SBVC College Council MINUTES November 12, 2014

Gloria Fisher, SBVC Interim President, Chair	Celia Huston
Jeremiah Gilbert, Academic Senate President, Co-Chair	Haragewen Kinde
Marco Cota *A*	Sheri Lillard
Colleen Gamboa	Thomas Robles
Rania Hamdy *A*	Ricky Shabazz
Leticia Hector	James Smith
Rick Hrdlicka	Scott Stark
Diane Hunter	Cassandra Thomas
	Grayling Eation representation for Cassandra Thomas

TOPIC	DISCUSSION and ACTION
Approval of October 22, 2014 minutes	Dr. Fisher entertained a motion to approve the October 22, 2014 meeting minutes, Scott moved, Colleen second, and the group voted as follows: AYES: Fisher, Gilbert, Gamboa, Hector, Hrdlicka, Hunter, Huston, Kinde, Lillard, Robles, Shabazz, Smith, Stark, NOES: None ABSTENTIONS: Eation ABSENT: Cota, Hamdy Motion carried.
Membership Inclusion of BFSAA and LFSAA – G. Fisher	Representation from each group was not available for this meeting; therefore, Dr. Fisher tabled the item for the next meeting.
AP 2510 – G. Fisher/J. Gilbert	Dr. Gilbert informed the group that Academic Senate is currently in the process of reviewing the district portion of AP 2510 and will be working with CHC to clarify some language in the AP. Once the final decision on a recommendation from Academic Senate has been finalized it will move forward to this group for review and discussion. Dr. Gilbert hopes to have the language complete and ready for review by this body in December or January.
Funding Decision Construction – G. Fisher	Scott gave a detailed overview of the funding decision for approval of funds to meet the critical safety needs in the CTE building. A meeting with the CTE faculty and staff to discuss the $3.6M project was held with a poor turnout of faculty and staff. The group brainstormed some ideas of how to get a better turn out at the meetings from faculty and staff. The project has since been increased by $300K from the state architect increasing the project funding to $4M. The project will go to bid this week and to board in January to break ground in January. The primary focus of the project will be around welding in the east building. Scott discussed some options for the council to ponder with regard to construction of the CTE building, option one: Spend an additional $6M in construction to address critical and faculty requested building needs for the diminishing building now or, option two: when allowable, sell additional bonds (projected time frame is 3-5 years) to replace the building completely (cost projected to be approx. $40M).

Emerging Safety Need – S. Stark	<u>Physical Science Building Exterior Door Locking System</u> Scott provided the group with the fund balance report and completed funding application. He proposed funding $15,000.00 to upgrade the Siemens software system for the Physical Science building exterior doors, currently determined by the Facilities and Safety committee to be a safety issue. Discussion among the group ensued with regard to the conversion of the upgraded system for other buildings on campus, the use of keys for entrance doors and onsite control of the system. Dr. Fisher entertained a motion to approve funding of $15,000.00 to upgrade the Siemens software system on the Physical Science Building. Dr. Gilbert motioned, Rick second and the group voted as follows: AYES: Eation, Fisher, Gilbert, Gamboa, Hector, Hrdlicka, Hunter, Huston, Kinde, Lillard, Robles, Shabazz, Smith, Stark, NOES: None ABSTENTIONS: ABSENT: Cota, Hamdy Motion carried.
Installation of Benches in Classroom Building Hallways – S. Stark	Scott opened the floor for discussion on the installation of benches in the hallways of building to accommodate students who are forced to sit on floors and to prevent blockage of walkways. A code analysis was done and the installation of benches in hallways will meet code guidelines, but may cause an egress issue. Discussion among the group ensued with regard to where benches should be placed, the possible creation of distraction to classrooms in session should the benches become a "hang out spot" for student, creating designated areas with benches and plugs for students to "hang out", installing spring loaded benches, and installing benches outside of the buildings. Based on the discussion, Scott will come back to the group with more information for a plan to install strategically placed benches.
Campus Climate Survey for Classified – J. Smith	Dr. Smith handed out and reviewed the *Campus Climate Survey for Classified* results with the group. He discussed the methodology of the survey and survey findings. Discussion among the group ensued with regard to survey findings of high points, low points and recommendations to improve the survey process and response. This survey will go out to each constituent group and data gathered to compare with strategic goals for an analysis of where we stand with meeting our goals.
Strategic Planning – J. Smith	Planning Model tabled for the next meeting.
2014 Student Success Scorecard Data – J. Smith	Dr. Smith reviewed the Scorecard data on momentum point outcomes, completion measures, improvement rates, completion rates, success rates in Math and English, success differences, addressing student learning success, and current support programs with the group. The Scorecard data is being integrated with the campus plans and will be shared with the board of trustees at their next study session meeting.

Needs Request/Funding Cycle – S. Lillard	Sheri presented the group with a concern of the needs request and funding cycle. The current cycle for the needs assessment conflicts with the funding cycle process. It has caused some concern among those submitting program needs who have received approval for funding then loose it because of they are uncertain of the process or the timeframe for funding as lapsed. The Program Review Committee has strongly encouraged them to re-submit their request to avoid the issue for now. Sheri requested the group take the information to prepare for discussion of possible solutions at the next meeting.
Student Equity Plan – R. Shabazz	Dr. Shabazz briefly reviewed the Student Equity Plan with the group. The plan has gone to both senates and been approved. He requested a recommendation from the group to move forward to the board of trustee for approval. Discussion ensued with regard to possible negotiation items that will result with the approval of the plan. Ricky assured the group that negotiation items will go through the appropriate process once the plan is approved and begins its implementation process.
	Dr. Fisher entertained a motion to approve the document to move forward with any further discussion taking place electronically and include an electronic vote for approval. Rick motioned, James second and the group voted as follows:
	AYES: Eation, Fisher, Gilbert, Gamboa, Hector, Hrdlicka, Hunter, Huston, Kinde, Lillard, Robles, Shabazz, Smith, Stark, NOES: None ABSTENTIONS: Diane ABSENT: Cota, Hamdy Motion carried.
	After further review, discussion, and revision of the Student Equity Plan, Ricky motioned (via email) to approved the Student Equity Plan to move forward to the board of trustees. The group voted as follows:
	AYES: Cota, Fisher, Gilbert, Hrdlicka, Hunter, Huston, Lillard, Robles, Shabazz, Smith, Thomas NOES: ABSTENTIONS: NO RESPONSE: Gamboa, Hamdy, Hector, Kinde, Stark Motion carried.
Committee Reports	No reports
OTHER:	

SAN BERNARDINO VALLEY COLLEGE COLLEGIAL GOVERNANCE

MISSION STATEMENT

San Bernardino Valley College provides quality education and services that support a diverse community of learners.
(College Council re-approved revision on 8/22/13)

EDUCATIONAL PHILOSOPHY

We believe
- That a well-educated populace is essential to the general welfare of the community.
- That quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- That our strength as an institution is enhanced by the cultural of our student population and staff.
- That we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.
- That we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- That plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community.
- That we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.
- That as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- That interaction between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- That we must hold ourselves and our students to the highest ethical and intellectual standards.
- That we must maintain a current, meaningful and challenging curriculum.
- That students succeed best when following and educational plan and when enrolled in classes that meet their interest and goals, and match their level of academic preparedness.
- That all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- That students learn best on a campus that is student-centered and aesthetically pleasing.

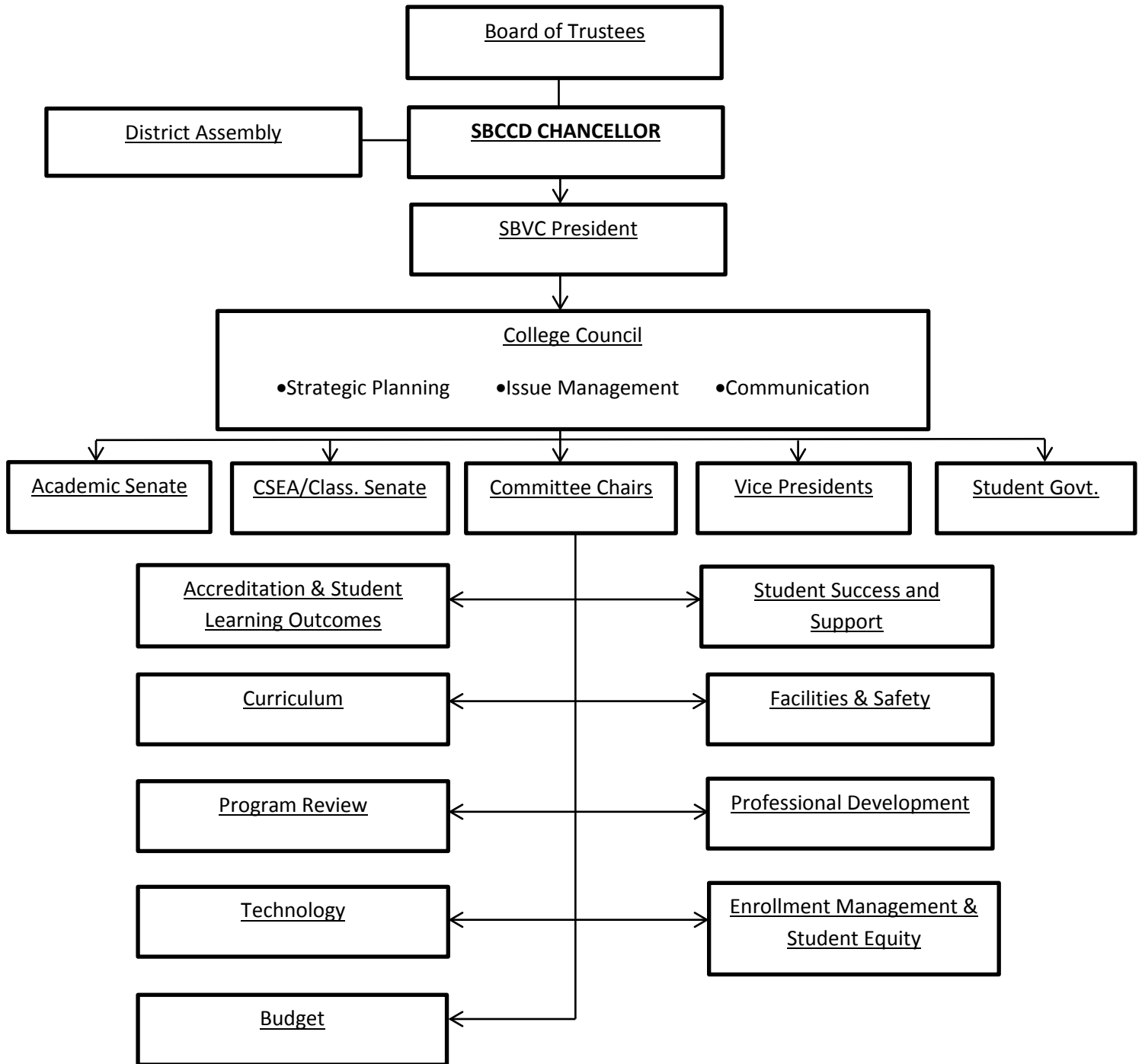- That we must be responsible stewards of campus resources.

VISION STATEMENT

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the "alma mater" of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society. (Revised 1-25-06)

GOVERNANCE PHILOSOPHY

San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in AB1725. We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College, and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

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│   District Assembly   │──│    SBCCD CHANCELLOR     │
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                          │     SBVC President      │
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        │                    College Council                        │
        │  •Strategic Planning   •Issue Management   •Communication  │
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Academic Senate	CSEA/Class. Senate	Committee Chairs	Vice Presidents	Student Govt.

Accreditation & Student Learning Outcomes	Student Success and Support
Curriculum	Facilities & Safety
Program Review	Professional Development
Technology	Enrollment Management & Student Equity
Budget	

COLLEGE COUNCIL

Charge

The College Council has three primary functions: planning, issue management, and communication.

The college planning function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan, the EMP includes the Program Review annual needs prioritization, Technology Plan, Five Year Construction & Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President.

The issue management function takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The communication function is served by the College Council as the central communication venue for college governance issues including budget, in that all constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body.

Membership

Membership is comprised of the President, College Vice Presidents, the President of the Academic Senate, the Classified Senate President, the President of the Associated Students or designee, the CSEA President of CSEA or designee, the Director of Research, and the chairs of the following committees: Enrollment Management & Student Equity, Accreditation, Curriculum, Facilities and Safety, Matriculation, Professional Development, Program Review, and Technology. The President serves as chair of the College Council unless otherwise agreed upon, at which point a faculty member and a manager will serve as co-chairs.

College Council Standing Committees

The standing committees of College Council are appointed annually and have representatives from each of the constituent groups: faculty, staff, students, and managers. Each committee will be co-chaired by on non-manager (faculty or staff) and one manager (that assists with clerical support, copying, and dissemination of materials as needed).

Should representation not occur in any group, the President will confer with the appropriate representative/President/designee to determine the best alternative to secure appropriate representation and participation from the absent group.

Meetings: Unless otherwise noted, standing committees are not held during the summer.

COLLEGIAL CONSULTATION COMMITTEES

ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE

Charge

The Accreditation and Student Learning Outcomes Committee prepares the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation. The committee monitors the development and assessment process for student learning outcomes in courses, programs and general education requirements. The committee generates and regularly reviews guidelines and best practices for all aspects of student learning process.

Membership

Membership is comprised of the Accreditation Liaison Officer, at least one faculty member from each division and other interested faculty, administrators, staff and students.

CURRICULUM COMMITTEE

Charge

Under AB1725 the Academic Senate has the responsibility to make recommendations with respect to academic and professional matters. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of the college, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and co-requisites, and assessment of curriculum as needed.

Membership

Membership is comprised of the Vice President of Instruction (or designee) and one other manager, a Curriculum Chair or Co-Chairs appointed by the Academic Senate, the Articulation Officer, faculty members from each division as recommended by the Academic Senate, two students, and two Instruction Office staff members (Administrative Curriculum Coordinator and Schedule/Catalog Data Specialist) appointed by the Vice President of Instruction (in collaboration with CSEA) to serve as a resource to the committee.

(College Council approved revisions on 11/13/13)

ENROLLMENT MANAGEMENT AND STUDENT EQUITY COMMITTEE

Charge

The Enrollment Management and Student Equity Committee serves in an advisory capacity to the President's Cabinet regarding enrollment. The committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review.

Membership

Membership is comprised of the Vice President of Student Services or designee, Dean of Counseling and Matriculation, two Deans from Instruction, Dean of Research, Planning and Institutional Effectiveness, Director of Financial Aid, Director of Admissions and Records, and Director of Marketing and Public Relations, Student Success Services and Programs Coordinator, and other interested faculty, administrators, staff and students.
(College Council approved revisions on 5/14/14)

FACILITIES & SAFETY COMMITTEE

Charge

The Facilities & Safety Committee serves as an advisory committee to college services and operations including: facilities, campus appearance, emergency preparedness, sustainability practices, and campus safety training. Additionally, the committee reviews and submits the Facilities & Capital Outlay Plan to College Council.

Membership

Membership is comprised of the Vice President of Administrative Services, Director of Maintenance and Operations, District Police Supervisor, Dean of Student Development, DSPS Coordinator, two students and other interested administrators, faculty, staff, and students.
(College Council approved revisions on 10/23/13)

STUDENT SUCCESS AND SUPPORT COMMITTEE

Charge

The Student Success Committee is authorized by the Academic Senate to annually review and update the College's Student Success Plan, propose the budget for categorical matriculation funds, provide advice on policies, procedures, and implementation of matriculation components

including admission, orientation assessment, counseling, prerequisites, follow-up, training, and research.

Membership

Membership is comprised of the Vice President of Student Services, Dean of Counseling and Matriculation, Director of Admissions & Records, Director of Financial Aid, Student Success Coordinator, Dean of Research, Planning and Institutional Effectiveness, one representative from English, Reading, and Math, and other interested administrators, faculty, staff and students.

(College Council approved revisions on 5/14/14)

PROGRAM REVIEW COMMITTEE

Charge

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program Review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Membership

Membership is comprised of at least 3 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified staff members as appointed by Classified Senate/CSEA, and one student.

(College Council approved revisions to charge on 3/12/14), (College Council approved revisions on 12/11/13)

<u>PROFESSIONAL DEVELOPMENT COMMITTEE</u>

Charge

The Professional Development Committee serves as an advisory committee for the college professional development programs, and as a resource for training needs across campus. The committee prepares and implements the state required three-year Professional Development Plan, and reviews it annually to assure that campus goals and objectives are being met. The committee allocates staff development funds based on criteria in the plan. Additionally the committee is responsible for planning, programming and communication of campus professional development programs. The faculty member on the committee serve as the campus sabbatical leave committee and make recommendations to the college president for proposed leave recipients. The faculty members also serve as the campus flex committee.

Membership

Membership is comprised of one manager (designated by the President), Professional Development Coordinator, a representative of the technology committee, and interested faculty, administrators, and staff.

<u>TECHNOLOGY COMMITTEE</u>

Charge

The Technology Committee develops the Technology Plan for SBVC and submits it to the SBVC College Council. The Plan recommends methods to assess, purchase, install, and encourage use of new technology; technology funding priorities; and strategies for redistributing current resources. It sets standards and guidelines for the minimum specifications for new technology, for maintaining the current technology in new construction, and to maximize use of District network resources and instructional learning resources. Accessibility to technology will be considered when developing goals, methods, recommendations, guidelines, and standards. In addition, members serve as campus representatives on District Technology Committees.

Membership

Membership is comprised of the Vice Presidents of Instruction, Administrative Services, and Student Services or their designees; a representative from the Audio Department; a representative from District Computing Services, representative(s) from the college Network Specialist and all other interested faculty and staff in the campus community.

BUDGET COMMITTEE

Charge

The Budget Committee serves in an advisory capacity to College Council in all aspects of budget development and management to protect the financial wellbeing of the college and to operate successfully within our budget. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and program review recommendations.

The Budget Committee serves in all three areas of the College Council's primary functions including: planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions.

Membership

The Budget Committee membership totals eight, including the Vice President of Administrative Services (chair) representing management, and seven appointed members representing management (1), faculty (3), classified staff (2), Associated Student Government (1). One non-management member will be elected co-chair annually.

(College Council approved inclusion of committee on 9/11/13), (Revised membership approved by College Council on 3/12/14)

ADDITIONAL COMMITTEES

A number of committees exist that have a specific purpose or function, but are not part of the formal collegial consultation process within College Council. These include:

OFFICE OF THE PRESIDENT

MANAGERS MEETING

Reporting to the President, Valley College managers (directors, deans, vice presidents) meet as needed with the President to review and discuss items as submitted to the College Council and to study leadership theory and practices.

PRESIDENT'S CABINET

The President meets weekly in a staff meeting with the Vice Presidents to discuss operations and logistics.

<u>SCHOLARSHIPS</u>

Charge

The Scholarships Committee reviews applications for scholarships and makes awards according to guidelines.

Membership

Membership is comprised of the Foundation Director, and interested administrators, faculty, and classified staff.

<u>ANNUAL AWARDS COMMITTEE</u>

Charge

The Annual Awards Committee plans and implements the Annual *Spotlighting Our Success Faculty & Staff Awards Celebration* event each spring. This event recognizes outstanding employees and retirees from all areas of the campus. The committee organizes a campus-wide nomination and voting process that leads to organizing and coordinating all logistics related to the awards ceremony event. The committee chair is the Director of Marketing & Public Relations with guidance from the Office of the President.

Membership

Membership is comprised of at least one member from classified, faculty, management, Faculty Association and other interested individuals.

<u>ARTS, LECTURES, AND DIVERSITY</u>

Charge

The Arts, Lectures, and Diversity Committee plans and promotes a series of lectures and cultural events designed to celebrate our diversity and enrich the instructional environment of the college.

Membership

Membership includes the Vice Presidents of Instruction and Student Services or designees, Dean of Humanities, and interested administrators, faculty, classified staff and students.

INSTRUCTIONAL SERVICES

INSTRUCTIONAL CABINET

Charge

The Instructional Cabinet reviews instructions related issues and concerns and advises the Vice President of Instruction.

Membership

Membership is comprised of the Vice President of Instruction and the deans reporting to the Vice President of Instruction.

TENURE REVIEW COMMITTEE

Charge

The Tenure Review Committee meets in January to review the four evaluations of each faculty member being considered for tenure. If all four evaluations of a faculty member are fully satisfactory, the Tenure Review Committee shall recommend that individual to the President for tenure. If the Tenure Review Committee has any doubts about a faculty member's overall performance, the committee shall, in consultation with the faculty member's supervisor, set up a new evaluation of him/her, to be conducted according to the evaluation procedure already in place in the District.

If the committee wants to use tenure procedures or materials as part of this evaluation, it can do so only with the consent of the affected faculty member. The two faculty members on the Tenure Review Committee who were appointed by the Senate and the bargaining unit shall serve as the peer evaluators for this evaluation. At the conclusion of this evaluation, the Tenure Review Committee shall meet and decide on a recommendation to the President of tenure or dismissal for the faculty member in question. All recommendations regarding fourth-year faculty members shall be submitted to the President by February 15. If the President and the committee disagree, they shall meet with the District Chancellor to present their differing points of view. The Chancellor shall have final authority to make a recommendation to the Board of Trustees (this charge and membership quoted directly from the current AGREEMENT between the SBCCD and the SBCCD Chapter CTA/NEA).

Per the provisions of the CTA contract, the Tenure Review committee is also involved in providing remediation assistance to those faculty whose evaluations are less than satisfactory.

Membership

The College President appoints a tenured faculty member as the Tenure Review Coordinator who chairs the committee and the appropriate Vice Presidents or designees. The President of the Academic Senate and the college representative of the collective bargaining unit each appoint one tenured faculty member to serve on the Tenure Review Committee.

ONLINE COMMITTEE

Charge

The Online Committee advises the Vice President of Instruction regarding issues related to online learning at the college. In addition, the committee assists discipline faculty in the preparation of distance education requests to the Curriculum Committee. The committee serves as a conduit of Information among faculty, administration, and students by providing technological vision for issues related to online learning.

Memberships

Membership is comprised of interested faculty, administrators, staff, and students.

HONORS

Charge

The Honors Committee serves as an advisory committee to the Vice President of Instruction relative to the college's Honors Program including the admission of students into the program, assessment of program effectiveness, the schedule rotation of honors courses, proposals for new honors courses , and the evaluation of existing honors courses.

Membership

Membership is comprised of the Vice President of Instruction or designee, the Honors Coordinator, Honors Counselor, and interested administrators and faculty.

WORKFORCE DEVELOPMENT COMMITTEE

Charge

This Workforce Development Committee reviews recommendations from the Career and Technical Education (CTE) advisory committees. The committee participates in the Perkins Grant allocation process and makes recommendations to the Perkins Grant administrator.

Membership

Membership is comprised of the Perkins Grant Administrator and includes representation from vocational certificates and degree areas as well as other interested administrators, faculty, classified staff, and students.

BASIC SKILLS COMMITTEE

Charge

The Basic Skills Committee creates the planning documents, oversees the implementation of the campus basic skills plan, and prepares the college's basic skills report.

Membership

Membership is comprised of the Vice President of Instruction, at least one faculty member from counseling, english, mathematics, and reading, and other interested faculty, administrators, staff, and students.
(College Council approved revisions on 12/11/13)

STUDENT SERVICES

CAMPUS LIFE AND COMMENCEMENT

Charge

This Campus Life and Commencement Committee monitors and serves as the primary clearing house for student activities on the campus, including commencement. The committee develops a campus-wide master calendar in coordination with the Director of Marketing.

Membership

Membership is comprised of the Vice President of Student Services, Director of Student Life, Student Activities Coordinator, ASG President, Student Services Coordinator, Director of Marketing and Public Relations, and interested administrators, faculty, classified staff, and students.
(College Council approved revisions on 5/14/14)

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS) ADVISORY COMMITTEE

Charge

This Disabled Student Programs and Services (DSPS) Advisory Committee serves as an advisory committee to the Director of DSPS relative to the needs of students with disabilities.

Membership

Membership is comprised of the Student Success Coordinator, Coordinator of Disabled Student Services, Coordinator of Health Services, and interested faculty, staff, and students.

(College Council approved revisions on 5/14/14)

STUDENT POLICIES & SCHOLASTIC STANDARDS

Charge

The Student Policies and Scholastic Standards Committee serves as an advisory committee for the development and implementation of academic policies such as but not limited to petitions related to admissions, probation, disqualification, and graduation requirements.

Membership

The membership is comprised of the Director of Admissions & Records, interested faculty, a classified staff member from the Admissions and Records office, and one student.
(College Council approved revisions on 5/14/14)

STUDENT SERVICES CABINET

Charge

The Student Services Cabinet reviews Student Service related issues and concerns in an advisory capacity to the Vice President of Student Services.

Membership

Membership is comprised of the Vice President of Student Services, Dean of Counseling and Matriculation, Veteran's Administrator, Director of Student Life, Director of Admissions and Records, Director of Financial Aid, Director of Library and Learning Services, Director of EOP&S, Occupational Advancement Supervisor, Coordinator of Student Health Center, and Coordinator of DSP&S.

(College Council approved revisions on 5/14/14)

STUDENT SERVICES COUNCIL

Charge

The Student Services Council meets monthly to discuss and review campus issues particularly applicable to student success.

Membership

Membership is comprised of the Vice President of Student Services and the Student Services leadership team.

(College Council approved revisions on 5/14/14)

ADMINISTRATIVE SERVICES

ADMINISTRATIVE SERVICES CABINET

Charge

Reporting to the Vice President of Administrative Services, the Administrative Services Cabinet meets on a periodic basis to discuss and review campus related issues and advise the Vice President of Administrative Services.

Membership

Membership is comprised of the Vice President of Administrative Services and the Administrative Services Supervisors.

CAMPUS SUSTAINABILITY

Charge

The Campus Sustainability committee charge is to advance and implement the strategies and seven goals of the SBVVD Sustainability Plan on the San Bernardino Valley College campus; specifically developing, designing, and implementing campus policies and procedures for sustainability.

Membership

Membership includes all SBVC members of the SBCCD Sustainability Committee, and any other interested managers, faculty, staff, and students.

(College Council approved revisions on 2/12/14)

San Bernardino Valley College

San Bernardino Community College District

Student Equity Plan

Fall 2014

SAN BERNARDINO VALLEY COLLEGE STUDENT EQUITY PLAN

Table of Contents

San Bernardino Valley College
Student Equity Plan

Signature Page

District: <u>San Bernardino CCD</u> Date Approved by Board of Trustees: <u>**12/11/14**</u>

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

San Bernardino SBVC
STUDENT EQUITY COMMITTEE MEMBERSHIP PAGE

Dr. Ricky Shabazz, Vice President of Student Services

Dr. Haragewen Kinde, Vice President of Instruction

Dr. James Smith, Dean of Research, Planning and Institutional Effectiveness

Dr. Kay Weiss, Dean of Humanities

Mr. Marco Cota, Dean of Counseling and Matriculation

Dr. Ailsa Aguilar-Kitibutr, Faculty Chair, Counseling

Ms. Jeanne Marquis, Counselor

Mr. Israeil Abeir, Math Division

Mr. Dan Angelo, Math Division

Dr. Stephanie Briggs, Mathematical Instructor

Ms. Christie Winter, Science Division

Mr. Johnny Conley, Interim Director of First Year Experience

Ms. April Dale-Carter, Director of Admissions and Records

Executive Summary

Executive Summary

San Bernardino Valley College (SBVC) serves approximately 14,000 students each academic year. The campus is located in an urban section of San Bernardino County within the boundaries of the City of San Bernardino. The campus community is diverse in every respect-including the faculty, staff, and student populations. The diverse make-up of the campus contributes to our strong commitment to student equity, which includes increasing student access and increasing student success for all students particularly among students from historically underperforming populations. This Student Equity Plan outlines the college's programs, services, and activities that are intended to increase access and the success of our underperforming populations of students on campus. This Executive Summary is broken up into five areas:

1. **Targeted Groups**
2. **Goals/Outcomes**
3. **Activities and Actions**
4. **Resources Budgeted**
5. **Contact Person for Coordination**

The Office of Research, Planning and Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources include: the SBVC Datatel Database System, the State Chancellor's Management Information System (MIS), the SBVC's Student Success Scorecard, the Accountability Reporting for Community College (ARCC) databases, the U.S. Dept. of Education's Integrated Post-Secondary Data System (IPEDS) database, California Partnership for Achieving Student Success (Cal-Pass) database, and the U.S. Census database. Baseline indicators for student access and success are defined for each student subgroup in the SBVC population on each measure. The data outlined in this Student Equity Plan indicates that African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, AB540 students, first generation college students, and males appear to be experiencing lower success and retention rates in most areas in comparison to their Asian, White, and/or female counterparts. Toward this end, this Student Equity Plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve access, student success and retention among the targeted populations that are outlined above.

Targeted Groups
The recent release of SBVC's 2014 Student Success Card showcases the educational attainment of our students. There are several factors that impact student success on

campus. SBVC believes that one of the key factors in improving student access and the success of our at-risk and/or underperforming students remains improving pathways to student engagement with the college's instructional and student support programs. According to the campus climate survey, students who persist at SBVC typically feel more connected to the college, are invested in their education, and usually believe that the college is equally committed to the success of our students. SBVC believes that students who are engaged and invested in the college's academic and support services are more likely to earn an associate's degree or certificate, utilize our tutoring and advising services, and matriculate. Improving student engagement is relative to an institution's ability to offer student support programs and staffing to meet the needs of a diverse student population. This fundamental principle lies at the heart of all student success initiatives, which in turn is firmly rooted within the core beliefs and approaches exhibited throughout the college. This document outlines SBVC's goals and outcomes connected to our Student Equity Plan. Table 1 outlines the number of non-resident students who attend SBVC.

Table1. Non-Resident Students (2013-14)		
Type of Non-Resident	Count	Percent
Out of State/Country	492	53%
AB540	444	47%
Total Non-residents	936	100%

The purpose of this Student Equity Plan is to create a responsive, flexible, educationally sound, research based approach to improving student success and access among African Americans, Hispanics/Latinos Foster Youth, AB540 students, first generation college students, and males. This Student Equity Plan is intended to distribute college resources to fund innovative projects that work to increase access, matriculation, student success, and retention on campus. The specific areas addressed in this Student Equity Plan are intended increase access and the success among target populations of students that are identified in our 2013 and 2014 Student Success Scorecard.

The goal is to improve the measurable outcomes among targeted populations by increasing pathways to basic skill courses, improving and expanding student support services on campus, increasing basic skills and ESL course completion rates, and improving the overall completion and retention rates for the targeted populations who enroll in transfer courses, degree and certificate courses, and/or who plan to transfer to a 4-year college or university. This Student Equity Plan presents data on age, race/ethnicity, gender, and other known challenges faced by our students with disabilities and our foster youth. Once identified, this plan proposes approaches to improve the achievement gaps that persist among our targeted population of students. Table 2 provides data on the success rate of students who attend SBVC.

Table 2. All Credit Courses –2012-13	
Ethnicity	Success Rate
African American	58.2%
Asian	76.6%
Hispanic	66.9%
American Indian/Alaskan Native	71.4%
Multi-Ethnicity	77.4%
Pacific Islander	65.6%
White	73.6%
Unknown	64.3%

This Student Equity Plan is committed to ensuring student success and access at SBVC by providing funding to programs, departments, and individuals to support innovative approaches to increasing student success among our targeted population of students. This Student Equity Plan pursues strategies in close cooperation with the students, faculty, staff, administration, and the community at large to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills courses. While specific offices on campus have responsibility for administering aspects of the Student Equity Plan, in a more fundamental sense, improving student success and increasing access is everyone's responsibility.

The Student Equity Plan is committed to increasing student success and access among African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males on campus. The Student Equity Committee (also known as

the Enrollment Management Committee) has established Student Equity Goals and Outcomes that are intended to improve access and success among our stated targeted populations of students. The following is a list of the Student Equity Committee's 2014-2015 Student Equity Goals and Outcomes:

Student Equity Goals and Outcomes

1. Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year. (Strategic Initiative –Access-Objective 1.6.3)

2. Increase by 5% the number of students from targeted populations who earn a degree and certificate compared to the previous academic year. (Strategic Initiative –Student Success Goal 2.5.1.1)

3. Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year. (Strategic Initiative –Student Success Objective 2.5.1.2)

4. Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year. (Strategic Initiative –Student Success Objective 2.5.2)

5. Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year. (Strategic Initiative – Student Success Objective 2.5.1.1)

6. Increase by 2% the number of continuing students from targeted populations who enroll at the SBVC in the sequential semester/term compared to the previous academic year. (Strategic Initiative – Persistence Objective 2.5.2)

7. Increase by 2% the number of continuing students from targeted populations that register prior to new students registration compared to the previous academic year. (Strategic Initiative – New Students Objective 2.8.4)

8. Increase by 5% the number of students from targeted populations that complete Financial Aid applications by the March 2nd deadline compared to the previous academic year. (Strategic Initiative –Student Access Objective 1.5.2)

During the 2014/2015 academic year, the Student Equity Committee intends to use the above stated goals to pilot programs, partnerships and activities that will serve as a baseline for establishing ongoing goals among our targeted populations.

Student Equity Support of Financial Aid

SBVC believes that one of the biggest barriers to college access and student success is financial aid. According to the Educational Trust (2014), "Staggering increases in college prices continue to threaten the ability of students—particularly those from low-income families—to gain access to higher education." The process and access to financial aid is much quicker for first time freshmen who are not selected for verification because the office has recently implemented auto-packager. However, the number of new students on financial aid is much smaller in comparison to the number of continuing students.

Table 3. Financial aid eligibility

Number of Enrolled Students	Number of New Students	Number of Continuing Students	Total % of FA Eligible Students
12,696*	4,443	8,252	93%

*Enrollment as of October 2nd fall semester

SBVC is planning to increase new and continuing students access to financial aid by hiring a Financial Aid Specialist II and offering staff overtime to process and package students. As of August 26, 2014, the number of files pending processing was approximately 7,390. Financial Aid Staff started processing 2014/2015 files on April 21, 2014. As of August 26th, approximately 1,688 files were packaged by staff. The office implemented Auto-packager on August 8, 2014 which led to approximately an additional 619 students being packaged.

Table 4. Financial aid packaging 2010 to 2014

As of August 26th	Number of files Packaged	Enrollment	% of Files	Total files Processed
2014	1,688	12,696*	13%	7,390*
2013	2,636	16,080	16%	11,170
2012	3,236	16,593	17%	11,435
2011	3,335	19,169	17%	11,943
2010	1,833	21,305	8%	9,282

*Enrollment as of October 2nd fall semester.
*As of August 26, 2014, the number of files that are pending processing.

SBVC is committed to ensuring that our students with the greatest need have access to financial aid. In an attempt to increase disbursement times and catch up on the backlog of files, SBVC is proposing to use Student Equity funds to hire an additional Financial Aid Specialist II who will assist with packaging student files. Additionally, the Director of Financial Aid has developed a plan to use $10,000 to offer staff overtime to focus entirely on catching up to the backlog of files. The total cost of this proposal is approximately $71,000:

- Hiring a Financial Aid Specialist II: $61,000 (salary and benefits)
- Overtime to catch up on processing: $10,000
- We are making every attempt to increase the efficiency of the Financial Aid Office. Additionally, SBVC intends to use Student Equity funds to offer professional development for staff in the Financial Aid Office. The Financial Aid Office is also implementing the following items in attempt to provide greater access to financial aid:
- Opening up the Financial Aid Computer Lab
- In-house training for staff as well as opportunities for staff to attend conferences
- Request to have all Coordinators package files
- Assigned Alpha to each Specialist to provide students with a direct point of contact for specific questions during verification process
- Offer workshops to increase students' knowledge on Financial Aid processes and regulations
- Implement Financial Aid Awareness Week during spring semester to increase the submission of FAFSAs by the March 2nd deadline
- Provide an informational booth on campus periodically throughout the school year

- Utilize Social Media to educate students about Financial Aid

Student success is primarily dependent on students having access to financial resources to meet college expenses. The Financial Aid Office provides services to students to assist them with meeting their college expenses to accomplish their educational goals. The above mentioned recommendations are needed to ensure student success on campus.

Activities and Actions

This Student Equity Plan intends to pilot several key activities and programs that are intended to increase access and improve student success among African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males on campus. The Student Equity Committee intends to partner with departments, programs, and/or community-based organizations to offer a research backed approach to improving student equity and access on campus. The following is a list of the activities and actions that SBVC intends to implement during the 2014/15 academic year:

1. Professional Development for Faculty and Staff who work with Targeted At-Risk Populations
   a. Identify and Send First Year Experience (FYE) staff to trainings to integrate assignments and team teach.
   b. Training for Basic Skills staff.
   c. Training for classified staff, students, faculty and administrators who work with targeted populations.
   d. As a part of the collegial consultation process, when assigning stipends for faculty who work with at-risk populations outside of the classroom, the appropriate bargaining units will be consulted prior to the implementation of programs that impact the current SBCCD/CTA contract. This would include supplemental instruction, tutoring, and working in learning communities.
2. The Development of a First Year Experience Program with Cohorts for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males.
3. Develop a Student Ambassador program for peer-peer advising and outreach that trains our current student body to support students in our targeted populations. Student Ambassadors will be placed in strategic locations to include

the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Center, Outreach, and the Dreamer Center.

4. Pilot Programs to Increase Graduation Rates and Follow-Up Services for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, males, and veterans. This would include specialized counseling and advising services for our target at-risk populations, which includes more workshops, supplemental instruction, specialized tutoring services, and in person orientations.

5. Summer Math Academy targeting increasing math and English assessment scores among African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, males, and Veterans. The goal is to successfully transition target populations into college and increase the number who place into higher level basic skills or college level math and English.

6. Pilot a Summer Bridge program for African American, Chicano/Latino, Foster Youth, and males. Target successfully transitioning males and Foster Youth into college and increase their knowledge of CTE and STEM programs.

7. Development of a Guardian Scholars Programs to increase the success of Foster Youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have Guardian Scholars Liaisons in every student service office. Increase the number of Foster Youth who register, persist, and take advantage of student support services. There will be targeted outreach to foster youth to increase their participation in learning communities and other student support services on campus.

8. Creating three additional Student Success Centers (counseling, tutoring, advising and mentoring) for students in targeted populations. This would include a Dreamers Center for AB540 students; a Women's Reentry Center for tutoring and counseling for women with children; and an Athletic Success Center to offer tutoring and advising for our student athletes once our new Athletic Sports Complex opens. There will also be greater collaboration with the Veterans Resource Center to improve support and counseling for our Veterans.

9. Increase Educational and Career Workshops for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, males, and Veterans.

10. Offer Concurrent Enrollment and Student Development Courses at Feeder High Schools with high populations of African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, males, and Veterans.

11. Campus Conferences Focused on Closing the Achievement Gap. This would include conferences that focus on the following topics: Leadership, The Dream Act (to Include ESL students), Males in STEM Majors, Women in STEM Majors, Career and Technical Education Careers, Guardian Scholars, Students with Disabilities, and/or Veterans.

12. Improve the accessibility of Financial Aid services:
    a. Open Financial Aid Computer Lab.
    b. Conduct Financial Aid Workshops.
    c. Increase the number of students who submit the FAFSA application buy the March 2nd deadline.
    d. Increase the number of students who receive their financial aid check during the first month of school.

13. Increase staffing to accomplish items 1-12. This would include hiring the following positions: Coordinator of Student Equity, SSSP/Student Equity Secretary, a counselor, faculty for FYE, hiring additional counselors, and hiring a Financial Aid Specialists II.

Resources Budgeted

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

The budgets outlined in this section are only ballpark figures that the college intends to allocate to increase access and student success among our stated targeted populations. These figures only serve as estimates since this is the first year in recent history that the state has actually set aside resources to fund student equity plans. The only direction from the state is that the categorical funds had to be spent to non-instructional areas that have direct impact on improving student access and success among at-risk populations. With little direction, the following estimated budget was

developed to outline the funding for items that are highlighted in the Actions and Activities section of this document. The following is a list of the activities and actions that SBVC intends to implement:

1. Professional Development for Faculty and Staff who work with At-Risk Populations
    - $60,000
2. Overtime for Staff to catch up on processing financial aid
    - $10,000
3. First Year Experience Program (4-6 Cohorts)
    - $45,000
4. Male in Math/STEM and Women in Math/STEM Conferences
    - $10,000
5. Dreamers/ESL Conference
    - $10,000
6. Develop Guardian Scholars Program for Foster Youth
    - $5,000
7. Student with Disabilities Conference
    - $5,000
8. Guardian Scholars Conference
    - $10,000
9. Leadership Conference
    - $10,000
10. Support for Veterans Center Counseling and Programming
    - $5,000
11. Increase Transfer/Career Fair
    - $10,000
12. Expand workshops
    - $5,000
13. Pilot Programs and Outreach to At-risk Students (Tutoring, Supplemental Instruction, marketing, outreach, etc.)
    - $15,000
14. Staffing $411,000
    - Hire a Coordinator of Student Equity to oversee student equity and diversity programming
    - Hire a Secretary II for Student Equity and SSSP
    - Hire a Counselor to provide academic advising and counseling support
    - Hire a Financial Aid Specialist II to provide clerical and administrative support
    - Hire Adjunct Counselors to provide academic advising and counseling support

- Hire Student Ambassadors

Total Anticipated Resources: **$611,000**

The state allocated $70 million dollars to support student equity plans. SBCCD was allocated $889,081 between both of its campuses. Based on the District's current allocation model it can be assumed that SBVC will receive approximately $611,000 from the state.

Contact Person/Student Equity Coordinator

SBVC's Student Success & Support Program (SSSP) Committee (formally the Matriculation Committee) ensures that students from our diverse community have access to quality educational and certificates programs that serve the mission of the college. The SSSP Committee works to establish and assess the college's policies and procedures that have the greatest impact on student access, success and retention. The SSSP Committee leads college wide discussions about student success, enrollment management, college access, and program outcomes. Membership in the SSSP Committee is comprised of the Vice President of Student Services (VPSS), Dean of Counseling and Matriculation, Director of Admissions and Records, Director of First Year Experience, Chair of Counseling, Student Success Coordinator, Matriculation Coordinator, Institutional Research, faculty, staff, and students. The Vice President of Student Services (VPSS) will serve as the primary contact for the Student Equity Plan until the proposed Coordinator of Student Equity can be hired. The Interim Director of First Year Experience will coordinate the implementation of this Student Equity Plan until the college hires a Coordinator of Student Equity.

Under the general direction of the Vice President of Student Services and the Dean of Counseling and Matriculation, the Coordinator of Student Equity will provide leadership, direction and support for positive approaches to strategic campus initiatives to improve access, success and retention of targeted at-risk students from our diverse community. The Coordinator of Student Equity will work with all of the college's categorical programs to ensure greater collaboration amongst our student equity programs. These programs will include: EOP&S/CARE, CalWORKs, DSP&S, First Year Experience (FYE), Foster Care Education, Veterans, Library, Student Life, Student Support Services, and the Student Health Services. In accordance with the mission and strategic initiatives of San Bernardino Valley College, the Coordinator of Student Equity will play a pivotal role in creating a campus climate that is welcoming, safe and supportive for all at-risk students, which will include but not be limited to providing

leadership, supervision and implementation of the campus Student Equity Plan and conducting a college-wide assessment of the strengths and weaknesses of current student equity and inclusionary programs at SBVC. The Coordinator of Student Equity will be charged with ensuring a common vision and a plan for improving student access and equity on campus. The Coordinator of Student Equity will also serve on the SSSP Committee with the Dean of Counseling and Matriculation.

The goal of the SSSP Committee is to create a responsive, flexible, educationally sound, research based approach to student success and retention on campus. Additionally, discussions on increasing student success occur in the following arenas: Academic Senate meetings, Division/Unit/Program meetings, Enrollment Management meetings, Student Services Manager's meetings, Student Services Council meetings, and College Council meetings. The SSSP Committee works with Instructional Research to evaluate and measures student access, persistence, retention, matriculation, student learning, and ultimately student success on campus. Data from the recent environmental scan reveals the enrollment at the college is on par with the demographics of SBVC's service area. Table 5 presents data on the enrollment of the campus compared to the demographics of the district taken from the 2012 Census data.

Table 5. 2012 Population by Race and Ethnicity.

2012 Population by race & ethnicity	Area count	Area percentage	Campus percentage 2012-13 $N = 12,360$	Percentage difference
Asian	83,719	6%	6%	0
Black	137,706	10%	16%	+6
Hispanic	780,357	55%	59%	+4
Other	40,597	3%	3%	0
White	377,767	27%	17%	-10
Total	1,420,146	100%	100%	0

The SSSP Committee is authorized by the Academic Senate to annually review, assess and update the college's SSSP Plan (formally the Matriculation Plan), proposes the budget for categorical Student Success funds, provides advice on policies, procedures, and implementation of the SSSP components including admission, orientation, assessment, counseling, prerequisites, workshops, and follow-up services for at-risk

students on campus. Additionally, discussions on student success and access occur in the following arenas: Academic Senate meetings, Division/Unit/Program meetings, Enrollment Management meetings, Student Services Manager's meetings, Student Services Council meetings, and College Council meetings. The college's consultation flow chart is explained in Figure 1.
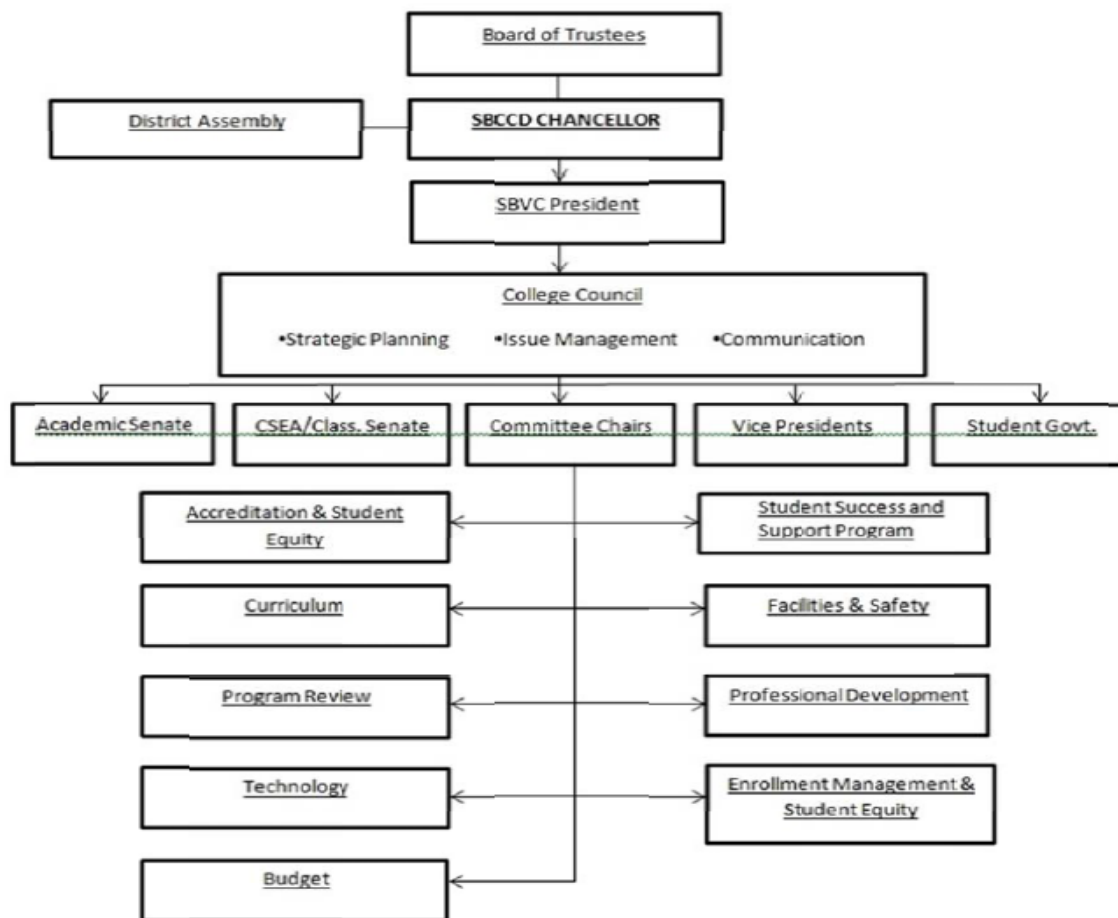
Figure 1. A diagram of SBVC's consultation flowchart

SBVC's student services programs and instructional programs work collaboratively with the college's Institutional Research Department to ensure that student support services demonstrate student learning, support student access and promote student success among our diverse student population. Data displayed in the 2013 and 2014 Student Success Scorecard indicates the college has made gains in some areas, while other areas remain stagnant. SBVC is currently working on a number of planning documents

that are intended to coordinate the college's efforts towards increasing student equity, access and improving student success on campus. These plans include the following projects:

1. The Learning COMPASS/ASSETS Project
2. Student Success Plan
3. Student Equity Plan
4. Enrollment Management Plan
5. Basic Skills Funding Plan

Research on increasing success among at-risk students indicates that successful programs are remarkably similar in certain aspects. Regardless of the type of program or service—be it basic skills, a student support program, or other interventions—there are certain characteristics that help to increase student success among our at-risk students. The college is working on implementing the above mentioned five plans to improve pathways to success and increase student engagement on campus.

Campus-Based Research

Summary Statement

The SBVC Office of Research Planning and Institutional Effectiveness conducts basic research to assess students success on an ongoing basis. It produces regular reports for the campus to determine whether disparities exist between ethnic groups, gender groups, age groups, students with disability status, and all other groups that are served by the college. When disparities are identified, the extent of disparities are assessed and action plans or explored in the appropriate campus committees—many of those interventions are presented in this report. This section of the current student equity plan will address the five student success areas described in Section IV (title 5 §54220(a)(1)): (1) access, (2) course completion, (3) ESL and basic skills completion, (4) degree and certificate completion, (5) transfer. Completed definitions for each of the five success measures can be found at the beginning of the five section that address them below.

The research presented here has been presented in numerous campus-wide reports and presentations in an effort to identify effective strategies that address achievement gaps and diminish disproportionate impact among the subpopulations mentioned above (see the attachment sections of this document for areas of disproportionate impact using the 80% rule). Data from research reports is integrated into all aspects of planning and is used to address the stated goals of the student equity guidelines: "(a) develop shared understandings of the meaning of the data, (b) develop action plans to mitigate the impact of disparities in student equity wherever possible, (c) integrate student equity into other institutional planning processes and program review, and (d) improve data collection and analysis relevant to the groups of students."

CAMPUS-BASED RESEARCH

A. **ACCESS.** *The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.*
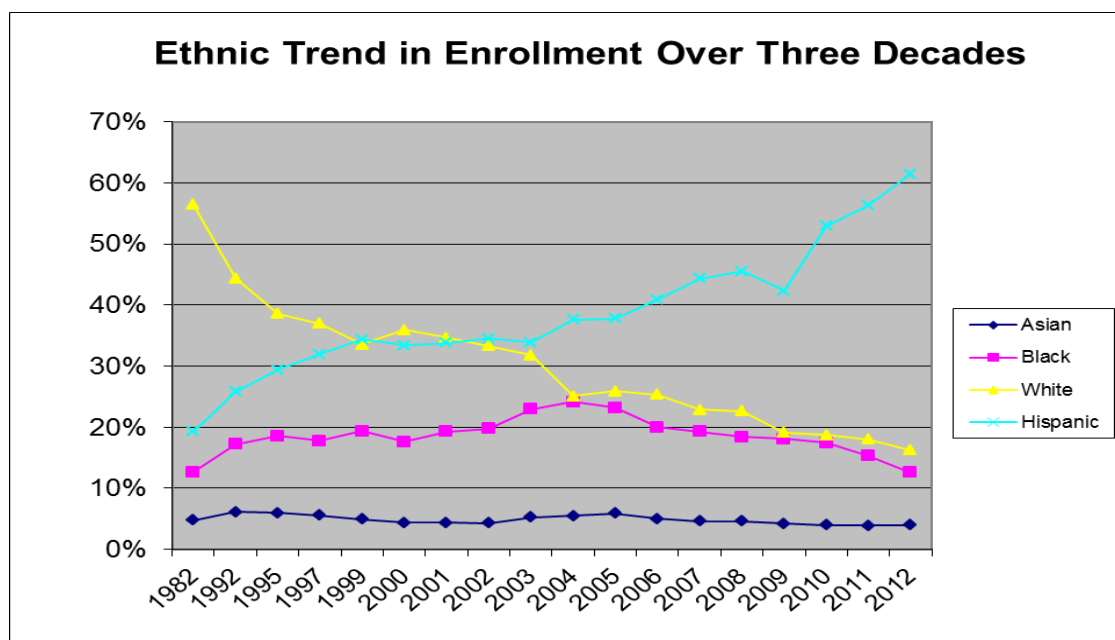
Figure A1. Ethnic Trends in Enrollment

In recent years, the average age of SBVC students has decreased. The percentage of students who are under 25 years of age increased between 2006 and 2012, while the percentage of older students has declined.

Figure A2.   Age Distribution for SBVC Students – Fall 2006 & Fall 2012

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Figure A-2. Age Distribution

The number of younger students has increased in recent years. Figure A-2 provides a comparison that shows the difference at two points in time, fall terms six years apart (2006, 2012).

Table A1. Feeder High Schools

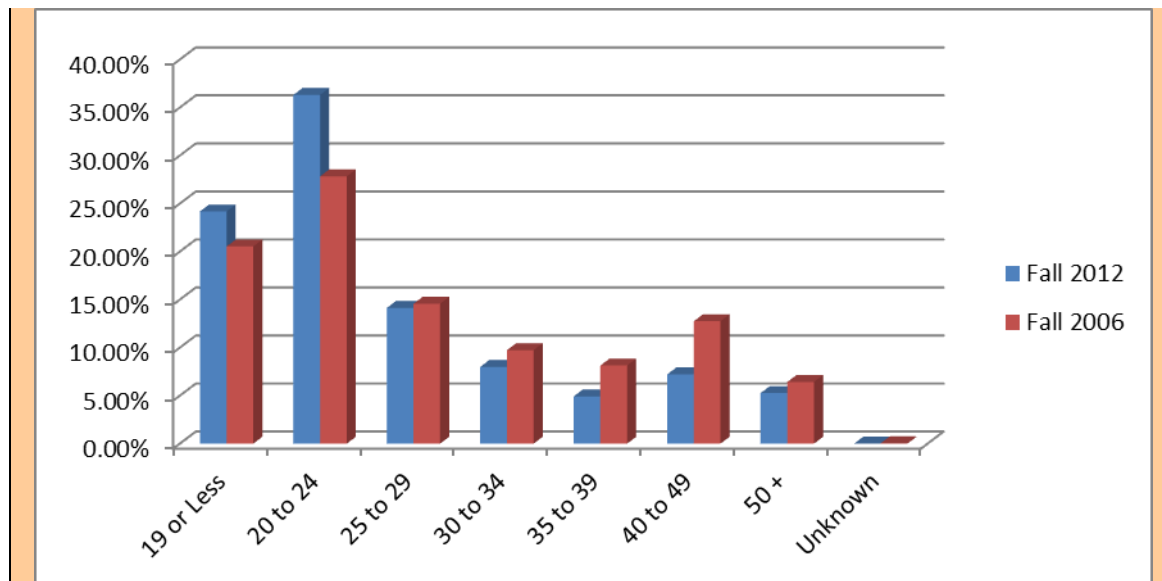| Top Feeder High Schools	Fall 2009 n	Fall 2009 %	Fall 2010 n	Fall 2010 %	Fall 2011 n	Fall 2011 %	Fall 2012 n	Fall 2012 %	Fall 2013 n	Fall 2013 %
AB Miller High School	19	1.62%	21	1.78%	36	3.81%	32	3.17%	32	2.76%
Arroyo Valley High School	88	**7.50%**	89	**7.54%**	80	**8.46%**	89	**8.82%**	117	**10.09%**
Bloomington High School	32	2.73%	54	4.58%	49	**5.18%**	46	4.56%	44	**3.80%**
Cajon High School	94	**8.01%**	101	**8.56%**	84	**8.88%**	94	**9.32%**	130	**11.22%**
Citrus Valley High School (opened in 2009)	n/a		2	0.17%	47	4.97%	4	0.40%	32	2.76%
Colton High School	146	**12.45%**	123	**10.42%**	96	**10.15%**	91	**9.02%**	137	**11.82%**
Eisenhower	80	**6.82%**	67	**5.68%**	47	**4.97%**	59	**5.85%**	66	**5.69%**
Fontana High School	24	2.05%	34	2.88%	23	2.43%	35	3.47%	24	2.07%
Pacific High School	72	**6.14%**	55	4.66%	77	**8.14%**	66	**6.54%**	94	**8.11%**
Redlands High School	74	**6.31%**	62	**5.25%**	48	**5.07%**	51	**5.05%**	31	2.67%
Redlands East Valley High School	68	**5.80%**	70	**5.93%**	19	2.01%	52	**5.15%**	20	1.73%
Rialto High School	113	**9.63%**	109	**9.24%**	72	**7.61%**	75	**7.43%**	109	**9.40%**
Rim of the World High School	25	2.13%	21	1.78%	13	1.37%	19	1.88%	17	1.47%
San Andreas High School	34	2.90%	34	2.88%	29	3.07%	41	4.06%	24	2.07%
San Bernardino High School	89	**7.59%**	79	**6.69%**	49	**5.18%**	46	4.56%	81	**6.99%**
San Gorgonio High School	126	**10.74%**	123	**10.42%**	113	**11.95%**	80	**7.93%**	117	**10.09%**
Sierra High School	28	2.39%	41	3.47%	11	1.16%	26	2.58%	19	1.64%
Summit High School	7	0.60%	13	1.10%	13	1.37%	25	2.48%	8	0.69%
Wiler Amina Carter High School	35	2.98%	63	**5.34%**	27	2.85%	63	**6.24%**	41	**3.54%**
Yucaipa High School	19	1.62%	19	1.61%	13	1.37%	15	1.49%	16	1.38%
Total	1173	100.0%	1180	100.0%	946	100.00%	1009	100.0%	1159	100.00%

Table A-1 shows the top 20 feeder high schools for fall terms over the last five years. Bold print identifies the top ten for each year—the top ten schools are not always the same.
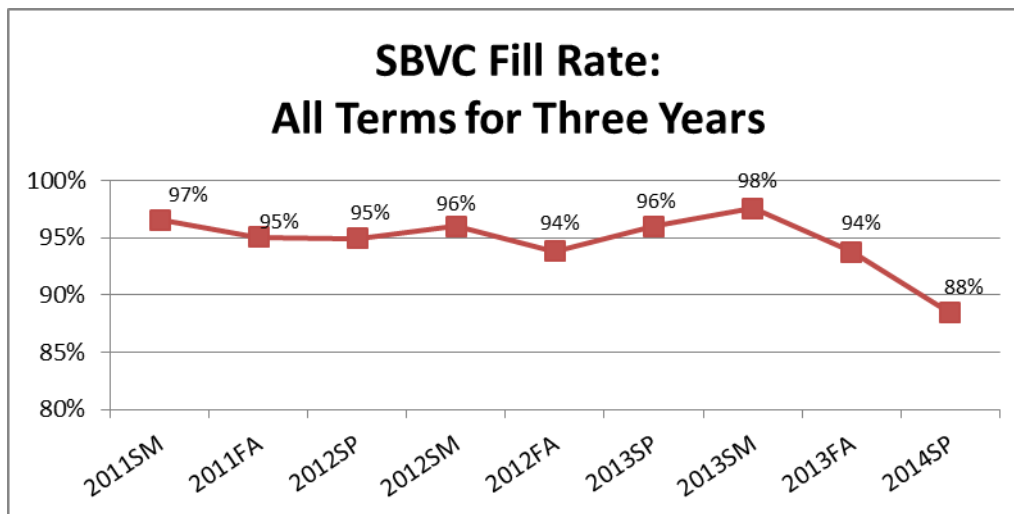
Figure A-3. Fill Rate Data
Source: SBVC DataTel 2014

As shown in Figure A3, fill rates range from 88% to 98%. This number has fallen in the last few semesters as the number of sections available increased (see Figure #)

In response to available resources, the campus has increased the number of sections available to students.
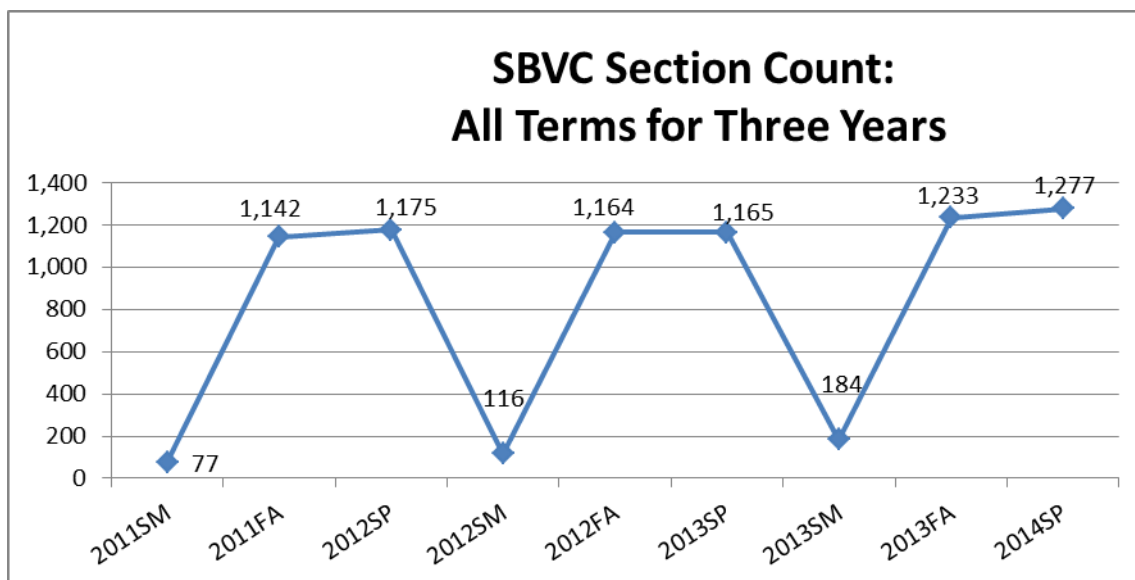
Figure A-4. Section Counts – Fall, Spring and Summer Terms

Campus-Based Research

CAMPUS-BASED RESEARCH

B. **COURSE COMPLETION.** 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.

Table B-1. Course Success for All credit courses—Fall 2013	
Ethnicity	**Success Rate**
African American	58.2%
Asian	76.6%
Hispanic	66.9%
American Indian/Alaskan Native	71.4%
Multi-Ethnicity	77.4%
Pacific Islander	65.6%
White	73.6%
Unknown	64.3%

Source: http://testsite.cccco.edu/ccccodatamart/Outcomes/Course_Ret_Success.aspx
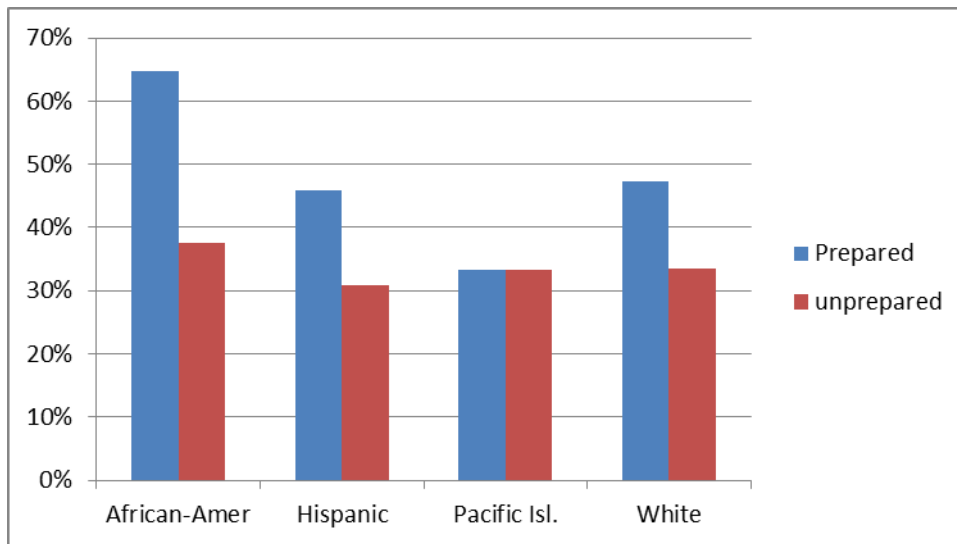
Source: California Community College Chancellor's Scorecard data 2013

Figure B-1. SPAR Completion rates for SBVC by race N>10.

Figure B-1 - shows the success-rate differences between prepared and unprepared student of all groups with more than 10 prepared students

Campus-Based Research

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION.   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 compared to the number of those students who complete such a final course.

Table C-1. Course Success from English 015 to English 101 by Ethnicity		
English	2011-13 - %	2011-13 - Count
African-American	16.84%	16 of 95
Asian	44.00%	11 of 25
Hispanic	25.75%	111 of 431
Multi-Ethnicity	12.50%	2 of 16
Pacific Islander	0.00%	0 of 2
White - Non-Hispanic	34.15%	28 of 82
Unknown	25.00%	1 of 4

Source: CCCCO Basic Skill Tracker

English is an area that shows disproportionate impact for African-Americans (see the Attachment section for an analysis of disproportionate impact. ……………..

Table C-2. Course Success from Math 095 to Math 102 by Ethnicity		
Math	2011-13 - %	2011-13 - Count
African-American	11.54%	6 of 52
Asian	36.84%	7 of 19
Hispanic	39.73%	118 of 297
Multi-Ethnicity	28.57%	4 of 14
Pacific Islander	0.00%	0 of 2
White - Non-Hispanic	29.23%	19 of 65
Unknown	50.00%	2 of 4

Math is a content areas that shows disproportionate impact for African-Americans …………

Table C-3. Course Success from ESL 914 to English 015 by Ethnicity		
ESL	2011-13 - %	2011-13 - Count
African-American	N/A	N/A
Asian	N/A	N/A
Hispanic	33.33%	1 of 3
Multi-Ethnicity	N/A	N/A
Pacific Islander	N/A	N/A
White - Non-Hispanic	0.00%	0 of 1
Unknown	N/A	N/A

Gender Breakdown

Table C-4. Course Success from English 015 to English 101 by Gender		
English	2011-13 - %	2011-13 - Count
Female	29.10%	110 of 378
Male	21.30%	59 of 277

Table C-5. Course Success from Math 095 to Math 102 by Gender		
English	2011-13 - %	2011-13 - Count
Female	35.65%	82 of 230
Male	33.18%	74 of 223

Table C-6. Course Success from ESL 914 to English 015 by Gender		
ESL	2011-13 - %	2011-13 - Count
Female	33.33%	1 of 3
Male	0.00%	0 of 1

Table C-7 Basic Skills Courses' Pass Rates

Course	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ENGL-015	49.31%	49.77%	49.54%	44.73%	48.24%	49.57%
ENGL-911	60.52%	56.91%	64.29%	50.85%	76.74%	73.81%
ENGL-914	51.54%	56.25%	53.42%	51.73%	58.51%	57.23%
ESL-907	52.38%	64.00%	71.11%	72.41%	76.79%	84.91%
ESL-930	60.32%	63.89%	63.27%	66.67%	63.33%	73.59%
ESL-931	63.89%	73.77%	73.91%	62.26%	70.69%	83.64%
ESL-940	66.67%	76.32%	80.60%	72.34%	82.76%	86.79%
ESL-941	50.00%	76.32%	72.97%	76.27%	86.21%	94.74%
READ-910	51.11%	65.31%	55.10%	N/A	N/A	N/A
READ-920	57.58%	63.13%	70.44%	64.94%	66.28%	65.41%
READ-950	67.69%	69.68%	68.92%	72.93%	75.39%	72.40%
MATH-942	46.62%	55.26%	50.68%	57.42%	55.08%	59.35%
MATH-952	57.26%	62.76%	64.19%	67.55%	67.37%	63.57%
MATH-090	44.66%	48.28%	51.39%	48.91%	53.03%	46.69%

Campus-Based Research

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Table D-1. Degrees and certificates by gender and ethnicity

	Nonresident alien	Black or African American	American Indian or Alaska Native	Asian, Native Hawaiian or Other Pacific Islander	Hispanic-Latino	White	Race/ethnicity unknown	Two or more races	Total
Associates Degrees									
Men (count)	2	25	0	32	145	60	4	6	**274**
Men (percent)	1%	9%	0%	12%	53%	22%	1%	2%	100%
Women (count)	0	83	3	33	308	94	7	13	**541**
	0%	15%	1%	6%	57%	17%	1%	2%	100%
Total (count)	2	108	3	65	453	154	11	19	**815**
	1%								
Certificates									
Men (count)	0	24	0	19	117	79	3	2	**244**
Men (percent)	0%	10%	0%	8%	48%	32%	1%	1%	100%
Women (count)	0	28	2	7	69	49	5	5	**165**
	0%	17%	1%	4%	42%	30%	3%	3%	100%
Total (count)	0	52	2	26	186	128	8	7	**409**
	0%	13%	0%	6%	45%	31%	2%	2%	100%
Total awards for 2013 -- (Includes all AA/AS Degrees and Certificates)									

Grand Total Men (count)	2	49	0	51	262	139	7	8	**518**
Grand Total Men (percent)	0%	9%	0%	10%	51%	27%	1%	2%	100%
Grand Total Women (count)	0	111	5	40	377	143	12	18	**706**
Grand Total Women (percent)	0%	16%	1%	6%	53%	20%	2%	3%	100%
Grand Total (count)	2	160	5	91	639	282	18	26	**1,224**
Grand Total (percent)	0%	13%	0%	7%	52%	23%	1%	2%	100%

Table D-2. ARCC 2.0 Completions		
Group	Overall completions	CTE completions
Overall	33.50%	52.00%
African American	32.30%	52.00%
Native American	10.00%	18.20%
Asian	41.40%	60.90%
Filipino	57.60%	64.70%
Hispanic	31.00%	54.80%
Pacific Islander	44.40%	63.60%
White	36.30%	45.30%

Source: Student Success Scorecard 2014.

Campus-Based Research

CAMPUS-BASED RESEARCH

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

TRANSFER

Table E-1. CSU transfers by gender

CSU Transfer Destination Fall 2011 by Gender & Class Level

Gender	Class Level	Bak	Chic	DH	Ful	Hum	LB	LA	Nor	Pma	Sac	S Ber	SJ	Total	% by Gender
Male	Lower	0	0	0	0	0	0	1	0	0	0	6	0	7	
	Upper	1	0	1	1	0	1	2	2	11	1	43	1	64	
	Total	1	0	1	1	0	1	3	2	11	1	49	1	71	37.8%
Female	Lower	0	0	1	0	0	0	1	0	0	0	7	0	9	
	Upper	0	1	4	3	1	1	3	3	3	0	89	0	108	
	Total	0	1	5	3	1	1	4	3	3	0	96	0	117	62.2%
	Lower	0	0	1	0	0	0	2	0	0	0	13	0	16	
	Upper	1	1	5	4	1	2	5	5	14	1	132	1	172	
	Total	1	1	6	4	1	2	7	5	14	1	145	1	188	100.0%
% by Campus		0.5%	0.5%	3.2%	2.1%	0.5%	1.0%	3.7%	2.7%	7.4%	0.5%	77.1%	0.5%	100%	

http://www.calstate.edu/as/stat_reports/2011-2012/fccct03.htm

Table E-2. CSU transfers by ethnicity

CSU Transfer Destination 2011-2012 by Ethnicity

Ethnicity	Bak	Chic	DH	Ful	Hum	LB	LA	Nor	Pma	Sac	S Ber	SJ	Total	% by Ethnicity
African-American	1	0	0	0	0	0	3	1	2	0	37	0	44	13.1%
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Asian American	0	0	0	0	0	0	0	0	2	0	13	0	15	4.5%
Filipino	0	0	2	1	0	0	0	0	0	0	2	0	5	1.5%
Mexican American	0	0	3	3	1	1	3	2	10	0	115	1	139	41.2%
Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Other Latino	0	0	1	0	0	0	2	1	3	0	34	0	41	12.2%
White	0	1	0	1	0	3	0	1	7	1	38	0	52	15.4%
Two or More Races	0	0	0	0	0	0	0	0	0	0	5	0	5	1.5%
Unknown	0	0	1	0	0	0	2	0	0	0	22	0	25	7.4%
Nonresident Alien	0	0	0	1	0	0	0	0	0	0	10	0	11	3.3%
Total	1	1	7	6	1	4	10	5	24	1	276	1	337	100.0%
% by Campus	0.3%	0.3%	2.1%	1.8%	0.3%	1.2%	3.0%	1.5%	7.1%	0.3%	81.9%	0.3%	100%	

Goals and Activities

GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served"

_____

GOAL A.   Increase by 5% the number of students from targeted populations from SBVC feeder high Schools who enroll in the college compared to the previous academic year. (Strategic Initiative –Access-Goal 1.6.3)

ACTIVITIES:

A.1   Development of a New Student Welcome Day and Welcome Back week to link new and continuing students to our student support and advising services. (Vice President, Student Services; Summer 2014)

A.2   Develop and Market a Welcome Center for a one-stop registration and advising location. (Dean, Counseling & Matriculation; Summer 2014)

A.2.1 Develop a Student Ambassador program that focuses on peer-to-peer advising to assist with outreach and relations with schools. (Dean, Counseling & Matriculation and Outreach Technician; Fall 2014)

A.3.   Counselor Luncheons at feeder high schools during the fall semester to train and familiarize counselors with our academic and student support programs. Dean, Counseling & Matriculation and Outreach Technician; Fall 2014)

A.3.2 Counselor Conference on campus during spring semester for counselors and career center technicians. (Dean, Counseling & Matriculation and Counseling Center Chair; Fall 2014)

A.3.3 Pre-Assessment Test Workshops at Feeder High Schools for students and teachers. (Dean Counseling & Matriculation and Director of HSI & Stem, Spring 2015)

A.3.4 Campus Conferences Focused on Closing the Achievement Gap. This would include conferences that focus on the following topics: Leadership, The Dream Act (to Include ESL students), Males in STEM Majors, Women in STEM Majors, Career and Technical Education Careers, Guardian Scholars, Students with Disabilities, and/or Veterans. (Dean, Counseling & Matriculation, Director, First Year Experience, Professional Expert, Director, HSI & Stem & Foster Youth Counselor; Spring 2015)

A.4   The Development of a First Year Experience Program with Target Cohorts for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Director, First Year Experience; Summer 2015)

A.4.1 Summer Math Academy targeting increasing math assessment scores among African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Director, First Year Experience; Summer 2015)

A.4.2 Pilot a Summer Bridge Program for African American and Chicano/Latino students. Target successfully transitioning males into college and increase their knowledge of CTE programs. (Director, First Year Experience; Spring 2015)

A.4.3 Concurrent Enrollment and Student Development Courses at Feeder High Schools with high populations of African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Director, First Year Experience, Dean, Counseling & Matriculation; Summer 2015)

EXPECTED OUTCOMES:

A.1 More new and continuing students have an opportunity to get an in-person orientation and advising services to successfully transition into college. The expected outcome is more students who are familiar with our educational and student services.

A.2 New students and the community have a single location where they can visit to get information about enrollment, registration and peer-to-peer advising. Ease the point of entry into the college and career pathways. Student and the community know where to go to get information about the college and our programs/services.

A.2.1 Hire and train a student workforce to assist with peer-to-peer advising for new and continuing students. More new and continuing students would have employment and assist students from the high schools that they attended with improve pathways to the college. Ease entry into the college by identifying students from out feeder high schools to assist in the steps to register.

A.3 Counselors from our feeder high schools have more knowledge of our educational and student support programs to better inform their students.

A.3.1 Counselors from our feeder high schools have firsthand knowledge about our campus, educational programs and the key people on campus that can assist their students with enrollment and registration.

A.4   Improve and increase access for students from our feeder high schools to gateway courses and successfully transition them into college.

A.4   More people in our community will be familiar with our academic and student support services.

GOALS AND ACTIVITIES

B.   STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"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"

_____

GOAL B.   Increase student retention by 2% among students from targeted groups each semester/term compared to the previous academic year. (Strategic Initiative –Student Success Goal 2.5.2)

ACTIVITIES:

B.1   Professional Development for Faculty and Staff who work with Targeted At-Risk Populations (Vice President, Student Services, Spring 2015)
  - o   Identify and Send First Year Experience (FYE) staff to trainings
  - o   Training for Basic Skills staff who work with at-risk students
  - o   Training for classified staff, students, faculty and administrators who work with targeted populations

B.2   All new and continuing students have either an abbreviated or comprehensive educational plan on record. (Dean, Counseling & Matriculation; Fall 2014)

B.2.1   Increase the number of Student Development courses that allow counselors to work with a cohort of students over the course of a semester. (Dean, Counseling & Matriculation; Fall 2014)

B.2.2   Linking new and continuing students to a learning community such as Linked Courses, Accelerated Classes, Supplemental Instruction, FYE, Tumaini, Puente, the Student Success Center (Director, First year Experience; Summer 2015)

B.2.3   Follow-Up Counseling and Advising Services for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. This would include specialized counseling and follow-up services for target populations, which includes more workshops, specialized tutoring services and in person

orientations. To include implementing an early alert system for identifying at risk students. (Dean, Counseling & Matriculation & Counseling Center Chair; Spring 2015)

B.2.4   Increase Educational and Career Workshops for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Dean, Counseling & Matriculation & Counseling Center Chair; Spring 2015)

B.2.5   Development of a Guardian Scholars Programs to increase the success on Foster Youth. (Dean, Counseling & Matriculation & Foster Youth Counselor; Fall 2014)

B.3   The Development of a First Year Experience Program with Target Cohorts for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Director, First Year Experience; Summer 2015)

B.4   Develop a Student Ambassador program for peer-peer advising and outreach who are trained to support students in our targeted populations. Student Ambassadors will be housed in the Welcome Center and other Student Success Centers on campus. (Dean, Counseling & Matriculation & Outreach Technician; Fall 2014)

B.5   Summer Math Academy targeting increasing math assessment scores and math fundamentals among African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Director, First Year Experience; Summer 2015)

B.5.1   Pilot a Summer Bridge program for African American and Chicano/Latino students. Target successfully transitioning males into college and increase their knowledge of support services, academic fundamentals, and advising services. (Director, First Year Experience; Summer 2015)

B.5.2   Place supplemental instructors and tutors in basic skills and transfer courses with the lowest success and retention rates. (Vice President, Instruction; Spring 2015)

B.6   Creating three additional Student Success Centers (tutoring, advising and mentoring) for students in targeted populations. This would include a Dreamers Centers for AB540 students; a Women's Reentry Center for tutoring for women with children; and an Athletic Success Center to offer tutoring and advising for our student athletes once our new Athletic Sports Complex opens. (Vice President, Student Services; Spring 2015)

B.6.1 Increase Staffing to accomplish items 1-11. This would include hiring the following positions: Director of First Year Experience, Student Success Coordinator, hiring additional adjunct counselors, classified support staff and tutors. (Vice President, Student Services; Ongoing)

B.7 Increasing students who have access to their financial aid during the first month of school. This will include implementing a Financial Aid Awareness Week and hiring additional staff to assist with processing files.

EXPECTED OUTCOMES:

B.2. Connect all new and continuing students to a learning community, a student service program, a student success center, a counselor, and/or peer support groups so that they are engaged by our educational services.

B.2.2 Accelerated Learning: Research shows that basic skills students have a greater chance of success in moving into college-level courses if they quickly complete the basic skills sequence, Math has offered cohorts of courses to do this. The Fast-Track Math Courses, which offer two basic skills Math classes together in one semester, have proved successful in both success and retention rates. English, Reading and ESL are offering Accelerated Learning Cohorts beginning this Fall semester.

B.6 Supplemental Instruction: Supplemental instruction provides students with additional instruction that takes place outside of the classroom facilitated by peer leaders (also referred to as supplemental instructors) are trained by lead faculty members in the disciplines to conduct workshops and provide one-on-one tutoring to students in identified courses.

B.7 Increasing the number of students who receive their financial aid during the first month of school will afford them to purchase the school supplies necessary to be successful. This should also increase the retention of at-risk populations who tend to be by in large low income students.

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"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"
(Goal 2.5.4.& 2.5.5 & 2.5.6)

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"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"

GOAL C. Increase by 2% the number of students who have successfully completed ESL or basic skills programs and courses every semester or term compared to the previous year and increase by 2% the number of students who have successfully completed English 101 or Math 095 compared to college-prepared students

ACTIVITY

C.1 Expand utilization of alternatively and traditionally delivered workshops in math, reading, and English to enhance preparation for assessment testing (VPI, Dean of Counseling and Matriculation, Director of Library and Learning Support, Student Success Coordinator; Summer 2015)

C.2 Conduct expanded orientation on academic and student support services including college culture and academic resilience for ESL and basic skills students (Dean of Counseling and Matriculation, Student Success Coordinator, Summer 2015)

C.3 Implement intensive follow-up on new and continuing students using a multi-modal, early intervention approach via early alert mechanisms and integrated collaboration among ESL/basic skills faculty, counseling faculty, librarians and learning support faculty, and other academic/student support services personnel. (VPI, Dean of Counseling and Matriculation, Chair of Counseling, Student Success Coordinator, Summer 2015)

C.4 Increase access of this identified group to a wrap-around developmental counseling for early identification of program of study, formulation of abbreviated as well as comprehensive education plan, and provision of full range of counseling services to meet the needs of this group. (Dean of Counseling and Matriculation, Chair of Counseling Department, Summer 2015)

C.5 Establish professional development activities for the following purposes –-
Promoting interest in conducting classes with supplemental instruction for English 015 and 101 and Math 090 and 095 including interest in linked classes; Enhancing effectiveness skills of faculty and staff in information processing/learning, barriers to motivation vs. college success, teaching/learning methodologies pertinent to ESL and basic skills; Supporting research activities related to accelerated classes in English, math, reading, linked classes, and learning communities; and Expanding culturally effective, teaching-learning approaches for this identified group. (VPI, Dean of Counseling and Matriculation, Dean of Research and Planning, Student Success Coordinator; Spring 2015)

C. 6 Advance sequential progression of this identified group on ESL or basic skills courses in consecutive semesters through availability of classes as well as continuous enrollment, retention, and persistence/completion of ESL/basic skills

courses (VPI, VPSS, Dean of Counseling and Matriculation, Director of Admissions, Dean of Research and Planning, Summer 2015)

C. 7 Promote pathways for certificate or AA completion within a reasonable time including cultivation of culture of transfer awareness among this identified group through workshop series and campus wide campaigns. (Dean of Counseling and Matriculation, Chair of Counseling Department, Student Success Coordinator, Transfer and Career Services Coordinator, STEM Director, Summer 2015)

C.8 Foster participation of this group to increase sense of belonging and engagement with campus activities, resource fairs, volunteer work, cultural exchange events, and others to include utilization of success centers, (VPSS, Dean of Counseling and Matriculation, Student Success Coordinator, Student Life Director, Spring 2015)

C.9 Enhance positive and realistic help-seeking of this identified group by providing accessibility to instructors' and counselors' support for empowerment during critical periods of mid-term and finals and peer-to-peer support with student ambassadors (VPI, Dean of Counseling and Matriculation, Chair of Counseling Department, Student Success Coordinator, Director of Library and Learning Support, Summer 2015)

C.10 Reinforce student success behaviors among this identified group through recognition of achievement at the end of the school year by awarding proficiency skills certificate (VPI, VPSS, Dean, Counseling & Matriculation, Scholarship Coordinator, Student Success Coordinator, Admissions and Records Director, Director of Student Life, Spring 2015)

C.11 Sponsor activities that increase motivation and self-efficacy, such as, Basic Skills Awareness and Support Day, Ask A Counselor sessions, Motivation Enhancement Campaigns, Promise Cards for Success-Oriented Behaviors, "Porch Talks", Tea Time with Faculty, and the like. (Dean of Counseling and Matriculation, Chair of Counseling Department, Student Success Coordinator, Coordinator of Health Services, Chair of Counseling Department, Basic Skills; Spring 2015)

GOALS AND ACTIVITIES

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

GOAL D.   Increase by 5% the number of students from targeted populations who earn a degree or certificate compared to the previous academic year. (Goal 2.5.1.1)

ACTIVITIES:

D.1   Pilot graduation initiative that targets special counseling and follow-up services for students with 30 or more units to meet with a counselor prior to the deadline to apply for graduation. The counselor will review educational plans and progress towards graduation, certificate, transfer and/or an associate's degree. (Dean, Counseling & Matriculation, Faculty Chair, Counseling; Spring 2015)

D.2   Increase Educational and Career Workshops for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Dean, Counseling & Matriculation, Faculty Chair, Counseling. Student Success Coordinator, Director, First Year Experience; Spring 2015)

EXPECTED OUTCOME

D.1   SBVC will contact more students who are in their second and third year who may not be aware that they have enough units to graduate or achieve a certificate. Increase the number of students who are following an academic

plan toward a stated outcome. (Dean, Counseling & Matriculation, Faculty Chair, Counseling Director, Admissions & Records, Student Success Coordinator; Spring 2015)

D.1   Increase the number of students who may be off track toward graduation or achieve a certificate back on track toward achieving their educational goal. (Dean, Counseling & Matriculation, Faculty Chair, Counseling, Student Success Coordinator; Spring 2015)

D.1   Decrease the unit value from 45 units to 30 units for the students who we contact. This will increase the pool of second and third year students who we provide educational counseling serves for. (Marco Cota; fall 2014)

D.2   Increase outreach to students who may not being seeing a counselor. (Dean, Counseling & Matriculation, Faculty Chair, Counseling, Student Success Coordinator; Spring 2015)

GOALS AND ACTIVITIES

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

GOAL E. 3.   Increase by 5% the number of students from targeted groups that transfer to four-year colleges/universities compared to the previous academic year. (Strategic Initiative –Student Success Goal 2.5.1.2)

ACTIVITIES:

E.1   All new and continuing students have either an abbreviated or comprehensive an educational plan on record. (Dean, Counseling & Matriculation, Faculty Chair, Counseling, Student Success Coordinator; Fall 2014)

E.1.1   Increase the number of Student Development courses that allow counselors to work with a cohort of students over the course of a semester. (Dean, Counseling & Matriculation, Faculty Chair, Counseling; Fall 2014)

E.1.2   Linking new and continuing students to a learning community such as Linked Courses, Accelerated Classes, Supplemental Instruction, FYE, Tumaini, Puente, and the Student Success Center. (Dean, Counseling & Matriculation, Director, First Year Experience, Student Success Coordinator; Fall 2014)

E.2   Pilot Programs to Increase Graduation Rates and Follow-Up Services for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. This would include specialized counseling and follow-up services for target populations, which includes more workshops, specialized tutoring services and in person orientations. (Dean, Counseling & Matriculation, Faculty Chair, Counseling, Director, First Year Experience, Student Success Coordinator, Foster Youth Counselor; Spring 2014)

E.2.1 Increase Educational and Career Workshops for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Dean, Counseling & Matriculation; Spring 2015)

E.3 Creating three additional Student Success Centers (tutoring, advising and mentoring) for students in targeted populations. This would include a Dreamers Centers for AB540 students; a Women's Reentry Center for tutoring for women with children; and an Athletic Success Center to offer tutoring and advising for our student athletes once our new Athletic Sports Complex opens. (Dean, Counseling & Matriculation, Vice President, Student Services; Spring 2015)

E.4 The Development of a First Year Experience Program with Target Cohorts for African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. FYE will be a transfer program that focuses in on counseling and advising serves that lead students to complete an AS-T or AA-T. (Director, First Year Experience; Summer 2015)

E.4.1 Summer Math Academy targeting increasing math assessment scores among African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, and males. (Director, First Year Experience, Student Success Coordinator; Summer 2015)

E.4.2 Pilot a Summer Bridge program for African American and Chicano/Latino students. Target successfully transitioning males into college and increase their knowledge of AA/AS Degree, Transfer and CTE programs. (Vice President, Student Services; Spring 2015)

EXPECTED OUTCOMES:

E.2 More student to have a comprehensive educational plan early, which should result in a greater number of students who will be on course to transfer.

E.2 Increase the number of student who declare a major or course of study early.

E.3 To create a transfer culture by linking students to a program, service, advising, peer network, learning community, and/or course of study early.

E.4   To increase the success rates of students in linked courses and learning communities in three areas: Course, Program of study, and Transfer.

Budget

SOURCES OF FUNDING

1. Professional Development for Faculty and Staff who work with At-Risk Populations
   - $60,000
2. Overtime for Staff to catch up on processing financial aid.
3. First Year Experience Program (4-6 Cohorts)
   - $40,000
4. Male STEM Conference
   - $10,000
5. Women in STEM Conference
   - $10,000
6. Dreamers/ESL Conference
   - $10,000
7. Develop Guardian Scholars Program for Foster Youth
   - $5,000
8. Student with Disabilities Conference
   - $5,000
9. Guardian Scholars Conference
   - $10,000
10. Leadership Conference
    - $10,000
11. Support for Veterans Center Counseling and Programming
    - $5,000
12. Increase Transfer/Career Fair
    - $10,000
13. Concurrent Enrollment and SDEV Courses at Feeder High Schools
    - $5,000
14. Expand workshops
    - $5,000
15. Pilot Programs and Outreach to At-risk Students (Tutoring, Supplemental Instruction, marketing, outreach, etc.)
    - $15,000
16. Staffing $400,000
    - Hire a Coordinator of Student Equity to oversee student equity and diversity programming
    - Hire a Secretary II for Student Equity and SSSP
    - Hire a Counselor to provide academic advising and counseling support
    - Hire a Financial Aid Specialist II to provide clerical and administrative support

- Hire Adjunct Counselors to provide academic advising and counseling support
- Hire Student Ambassadors

Total Anticipated Resources: **$611,000**

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The evaluation of this plan is scheduled to occur on three levels by three or more campus bodies. Two evaluations will occur on an annual basis, one will occur on a three-year cycle. The three levels are, (1) evaluate progress toward meeting measurable objectives linked to each goal and determine whether activities have been carried out and whether the SAO's have been met— annual cycle; (2) assess the validity of the measurable objectives, methods of measurement, and appropriateness of timetables—annual cycle; (3) evaluation of goals themselves—three year cycle. The campus bodies that will evaluate the plan are: 1) Enrollment Management Committee, (2) Associated programs and departments; (3) Office of Research Planning and Institutional Effectiveness (ORPIE).

Level 1. All appropriate objectives will be assessed to evaluate progress toward meeting the goals and objectives of the Student Equity Plan. Activities will be reviewed to determine whether they were carried out. Most objectives have identified benchmarks with annual and three-year or longer-term targets. Although not all goals and objectives lend themselves to empirical measurement, every effort was made to include measurable objectives for the purpose of evaluation.   Activities will be measured on a yes/no scale—either they occur or they do not. If proposed activities have not occurred, they will be flagged for review with the responsibility center—an explanation will be required.

Level 2. An annual meta-evaluation will be conducted to assess the validity of each of objectives and its measurement processes. This higher level assessment will examine the relevance and validity of targets, measurement procedures and their link to department/program SAOs. Activities will be rated on their relevance and effectiveness.

Level 3. The third level involves evaluating the relevance and applicability of the plan itself. This occurs on a three-year cycle and will result in a fundamental re-examination of the goals of the plan.   This typically leads to the refinement of the plan or construction of an entirely new plan. This stage of the evaluation will involve broad-based campus and community input.

Table 2. Evaluation cycle for progress toward achieving objectives and validity of measures

Evaluation of Progress and Measurement		
Evaluation level	Frequency	Responsibility center
Assess progress toward meeting	Annual	Enrollment management committee;

the measurable objectives associated with each goal; determine with activities have occurred		Appropriate departments and programs; Office of Research, Planning, and Institutional Effectiveness.
Assess validity of the goals and objectives; assess the relevance of activities and determine whether SAO's have been met.	Annual	College Council; Associated departments and programs; Office of Research, Planning, and Institutional Effectiveness.
Assess the relevance of the goals and objectives of the plan and revise and/or rewrite the plan	Three-year cycle	College Council; Appropriate departments and programs; Office of Research, Planning, and Institutional Effectiveness.

	Goals 1 & 8 : Access	Benchmark 12-13 year	Annual Target	3-year-Goal	Campus Plans and Responsibility Center
Access	1) Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year. (Strategic Initiative –Access-Objective 1.6.3)	18%	5% increase	15% more students who are familiar with our educational and student services	VP student services
	8) Increase by 15% the number of students from targeted populations that complete Financial Aid applications by the March 2nd deadline compared to the previous academic year. (Strategic Initiative –Student	2014 percentages	5% a year	15%	

Access Objective 1.5.2)				

	Goals 2-7 Student Success	Benchmark 13-14 year	Annual Target	3-year-Goal	Campus Plans and Responsibility Center
Student Success	2) Increase by 5% the number of students from targeted populations who earn a degree and certificate compared to the previous academic year. (Strategic Initiative – Student Success Objective 2.5.1.1)	2014 percentages	5%	15%	VPSS; Student Success Committee; Office of Research Planning and Institutional Effectiveness (ORPIE)
	3) Increase by 5% the number of students from targeted populations that	2014 percentages	5%	15%	VPSS; Student Success Committee; Office of Research Planning and

transfer to four-year colleges/universities compared to the previous academic year. (Strategic Initiative –Student Success Objective 2.5.1.2)				Institutional Effectiveness (ORPIE)
4) Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year. (Strategic Initiative –Student Success Objective 2.5.2)	2014 percentages	4%	12%	VPSS; Student Success Committee; Office of Research Planning and Institutional Effectiveness (ORPIE)
5) Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year. (Strategic Initiative –Student Success Objective 2.5 & 2.6)	2014 percentages	2%	10%	VPSS; Student Success Committee; Office of Research Planning and Institutional Effectiveness (ORPIE)

6) Increase by 2% the number of continuing students from targeted populations who enroll at the SBVC in the sequential semester/term compared to the previous academic year. (Strategic Initiative – Persistence Objective 2.5.2)	2014 percentages	2%	6%	VPSS; Student Success Committee; Office of Research Planning and Institutional Effectiveness (ORPIE)
7) Increase by 2% the number of continuing students from targeted populations that register as full-time students prior to new students' registration compared to the previous academic year. (Strategic Initiative – New Students Objective 2.10	2014 percentages	2%	6%	VPSS; Student Success Committee; Office of Research Planning and Institutional Effectiveness (ORPIE)

Attachments

ATTACHMENTS

Areas of Disproportionate Impact

Disproportionate impact arises when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

According to the guidelines distributed by the state Chancellor's Office, the 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four- fifths (4/5) (or eighty percent) of the rate for the group with **the highest rate** will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)]. Any disaggregated group included showing success measures at less than 80% when compared to a reference group is considered to have experienced an adverse – or disproportionate – impact.

Based on the definitions list above, this report will use the 80% rule to determine disproportion impact in the areas of completions, course success, and placement. The benchmark group will be the highest performing ethnic, gender, or age group in each achievement area. All other groups will be compared to the highest performing group. Those who perform at a rate less than 80% of the highest performing group will be flagged for disproportionate impact.

Table I-1 identifies African-Americans and Hispanics as being disproportionally impacted in the area of overall completions. Whites are disproportionally impacted in the area of CTE completions.

Table I-1 Ethnicity with completions

Ethnic Group	Overall Completions	DI Calculation	CTE completions	DI Calculation
Overall	34%	81%	52%	85%
African American	32%	78%	52%	85%
Native American*	10%	24%	18%	30%
Asian	41%	100%	61%	100%
Filipino*	58%	139%	65%	106%
Hispanic	31%	75%	55%	90%
Pacific Islander*	44%	107%	64%	104%
White	36%	88%	45%	74%

*Groups identified by an asterisk have very small numbers. These groups are only represented by 10 to 15 students which makes the success rates problematic for comparison purposes.

Table I-2 shown no disproportionate impact for completions by gender. Women are the group with the highest percentage, and men are more than 80% successful at 99% for overall completions, and 83% for CTE completions.

Table I-2 Gender with completions

Gender	Completion	DI Success Calculation	CTE	DI Success Calculation
Overall	34%	100%	52%	91%
Female	34%	100%	57%	100%
Male	33%	99%	48%	83%

No disproportionate impact identified for persistence—the percentage of students who enroll in three consecutive semesters. Table I-3 shows all groups are within 80% of the highest group.

For achieving 30 units, however, African-Americans are on the borderline at 79.88. This is an area that deserves monitoring, but should not currently be identified as an areas of disproportionate impact. Again, some groups were too small to generate valid measures.

Table I-3 Ethnicity with persistence and 30 unites completed.

Ethnicity	Persistence	DI Success Calculation	30 Units	DI Success Calculation
Overall	64.00%	94.53%	57.50%	89.01%
African American	64.60%	95.42%	51.60%	79.88%
Native American*	60.00%	88.63%	30.00%	46.44%
Asian	67.70%	100.00%	64.60%	100.00%
Filipino*	57.60%	85.08%	63.60%	98.45%
Hispanic	66.20%	97.78%	58.60%	90.71%
Pacific Islander*	55.60%	82.13%	72.20%	111.76%
White	57.90%	85.52%	56.80%	87.93%

*Groups identified by an asterisk have very small numbers. These groups are only represented by 10 to 15 students which makes the success rates problematic for comparison purposes.

As shown in table I-4, African-Americans and Hispanics are below 80% of Asians in remedial English success. African-Americans are below 80% of Asians for math.

Table I-4 Gender with success in remedial English and math

Ethnicity	English	DI Success Calculation	Math	DI Success Calculation
Overall	32.10%	62.82%	30.40%	76.00%
African American	23.10%	45.21%	20.50%	51.25%
Native American	8.30%	16.24%	N/A	#VALUE!
Asian	51.10%	100.00%	40.00%	100.00%
Filipino	32.10%	62.82%	31.10%	77.75%
Hispanic	30.50%	59.69%	32.40%	81.00%
Pacific Islander	36.80%	72.02%	18.80%	47.00%
White	44.20%	86.50%	36.10%	90.25%

No disproportionate impact for gender on either persistence, 30 unites completed, English success, or math success. Although women are more successful on every measure, men are within 80% of their success rate on each measure.

Table I-5 Gender with persistence and 30 units

Gender	Persistence	DI Success Calculation	30 Units	DI Success Calculation
Overall	64.00%	99.5%	57.50%	99.5%
Female	64.30%	100.0%	57.80%	100.0%
Male	63.50%	98.8%	56.80%	98.3%

Table I-6 Gender with English and math

Gender	English	DI Success Calculation	Math	DI Success Calculation
Overall	32.10%	95.0%	30.40%	96.5%
Female	33.80%	100.0%	31.50%	100.0%
Male	29.40%	87.0%	28.60%	90.8%

Assessment and Placement

Tables I-7 and I-7a show the placement distribution and disproportionate impact calculations for disabled students. Using non-disabled students as the benchmark, disabled students fall below the 80% criteria for English (46%), math (34.6%), and reading (56.7%).

Table I-7	Assessment Placement by Disability - 2012-13				
Disability Status	Transfer Level English	Basic Skills English	Transfer Level Math	Basic Skills Math	Transfer Level Reading
Disability	12.60%	87.40%	0.92%	99.08%	19.16%
No Disability	27.34%	72.66%	2.65%	97.35%	33.82%

Table I-7a	Assessment Placement by Disability- 2012-13				
	Transfer Level English	Basic Skills English	Transfer Level Math	Basic Skills Math	Transfer Level Reading
Disability--80% Calculation	*46.08%	120%	*34.64%	102%	*56.66%

Tables I-8 and I-8a show the distribution of students into English, math, and reading by ethnicity. Using white students as the benchmark, Asian students and Hispanic students fall below the 80% mark for English. Using Asian students as the benchmark, all other groups fall below the 80% mark. Asian students assess into transfer level math at a rate of 10% which is more than double the rate of the next highest group. Using White students as the benchmark, all groups except Native American students fall below the 80% mark.

Table I-8	Assessment Placement by Ethnicity - 2012-13				
Ethnicity	Transfer Level English	Basic Skills English	Transfer Level Math	Basic Skills Math	Transfer Level Reading
African American	32.42%	67.58%	0.95%	99.05%	27.24%
Asian	21.24%	78.76%	10.08%	89.92%	25.99%
Hispanic	23.39%	76.61%	2.24%	97.76%	29.10%
American Indian/Alaskan Native	41.18%	58.82%	4.92%	98.31%	47.73%
Pacific Islander	44.44%	55.56%	0.00%	100.00%	24.00%
White	39.43%	61.53%	2.89%	97.11%	49.90%

Table I-8a	Assessment Placement by Ethnicity - 2012-13				
Ethnicity --80% calculation	Transfer Level English	Basic Skills English	Transfer Level Math	Basic Skills Math	Transfer Level Reading
African American	82.24%		9.40%		54.58%
Asian	53.87%		100.00%		52.09%
Hispanic	59.32%		22.18%		58.31%
American Indian/Alaskan Native*	104.44%		48.77%		95.64%
Pacific Islander*	112.73%		0.00%		48.09%
White	100.00%		28.68%		100.00%

Tables I-9 and I-9a show the distribution of students into English, math, and reading by age group. Because the 20-24 age-group earned the highest percent placement into transfer level English, this group was used as the benchmark. Every other age-group category except 19 or less fell below the 80% level. For math, the 19 or less age-group did best and all other groups

fell below the 80% level. The situation is reversed with reading. The 40-49 year age-group was highest and the youngest students fell below the 80% level in comparison.

Table I-9	Assessment Placement by Age Group 2012-13				
	Transfer Level English	Basic Skills English	Transfer Level Math	Basic Skills Math	Transfer Level Reading
19 or less	29.84%	70.16%	4.49%	74.88%	28.82%
20 - 24	35.49%	64.51%	1.73%	98.27%	33.82%
25 - 29	23.54%	76.46%	0.67%	99.33%	36.98%
30 - 34	21.45%	78.55%	2.06%	97.94%	37.79%
35 - 39	19.89%	80.11%	0.84%	99.16%	38.12%
40 - 49	21.33%	78.67%	1.65%	98.35%	42.59%
50 or greater	15.24%	84.76%	0.80%	99.20%	34.21%

Table I-9a	Assessment Placement by Age Group - 2012-13				
Age Group--80% Calculation	Transfer Level English	Basic Skills English	Transfer Level Math	Basic Skills Math	Transfer Level Reading
19 or less	84.094%		100.000%		67.654%
20 - 24	100.000%		38.424%		79.409%
25 - 29	66.337%		14.817%		86.832%
30 - 34	60.455%		45.768%		88.713%
35 - 39	56.039%		18.623%		89.503%
40 - 49	60.117%		36.724%		100.000%