San Bernardino Valley College

GUIDED PATHWAYS WORK PLAN
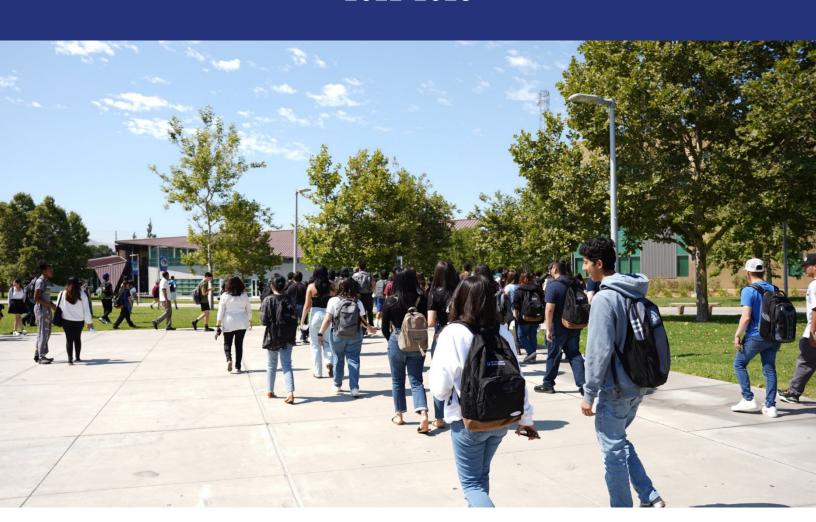
Phase 2 Report Plan
2022-2026

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INTRODUCTION

This Work Plan illustrates the intentional efforts and steps that San Bernardino Valley College (SBVC) has taken to align all data-informed plans, such as our Educational Master Plan (EMP) and Student Equity Plan (SEP), that have been developed in our recent planning cycles with Guided Pathways efforts. These documents directly address the need for continual improvements in our pedagogies, services, and systems of operations, especially as they relate to populations who have been marginalized and disproportionately impacted. Both of the aforementioned plans include purposeful goals and strategies that directly relate to improving the experience, academic success, and long-term outcomes for our Black/African American students, with special consideration given to our men of color. Additionally, San Bernardino Valley College's proposed projects also seek to align Guided Pathways efforts, that are braided into the DNA of our vision for moving forward with our new Strategic Enrollment Management (SEM) Plan, which we will be undertaking this coming year as a selected participant in the California Community Colleges Chancellor's Office SEM Program. Plans will also serve to create an interwoven approach to better engage and support our Black/African American student population as we develop our "Leading from the Middle" campaign, as it is our belief that, when helping those most in need, ALL students will benefit.

ACKNOWLEDGEMENTS

This plan was developed by the Guided Pathways Committee, with special acknowledgement to the following people.

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GROUP 1: SUCCESSFUL ENROLLMENT AND ENTERING STUDENTS

Successful enrollment is defined as the proportion of all non-special admit applicants who indicated an intent to enroll and enrolled in San Bernardino Valley College in a selected year.

1.1 LEVEL OF PROGRESS TOWARD LOCAL GOALS

The college has completed approximately 50% to 75% of the local goals related to ensuring entering students are successful in the enrollment process.

1.1.1 LOCAL GOALS

As identified in the SEP, Black/African American successful enrollment rate is 18%, while Non-Black/African American rate is 27%.

Our Local Goal is to reach halfway to our goal of closing the gap that exists in those percentages; to go from 18% to 23%.

1.1.2 MAJOR BARRIERS

The following key areas were identified from a May 2022 focus group as the major barriers to successful enrollment, where students expressed that they did not feel welcomed and supported, and SBVC lacks a "safe place" for Black/African American students:

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

1.1.3 ACTIONS TAKEN

SEP indicates specific goals and changes in the areas of:

- Active Outreach
- Learning Environment
- Student Support Programs
- Shift in campus culture
- Onboarding process

- Inquiry
- Program Offerings

Efforts have been made over the course of the last academic year to develop plans, make systemic changes, and institutionalize practice/procedures that will directly address these areas of concerns brought forth by student participants.

1.1.4 PRIORITIZATION

SBVC will continue to prioritize all the aforementioned efforts and actionable items as needed to work towards attainment of local goals. Targeted recruitment and supplemental onboarding activities/events, with additional opportunities for students to be linked with appropriate programs, resources, and services will be the immediate focus moving forward, with more long term/sustainable changes made accordingly.

1.1.5 EQUITY CONSIDERATIONS

To remove student friction points and ensure that all students will benefit from our actions, the plans for changes are systemic, as opposed to situational. Efforts will be made to change the organizational structure, process, and workflow as it relates to the aforementioned.

1.1.6 INSTITUTIONAL STRUCTURE

To ensure that the Guided Pathways-informed successful enrollment work remains an institutional priority, there is consistency in the individuals and departments responsible for changes being put in place and planned. The goal is for practices to become commonplace and policy, with intentional streamlining and collaboration, with adjustments as needed.

1.1.7 INSTITUTIONAL STRUCTURE BARRIERS

There are no foreseeable barriers to sustaining the provided structure above, as it is understood that whatever changes/updates made to procedures and process is being done to benefit student population as whole, striving for the goals of student learning and success. Intentions are attempted to clearly connect institutional practices with District missions, visions, values, and goals.

1.2 CONTINUOUS IMPROVEMENT

SBVC will continue to advance the goal of successful enrollment equitably without developing new barriers for students.

1.2.1 CONTINUOUS IMPROVEMENT PROCESS

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.

1.2.2 IMPROVEMENTS NEEDED

As with everything in recent years (due to Covid related issues and responses), we are learning that this recent group of prospective students are increasingly wanting a "return to normal". We believe the drops in enrollment and performance of the population most disproportionately impacted amongst our community is a direct result of being forced into an educational delivery model that doesn't adequately suit their respective needs, along with the connection of the benefits of a college education (Degree and/or Certificate) offers as one strives towards life improvement and earning livable wages.

GROUP 2: PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM AND ENTERING STUDENTS

Persistence is defined as the proportion of all first-time students who persisted from the first primary term of enrollment to the subsequent term.

2.1 LEVEL OF PROGRESS

SBVC has achieved less than 50% of the local goals related to ensuring entering students are successfully persisting from their First Primary Term to Secondary Term.

2.1.1 LOCAL GOALS

Black/African American retention rate is 55%, while Non-Black/African American retention rate is 65%.

The goal is to completely close the gap, increasing/improving retention rate for target demographic, and all students.

2.1.2 MAJORS BARRIERS

The following major barriers to persistence were identified from a May 2022 focus group, where students expressed that they did not feel welcomed and supported, and SBVC lacks a "safe place" for Black/African American students, as well there being a lack of connection with and the absence of educational professionals that are reflective of the demographic:

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

2.1.3 STRUCTURAL CHANGES TO REMOVE BARRIERS

There is a need to institutionalize programs/services that support underrepresented student populations, in particular Black/African American students. Support should include academic counselors and administrative support that is "Demographic Friendly". Mandated professional development at the District/College level. Creating a multicultural center to house Umoja-Tumaini and BROTHERS/A2MEND where counselors are housed with administrative support would facilitate a shift for equitable outcomes for Black/African American students. The recommendation is that we start with at least 6 full-time faculty and staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. There is also a need for peer mentors.

2.1.4 EQUITY CONSIDERATIONS

To remove student friction points and ensure that all students will benefit from them, there are plans to "mirror" the systems and models put in place, as appropriate. Considering the idea of "representation" and/or being "demographic friendly" is a major component from the student perspective, objective becomes to identify individuals with whom students identify and feel most comfortable with, which reflect/respect the demographics in which we serve.

2.1.5 INSTITUTIONAL STRUCTURE

In addition to input received from students, Guided Pathways essential practices influenced SEP and subsequent goals and objectives. There is consistency in the individuals and departments responsible for changes being put in place and planned. The goal is for practices to become commonplace and policy, with intentional streamlining and collaboration, as well as adjusting as needed.

2.1.6 INSTITUTIONAL STRUCTURE BARRIERS

Current hiring practices (or results thereof) and current culture that exist are barriers to sustaining the institutional structure. Resistance and reluctance to change. Intentional efforts to attract and recruit diversified faculty and staff, as well as extensive professional development (mandated when possible).

2.2 CONTINUOUS IMPROVEMENT

SBVC will continue to advance the goal of Persistence equitably without developing new barriers for students.

2.2.1 CONTINUOUS IMPROVEMENT PROCESS

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.

2.2.2 IMPROVEMENTS NEEDED

Listening to and responding to the needs expressed by the students will be critical. Taking into consideration information obtained via Institutional Research and Effectiveness, as well as those in position of advocacy for those impacted is essential.

GROUP 3: COMPLETION OF TRANSFER-LEVEL MATH & ENGLISH AND ENTERING STUDENTS

Completed Transfer-level Math & English is defined as the proportion of first-time students who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

3.1 LEVEL OF PROGRESS

SBVC has achieved less than 50% of the local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

3.1.1 LOCAL GOALS

As identified in SEP, the current Black/African American completion rate is 8%, while non-Black/African American completion rate is 13%. The local goal is to gradually increase the completion rate annually to the point of eventually closing the gap.

3.1.2 MAJORS BARRIERS

Mathematics barriers: Prior to AB 705/1705, many students were placed into below transfer-level mathematics courses. Prerequisites were in place to develop fundamental math and study skills for students to complete a transfer-level mathematics course. AB 705/1705 now allows students to place directly into transfer-level mathematics courses. Many students, along with those in the target student focus group of the Student Equity Plan, that lack any perquisite math skills would be at a disadvantage entering transfer-level mathematics courses. An inequitable situation is then created for students entering transfer-level mathematics and the math department has analyzed and adjusted the structure of transfer-level mathematics courses to create a more equitable educational pathway for students.

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

English barriers: Before AB 705, access to the college-level/transferrable English course was based on a computerized assessment, placing students into prerequisite courses if

assessment scores did not meet the college-level course requirement. The lowest level course, basic writing, also had a reading prerequisite, so students needed to meet that requirement before enrolling in the English course. In addition to the basic writing course, the department had a preparation for college writing course—so students who assessed at the lowest level were required to possibly take up to three courses before enrolling in the college-level course.

3.1.3 STRUCTURAL CHANGES TO REMOVE BARRIERS

Mathematics Department Actions to Remove Barriers:

1. Update Placement Models for Co-Requisite Support

    Under collegial consultation between the mathematics department, science division, Guided Pathways committee, Academic Senate, as well as the counseling and matriculation division, the mathematics placement models were updated to suit our student population and increase completion rates. Students were placed into a STEM, Business, or SLAM transfer-level mathematics with co-requisite courses using AB 705 State Chancellor metrics. Scheduling efforts from the math department were newly focused on utilizing data to develop a schedule with effective support course options for students.

2. Align Math Courses with Student Guided Pathway Plans

    Utilizing internal research data and transfer articulation agreements, the math department analyzed the distribution of student majors. The department then updated placement models to place students into a STEM, Business Calculus, or SLAM transfer-level math course. The Self-Guided Placement form was updated so that during the application process students would be placed according to major selection. During the SBVC website update for Guided Pathways, the recommended math courses were synched to the departments for the appropriate math course alignment.

3. Develop New Curriculum for Math Pathways

    Within the development of the mathematics pathways, new courses will be written and launched in the areas of mathematical financial modeling, mathematics for educators, and data science. Providing a more connected math course for students will promote engagement, relatable area of major study content, and success for students.

English Department's Actions to Remove Barriers: Over the past few years, the department has continuously engaged in discussions of expanding accessibility through

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

3.1.4 EQUITY CONSIDERATIONS

Math Department Action to Remove Student Friction Points: The development of math placement protocols was done to suit the student population's needs. Placement models were developed using GPA and the last math course taken at the high school or community college level to place students into a course with adequate support. Students coming in at a disadvantage from lacking prerequisite material would now have a support course linked to their transfer-level math class.

Furthermore, the math department took further action to build an equitable course structure amongst courses. Communities of practice were developed to develop the co-requisite structure to best support student needs. Course topics were aligned with the parent course and the co-requisite course, syllabi and instructional schedules were updated to guide all professors on how to effectively present the material in the co-requisite courses, and departmental worksheets were developed for all instructors to use in the co-requisite courses.

English Department Actions to Improve Equity:

The following activities were identified and are being implemented in support of the SEP:

1. Evaluate disaggregated data for English 101, 101/086, 101/087 to address the impact of the corequisites on the African-American students.
2. Explore mentoring processes for the targeted population, which could include: pairing incoming African American students with African American students who have successfully completed English 101 collaborating with the Supplemental Instruction Coordinator to bring those student mentors into the classroom enlisting those student representatives to lead campuswide student book discussions—possibly partnering with the Black Student Union actively recruiting African-American high school seniors, connecting the targeted population with the student mentors.
3. Review English course outlines of record to evaluate textbook suggestions—looking toward inclusion of texts that reflect the profile and needs of African-American students and removing texts that are biased.
4. Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to African-American student needs and avoiding bias.
5. Revise departmental employment notices to emphasize in the desirable qualifications the need for diverse expertise, particularly in African-American Studies/Ethnic Studies.
6. Actively recruit at universities, for full- and part- time faculty who offer African-American Studies/Ethnic Studies expertise.
7. Continue to apply for Basic Skills funding to expand the Community of Practice membership within the English Department and continue to expand the Community of Practice training opportunities for full- and part-time faculty to include training that will provide direct support for faculty to address the needs of the African-American student population—topics could include trauma informed care, anti-racist pedagogies, responses to unjust authority, etc.
8. Work closely with the Office of Institutional Research to create and implement an English student survey to identify barriers to African-American student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.
9. Collaborate with FTVM to produce podcasts by African-American instructors who can speak directly to the students about their own experiences.
10. Explore collaborations with other campus programs and learning groups—linking English 101 with Tumaini, collaborating with Athletic Instructors/Coaches to provide Writing Center tutoring support for the HUB, and recruiting for specialized English courses, etc.
11. Create a focused English 101 course for specific populations—linking the curriculum to their special interests—Athletics, Veterans, etc.

12. Work with Student Services to identify a Counselor who would be the liaison between English faculty and African-American students, providing a human element/direct connection between all three individuals—student, faculty, and counselor—whenever a student is in need of assistance
13. Aggressively promote the African-American Literature course.

3.1.5 INSTITUTIONAL STRUCTURE

Math Department Institutionalization: Through continued collegial work with the math department and Guided Pathways Committee, processes have been practiced to promote continued growth in supporting transfer-level math completion work. The Counseling and Matriculation Division continually provides data from the Self-Guided Placement to the math department to assist in the scheduling development of classes each term. The college has developed data dashboards that the math department can review to determine the current effectiveness of support courses and make adjustments as necessary in the community of practices. Consultation with the math department, Academic Senate, and counseling departments is ongoing to provide updates on placement protocols and alignment of math courses with Guided Pathway efforts.

English Department Institutionalization: The department will transition the corequisite courses from zero-level courses to non-credit. They will still be required, but have the advantages to students of the non-credit format—no tuition, not counted against students' overall units, etc. The department continues to work with the Writing Center to ensure that embedded tutors are provided for all corequisite courses as a basic component of the corequisites. The Community of Practice continues to provide specialized professional development opportunities to English Department faculty. The department will be working with Counseling to inform the English Department's scheduling of classes to accommodate the needs of the students. The department will continue to work with the Office of Institutional Development to assess and identify areas for improvement in course delivery of the AB 705 curriculum. The department is working with Counseling on refinement of the placement waiver process.

3.1.6 INSTITUTIONAL STRUCTURE BARRIERS

Math Department Barrier Reflection: The math department AB 705/1705 reform outlined above to support transfer-level math completion has yet to encounter any overwhelming barriers to stop progressive work. The update of the Self-Guided placement form has been completed as of Spring 2023. All newly developed courses have passed through local curriculum and are awaiting articulation agreements. The math department is receiving basic skills funding to continue to support community of practices that are doing exceptional to analyze and enhance all support courses across the board.

English Department Barrier Reflection: The English Department continues to advocate for funding, through the college's Basic Skills Committee, to fund the embedded tutoring

component and to fund faculty in the department's professional development Community of Practice. The department also works closely with the Writing Center lead faculty member to ensure that corequisite courses are staffed with embedded tutors. The department recently addressed the transfer-level curriculum by reevaluating it through a culturally responsive lens. Those revisions were accepted by the curriculum process at the campus, and the department will continue that evaluation with both corequisite courses in fall 2023. The zero-level corequisite courses will be converted to non-credit, providing further equity to students.

3.2 CONTINUOUS IMPROVEMENT

SBVC will continue to advance the goal of 'Transfer-level Math & English Completion' equitably without developing new barriers for students.

3.2.1 CONTINUOUS IMPROVEMENT PROCESS

Math Department Improvement Process: The math department will analyze success and equity data each semester to evaluate the effectiveness of the department's AB 705/1705 reform. The department plans to work with the Guided Pathways committee and internal research to develop an AB 705/1705 dashboard to get more focused data on success and equity data pertaining to co-requisite support effectiveness. Utilizing semester data, the department will update and enhance support to better suit students. The department will continue to analyze success metrics in terms of course modality and offerings to determine how to support all students in transfer-level math success. The department is currently working towards enhancing department support in tutoring efforts to better support students in transfer-level mathematics.

English Department Improvement Process: The English Department has continuously held dialogues, through the Community of Practice, to evaluate the curriculum and to include innovations in the curriculum that would promote student success and retention. The department is also working with the Office of Research to identify areas of success and areas that need improvement and that will meet student needs. The department will continue to work with the Writing Center and Counseling to offer students course delivery options that will meet their needs.

3.2.2 IMPROVEMENTS NEEDED

Math Department Reflection: The math department is currently working on a Calculus Pathways grant to address equity and completion rates in the calculus sequence. During the work of this grant the math department hosted a student focus group to get student feedback on co-requisite courses in STEM courses. Utilizing the feedback, the math department adjusted the scheduling and structure of the support courses to better help students be successful in their STEM transfer-level mathematics courses.

The department looks to continue with student feedback across all transfer-level mathematics courses to better improve and enhance our support course structure across the board. The department will share this work and discuss continued support course growth with the English department through the Guided Pathways committee.

English Department Reflection: The department has, and will continue, engaging in self-evaluation of its courses, delivery modes, faculty training, and resources. The evolution of the corequisite courses included the embedded tutor and the embedded librarian. Collaborations with counseling will help to inform the scheduling of classes.

GROUP 4: TRANSFER AND THE STUDENT JOURNEY

Transfer is defined as the proportion of all first-time students who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

4.1 LEVEL OF PROGRESS

SBVC has achieved less than 50% of the local goals related to ensuring students are successful in their transfer to a four-year institution.

4.1.1 LOCAL GOALS

Hispanic transfer rate: 10%, while non-Hispanic transfer rate is 16%.

The goal is to completely close the gap.

4.1.2 MAJORS BARRIERS

Students lack clarity on what classes they can take. For instance, how often is Comm 125 or Philosophy 102 presented to students as options for their critical thinking option. Students unaware of steps towards graduation such as how to file a graduation check is unclear. Consistent messaging to students as to requirements for transfer.

4.1.3 STRUCTURAL CHANGES TO REMOVE BARRIERS

With the implementation of the Student Success Act and AB 705 including campaigns like "15-units to finish", trips to Historically Black Colleges and Universities, transfer field trips, and the like, including the Guided Pathways maps, it would be fair to state that generally students have a reasonably confirmed sense of their educational goals by the time they complete 30 units. For the 30- unit completers from the two groups, a process can be set in motion towards deliberate seeking out and mentorship of these students by Instruction and Student Services. Through this practice, students not following the pathways for AAT/AST can be offered support for transfer decisions.

Corollary to this practice will be that of constant, visible presence of colleges and universities to encourage a sense of purpose to pursue a bachelor's degree. Vibrant partnerships with colleges and universities can be greater manifested in newer, more creative events as part of the transfer culture.

4.1.4 EQUITY CONSIDERATIONS

Plans for changes are systemic, as opposed to situational. Efforts will be made to change the way things are done as it relates to the aforementioned.

The following approaches/strategies are aimed to enhance efforts that are crucial to positive outcomes among Black/African American students including the promotion of such to Hispanic students.

1. Continue campaign efforts to promote transfer culture aimed at increasing students from the two targeted groups with racial-and ethnic-infused language, sensitivities, and aesthetics.
2. Mentorship modeled after PUENTE or TUMAINI learning communities be made available to the targeted groups.
3. Sustain and reinforce students sense of meaning, purpose, and belonging in their educational goals and life experience.
4. Use of active developmental approach to career identification from the AA degrees to transfer, particularly in the use of the Transfer Curriculum Model and Guided Pathways approaches.
5. Extend Guided Pathways efforts to promote career literacy in each course and programs offered.
6. Focus on life design and career development approaches that lead to certainty in choice of programs of study and students' greater understanding of the control they have in their graduation and transfer velocity.
7. Develop podcasts on careers and decision-making processes adapted to generational cohorts, particularly towards Generations Y and Z.
8. Collaborate with CTE in the use of Job Speaker, Student Services on tools available in Vita Navis, programs in Guided Pathway including other programs of study.
9. Reinforce use of Vita Navis in all its features, i.e., Career Pathways, Education Pathways, Skills Builder and Resume Builder and overall use of Students' Dashboard.
10. Explore Guided Pathways designed to meet the needs of part-time students who will transfer.
11. Ongoing campaigns and workshops on financial literacy on grants, scholarships, and loans at the university presented by university/college staff.
12. Campaigns to involve parents and spouses/partners in their instrumental and enacted supports for the prospective university transfer students.

13. Advocacy for students with intentional focus on the inter-sections of race and gender.
14. Collaborate with District's College Corps for prospective transfer students as change agents for their communities.

4.1.5 INSTITUTIONAL STRUCTURE

Increase specific department to department meetings. Meaning contacts from partner institutions such as CSUSB or UCR should visit departments directly and meet students where they are, in the classroom. More department or division related events centered on transfer. For instance, Media Arts Major transfer day or arts and humanities transfer day.

In addition to input received from students, Guided Pathways essential practices influenced SEP and subsequent goals and objectives. There is consistency in the individuals and Departments responsible for changes being put in place and planned. Goal is for practices to become commonplace and policy, with intentional streamlining and collaboration, as well as adjustments as needed.

4.1.6 INSTITUTIONAL STRUCTURE BARRIERS

The main barrier at SBVC is inconsistent communication about requirements for transfer between school professionals and students. Transfer related courses that are barriers to some students such as math and English requirements. Create courses specific to paths such as Math for Media Arts or Critical Thinking for Arts Majors.

4.2 CONTINUOUS IMPROVEMENT

SBVC will continue to advance the goal of Transfer equitably without developing new barriers for students.

4.2.1 CONTINUOUS IMPROVEMENT PROCESS

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.

4.2.2 IMPROVEMENTS NEEDED

SBVC has learned there may be multiple factors related to the transfer rates as it pertains to the identified demographic. Careful consideration of stated educational objective(s) are a factor, as well as ensuring the processes from awareness of various requirements and transfer procedures, along with clear connections to educational attainment and career development/readiness.

GROUP 5: COMPLETION AND STUDENT SUCCESS

Completion is defined as the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

5.1 LEVEL OF PROGRESS

SBVC has achieved less than 50% of the local goals related to ensuring students are completing their college journeys.

5.1.1 AREAS OF COMPLETION

The following areas of completion are less than 50%:

- Certificate Completion
- Degree Completion

5.1.2 LOCAL GOALS

The SEP indicates Black/African American Completion rate is 3%, while non-Black/African American completion rate is 7%. The local goal is to completely close the gap by end of planning term.

5.1.3 MAJOR BARRIERS

In connection with the Student Equity Plan, the barriers outlined in the completion metric were listed through the discussions of a student focus group. Black/African American students did not feel welcomed or supported on campus. Actions of the equity plan include continual development of events, programs, and services that directly support the Black/African American student population.

5.1.4 STRUCTURAL CHANGES TO REMOVE BARRIERS

Equity plan objectives include institutionalizing programs for underrepresented student populations. The programs should include academic counselors with administrative support for Black/African American students. Included in the plan is the development of a multicultural center to house Umoja/Tumaini with the counselors and administrative support. Proceeding with the process is outlined as below:

Phase 1: The multicultural center would start by being staffed by a professional expert who would be overseen by a dean.

Phase 2: Enhancements to the multicultural center with the addition of academic counselors and peer mentors.

Phase 3: Hire an additional counselor and director for the multicultural center.

5.1.5 EQUITY CONSIDERATIONS

During the planning and action phase of the multicultural center work will include:

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

5.1.6 INSTITUTIONAL STRUCTURE

There is consistency in the individuals and departments responsible for changes being put in place and planned. Goal is for practices to become commonplace and policy, with intentional streamlining and collaboration, as well as adjustments as needed.

5.1.7 INSTITUTIONAL STRUCTURE BARRIERS

No foreseeable barriers, as it is understood that whatever changes/updates made to procedures and process is being done to benefit student population as whole, striving for the goals of student learning and success. Intentions are attempted to clearly connect institutional practices with District missions, visions, values, and goals.

5.2 CONTINUOUS IMPROVEMENT

SBVC will continue to advance the goal of Completion equitably without developing new barriers for students.

5.2.1 CONTINUOUS IMPROVEMENT PROCESS

The college needs to begin the process of the development of a multicultural center. Initial Phase 1 would begin with the recruitment of a professional expert. Once established, the college would need to incorporate academic counselors and peer mentors into the multicultural center for Phase 2. The completion of the goal would be the hiring of an additional counselor and director for the center.

5.2.2 IMPROVEMENTS NEEDED

The college would work towards institutionalizing support for Black/African American students to close equity gaps in completion. During the improvement cycle the college would need to works towards how this institutionalization would occur to ensure the target student focus group of the Student Equity Plan continues to be supported.

GROUP 6: STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM INTEGRATION

6.1 PROGRESS

SBVC is in the process of integrating the SEA and Guided Pathways programs.

6.1.1 CHALLENGES

Challenges include full participation and collaboration campus wide. There are still many under false impressions and/or misunderstanding the totality of "Guided Pathways". There is a reluctance of "buy in", and in some instances what looks like a total disinterest. A more intentional push from top down is needed (which also needs to be pushed laterally), and more action is required on what has been written.

6.1.2 ACTIONS TAKEN

More intention has been put into efforts to integrate all relevant plans in theory. Overarching/overlapping goals and objectives, as well as concepts and ideas have been connected accordingly.

6.1.3 OUTCOMES TOWARD FULL INTEGRATION

Immediate Outcome:	Complete all remaining planning documents in accordance with integration objectives
Intermediate Outcome:	Move from planning to actionable steps being taken on all applicable levels.
Long-Term Outcome:	Institutionalize practices that address closing of inequity gaps and ensure student success.

6.1.4 EVALUATION

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.

GROUP 7: ASSOCIATE DEGREE FOR TRANSFER (ADT) INTEGRATION

7.1 PROGRESS

SBVC is in the process of integrating the ADT and Guided Pathways programs.

7.1.1 CHALLENGES

Challenges were most related to Successful Enrollment, Retention, and Completion of Transfer Level Math and English. For students that were not having issues in either of those areas, integration of ADT into Guided Pathways has not been an issue, as we have done well at implementing ADT requirements and Ed Planning accordingly. Usage of maps as a visual aid has been slowed due to website issues, however, as of March 2023 that has been rectified and maps are in effect and displayed properly for respective programs and degrees.

7.1.2 Actions Taken

All indicated steps for changes in the aforementioned areas are in respective phases of change, update, and improvement.

7.1.3 Outcomes Toward Full Integration

Immediate Outcome:	Display most current ADT available on respective Department/Program Web Pages
Intermediate Outcome:	Create systematic events and opportunities to increase student awareness and progress.
Long-Term Outcome:	Create clear pathway for students to be aware and informed of requirements and relationships of goal

7.1.4 Evaluation

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.

Group 8: Zero Textbook Cost to Degree (ZTC) Integration

8.1 Progress

SBVC is in the process of starting to integrate the ZTC and Guided Pathways programs.

8.1.1 Challenges

SBVC has recognized the need and value of integrating the current ZTC Program with Guided Pathways. SBVC has an established process for identifying courses using ZTC with reporting and trackable data available each semester. Courses are tagged as ZTC in the student facing course schedule to allow for student choice. The current tagging and reporting process was established with support of a previous ZTC grant. Additionally, SBVC benefited from an OER grant that allowed for the initial professional development on OER requirements, regulations, material curation, and relevance to equity, access, and inclusion. The original OER grant provided a starting point for obtaining faculty buy-in and usage of OER materials. The following ZTC grant allowed for the establishment of the ZTC reporting and tracking system, additional professional development regarding Zero Textbook Cost parameters, material curation and development, and relevance to equity, access, and inclusion. Both grants provided support in the form of positions (i.e. faculty lead positions) to complete the work. The sundowning of both grants removed the funding for positions with reassigned or allocated time. Since the sundown of the previous grants, SBVC has been reliant upon the work that was done and how it has been institutionalized.

SBVC has realized continued participation in OER and ZTC by the faculty body but has not experienced significant growth. The current programs have been supported through the position of a Faculty OER/ZTC Liaison, who does not have reassigned time and is not funded for their work. These limitations have resulted in limited resources for continual promotion, professional development, and faculty support for continuous development, curation, and implementation of OER/ZTC materials. Additionally, the loss of support halted the active exploration of a ZTC Degree Pathway, which was started with grant support. SBVC has been challenged in providing adequate support for faculty, staff, and administrative personnel to carry on and continue to develop the work related to OER/ZTC.

8.1.2 ACTIONS TAKEN

SBVC has offered free rental of all course textbooks and materials for the past two academic years and will continue to do so through fall of 2023. We have called this program Books+. Books+ has removed all textbook and course material cost and access barriers for students. This program has set a standard for the student body and reminded the faculty of the importance of using ZTC/OER materials. SBVC has also recognized the finite funding available to continue support of such a program and the need to increase institutionalization of ZTC/OER course material usage once funding ceases.

In Fall 2022 and Spring 2023 semesters, SBVC was awarded significant funding to revisit ZTC/OER use and the establishment of a degree pathway for students that is fully ZTC. The funding totals $200,000.00. The planning and project design for the new grant is in progress. Initial conversations and planning have identified the need to connect with and integrate into the existing Guided Pathways structure. The following goals have been identified as part of the current grant cycle:

- Support for faculty reassigned time to coordinate and lead the project

- Establish a ZTC degree pathway in coordination with Guided Pathways

- Increasing visibility of ZTC courses and degree pathways

- Assess options for and development of scheduling practices to ensure ZTC degree pathway commitments are available to students

- Continued professional development for faculty on the curation and development of ZTC materials and student benefit

- Develop and provide professional development for creating materials in an accessible manner to ensure student access

- Develop and provide professional development for assessing curated materials for accessibility

8.1.3 Outcomes Toward Full Integration

Immediate Outcome:	Establish a strategic planning and implementation strategy with benchmarks and timelines
Intermediate Outcome:	Conduct an assessment of plan goals, integration with Guided Pathways, challenges, and success
Long-Term Outcome:	Continue the plan with institutionalized processes and positions

8.1.4 Evaluation

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.

Group 9: California Adult Education Program (CAEP) Integration

9.1 Progress

SBVC has full integrated the CAEP and Guided Pathways programs.

9.1.1 Milestones

SBVC's Adult Education Program is a State recognized model, having achieved this recognition based on our level of success and effectiveness in serving our target demographic. The Adult Education Program is a partnership between the community college and the local adult schools provided by the California Adult Education Program and the Inland Adult Education Consortium. The program aims to facilitate the transition between adult schools and college by providing specialized counseling for adult learners; while also providing resources to advance their career and education improving their overall quality of life.

9.1.2 Reflection

Participation in a local Consortium, and communication amongst/between is essential to success. Leveraging resources and services, and being aware of who/what is available for our population and addressing their needs is instrumental in doing so.

9.1.3 Plan For Continuous Improvement

Continued collaborative efforts with various partners within Inland Adult Education Consortium will remain primary. Staying aware and informed of all available resources and support available from the state level, and growing our programs will be important.

Increasing awareness of participants and monitoring their transition from Non-credit to traditional is an area of interest and exploration. We will continue to make informed decisions and adjustments based on KPI and data informed inquiry is essential.

GROUP 10: STRONG WORKFORCE PROGRAM (SWP) INTEGRATION

10.1 PROGRESS

SBVC is in the process of integrating the SWP and Guided Pathways programs.

10.1.1 CHALLENGES

- Communication and awareness
- Conveying information, resources, and support
- Manpower, assistance, resources, and support

10.1.2 ACTIONS TAKEN

- Integrating and braiding in other CTE programs
- Interdisciplinary projects, events, and activities
- Continued website development

10.1.3 OUTCOMES TOWARD FULL INTEGRATION

Immediate Outcome:	Overhaul of website and means of communication among all stakeholders
Intermediate Outcome:	Development of working group focused on growth and solidifying program
Long-Term Outcome:	Campus and community wide awareness and participation as applicable

10.1.4 EVALUATION

SBVC has/will rely on qualitative and quantitative data as we continue to make the necessary adjustments to ensure the intended outcomes and goals are being worked towards.