Total Annual Expenditures		426,922	661,510
Object Code	Classification	# of FTE	2018-19	2019-20
1000	Academic Salaries: Position Title(s)			
1201	Certificated Manager	0.3	49,899	51,585
1283	DE Coordinator	0.40	42,755	47,649
1283	Veterans Resource Coordinator	0.50	45,366	45,366
1283	Professional Development Coord	0.50	27,740	28,167
1480	Foster Youth Counselor	0.25	22,200	25,361
1480	Faculty Hourly	0.10	10,000	0
Sub-total, 1000's			197,960	198,128
2000	Classified and Other Nonacademic Salaries: Position Title(s)			
2181	Research Analyst	0.50	38,350	43,834
2181	Assistive Technology Specialist	0.50	27,168	33,950
2181	Administrative Assistant, SS and Equity	0.30	16,160	20,198
2380	Student Workers Tutoring, EOPS	0.30	600	0
2381	Tutors, Non-Student Hourly	0.00	30,000	0
2400	Tutors, Instructional Aides Hourly	0.00	32,000	0
2401	Tutoring Leads, Non-Student Inst Aides	5.00	65,000	195,518
Sub-total, 2000's			209,278	293,500
3000	Employee Benefits			
Sub-total, 3000's			108,647	133,182
4000	Supplies & Materials			
4500	Supplies		1,000	1,000
4700	Food Supplies		5,000	4,000
4750	Meals and Refreshments		2,000	2,211
Sub-total, 4000's			8,000	7,211

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Object code	Classification	2018-19	2019-20
5000	**Other Operating Expenses and Services**		
5113	Consultant and Other Services, Speaker	21,630	0
5120	Contracts/Speakers, Professional Development	20,000	0
5200	Travel and Conference Expenses	20,299	20,299
5207	Cell Phone Allowance	180	190
5611	Bus/Car Rentals	3,000	3,000
5809	Student Travel/Conferences	8,000	6,000
5815	Promotional	1,000	0
Sub-total, 5000's		**74,109**	**29,489**
Grand Total		**597,994**	**661,510**

Contact Person/Student Equity Coordinator

The contact person and Student Equity Coordinator for Crafton Hills College is Kirsten Colvey, Dean of Student Success

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Executive Summary Endnotes

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Student Equity Plan Summary

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Details

Assurances

* I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

Progress & Success

Process & Schedule

The College has formed the Student Equity and Access Program Task force, which met during spring 2019 to develop and integrate the Basic Skills, Equity, and Student Success and Support program budgets and to create the Student Equity Plan.

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The task force is comprised of the co-chairs of the BSI and SEA Committees, instructional faculty, student services and instructional leaders, and representatives of the Office of Research and Planning and the Tutoring Center. The task force will to meet monthly to review and monitor the Equity Plan and the integrated SEA budget. The OIERP will conduct an annual equity audit, to include formative and summative reviews of our progress toward meeting the College's equity goals. The leaders of the SEAP Task Force will share the results of analysis with the college and appropriate constituencies, committees and programs. The data and information will inform the college's integrated planning and resource allocation process. The task force will elicit progress reports from the individuals responsible for each activity, identify barriers to the completion of planning activities, update the Equity Plan to address emerging barriers, and take action to remedy them. Annual research and analysis will include the following actions: 1. Conduct an annual Equity Audit 2. Augment the research agenda with information from focus Groups with Disproportionately Impacted groups at the college and in the community 3. Examine interactions between group membership and outcomes 4. Align Equity Goals and Institutional Goals and Planning Processes 5. Develop a communication protocol to embed Equity goals in college-wide planning and resource allocation processes 6. Track Professional Development outcomes (Satisfaction and Learning) 7. Track activities 8. Track percentage of students with a student education plan 9. Track tutoring participation by type and determine relationship with equity outcomes 10. Track student education planning, determine relationship with equity outcome

Success Criteria

Although the Student Success and Equity and Basic Skills Initiative Committees have not been integrated, categorical programs are represented in both their memberships, and the SEAP Task Force includes categorical and campus-based program representation, such as EOPS/CARE/CalWORKS/Guardian Scholars, and DSPS. The 2019-20 SEAP budget is fully integrated. Since the advent of the SSSP, Equity, and BSI funding streams, the college has supported the work of equity-related categorical programs. Many of the interventions/actions cited in the current Equity Plan have been under way since 2014-15. For example, the college is continuing to promote principals of universal design in its approach to integrating technology and technology training into the classroom. SEAP and DSPS collaborate to fund a full-time Assistive Technology Specialist for the Technology Success Center, whose services are offered to all CHC students and have begun to be embedded in some classes. Additionally, SEAP funds partially fund an EOPS counselor to provide support to former foster youth. SEAP funds a full-time Veterans Coordinator. All categorical programs have access to the services of the Research Analyst funded through SEAP.

Executive Summary

Not Entered

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	629	642	+2.07%
Enrolled in the Same Community College	8614	8786	+2%
Retained from Fall to Spring at the Same College	4060	4141	+2%
Completed Both Transfer-Level Math and English Within the District in the First Year	158	161	+1.9%
Attained the Vision Goal Completion Definition	467	476	+1.93%

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Disproportionately Impacted (DI) Student Groups

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Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Male	Attained the Vision Goal Completion Definition	5	6	+20% ▸‖◂
Foster Youth	Male	Attained the Vision Goal Completion Definition	0	2	+100% ▸‖◂
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	1	0% ◂‖ ▸
Filipino	Male	Attained the Vision Goal Completion Definition	3	4	+33.33% ▸‖◂
Black or African American	Male	Attained the Vision Goal Completion Definition	5	8	+60% ▸‖◂
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	78	83	+6.41% ▸‖◂
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	0	1	0% ◂‖ ▸
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▸‖◂
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▸‖◂
Veteran	Male	Retained from Fall to Spring at the Same College	89	99	+11.24% ▸‖◂
Veteran	Female	Retained from Fall to Spring at the Same College	34	42	+23.53% ▸‖◂
Black or African American	Male	Retained from Fall to Spring at the Same College	57	66	+15.79% ▸‖◂
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	840	856	+1.9% ◂‖ ▸
Foster Youth	Male	Enrolled in the Same Community College	66	103	+56.06% ▸‖◂
Foster Youth	Female	Enrolled in the Same Community College	110	127	+15.45% ▸‖◂
Black or African American	Female	Enrolled in the Same Community College	328	400	+21.95% ▸‖◂

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Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Female	Enrolled in the Same Community College	2131	2304	+8.12% ▸‖◂
Veteran	Female	Transferred to a Four-Year Institution	3	6	+100% ▸‖◂
LGBT	Male	Transferred to a Four-Year Institution	2	7	+250% ▸‖◂
LGBT	Female	Transferred to a Four-Year Institution	9	11	+22.22% ▸‖◂
Filipino	Male	Transferred to a Four-Year Institution	3	6	+100% ▸‖◂
Black or African American	Male	Transferred to a Four-Year Institution	7	10	+42.86% ▸‖◂
Hispanic or Latino	Male	Transferred to a Four-Year Institution	97	111	+14.43% ▸‖◂
Disabled	Male	Transferred to a Four-Year Institution	13	19	+46.15% ▸‖◂
Disabled	Female	Transferred to a Four-Year Institution	20	23	+15% ▸‖◂

Additional Categories

No population groups selected.

Activities

Successful Enrollment

Brief Description of Activity

A. Create clear pathways to promote completion and success. 1. Offer accelerated cohort-style programs 2. Develop low-unit credit and non-credit skills certificates to meet individual and labor market needs 3. Develop scaffolded non-credit/credit/certificate/degree programs B. Eliminate policies and practices that impede successful enrollment. 4. Simplify enrollment processes 5. Simplify Financial Aid processes 6. Improve scheduling strategies using available educational plan data and current/prospective student preferences 7. Provide targeted outreach and recruitment, focusing on groups with high disproportionate impact, such as African American females and male Foster Youth 8. Fully implement Caring Campus to promote connection 9. Develop Student Success teams to meet the transition needs of DI groups 10. Provide Online Educational Resources for GE courses, and transfer level Math and English C. Create a research agenda to analyze and understand disproportionate impact. 10. Develop a research strategy to understand why students apply but do not enroll 11. Create a multidisciplinary task force to guide equity related research at the college

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Retention: Fall to Spring

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Brief Description of Activity

A. Promote high engagement teaching, service, and support throughout the college 1. Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates 2. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like 3. Scale high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, Tumaini, Puente, and the like 4. Scale early alert and intrusive advisement to prevent attrition 6. Pair students with peer mentors who have similar backgrounds, and educational and vocational goals 7. Fully implement Caring Campus to promote engagement and connection 8. Align the Caring Campus interventions with the Equity Plan goals and objectives; embed student equity in the Caring Campus mission 9. Create Student Success Teams to meet the retention needs of DI groups 9. Provide specialized counseling, mental health support, and instructional support to military veterans via the Veterans Resource Center B. Create a research agenda to analyze and understand disproportionate impact 1. Conduct surveys and focus groups to determine group-specific needs for training and education

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College

Transfer to a Four-Year Institution

Brief Description of Activity

A. Promote high engagement teaching, service, and support throughout the college 1. Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates 2. Scale online tutoring and online library services and support Create a research agenda that enables us to understand why disproportionately impacted groups are less likely to transfer B. Promote early career exploration, comprehensive education planning, and direct feedback to students when they complete momentum points or become transfer ready. 1. Change class rosters to include a symbol next to the names of students who are transfer ready (30+ units) 2. Send students a Starfish Alert message when they have completed 30 units, English 101, and Math 095 or higher 3. Develop an educational plan for every student 4. Expand the use of Starfish to prevent withdrawal and failure C. Create cohorts and student communities to promote learning and success 1. Create cohorts for high-labor market demand programs 2. Create transfer awareness cohorts for groups with high disproportionate impact 3. Offer the Free College Promise program to all incoming freshmen D. Create clear pathways to promote completion and success. 1. Include an indication of IGETC or CSU transferability and GE area in the college catalog 2. Indicate the course alignment with IGETC or CSU breadth requirements in the catalog 3. The Academic Senate will explore the feasibility of a common course numbering system. 4. Include course transferability to UC and CSU in WebAdvisor (scheduling tool) 5. Implement an app such as Grad Guru, to communicate with students regarding their transfer progress 6. In the first year, market the career and life planning course, student success course, and career assessment 7. In the second year, promote enrollment in a career planning class or workshop, and participate in a college tour 8. Increase the number of CCAP and dual enrollment agreements 9. Reduce time to completion for degree earners by reducing the general education unit requirement to align with state averages 10. Create scaffolded programs to enable students to earn completions as part of their long-term educational goals 11. Increase the courses and programs using free online educational resources. 12. Develop programs and partnerships with transfer institutions to promote transfer and transition to four-year colleges and universities, particularly for disproportionately impacted students

Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Veteran : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution

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Completion of Transfer Level Math and English

Brief Description of Activity

A. Promote high engagement teaching, service, and support throughout the college 1. In fall 2018, complete the implementation of AB 705 2. Embed tutoring in all Math and English classes 3. Create ways to increase the number of students who participate in tutoring, e.g. required tutoring as a course deliverable, inviting instructors to bring their classes to the Tutoring Center, and the like 4. Increase the number and proficiency of online math and English instructors 5. Scale online tutoring and online library services and support 6. Encourage students to enroll in the co-requisite math or English class 7. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like. B. Create clear pathways to promote completion and success. 1. Clarify math pathways and align with majors/meta majors 2. Re-number math courses 3. Explore scheduling patterns to promote acceleration through math and English pathways 4. Clarify math pathways and align with majors/meta majors 5. Explore scheduling patterns to promote acceleration through math and English pathways C. Create a research agenda to analyze and understand disproportionate impact. 1. Conduct class surveys in Math and English courses to better understand how the course content relates to student outcomes.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Earned Credit Certificate over 18 Units, Associate Degree

Brief Description of Activity

A. Promote early career exploration, and education planning 1. Provide counseling and retention services to ensure students stay on course to complete their goals 2. Ensure each student has an educational plan leading to a career goal 3. Provide career exploration, planning and awareness early in the student's matriculation B. Create clear pathways to promote completion and success. 1. Clarify pathways, and align them with students' career goals and with labor market demand 2. Create scaffolded non-credit and credit certificates leading to higher-level certificates or degree(s) C. Promote high engagement teaching, service, and support throughout the college 1. Provide professional development for staff and faculty regarding barriers to completion 2. Promote high engagement teaching, tutoring, and guidance strategies 3. Create a peer mentoring program that reflects the diversity of the college, and that addresses the needs of disproportionately impacted groups D. Create a research agenda to analyze and understand disproportionate impact. 1. Create a research agenda to understand the barriers to goal completion

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition

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Student Equity Plan

June 30, 2019

San Bernardino Valley College Student Equity Plan

Executive Summary

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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. The intent of the Student Equity Plan is to increase student equity amongst students who are historically underperforming.

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

- Mission: *San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

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

- Values: *That a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.*

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

ASSESSMENT OF PROGRESS

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

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

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

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

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

Equity Gap Improvement Outcomes for 2017-18

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

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

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

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

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

DISPROPORTIONATE IMPACT

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

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

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

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

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Group	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact
Male	1,338 (0)	480 (9)	67 (0)	2 (1)	75 (0)	2
Female	1,372 (127)	560 (37)	113 (0)	4(0)	96 (0)	2
Veterans						
Male	236 (0)	233 (6)	24 (6)	0 (1)	39 (0)	3
Female	45 (0)	100 (0)	8 (3)	1 (0)	14 (0)	1
Disabled						
Male	381(0)	337 (0)	21 (12)	0 (2)	38 (0)	2
Female	480 (25)	360 (0)	399 (0)	0 (2)	41(2)	3

Note: Each cell for the subgroups in this table contains two values. The number on the left is the count for students who attained the outcome. The numbers in parenthesis represent the number of students needed to remedy the disproportionate impact within the group.
*Cells with "n/a" have fewer than 10 students or no data available.

Equity Planning and Promising Practices

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

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

Supplemental Instruction and Traditional Tutoring Methods

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

Counseling and Educational Counseling

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

Cohorts and Communities

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

in cohorts and communities are more likely to succeed than students who do not participate in cohorts.

Goals, Objectives, Actions and Resources

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

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

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

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

F. Homeless students
G. Lesbian, gay, bisexual, or transgender students

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

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DATA AND ACTIVITIES

Successful Enrollment

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

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Objectives and Actions

  A. **Enhance Foster Youth processes and streamline the information to capture all students from the group**
  1. Continue to provide foster youth with priority registration
  2. Provide funding for textbooks and supplies until the age of 24 years
  3. Counseling provided by a dedicated Counselor to ensure point person for questions and/or referrals.
  4. Plan and initiate "Super Saturdays" for foster youth within our service areas and our continuing students.

  B. **Enhance information to LGBTQ groups in order to create a more welcoming atmosphere**
  5. Provide information to incoming students that SBVC is a safe space for all students and that the campus is inclusive
  6. Sharing the support that LGBTQ students have on campus through campus organizations and other resources.
  7. Connect students to Student Life for campus organization involvement.

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

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

  E. **Increased programming for Veteran students to enhance their experience at SBVC and create a welcoming environment**
  17. Host workshops and programs that will serve them and their dependents.
  18. Reach out to different agencies in the area that support Veterans and sharing with them the resources and opportunities that available to them at SBVC.
  19. Continue to provide a tutor in the Veteran's Resource Center, for active members in the club and who use the center.

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

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

Retention Fall to Spring

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

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

Objectives and Actions

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

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

Transfer to a Four-Year University

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

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Objectives and Actions

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

B. Continue to reduce equity gaps among economically disadvantaged student population with the goal of increasing achievement by 2% annually
1. Complete comprehensive education plans
2. Market information to include steps to enrollment and assistance, matriculation processes, financial aid and scholarship processes

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

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

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Completion of Transfer Level Math and English

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

Objectives and Actions

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

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

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

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

4510	Maintenance			351
4520	Supplies			1,000
4551	Printing	25,000	15,150	12,000
4750	Meals and Refreshments		10,000	66,500
Sub-total, 4000's		**280,707**	**199,823**	**135,387**
5000	**Other Operating Expenses and Services**			
5113	Consultant and Other Services, Speaker	102,798	96,000	160,465
5200	Travel and Conference Expenses	125.930	214,583	171,535
5207	Cell Phone Allowance			
5210	Mileage	3,000	1,000	3,000
5350	Postage & Freight	9,000	3,171	6,000
5610	Rentals	11,347	24,816	28,405
5611	Bus/Car Rentals	77,990	30,000	32,000
5621	Software Leases/Licensing, DE Training	5,100	11,100	2,500
5801	Advertising	19,921		
5809	Student Travel/Conferences	160,737	119,581	112,191
5815	Promotional	25,000	33,320	37,000
Sub-total, 5000's		**540,823**	**533,571**	**553,096**
6000	**Capital Outlay**			
6300	Library Books/Expansion	5,010		
6400	Computer Equipment		233	5,050
6420	Computer IT	84,000	25,862	10,545
Sub-total, 6000's		**89,010**	**26,095**	**15,545**
7000	**Other Outgo**			
7600	Other Student Aid	240,692	413,753	206,428
Sub-total, 7000's		**240,692**	**413,753**	**206,428**
Grand Total		**1,688,664**	**1,907,057**	**1,794,872**

STUDENT EQUITY BUDGET: 2018-2019 through 2019-2020

	Equity Budget Snapshot, 2018-19 through 2019-20			
	Funding and Source		**2018-19**	**2019-20**
	Equity Allocation		1,130,329	1,130,329
	Rollover to December 30 of the Subsequent Year (25)		697,840	
	Prior Year, Expended by December 30 (25)			
	Total Annual Expenditures		1,695,672	
Object Code	**Classification**	**# of FTE**	**2018-19**	**2019-20**
1000	**Academic Salaries: Position Title(s)**			
1201	Certificated Manager	2	232,706	
1283	Counselor Tenure Track	1	95,622	
1480	Counselor	1.5	251,459	
Sub-total, 1000's			**579,787**	
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**			
2181	Administrative Assistant, SS and Equity	2	104,108	
2380	Student Workers Tutoring,	5	96,219	
2381	Tutors, Non-Student Hourly	5	20,000	
2401	Tutoring Leads, Non-Student Instructional Aides	15	100,000	
Sub-total, 2000's			**320,327**	
3000	**Employee Benefits**			
Sub-total, 3000's			**186,521**	
4000	**Supplies & Materials**			
4500	Supplies		35,000	
4551	Printing		12,000	
4750	Meals and Refreshments		75,000	
Sub-total, 4000's			**122,000**	
Object code	**Classification**		2018-19	2019-20
5000	**Other Operating Expenses and Services**			
5113	Consultant and Other Services, Speaker		56,000	

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

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Student Equity Plan Summary

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Details

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Assurances

* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

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

Success Criteria

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

Executive Summary

http://www.valleycollege.edu

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1031	1372	+33.07%
Attained the Vision Goal Completion Definition	1026	1026	0%
Completed Both Transfer-Level Math and English Within the District in the First Year	79	81	+2.53%
Retained from Fall to Spring at the Same College	9049	11547	+27.61%
Enrolled in the Same Community College	18774	19149	+2%

Disproportionately Impacted (DI) Student Groups

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Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Male	Transferred to a Four-Year Institution	24	26	+8.33% ◁ ▷
Veteran	Female	Transferred to a Four-Year Institution	8	10	+25% ◁ ▷
LGBT	Male	Transferred to a Four-Year Institution	7	8	+14.29% ◁ ▷
Foster Youth	Female	Transferred to a Four-Year Institution	6	7	+16.67% ◁ ▷
Some other race	Male	Transferred to a Four-Year Institution	0	1	0% ◁ ▷
Hispanic or Latino	Male	Transferred to a Four-Year Institution	215	219	+1.86% ◁ ▷
Black or African American	Male	Transferred to a Four-Year Institution	36	40	+11.11% ◁ ▷
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	0	1	0% ◁ ▷
Disabled	Male	Transferred to a Four-Year Institution	21	29	+38.1% ▷‖◁
LGBT	Female	Attained the Vision Goal Completion Definition	12	17	+41.67% ◁ ▷
Foster Youth	Male	Attained the Vision Goal Completion Definition	0	5	+400% ◁ ▷
Foster Youth	Female	Attained the Vision Goal Completion Definition	5	7	+40% ◁ ▷
Some other race	Female	Attained the Vision Goal Completion Definition	1	1	0% ◁ ▷
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	1	1	0% ◁ ▷
More than one race	Female	Attained the Vision Goal Completion Definition	17	19	+11.76% ◁ ▷
Black or African American	Female	Attained the Vision Goal Completion Definition	59	65	+10.17% ◁ ▷
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◁ ▷
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◁ ▷

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Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◁ ▷
Veteran	Male	Retained from Fall to Spring at the Same College	216	229	+6.02% ◁ ▷
White	Male	Retained from Fall to Spring at the Same College	453	495	+9.27% ◁ ▷
White	Female	Retained from Fall to Spring at the Same College	534	556	+4.12% ◁ ▷
Native Hawaiian or other Pacific Islander	Male	Retained from Fall to Spring at the Same College	9	13	+44.44% ▷‖◁
More than one race	Male	Retained from Fall to Spring at the Same College	108	135	+25% ◁ ▷
Black or African American	Male	Retained from Fall to Spring at the Same College	373	426	+14.21% ◁ ▷
Black or African American	Female	Retained from Fall to Spring at the Same College	624	644	+3.21% ◁ ▷
LGBT	Male	Enrolled in the Same Community College	255	272	+6.67% ▷‖◁
LGBT	Female	Enrolled in the Same Community College	485	521	+7.42% ▷‖◁
Foster Youth	Male	Enrolled in the Same Community College	197	219	+11.17% ▷‖◁
Foster Youth	Female	Enrolled in the Same Community College	328	367	+11.89% ▷‖◁
White	Female	Enrolled in the Same Community College	1348	1425	+5.71% ▷‖◁
Some other race	Male	Enrolled in the Same Community College	38	49	+28.95% ▷‖◁
Some other race	Female	Enrolled in the Same Community College	59	76	+28.81% ▷‖◁
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	38	93	+144.74% ▷‖◁

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Demographic	Gender	Metric	Baseline	Goal	Equity Change
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	35	83	+137.14% ▸‖◂
Filipino	Female	Enrolled in the Same Community College	169	180	+6.51% ▸‖◂
Black or African American	Female	Enrolled in the Same Community College	1756	1912	+8.88% ▸‖◂
Asian	Male	Enrolled in the Same Community College	355	759	+113.8% ▸‖◂
Asian	Female	Enrolled in the Same Community College	409	572	+39.85% ▸‖◂
Black or African American	Male	Enrolled in the Same Community College	1182	1561	+32.06% ▸‖◂

Additional Categories

No population groups selected.

Activities

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

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College

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

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College

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Increase college awareness to first-generation population through outreach efforts

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College

D. Streamline processes for admissions to Educationally Disadvantaged students

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College

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

Brief Description of Activity

17. Host workshops and programs that will serve them and their dependents. 18. Reach out to different agencies in the area that support Veterans and sharing with them the resources and opportunities that available to them at SBVC.

Related Metrics

- Overall : All : Enrolled in the Same Community College

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

Brief Description of Activity

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

Related Metrics

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- Overall : All : Enrolled in the Same Community College

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

Brief Description of Activity

1. Enhance and advertise Guardian Scholars Programs within campus and community agencies 2. Refer Foster Youth to EOPS/CARE, STAR, First Year Experience and College Promise 3. Promote college and various support programs through FKCE and publicize Foster Care Awareness Month 4. Create a safe, all-inclusive learning environment for students that identify as LGBTQ or not can feel supported 5. Support and promote student organization 6. Publicize activities and events for LGBTQ inclusion 7. Student Health Center support services 8. Refer students to different specialized support programs 9. Promote to apply for FAFSA and CA Dream APP workshops 10. Promote different support programs to parents of first generation college students 11. Promote access to computers and internet in library 12. Enhance and grow Umoja-Tumaini and other specialized support services 13. Enhance and increase participation in the Black Faculty Staff Association "Each One, Teach One" Mentoring Program 14. Expose and promote to targeted student populations the importance of attending events and conferences such as HBCU Tour and A2Mend Conference 15. Veteran's Resource Center – provide more programming that will enhance Veterans to continue their education and partake in different activities throughout campus. 16. Work collaboratively with Student Health Services to provide counseling for veterans. 17. Increase the number of students applying for scholarships and financial aid 18. Intentional planned meetings about impending initiatives and how they may impact disabled students 19. Provide professional development events/trainings and/or workshops to faculty, staff, students and administrators.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

A. Promote a culture of Transfer for campus as a whole.

Brief Description of Activity

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

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

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

Brief Description of Activity

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

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

70

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

Brief Description of Activity

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

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

D. Enhance completion success and transfer processes

Brief Description of Activity

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

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

A. Promote positive reinforcement in English and Math courses

Brief Description of Activity

1. Fall 2019 full implementation of AB705 2. Embedded tutoring for most at risk students 3. Co-requisite and support courses, such as ALEK PPL lab and English 086 and 087 4. Encourage students to enroll in the co-requisite math or English class 5. Presentations at high schools to students regarding the importance of doing well in English and Math courses to place in appropriate class levels 6. Enrollment in Math non-credit support courses 7. Model programs such as Puente and Tumaini incorporating collaboration with instructors 8. Chromebooks in English and Reading courses 9. Mathematics courses implementation and enhancing technology programs to better assist student learning 10. Promote the importance of utilizing Writing, Reading Labs and Student Success Center 11. Enhancing Supplemental Instruction in all disciplines.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Angel Rodriguez, District Director of Marketing, Public Affairs and Government Relations

DATE: June 20, 2019

SUBJECT: Helping financially vulnerable students succeed through the Federal Direct Student Loan Program

RECOMMENDATION

It is recommended that the Board of Trustees make available the option for Crafton Hills College and San Bernardino Valley College students to participate in the Federal Direct Loan Program.

OVERVIEW

While roughly 50 percent of California community college students pay zero tuition through the California College Promise Grant (formerly known as the BOG Waiver), it is still difficult for lower-income students to achieve their educational goals due to high non-tuition expenses like transportation, basic housing and food. By participating in the Federal Direct Loan Program, SBCCD will provide a new financial aid option to both full-time and part-time students with the greatest need, and position SBCCD for a state allocation under AB19 (Santiago), and potentially AB2 (Santiago) and SB291 (Leyva).

ANALYSIS

According to a February 2019 report from the Institute for College Access & Success (TICAS), federal student loans can enable:

- student enrollment in more courses per term and support increased academic success in those courses,
- increase the likelihood of transferring from a community college to a four-year university, and
- reduce the overall cost of attending college by helping students graduate sooner.

For students who need to borrow to complete college, federal student loans are the safest form of debt, offering fixed interest rates, deferments for unemployment and economic hardship, and flexible repayment options that can allow monthly payments based on a share of income. Federal loans also help students avoid private loans from banks, which typically have higher interest rates, often require co-signers, and lack consumer protections including payment flexibility.

To reduce the risk of default among student borrowers and improve student success, SBCCD intends to partner with the California Community Colleges Chancellor's Office to increase financial literacy among students through a public awareness campaign, online resources, one-on-one advising, among other strategies.

INSTITUTIONAL VALUES

    I.   Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

Roughly $400,000 state allocation for SBCCD under AB19 (Santiago), known as the California College Promise.