

# **Executive Summary**

## **INTRODUCTION AND PHILOSOPHY**

San Bernardino Valley College (SBVC) serves approximately 13,000 students each regular semester. The campus is located in a highly urbanized section of San Bernardino; its student population is very diverse in every respect. This diverse make-up of our campus contributes to our strong commitment to the goals of student equity, i.e. to increase student access and success, particularly among students from historically underrepresented groups. The specific areas are as follows: student access, course completion of basic skills and ESL courses, course completion of transfer courses, degree and certificate completion, transfer rate.

This report provides baseline indicators of student access and success for each student subgroup in the SBVC population. It examines disparities with respect to age, ethnicity, gender, and disability status. Data were collected from a variety of sources including the SBVC Datatel Database System, The State Chancellor's Management Information System (MIS) and Partnership for Excellence (PFE) databases, and the U.S. Dept. of Education's Integrated Post-Secondary Data System (IPEDS) database. These baseline data are presented in the campus-based research section of this report and serve as the basis for locating the inequalities between groups. The data were used to identify barriers and provide recommendations. Representatives from many campus committees and organizations have discussed these data and contributed to the recommendations and timetables.

### **The Planning Process**

The development of the student equity plan was initiated by the SBVC Office of the Vice President of Student Services in the early 1990's and has been an ongoing work in progress since that time. The complete version of the Student Equity Plan includes the areas in question as well as an examination of assessment testing and placement data. However, this specific version of the report is written in response to a request from the State Chancellor's Office; it provides a progress report on the specific areas of access and student success identified above. The Office of Research and Planning provided data to the newly formed Student Equity Committee charged with examining the present state of student equity at SBVC. The Student Equity Committee is a broadly representative body with members from management, faculty, and students groups.

The members of the committee were divided in to sub-committees to make recommendations for each of the areas required in the report: access, course completion, graduation, and transfer. Problems were identified and committee recommendations were made to resolve problems that exist. Again, this report is limited to the specific areas listed in the State Chancellor's request.

### **Philosophy**

The philosophical commitment to student equity can be found in the SBVC Mission Statement:

“San Bernardino Valley College is a comprehensive community college dedicated to making lifelong learning opportunities accessible to a diverse student population. ...the college provides a gateway to higher education and vocational training for non-traditional populations, including: qualified high school students; re-entry adults; immigrants; the educationally or financially challenged...”

The challenge is to make sure this philosophical commitment is reflected in policy. The student equity plan focuses on access, course completion, graduation, and transfer. The recommendations of the plan stay close to these areas of concern with responsibilities assigned to designated committees and organizations along with specific timelines. The timelines were established to maximize the potential of achievability. Our expectation is that progress will be made in every area, and that goals will be achieved within the prescribed timeframe.

**Existing Activities**

Assignments of responsibility to act on recommendations were made to existing campus entities whose institutional roles came closest to the activity. Programs and committees who are dedicated to the areas of student access and success identified in this report are as follows:

Educational Opportunities Program Services (EOPS)  
Disabled Students Program and Services (DSP&S)  
Matriculation Program  
Middle College High School  
MECHA  
Black Students United (BSU)  
Academic Senate (diversity committee)  
District Assembly  
College Council  
Associated Students Body (ASB)  
Black Faculty and Staff Association (BFSA)  
Latino Faculty and Staff Association (LFSA)  
San Bernardino Community College District Teacher's Association (SBCCDTA)  
CalWORKs  
Distributed Education

## **Campus-Based Research**

Section 1. Access Data -- This section will "...compare the percentage of each population group that is enrolled to percentage of each group in the adult population within the community served".

Table 1 shows the percentage of each ethnic group enrolled at SBVC compared to its representation in the adult population of the cities served by the SBVC campus. The first two columns of Table 1a list each ethnic group and the percentage breakdown of the group in the campus population. Columns 3 through 6 provide a breakdown of the ethnic composition of the 4 cities where the majority of SBVC students reside. Only data from the cities where 7% or more of SBVC students live were included in the table. The percentages of students who live in each of these cities appear in parentheses below each city's name. Combined, they account for approximately 70 percent of the SBVC student population. The cities with smaller representation were too numerous to be included and do not significantly change the ethnic composition of the service area. However, 10 more of these cities are available in Appendix A; this table includes cities with as small as 2% of the SBVC student population who are residents.

Table 1 Ethnic breakdown of the SBVC Campus and surrounding communities

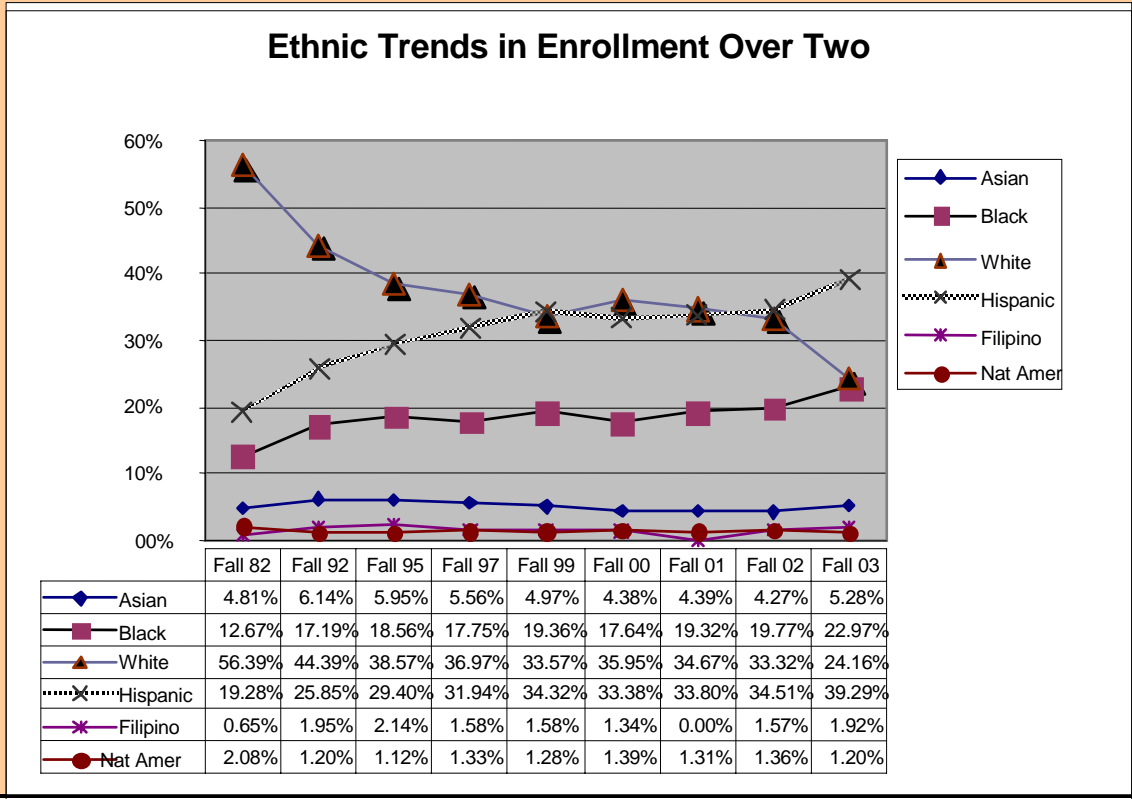
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Ethnicity</i>	<i>Ethnic representation on Campus</i>	<i>Ethnic representation from San Bernardino (40%)*</i>	<i>Ethnic representation from Rialto (12%)</i>	<i>Ethnic representation from Colton (10%)</i>	<i>Ethnic representation from Highland (7%)</i>
<i>Asian</i>	5.12%	4%	2%	5%	6.1%
<i>Black</i>	23.93%	16%	22%	11%	12%
<i>Filipino</i>	1.83%	---	---	---	---
<i>Latino-Hispanic</i>	37.72%	47%	51%	61%	37%
<i>Native Am</i>	1.14%	1%	1%		1.3
<i>Other</i>	1.27%	---	---	---	---
<i>Pacific</i>	0.69%	---	---	---	---
<i>White</i>	25.02%	30%	21%	21%	56%
<i>X</i>	2.85%				

*\*Each city is identified along with the percentage of the student population who reside there.*

Summary:

On average, Blacks, Whites and Asians tend to be slightly more highly represented in the student population than in the surrounding communities. Latinos-Hispanics, on the other hand, are under-represented as students compared to their representation in the communities closely surrounding the campus.

**Figure 1 Ethnic Trends**



As Figure 2 illustrates, the trend for Latino-Hispanic enrollment shows a steady increase in their relative percentage. If this trend continues Latino-Hispanic enrollment will soon reach parity.

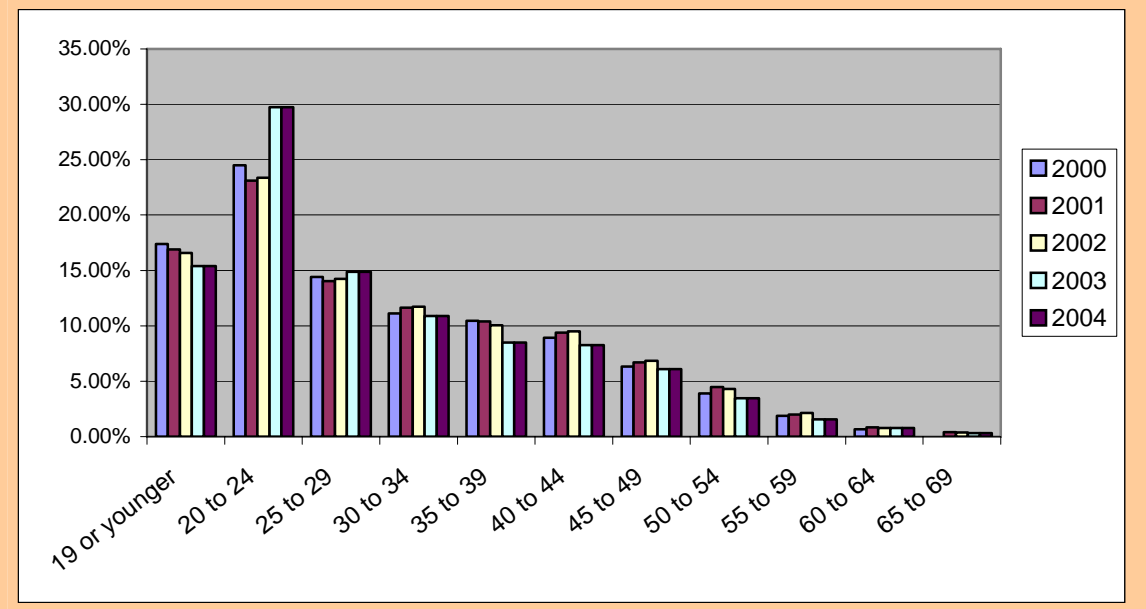
Table 2. Gender breakdown of the SBVC Campus and surrounding communities

	1	2	3	4	5	6
Gender	Campus	San Bernardino (40%)*	Rialto (12%)	Colton (10%)	Highland (7%)	
Male		39.5%	51%	51%	51%	51%
Female		58%	49%	49%	49%	49%
*2.5% of the campus population failed to identify their gender						

Summary:

While men and women are almost evenly split in the surrounding cities, women significantly outnumber men in the SBVC student population.

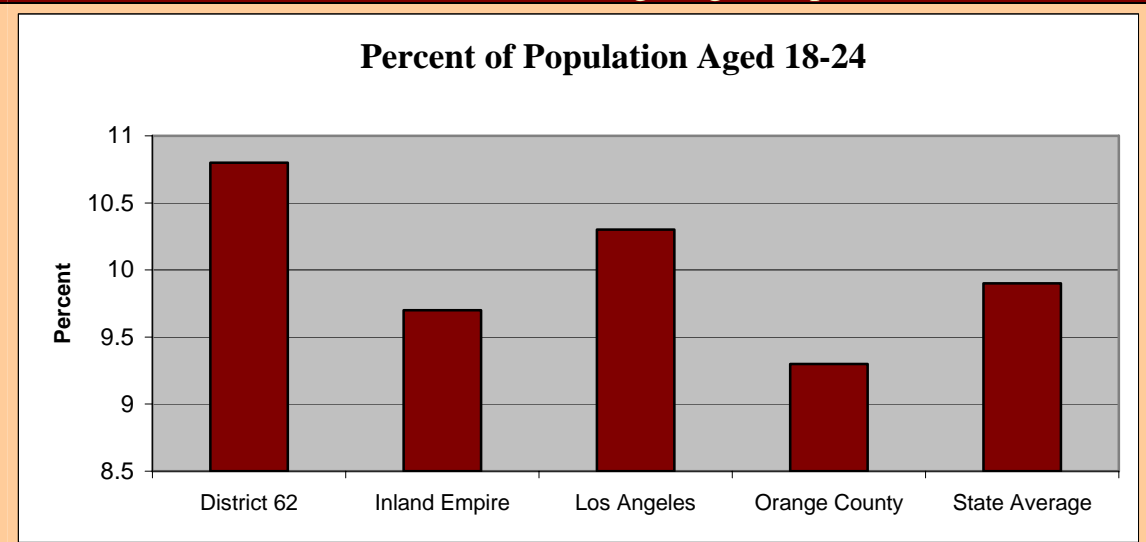
**Figure 2. Age Distribution for SBVC Students - 2000 through 2004**



**Note:** Five reporting years are displayed in this graph. Reporting years coincide with fiscal years. Accordingly, 2004 reporting year represents all students enrolled in course sections that started after 7/01/03, and ended before 6/30/04.

State Assembly District 62 is composed of many of the zip codes closest to the SBVC campus and nearly 75% of the students live in that district. Figure 3 and many of the later tables and figures refer to the 62<sup>nd</sup> district when community demographics are discussed. As figure 3 shows, the 62<sup>nd</sup> District has a high percentage of 18- 24 year old residents compared to other areas of the state.

**Figure 3 Traditional College-Aged Population**



**Note:** Data from 2000 U.S. Census (Educational and Demographic Profile – California Postsecondary Education Commission)

## Section 2 Course completion

“Course completion is defined as the ‘ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term’”.

<b>Table 3</b>					
<i>All Courses</i>					
<i>Ethnicity</i>	<b>success count</b>	<b>completion percentage</b>	<b>total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<i>AFR. AMER.</i>	11,480	54.39%	21,105	11,480:9625	27:23
<i>ASIAN</i>	3,477	70.92%	4,903	3,477:1,426	7:3
<i>FILIPINO</i>	983	75.67%	1,299	983:316	3:1
<i>LATINO-HISPANIC</i>	19,924	66.00%	30,190	19,924:10,266	2:1
<i>NAT. AMER.</i>	622	64.99%	957	622:335	16:9
<i>OTHER</i>	735	66.70%	1,102	735:367	2:1
<i>WHITE</i>	15,110	73.64%	20,519	15,110:5409	37:13

**Note:** 1:1 ratio is equal to 50% to 50% split. 2:1 is equal to 66% to 33%.

## Summary

African-American students are successful at a significantly lower rate than other groups, while Filipino and White students are more likely to successfully complete courses.

<b>Table 4</b>					
<i>All Courses</i>					
<i>Gender</i>	<b>success count</b>	<b>completion percentage</b>	<b>total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<i>FEMALE</i>	31,090	64.58%	48,143	31,090:17,053	16:9
<i>MALE</i>	21,400	66.61%	32,129	21,400:10,729	2:1
<i>UNKNOWN</i>	1,537	67.00%	2,294	1,537:757	2:1

<b>Table 5</b>					
<i>All Courses</i>					
<i>Disability status</i>	<b>success count</b>	<b>completion percentage</b>	<b>total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<i>UNKNOWN</i>	1,696	68.09%	2,491	1,696:795	17:8
<i>DSPS</i>	3,041	61.00%	4,985	3,041:1,44	3:2
<i>NON-DSPS</i>	50,986	65.72%	77,581	50,986:26,595	2:1

Section 3. ESL and Basic Skills Completion

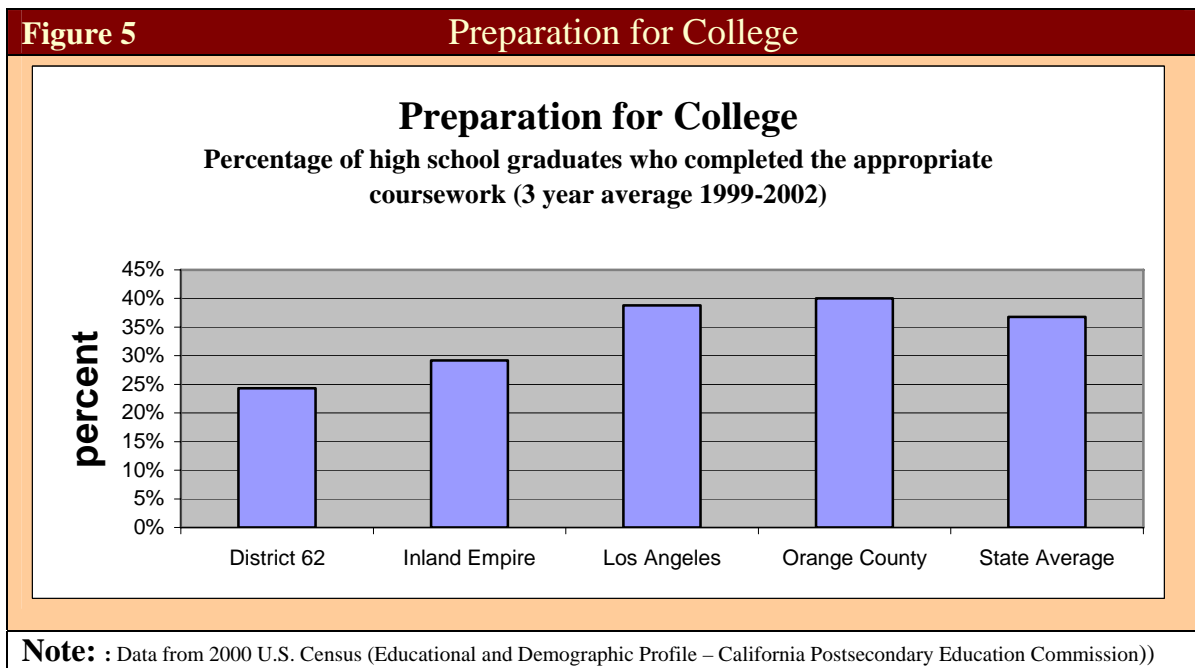
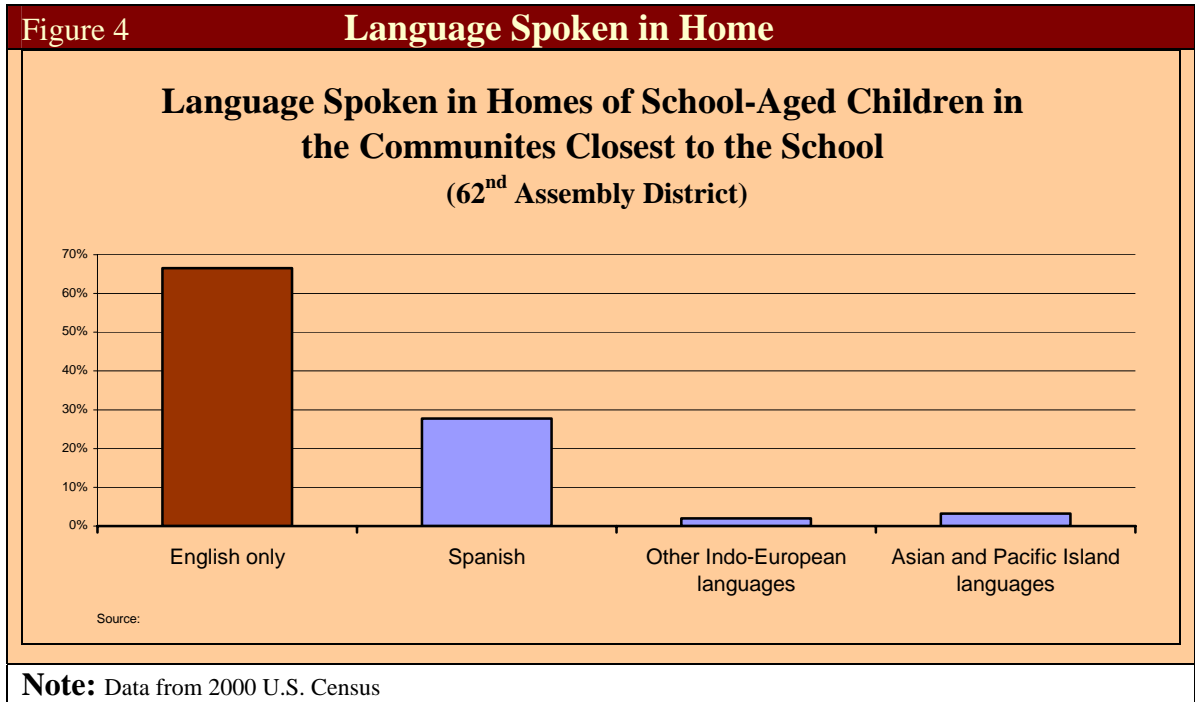
Calculate the “ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”.

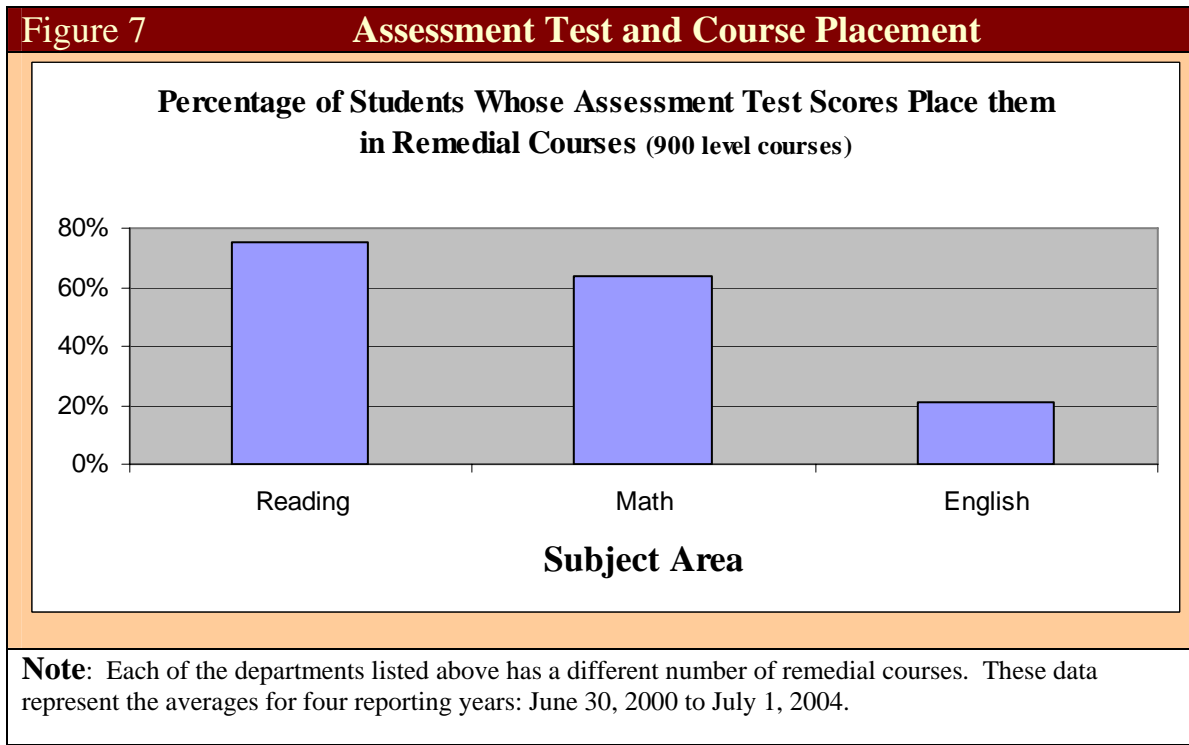
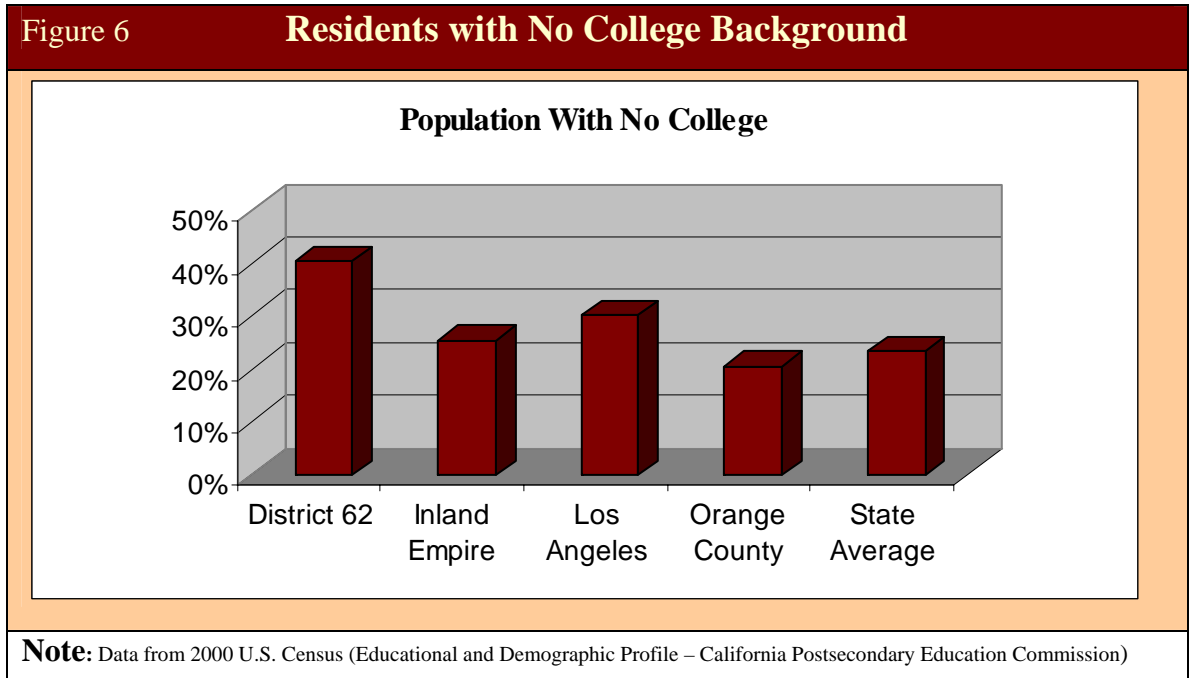
<b>Table 6 Basic Skills</b>					
<i>Disability Status</i>	<b>Success count</b>	<b>Completion rate</b>	<b>Total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<i>AFR. AMER.</i>	619	47.22%	1,311	619:692	24:27
<i>ASIAN</i>	226	69.54%	325	226:99	35:15
<i>FILIPINO</i>	41	68.33%	60	41:19	17:8
<i>LATINO-HISPANIC</i>	1,370	60.06%	2,281	1,370:911	3:2
<i>NAT. AMER.</i>	40	67.80%	59	40:19	17:8
<i>OTHER</i>	23	50.00%	46	23:23	1:1
<i>WHITE</i>	450	64.75%	695	450:245	16:9
<i>UNKNOWN</i>	64	64.65%	99	64:35	16:9

**Note:** African-American students seem to be particularly at risk. At 47%, they are the only groups who are more likely to be unsuccessful than successful in basic skills courses.

<b>Table 7 Basic Skills</b>					
<i>Disability Status</i>	<b>Success count</b>	<b>Completion rate</b>	<b>Total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<i>DSPS</i>	256	53.89%	475	256:219	27:23
<i>NON-DSPS</i>	2,577	58.55%	4,401	2,577:1,824	29:21

<b>Table 8 Basic Skills</b>					
<i>Gender</i>	<b>Success count</b>	<b>Completion rate</b>	<b>Total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<i>FEMALE</i>	1,864	59.04%	3,157	1,864:1,293	3:2
<i>MALE</i>	875	55.70%	1,571	875:696	7:3
<i>UNKNOWN</i>	94	63.51%	148	98:54	16:9





Transfer Ratios and percentages

<b>Table 9</b>					
<b>Transfer</b>					
<b><i>Ethnicity</i></b>	<b>Success count</b>	<b>Completion rate</b>	<b>Total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<b><i>AFR. AMER.</i></b>	9,327	55.77%	16,724	9,327:7397	11:9
<b><i>ASIAN</i></b>	2,745	71.86%	3,820	2,745:1075	18:7
<b><i>FILIPINO</i></b>	759	76.05%	998	759:239	19:6
<b><i>LATINO-HISPANIC</i></b>	15,280	67.05%	22,788	15,280:21,208	2:1
<b><i>NAT. AMER.</i></b>	456	63.42%	719	456:263	16:9
<b><i>OTHER</i></b>	598	66.74%	896	598:298	2:1
<b><i>WHITE</i></b>	11,077	72.29%	15,323	11,077:42,46	18:7

<b>Table 10</b>					
<b>Transfer</b>					
<b><i>Gender</i></b>	<b>Success count</b>	<b>Completion rate</b>	<b>Total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<b><i>FEMALE</i></b>	25,124	65.89%	38,128	25,124:13,001	2:1
<b><i>MALE</i></b>	15,181	65.34%	23,233	15,181:8,052	13:7
<b><i>UNKNOWN</i></b>	1,212	67.56%	1,794	1,212:582	17:8

<b>Table 11</b>					
<b>Transfer</b>					
<b><i>Disability Status</i></b>	<b>Success count</b>	<b>Completion rate</b>	<b>Total count</b>	<b>Gross ratio</b>	<b>Reduced ratio</b>
<b><i>UNKNOWN</i></b>	1,275	67.57%	1,887	1,275:612	17:8
<b><i>DSPS</i></b>	2,353	63.24%	3,721	2,353:1,368	17:8
<b><i>NON-DSPS</i></b>	39,164	65.89%	59,434	39,164:20,270	2:1

Table 12

<b>Awards of AA/AS Degrees and Certificates for 2003 &amp; 2004</b>									
	<b>Nonresident alien</b>	<b>Black, non-Latino-Hispanic</b>	<b>American Indian or Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Latino-Hispanic</b>	<b>White, non-Latino-Hispanic</b>	<b>Race/ethnicity unknown</b>	<b>Total 2004</b>	<b>Total 2003</b>
<b>Awards of less than 1 academic year -- Award Level = 1</b>									
Men	0	8	0	3	12	22	2	<b>47</b>	<b>38</b>
Women	0	19	1	10	31	27	4	<b>92</b>	<b>49</b>
Total	0	27	1	13	43	49	6	<b>139</b>	<b>87</b>
% of men		29.63%	0.00%	23.08%	27.91%	44.90%	33.33%	<b>33.81%</b>	<b>43.68%</b>
<b>Awards at least 1 but less than 2 academic years -- Award Level = 2</b>									
Men	0	11	1	16	56	46	6	<b>136</b>	<b>224</b>
Women	0	43	1	7	39	22	1	<b>113</b>	<b>130</b>
Total	0	54	2	23	95	68	7	<b>249</b>	<b>354</b>
% of men		<b>20.37%</b>	50.00%	69.57%	58.95%	67.65%	85.71%	<b>54.62%</b>	<b>63.28%</b>
<b>Associate degrees -- Award Level = 3</b>									
Men	1	50	2	21	88	62	10	<b>234</b>	<b>299</b>
Women	2	110	7	35	171	117	19	<b>461</b>	<b>552</b>
Total	3	160	9	56	259	179	29	<b>695</b>	<b>851</b>
% of men		31.25%	22.22%	37.50%	33.98%	34.64%	34.48%	<b>33.67%</b>	<b>35.14%</b>
<b>Total awards for 2004 -- (Includes AA/AS Degrees and all certificates)</b>									
Grand Total Men	1	69	3	40	156	130	18	<b>417</b>	
Grand Total Women	2	172	9	52	241	166	24	<b>666</b>	
Grand Total	3	241	12	92	397	296	42	<b>1083</b>	
% of men	33.33%	28.63%	25.00%	43.48%	39.29%	43.92%	42.86%	<b>38.50%</b>	
<b>Total awards for 2003 -- (Includes AA/AS Degrees and all certificates)</b>									
PY Grand Total Men	<b>3</b>	<b>93</b>	<b>3</b>	<b>67</b>	<b>187</b>	<b>182</b>	<b>26</b>		<b>561</b>
PY Grand Total Women	<b>3</b>	<b>165</b>	<b>7</b>	<b>59</b>	<b>259</b>	<b>223</b>	<b>15</b>		<b>731</b>
PY Grand Total	<b>6</b>	<b>258</b>	<b>10</b>	<b>126</b>	<b>446</b>	<b>405</b>	<b>41</b>		<b>1292</b>
% of men	50.00%	36.05%	30.00%	53.17%	41.93%	44.94%	63.41%	!	<b>43.42%</b>

**Source:** Collegis Datatel Database System and Integrated Post Secondary Education Data System (IPEDS) (2004).

Table 12 shows the number of students who earned degrees and certificates from SBVC for two academic years (2002-2003) and (2003-2004). It provides a comparison of race and ethnicity for each award category. An overview of these data reveals that women have a higher percentage of awards for nearly all categories.

There is one award category in which the percentage of men outnumbers the percentage of women, award level 2. Award level 2 includes those awards that require at least 1 but less than 2 academic years. Men represent 63.28% of those who were awarded these certificates. The technology division is heavily represented in this category. Many of the certificates in this category are occupational and lead to immediate employment. One group, however, is conspicuously underrepresented. African Americans are the only ethnic group in which women outnumber men. Only 20% of African Americans are men. Only (11/136) 8% of men are African American. This is a prima-fascia problem of student equity. It may be linked to access and it may be related to course completion since many of these programs like Psychiatric Technology and Pharmacy Technology require an extensive set of prerequisite courses for acceptance into the program. Award level 2 also indicates a problem with gender equity. Women are proportionately underrepresented.

**Figure 8 Gender composition of Graduates Compared to the Gender Composition of the General Student Population**

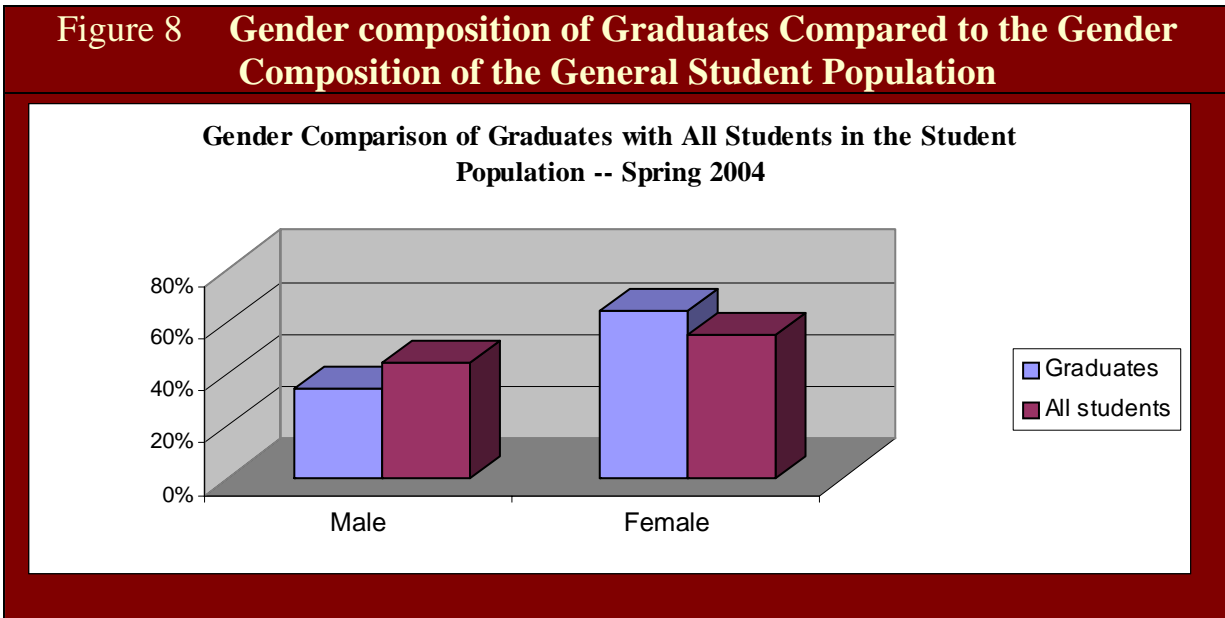
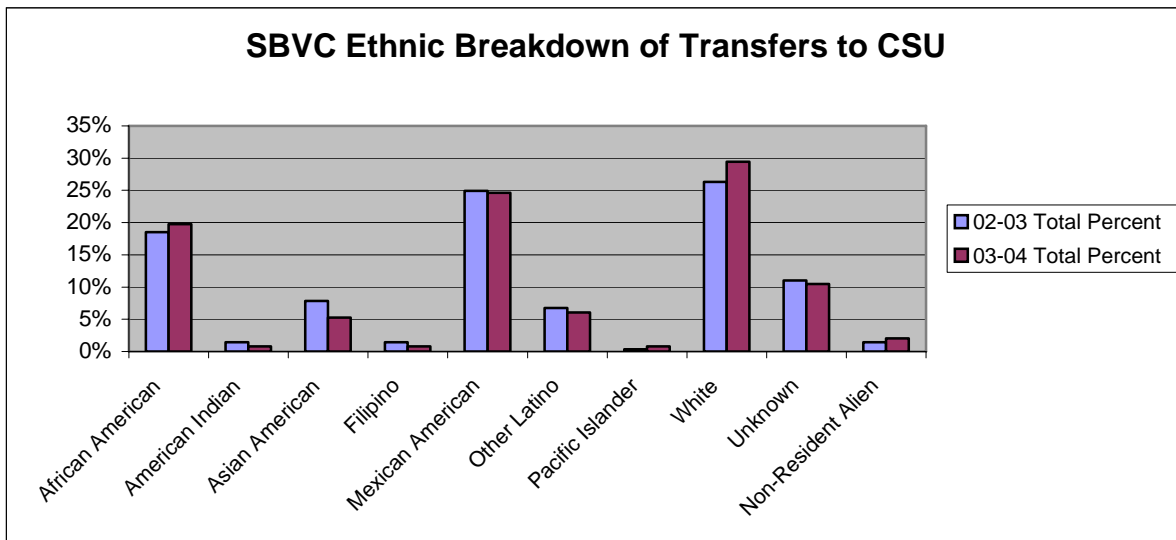


Figure 9.



Source: California State University System Website (July 14, 2004)  
<http://www.asd.calstate.edu/scripts/ccapr0102/ccct0102.idc>

Table 13. **Number of Transfers and PFE Goals**

System	Actual	PFE Goal for 05/06	Percentage increase requires
UC	45	69	53%
CSU	415	466	1.2%
Private	33	No goal established	*****

Table 14.

<b>San Bernardino Valley College Transfer to CSU by Ethnicity Fall 2003</b>						
<b>Ethnicity</b>	<b>Lower Division Count</b>	<b>Lower Division Percent</b>	<b>Upper Division Count</b>	<b>Upper Division Percent</b>	<b>Total Count</b>	<b>Total Percent</b>
African American	14	20.00%	35	19.66%	49	19.76%
American Indian	1	1.43%	1	0.56%	2	0.81%
Asian American	2	2.86%	11	6.18%	13	5.24%
Filipino	1	1.43%	1	0.56%	2	0.81%
Mexican American	15	21.43%	46	25.84%	61	24.60%
Other Latino-Hispanic	5	7.14%	10	5.62%	15	6.05%
Pacific Islander	0	0.00%	2	1.12%	2	0.81%
White	26	37.14%	47	26.40%	73	29.44%
Unknown	5	7.14%	21	11.80%	26	10.48%
Non-Resident Alien	1	1.43%	4	2.25%	5	2.02%
<b>Total</b>	<b>70</b>	<b>100.00%</b>	<b>178</b>	<b>100.00%</b>	<b>248</b>	<b>100.00%</b>

**Note:** The percentages presented in this table show the ethnic breakdown of each ethnic group based on the groups proportion of the total number of transfers.

Source: California State University System Website (July 14, 2004)

<http://www.asd.calstate.edu/scripts/ccapr0102/ccct0102.idc>

Table 15.

<b>Ethnicity</b>	<b>Number of students who transferred to CSU System (2003-2004)</b>
African American	81
American Indian	3
Asian American	21
Filipino	3
Mexican American	101
Other Latino-Hispanic	25
Pacific Islander	3
White	120
Unknown	43
Non-Resident Alien	8
<b>Total</b>	<b>409</b>

Note: These numbers were derived by using the PFE statistics from the California Community College Chancellor's Office

Table 17.

<b>San Bernardino Valley College Transfer to CSU by Ethnicity Fall 2002</b>						
<b>Ethnicity</b>	<b>Lower Division Count</b>	<b>Lower Division Percent</b>	<b>Upper Division Count</b>	<b>Upper Division Percent</b>	<b>Total Count</b>	<b>Total Percent</b>
African American	14	20.90%	38	17.76%	52	18.51%
American Indian	2	2.99%	2	0.93%	4	1.42%
Asian American	4	5.97%	18	8.41%	22	7.83%
Filipino	1	1.49%	3	1.40%	4	1.42%
Mexican American	21	31.34%	49	22.90%	70	24.91%
Other Latino-Hispanic	3	4.48%	16	7.48%	19	6.76%
Pacific Islander	0	0.00%	1	0.47%	1	0.36%
White	16	23.88%	58	27.10%	74	26.33%
Unknown	6	8.96%	25	11.68%	31	11.03%
Non-Resident Alien	0	0.00%	4	1.87%	4	1.42%
<b>Total</b>	<b>67</b>	<b>100.00%</b>	<b>214</b>	<b>100.00%</b>	<b>281</b>	<b>100.00%</b>

Source: California State University System Website (July 14, 2004)

<http://www.asd.calstate.edu/scripts/ccapr0102/ccct0102.idc>

Table 18. Ethnic Breakdown for CSU Community College for the Entire State

<b>Community College System-wide Totals to CSU 2002-03</b>				
<b>Ethnicity</b>	<b>Lower Division</b>	<b>Upper Division</b>	<b>Total Count</b>	<b>Percent of Total</b>
African American	315	1,243	1,558	4.81%
American Indian	70	228	298	0.92%
Asian American	378	3,269	3,647	11.26%
Filipino	176	967	1,143	3.53%
Mexican American	726	3,981	4,707	14.53%
Other Latino-Hispanic	294	1,583	1,877	5.80%
Pacific Islander	32	110	142	0.44%
White	2,248	10,280	12,528	38.68%
Unknown	891	4,290	5,181	16.00%
Non-Resident Alien	122	1,185	1,307	4.04%
<b>Total</b>	<b>5,252</b>	<b>27,136</b>	<b>32,388</b>	<b>100.00%</b>

Table 19. CSU Transfer Destination by ethnicity for SBVC Students(2002-2003)

<i>Race / Ethnicity</i>	<i>ethnic</i>															<i>Total breakdown</i>
	<i>Bak</i>	<i>Chi</i>	<i>DH</i>	<i>Ful</i>	<i>Hay</i>	<i>Hum</i>	<i>LB</i>	<i>LA</i>	<i>Nor</i>	<i>Pom</i>	<i>Sac</i>	<i>SB</i>	<i>SD</i>	<i>SF</i>		
African Americans	-	-	1	2	1	-	1	3	-	1	1	64	-	-	74	18.09%
American Indians	-	-	-	-	-	-	-	-	-	-	-	3	1	-	4	0.98%
Asian Americans	-	-	-	1	-	-	-	-	-	3	1	17	-	-	22	5.38%
Filipino	-	-	-	1	-	-	-	-	-	-	-	4	-	-	5	1.22%
Mexican American	2	-	1	2	1	1	2	-	-	4	1	93	1	-	108	26.41%
Other Latino-Hispanic	-	-	-	-	-	-	-	-	-	2	-	23	-	-	25	6.11%
Pacific Islander	-	-	-	-	-	-	-	-	1	-	-	-	1	1	3	0.73%
White Non-Latino-Hispanic	1	-	1	5	-	1	-	2	-	2	-	102	-	-	114	27.87%
Unknown	-	1	-	2	-	-	-	-	-	3	-	37	-	2	45	11.00%
Non Resident Alien	-	-	-	1	-	-	-	-	-	-	-	8	-	-	9	2.20%
	1	1	1	8	-	1	-	2	-	5	-	351	-	2	409	100.00%

Table 20. Summary for disabled students over all measurement categories

<b>Category</b>	<b>Disabled</b>	<b>Non-disabled</b>	<b>% Difference</b>
Transfers Course Completion	63.24	65.89	2.65
Basic Skills Course Completion	53.89	58.55	4.66
Vocational Education Course Completion	60.84	79.27	18.43
Overall Course Completion	61.00	65.72	4.72

**Access**

## Access

### Recommendations for Outreach, Recruitment

Enrollment management includes five important areas: outreach, recruitment, retention and persistence. Outreach represents a general presence in the community. The community is made aware of SBVC's existence and the programs offered. Recruitment is a more active process and refers to actively encouraging potential students to complete applications and assisting them with information regarding the enrollment process. The Office of Outreach and Recruitment makes nearly 1000 visits a year and contacts over 5000 students personally. Once students have enrolled, it is important to retain them through the semester. Currently, the retention rate is approximately 75%, while the course completion rate is approximately 64%. Course completion refers to the rate at which students successfully complete courses with passing grades. Finally, we want students to persist until they complete their educational goals. Persistence refers to the measurement of students returning one semester after another until they complete their programs. The semester-to-semester persistence rate is approximately 46%<sup>1</sup>.

#### Goals (outreach and recruitment):

- 1) Increase the enrollment of African-American males.
- 2) Increase the enrollment of Latino-Hispanic students
- 3) Increase the enrollment of high school students / graduates
- 4) Increase the enrollment rate for students with disabilities
- 5) Increase the enrollment of Native American students
- 6) Increase the number of recent high school graduates who come directly to SBVC

#### Objectives (outreach and recruitment):

- 1) Provide multiple forms of communication directly to African-American male students, Latino-Hispanic students, Native American students, high school students, students with disabilities
- 2) Provide training/pre-admissions orientation and information sessions for target groups
- 3) Provide age and language sensitive outreach presentations for students (elementary school, middle school, high school or re-entry adults)
- 4) Conduct research to identify reasons for non-attendance among recent high school graduates and to assess the effectiveness of outreach activities
- 5) Create a New Student Center for first time students based on the SAP model
- 6) 100% of Outreach visits will include information on services and programs at SBVC for individuals with disabilities
- 7) 100% of parents attending information sessions will report they are aware of SBVC educational opportunities for individuals with disabilities
- 8) SBVC will provide targeted outreach and recruitment efforts to increase the enrollment of qualified students with disabilities by at least 1% per year until parity with census data is reached.

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<sup>1</sup> These factors are not measured at the same unit of analysis. Retention and course completion use the section as the unit of analysis. Recruitment, and persistence use the individual student as the unit of analysis.

9) 85% of high school students with disabilities, teachers, and counselors surveyed will report they are aware of educational opportunities at SBVC

### **Procedures/activities**

- 1) Provide materials and out-reach personnel at high schools local malls, churches, radio stations, on billboards, in local newspapers, etc. that target underrepresented groups
  - a. Materials would consist flyers, posters, brochures, newspaper articles, and Advertisements  
Responsibility assigned to: Director of Admissions and Records– January 2006
- 2) Provide training/pre-orientation admission and information sessions that target underrepresented groups
  - a. Information Meeting for target groups to discuss programs, processes, and Procedures  
Responsibility assigned to: Director of Research – January 2006
  - b. Training sessions for staff, faculty and students each semester as orientation for new practices and or changes in old procedures.  
Responsibility assigned to: Director of Research – January 2006
  - c. Create a New Student Center using the SAP model to assist students who are enrolling for the first time.
    - i. Step by step assistance to answer questions, give directions, and mentor new students  
Responsibility assigned to: Director of Admissions and Records;  
Coordinator of Outreach– January 2006
- 3) Provide age and language sensitive outreach presentations for students (elementary school, middle school, high school and re-entry adults). These workshops and should provide information on preparing for the assessment test and test-taking skills, financial aid, etc. Responsibility assigned to: Coordinator of Outreach
- 4) Conduct research to identify reasons for non-attendance among recent high school graduates and to assess the effectiveness of outreach activities.  
Responsibility assigned to: Coordinator of Outreach
- 5) DSPTS will conduct high school tours/information sessions each year  
Responsibility assigned to: Dean Student Support, Coordinator DSPTS -- July 2005
- 6) DSPTS will collaborate with Outreach Services to ensure that individuals with disabilities are included in outreach efforts ,  
Responsibility assigned to: Dean Gateway Services Dean Student Support, Department Chairs/Coordinators -- May 2004
- 7) SBVC will conduct biannual newspaper, radio, and television ad campaign on college and persons with disabilities  
Responsibility assigned to: Director Marketing -- April 2005

- 8) SBVC will conduct information sessions on college for families for prospective students with disabilities  
Responsibility assigned to: Dean Gateway Services, Dean Student Support,  
Coordinator DSPS -- May 2005

**Performance outcomes and timelines:**

- 1) increase the percentage of African-American male by approximately 1% or 28 students a year until parity is reached
- 2) Increase the percentage of Latino-Hispanic students by 1.25% (or 60 students) per year for five years
- 3) Increase high school enrollment population by 1.25% (or 150 students) per year for five years
- 4) Increase students knowledge about campus life by 5% per year on an ongoing basis

**Objectives (outreach and recruitment):**

- 1) Establish a 'New-Student' Center similar to the SAP (Student Assistance Program) where students can come for information and peer support. Organize student success workshops as part of the Center.
- 2) Conduct research on the reasons for non-completion and failure to persist using cohort designs to establish valid baseline statistics for each group.
- 3) Develop and track a cohort that will meet bi-weekly to discuss challenges and receive information from faculty and counselors that will keep them moving forward with their goal.
- 4) Pilot a program where first year students are assigned by cohort to counselor as a caseload
- 5) Host "I Want to Go to College Expo at the Mall"
- 6) Ensure that 70% of first time students complete an educational goal plan by the end of their first semester.
- 7) Pilot a first year experience program

**Performance outcomes and timelines**

- 1) Increase retention by 1% a year for all targeted groups
- 2) Increase persistence by 1% a year for all targeted groups

**Course Completion –All Courses Transfer,  
Basic Skills,**

## **Student Equity Goal #2a: Course Completion (All Courses)**

### **Goals:**

- 1) Increase the course completion rate in all courses for all students with special emphasis on targeted populations that have the lowest overall course completion rates:
  - a. African-American Students
  - b. Latino-Hispanic/Chicano Students
  - c. Students with disabilities
  
- 2) SBVC will examine factors in non-completion of vocational courses by students with disabilities. Information will be used to develop interventions to increase the percentage of minority and disabled students completing all courses. Vocational courses are particular problematic for disabled student and for black students.
  
- 3) Survey students, teachers, and other relevant entities to determine barriers to course completion of vocational courses.  
Coordinator DSPPS, Director Institutional Research,  
Vice President, Instruction, Division Deans -- May 2005

### **Activities (responsibility and timelines):**

- 1) The Student Handbook will be updated yearly and available for new student orientations for fall 2004. New students will be informed of campus policies and procedures  
Responsibility assigned to: Dean Campus Gateway, Dean Student Support
  
- 2) Yearly Update of Student Handbook  
Responsibility assigned to: Office of Instruction
  
- 3) Specialized assessment of basic skills will be advertised clearly in key departments  
Responsibility assigned to: Vice President, Student Services, Department Coordinators and Directors -- December 2005
  
- 4) Specialized instructional support will be provided to individuals with disabilities  
Responsibility assigned to: Coordinator, DSPPS, Learning Disability Specialist -- May 2005
  
- 5) Basic skills instructors will refer students to DSPPS for services  
Responsibility assigned to: Coordinator, DSPPS and LD Specialist, DSPPS with the Basic Skills Committee -- May 2005
  
- 6) DSPPS will provide faculty with training and in-service on teaching techniques for individuals with disabilities  
Responsibility assigned to: Coordinator, DSPPS and LD Specialist, DSPPS with the Basic Skills Committee -- May 2005
  
- 7) Technical division and other vocational courses will make more effective use of early alert programs.

8) SBVC will offer more sections of MATH 942 and ENGL

## **Student Equity Goal #2b: Course Completion (Transfer)**

### **Transfer Goals:**

- 1) The overall course completion transfer rate will increase to 66.29% by 2005.
- 2) The over rate will continue to increase by %1 a year over the next 5 years
- 3) The transfer course completion rate for African American students will increase to parity with the overall student population over the next 5 years. The college commits to an initial goal of 1.5% per year over the next 5 years, and appropriate adjustments thereafter

### **Activities (responsibility and timelines):**

1) Continue ongoing research to identify factors associated with non-completion of transfer courses for disabled students and historically underrepresented minorities in areas where they are underperforming.

Responsibility assigned to: Director of Research -- On-going

2) Instructors will be strongly encouraged to make more effective use of the early alert programs.

Responsibility assigned to: Office of Matriculation -- ongoing

## **Student Equity Goal #2c: Course Completion (Basic Skills and ESL)**

### **Goals:**

1) SBVC will increase the percentage of students with disabilities who complete Basic Skills classes by 2% per year until parity with the general population is reached.

2) SBVC will increase the percentage of black students who complete Basic Skills classes by 2% per year until parity with the general population is reached.

3) SBVC will increase the percentage of Hispanic-Latino students who complete Basic Skills classes by 2% per year until parity with the general population is reached.

4) The number of qualified disabled students who report awareness of the availability of test accommodations for assessment will increase

5) The number of students who report being aware of tutoring and other student support services will increase.

6) More students will begin English and math sequences transfer

**Activities (responsibility and timelines):**

1. The college will gather information to determine the extent to which Instructors are aware of DSPS, EOPS, STAR, tutoring and other support services designed to help students acquire basic skills.

Responsibility assigned to: Director of Research -- June 2005

2. Continue ongoing research to identify factors associated non-completion of basic skills courses for disabled students and historically underrepresented minorities.

Responsibility assigned to: Director of Research -- ongoing

## **Degree and Certificate Completion**

**Goals:**

- 1) Increase the award rate in all areas for all students with special emphasis on targeted populations that have the lowest overall award rates:
  - d. African-American Students
  - e. Latino-Hispanic/Chicano Students
  - c. Students with disabilities
- 2) Students will enroll in the correct courses for degrees and certificates.
- 3) Students will earn certificates and degrees in occupational programs at a rate that is roughly equivalent to their representation in the student population.

**Activities:**

- 1) Continue ongoing research to identify factors associated non-completion of degrees for disabled students and historically underrepresented minorities in areas where they are underperforming.  
Responsibility assigned to: Director of Research and Planning
- 2) Survey students, teachers, and other relevant entities to determine barriers to completion of vocational programs.  
Responsibility assigned to: Director Institutional Research, -- May 2005
- 3) Increase the number of students who are aware of the deadlines for applying for graduation.

## **Transfer to 4-year Institutions**

## San Bernardino Valley College Student Equity Plan

This chapter begins by reviewing Partnership for Excellence (PFE) data and using the goals associated with this data as a starting point for the examination of Student Equity transfer statistics at SBVC.

The PFE plan established five goals for all community colleges to achieve by 2005. Transfer is one of these goals. However, for the purposes of the Student Equity Plan, these transfer statistics will need to be divided into subgroups based on gender, ethnicity, and disability status. This chapter will proceed as follows: 1) define transfer rate, 2) discuss the SBVC PFE goals for transfer, 3) show where the SBVC general student population stands at this time in reaching PFE transfer goals, and 4) disaggregate the general student population into the subgroups which are the focus of the student equity report and examine each group separately.

The California Community College Chancellor's Office defines transfer rate as follows: the number of students per hundred who transfer to a four year institution after completing units at a community college. This includes students who transfer to CSU, UC, and private colleges. At this time, SBVC is much closer to its goal for transfer to the California State University (CSU) System than for the University of California (UC) System. No goal has been established for transfers to private schools.

### **Goal:**

- 1) The general goal is to increase the overall transfer rate for all groups to achieve the transfer rate goals defined for Valley College by the Partnership For Excellence (PFE).
- 2) Using the above methodology, SBVC will increase the transfer rate of African American, Latino-Hispanic, Native American, and students with disabilities in all areas until it reaches parity with the population proportions of the service area.
- 3) The transfer rate for Native American Students will increase by 6% per year over the next 5 years.
- 4) The transfer rate for Latino-Hispanic students will increase (1%)
- 5) The transfer rate for students with disabilities will increase by 2% per year over the next 5 years.
- 6) Increase the number of students who are transfer-ready with major preparation and general education courses completed.

### **Activities (responsibility and timelines)**

- 1) Conduct focus groups with target populations to determine transfer needs. Design interventions based on direct feedback and input from students  
Responsibility assigned to: Director of Research – January 2006
- 2) The Transfer Center will work closely with the campus Black Student Union, MeCHA, DSPS, and other college entities to identify prospective transfer students  
Responsibility assigned to: Transfer Center Coordinator – June 2005

3) Continue ongoing research to identify barriers to transfer for disabled students and historically underrepresented minorities.

Responsibility assigned to: Director of Research and Planning

4) Strongly encourage students to take the appropriate English and math courses the first semester as soon as possible for those whose goals are transfer and/or associate degree completion

Responsibility assigned to: Transfer Center Coordinator– June 2005

5) Offer advanced transfer major preparation courses at least every two years Since admission to the UC and CSU has become more competitive, student applications are evaluated based on completion of major and GE preparation

Responsibility assigned to: Transfer Center Coordinator– June 2005

6) The Transfer Center and DSPS will work with CSUSB to provide online and videophone counseling and intake opportunities to SBVC students who plan to transfer

Responsibility assigned to: Transfer Center Coordinator, DSPS Coordinator– June 2005

7) Prospective transfer students in at-risk populations will be linked with an alumni mentor

Responsibility assigned to: Dean of Foundation and Alumni – June 2005

8) Targeted workshops on transfer will be presented during College Fairs, conducted each semester

Responsibility assigned to: Transfer Center Coordinator

9) Financial Aid workshops for transfer students will be conducted. The Scholarships Office will conduct workshops on transfer scholarships

Responsibility assigned to: Financial Aid Director -- January 2006

10) SBVC will network with faith-based and community agencies to elicit scholarship support for transfer students.

Responsibility assigned to: Dean of Foundation and Alumni Affairs -- January 2006

11) The Transfer Center will conduct workshops in the use of ASSIST, UC Pathways, the University Link program, and other transfer-related tools

Responsibility assigned to: Transfer Center Coordinator -- January 2006

12) Student Services and Instruction faculty will conduct workshops on the admissions essay and online applications twice each semester

Responsibility assigned to: Student Support Services Dean, Academic Deans– June 2005

13) Have prospective SBVC transfer students will participate in field trips to the local four-year private and public colleges and universities

Responsibility assigned to: Transfer Center Coordinator, Student Activities Director –  
January 2006

14) Transfer Center staff will conduct presentations in the Academic Advancement and Student Development courses

Responsibility assigned to: Transfer Center Coordinator – January 2006

15) Counseling staff will implement a transfer presentation during the new student orientation sessions

Responsibility assigned to: Dean, Student Support Services – January 2006

16) The Transfer Center will provide monthly Dual Admissions seminars for students planning to transfer to CSUSB

Responsibility assigned to: Transfer Center Coordinator – January 2006

17) Raise the level of awareness of the transfer mission through mailings to students and press releases.

Responsibility assigned to: Transfer Center Coordinator – January 2006

# Budget

## SOURCES OF FUNDING

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The sources of funding for the projects identified in this document include both internal and external resources.

### *Internal Resources*

- ❑ Utilize existing resources by shifting the emphasis in some programs to accommodate the added student equity activities.
- ❑ Discuss and consider the reallocation of existing resources for selected equity activities.

### *External Resources*

- ❑ Continue to submit grant applications to address student equity activities. Examples of potential grant applications which will be submitted to supplement student equity activities include:
  - Talent Search
  - Title III
  - Title IV

## **Evaluation Schedule and Process**

The goals and objectives of the Student Equity Plan will be evaluated on a biannual basis for process and on an annual basis for outcomes to assess each area of concern. The evaluation will include an assessment of measures that show whether, and how much, progress was made as well as recommendations about whether the goals should be modified or updated. The process will proceed as follows:

- The offices of Research and Planning will collect and analyze current, up to date, data on student access by:
  - Monitoring changes in the demographic makeup of the service area.
  - Comparing the demographic makeup of the student population to the demographic composition of the service area.
  - Determining whether the changes in the service area demographics are reflected in the student population.
  
- The offices of Research and Planning will collect and analyze current, up to date, data on course completion by:
  - Assessing the data on course completion for all targeted groups.
  - Identifying the areas and groups that show the greatest progress.
  - Identifying the areas that are showing the least progress.
  - Exploring links between assessment and placement, retention rates, persistence rates, etc.

The offices of Research and Planning will collect current, up to date, data on graduation by:

- Assessing the graduation statistics for each of the targeted groups.
- Identifying the areas that are showing the least progress.

The offices of Research and Planning will collect current, up to date, data on transfer activities of students by:

- Assessing the transfer statistics to determine whether the goals for each of the targeted groups have been met.
- Identifying the areas that are showing the least progress toward established goals.
- Identifying the areas and groups that show the most progress toward established goals.

The offices of Research and Planning will conduct campus climate surveys and focus groups to determine whether there is a disparity between the perceptions of students of different ethnicities and genders. Recommendations will be made on the basis of these annual reviews and explanations of serious problems will be sought.

## Summary

### Inequalities, Barriers, Goals, and Timelines

The data in this report identifies inequalities in access and success. The committee attempted to identify the barriers that led to the problems faced by the SBVC campus community. The committee then made recommendations and established goals to correct the inequalities and work toward removing the barriers to student access and success.

The recommendations in each section encourage college committees or groups already in place to address specific goals where this is possible. Where appropriate college committees do not exist, sub-committees are recommended.

### Student Equity Committee Members

Zelma Russ, Director of CalWORKs  
Linda Young, Counseling  
Pamela Slade-Pryor, Director of - Transfer and Articulation  
Brian Mullgrav, Registration and Records Clerk II  
Dr. James Smith, Director of Research and Planning  
Diana Rodriguez, Faculty, Counseling  
Rebecca Warren Marlatt, Management, Director of DSP&S  
Dr. Ali Massaver-Rahmani, Dean  
W. G. Garland, Vice President of Student Services  
Cindy Parish, Faculty, Counseling  
Juan Zepeda, Faculty, Counseling  
Frank Dunn, Coordinator of EOPS  
Edward Gomez, Faculty, CTA President  
Reggie Metu, Faculty  
Helena Johnson, Director of Admissions and Records  
Dr. Sherrie Guerrero, Dean of Humanities  
Diana Rodriguez, Counselor  
Ailsa Aguilar-Kitibutr, Faculty, Counseling  
Kathy Kafela, Coordinator, STAR Program  
Gil Maez, Coordinator, Matriculation  
Suzan Hall, Administrative Assistant, Student Services  
Kristine Kattus, Faculty, Psychiatric Technology  
Linda Moore, Student Senator  
Alicia Tuvida, Faculty, Nursing  
Marie Mestas, Dean, Learning Resources