

Board of Trustees Business Meeting  
May 16, 2019  
4:00 p.m. (Closed Session); 5:00 p.m. (Open Session)  
SBCCD Boardroom, 114 S. Del Rosa Dr.  
San Bernardino, CA 92408

## ADDENDUM

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**Agenda Item:** 12.6 – Student Equity Plan - CHC

**Description:** Posting of the background materials for this board item.

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**Page:** 257

**Agenda Item:** 12.6 – Student Equity Plan - SBVC

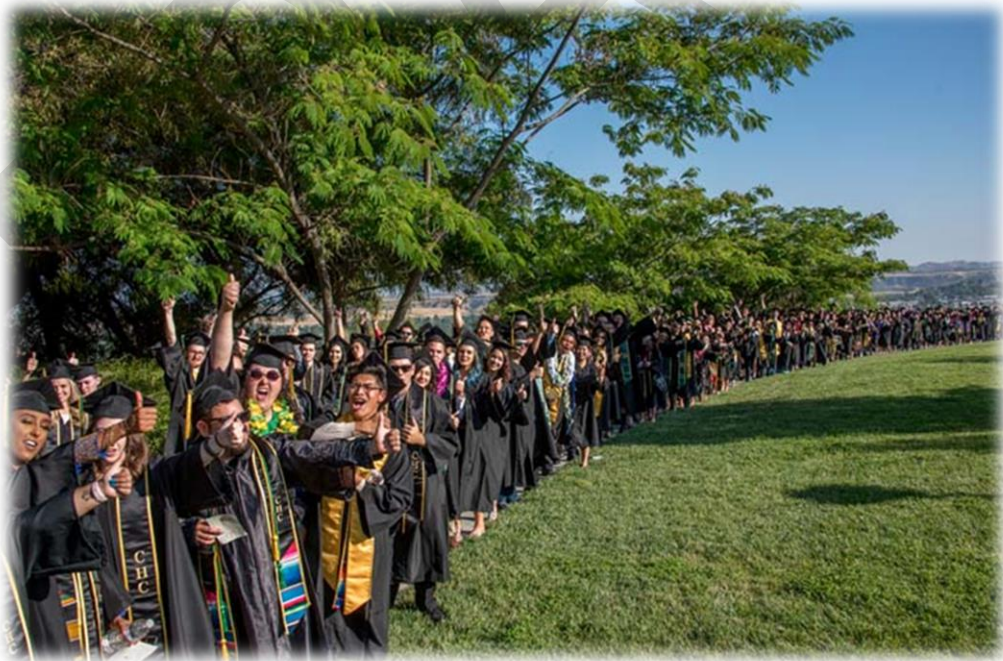
**Description:** Posting of the background materials for this board item.

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# STUDENT EQUITY PLAN, 2019-22

## EXECUTIVE SUMMARY



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## Crafton Hills College Student Equity Plan, 2019-22 Executive Summary

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

### Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately 8,172 students. Crafton Hills College offers more than 38 majors in the liberal arts and sciences, career and technical studies. The buildings and grounds have been designed to promote community, reflection, growth and learning.

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

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

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

Crafton Hills College has disaggregated student success data annually in order to identify disproportionately impacted groups since 2013. In 2017, we included several new groups in our analysis—EOPS, AB540, and non-residents. With the addition of LGBT students in the 2019 equity analysis, we are also determining ways to identify students who are homeless and/or food insecure.

### Assessment of Progress

The fall, 2017 equity audit showed the college had made significant progress in some areas. The number of disproportionate impacts decreased from 31 in 2016 to 28 in 2017, even though three new groups were added to the analysis. If those groups are excluded from analysis, the number of disproportionate impacts dropped from 31 to 25.

Disproportionate impact was remedied for the following groups and outcomes:

Outcome	Group
Access	Native American
Math Throughput	Caucasian
	Economically Disadvantaged
	Ages 30-34
English Throughput	Hispanic
Degree and Certificate Completion	Males

Although disproportionate impact remained for several groups, it is important to note that between 2013-14 and 2016-17, some gaps narrowed. For example, there was a 44% improvement in basic skills mathematics throughput rate of students aged 30-34. In addition, access improved for students aged 35-39 by 24.%. Some of the largest increases were observed in degree and certificate completion, with African American students increasing completion by 24%, male students by 22%, and Hispanic students by 20%. Although equity gaps persisted in many measures for African American students, the equity gaps continued to narrow for basic skills mathematics throughput rate, which improved by 12.5%, the basic skills English throughput rate, which improved by 11%, and the transfer rate, which showed a 6% gain. The college is committed to monitoring student success by age, race, and other group membership across a broad range of indicators and outcomes. Additionally, the interventions and actions described in the Equity Plan are integrated with the college Educational Master Plan, the Guided Pathways plan, and professional development planning and actions. Service units and instructional disciplines regularly examine disaggregated data to determine disproportionate impact in service delivery and instruction. The district is considering the purchase of a predictive analytics tool to better identify students at risk of withdrawal and failure and to more strategically use college resources to address individual and group needs.

### Disproportionate Impact

The results of the 2019 equity audit revealed a pattern of disproportionate impact for Black/African American females (enrollment, transfer math and English, and completion ) and males (enrollment, transfer, transfer math and English, and completion), Hispanic/Latino males (transfer, transfer math and English, and completion), males claiming Some Other Race (enrollment, retention, and transfer math and English), Foster Youth males (enrollment, transfer math and English, and completion), and Veteran females (enrollment, retention, and transfer.) Table 1 provides a summary of disproportionately impact groups across the five measured outcomes. Groups impacted in three or more outcome categories are indicated in red. Those impacted in two categories are indicted in yellow. In several cases, the number of students in a given population is small, and the target to remedy disparate impact is commensurately low; often, one or two outcome attainments are needed to increase group attainment to at least 85% of that of the general student population. Clearly, the college must not only increase attainment of outcomes across all groups. Additionally, attention must be paid to those groups who show a pattern of impact, regardless of their representation in the student population.

Summary of Disproportionate Impact by Group, Gender, and Outcome

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

Note: The first number in the cell is the number of students in each category that attained the outcome. The number in parentheses is the number of attainments needed for that group to remedy disproportionate impact.

Red = Group is impacted in three or more outcomes      Yellow = Group is impacted in two outcomes

## Equity Planning and Promising Practices

Since 2014, the college has examined the efficacy of student support practices to identify those that are the most impactful for disproportionately impacted groups. Several practices have emerged as particularly predictive of student success, and as ways to mitigate institutional inequities. These have been incorporated into past equity planning processes and are also prominent in the 2019-2023 Equity Plan.

**Embedded and Traditional Tutoring Models.** In fall of 2016 and 2017, students who attended at least one SI session were significantly more likely to successfully complete the course than students in the same section who did not attend an SI session. Supplemental Instruction positively impacted course success for Hispanic, Caucasian, female, and in the 20-24 and 30-34 age ranges.<sup>i ii</sup> A fall 2016 study showed that participation in the Tutoring Center was most effective with male, Hispanic, and African American students. Hispanic and African American students who used the Tutoring Center were more likely to complete their course and were more likely to complete the English class in which they were enrolled, than those who did not.<sup>iii iv</sup>

**Counseling and Educational Planning.** African American and Hispanic students who received counseling services were more likely to complete their courses and to persist from fall to spring.<sup>v</sup>

**EOPS.** The 2017 equity audit showed that EOPS students were more likely to complete and succeed in their courses, progress to college-level math and English, finish their degrees and certificates, and transfer than their non-EOPS peers.<sup>vi</sup>

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

## Goals, Objectives, Actions, and Resources

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

Successful Enrollment

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

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

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



Retention: Fall to Spring

Group	Gender	Number Attained/Attempted	Percent Attained/Attempted	Target	Increase Needed	Percent Goal
Overall Population	All	4060/6008	67.6%	4141	81	68.9%
Some Other Race	Male	3/8	67.6%	5	2	62.5%
Veteran	Female	34/64	67.6%	37	3	57.8%
<p><b>A. Promote high engagement teaching, service, and support throughout the college</b></p> <ol style="list-style-type: none"> <li>Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates</li> <li>Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like.</li> <li>Scale high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, Tumaini, Puente, and the like.</li> <li>Scale early alert and intrusive advisement to prevent attrition</li> <li>Pair at-risk students with a peer mentor</li> <li>Pair students with peer mentors who have similar backgrounds, and educational and vocational goals</li> <li>Fully implement Caring Campus to promote engagement and connection</li> <li>Align the Caring Campus interventions with the Equity Plan goals and objectives; embed student equity in the Caring Campus mission</li> <li>Provide specialized counseling, mental health support, and instructional support to military veterans via the Veterans Resource Center.</li> </ol> <p><b>B. Create a research agenda to analyze and understand disproportionate impact.</b></p> <ol style="list-style-type: none"> <li>Conduct surveys and focus groups to determine group-specific needs for training and education</li> </ol>						
<b>Resources to Address Fall to Spring Retention</b>				<b>Funding Source(s)</b>		
A. Embedded Tutoring, Math, English, and courses with high withdrawal/fail rates				SEAP		
A. Professional Development, High Engagement Teaching, Service, and Tutoring (AVID for Higher Education)				Growing Inland Achievement/SEAP/AACU		
A. Early Alert and Intrusive Advisement				SEAP		
A. Peer Mentoring				Free College Promise/SEAP		
A. Caring Campus High Engagement Service and Support				SEAP		
A. Support Veterans Resource Center				SEAP, Grant Funds		
B. Research, analysis, and dialogues				SEAP		

Transfer to A Four-Year Institution

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

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

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed	Percent Goal
<ol style="list-style-type: none"> <li>4. Include course transferability to UC and CSU in WebAdvisor (scheduling tool)</li> <li>5. Implement an app such as Grad Guru, to communicate with students regarding their transfer progress</li> <li>6. In the first year, market the career and life planning course, student success course, and career assessment</li> <li>7. In the second year, promote enrollment in a career planning class or workshop, and participate in a college tour</li> <li>8. Increase the number of CCAP and dual enrollment agreements</li> <li>9. Reduce time to completion for degree earners by reducing the general education unit requirement to align with state averages</li> <li>10. Create scaffolded programs to enable students to earn completions as part of their long-term educational goals</li> <li>11. Increase the courses and programs using free online educational resources.</li> <li>12. Develop programs and partnerships with transfer institutions to promote transfer and transition to four-year colleges and universities, particularly for disproportionately impacted students</li> </ol>						
<b>Resources to Address Transfer to a Four-Year Institution</b>				<b>Funding Source</b>		
A. Embedded Tutoring, Math, English, and courses with high withdrawal/fail rates				SEAP		
B. Transfer Center staff and faculty				General Fund		
C. Career Center staff and faculty				General Fund/SEAP		
D. Student Transfer awareness, college exploration, and application				Free College Promise/SEAP		

Completion of Transfer Level Math and English

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

**Objectives and Actions**

**A. Promote high engagement teaching, service, and support throughout the college**

1. In fall 2018, complete the implementation of AB 705
2. Embed tutoring in all Math and English classes
3. Create ways to increase the number of students who participate in tutoring, e.g. required tutoring as a course deliverable, inviting instructors to bring their classes to the Tutoring Center, and the like
4. Increase the number and proficiency of online math and English instructors
5. Scale online tutoring and online library services and support
6. Encourage students to enroll in the co-requisite math or English class
7. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like.

**B. Create clear pathways to promote completion and success.**

1. Clarify math pathways and align with majors/meta majors
2. Re-number math courses
3. Explore scheduling patterns to promote acceleration through math and English pathways
4. Clarify math pathways and align with majors/meta majors

5. Re-number math courses 6. Explore scheduling patterns to promote acceleration through math and English pathways <b>C. Create a research agenda to analyze and understand disproportionate impact.</b> 1. Conduct class surveys in Math and English courses to better understand how the course content relates to student outcomes.	
Resources to Address Completion of Transfer Level Math and English	Funding Source(s)
A. Embedded Tutoring, Math, English, and courses with high withdrawal/fail rates	SEAP General Fund
B. Faculty Dialogues; release time, substitutes, and reassigned time	Guided Pathways General Fund
C. Equity related research and analysis	SEAP

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Earned Credit Certificate Over 18 Units, Associate Degree

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

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

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

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

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

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

**Student Equity Funding and Expenditures, 2015-16, 2016-17, 2017-18**

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



<b>Sub-total, 2000's</b>		<b>255,467</b>	<b>295,361</b>	<b>263,809</b>
<b>Object Code</b>	<b>Classification</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>3000</b>	<b>Employee Benefits</b>			
<b>Sub-total, 3000's</b>		<b>64,298</b>	<b>63,802</b>	<b>99,142</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>			
<b>4220</b>	Books, Professional Development	0	448	105
<b>4440</b>	Media	0	225	0
<b>4500</b>	Supplies	2,434	2,685	3,405
<b>4551</b>	Printing	0	99	0
<b>4700</b>	Food Supplies	0	2,007	5,960
<b>4750</b>	Meals and Refreshments	0	0	6,463
<b>Sub-total, 4000's</b>		<b>2,434</b>	<b>5,464</b>	<b>15,933</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>			
<b>5113</b>	Consultant and Other Services, Speaker	6,600	93,388	39,150
<b>5120</b>	Contracts/Speakers, Professional Development	0	0	0
<b>5200</b>	Travel and Conference Expenses	17,276	33,330	20,000
<b>5207</b>	Cell Phone Allowance	0	0	180
<b>5310</b>	Dues and Memberships	0	292	300
<b>5611</b>	Bus/Car Rentals	1,192	2,116	11,000
<b>5621</b>	Software Leases/Licensing, DE Training	6,000	20,483	0
<b>5809</b>	Student Travel/Conferences	4,963	6,250	68,059
<b>5815</b>	Promotional	262	8,824	0
<b>Sub-total, 5000's</b>		<b>36,293</b>	<b>164,684</b>	<b>138,689</b>
<b>6000</b>	<b>Capital Outlay</b>			
6300	Library Books/Expansion	0	0	17,800
6400	Computer Equipment	0	4,226	21,583
<b>Sub-total, 6000's</b>		<b>0</b>	<b>4,226</b>	<b>39,383</b>
<b>7000</b>	<b>Other Outgo</b>			
7600	Other Student Aid	0	134,000	0
<b>Sub-total, 7000's</b>		<b>0</b>	<b>134,000</b>	<b>0</b>
<b>Grand Total</b>		<b>488,411</b>	<b>808,262</b>	<b>728,329</b>

**Equity Budget, 2018-19 through 2019-20**

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

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

### Summary

Crafton Hills College is committed to ensuring a quality education for all students. To remedy inequitable student success, the college must align its purpose, processes, and resources. The 2019-2022 Student Equity Plan represents a careful and rigorous examination of student outcomes in our diverse student population. The Student Equity Plan aligns closely with the college’s approach to Guided Pathways, the Educational Master Plan, and the Vision for Success. The targets chosen for each group reflect the importance of equity in our college culture, and the resources identified will support the sustainability of our efforts. Finally, the objectives and activities chosen to mitigate disproportionate impact and to increase the educational success of all Crafton Hills College students are research-based and attainable. The Crafton Hills College community believes that full student equity is achievable within five years, and we dedicate ourselves to eliminating systemic bias, and to the success of each student.

## Contact Persons/Student Equity Coordinator

The contact person and Student Equity Coordinator for Crafton Hills College is XXX

### **Coordinator, Student Equity**

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## Executive Summary Endnotes

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<sup>i</sup> Pineda, D. (2017) *Relationship of supplemental instruction (SI) Participation to Course Success for Fall 2016 Term*. Research Brief RRN 1587. Retrieved from CHC OIERP Website 11/12/2017. <http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/fa16-relationshipofparticipationtocoursesuccess-final.pdf>

<sup>ii</sup> Aslanian, A. (2018). *Relationship of Supplemental Instruction (SI) Participation to Course Success for Fall 2017 Term*. Research Brief RRN 1829, January 2018. Retrieved from CHC OIERP Website 4/29/2019. [https://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/rrn1829\\_fa17\\_relationship\\_of\\_si\\_to\\_course\\_success-final.pdf](https://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/rrn1829_fa17_relationship_of_si_to_course_success-final.pdf)

<sup>iii</sup> Pineda, D. (2016). *African American and Hispanic Student Disproportionate Impact and Effective Strategies*. Research Brief RRN I, 465. Retrieved from CHC OIERP Website 11/1/2017. [http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/aa\\_hisp\\_dis\\_imp\\_eff\\_stgs.pdf](http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/aa_hisp_dis_imp_eff_stgs.pdf)

<sup>iv</sup> Wurtz, K. (2015). *Relationship Between Tutoring Center Utilization and Course Success and Completion*. Research Brief RRN 1, 129. Retrieved from CHC OIERP Website 11/1/2017. [http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1516\\_TC\\_Brief\\_FA13toSP15.pdf](http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1516_TC_Brief_FA13toSP15.pdf)

<sup>v</sup> Gamboa, B. (2015). *Relationship of Student Success and Title III HSI STEM Grant Services: 2011-2012 through 2014-2015*. Research Brief RRN 1109. Retrieved from the CHC OIERP Website 11/10/2017. <http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/RRN%201109%20STEM%20Services%20Impact%2011-12%20to%2014-15.pdf>

<sup>vi</sup> Wurtz, K. (2017). *2017 Student Equity Data*. RRN 1, 568. Retrieved from CHC OIERP Website 10/31/2017. <https://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/institutional-effectiveness-studies/documents/2017-student-equity-data1.pdf>

<sup>vii</sup> Pineda, D. (2016). *African American and Hispanic Student Disproportionate Impact and Effective Strategies*. Research Brief RRN I, 465. Retrieved from the CHC OIERP Website 11/1/2017. [http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/aa\\_hisp\\_dis\\_imp\\_eff\\_stgs.pdf](http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/academic-success/documents/aa_hisp_dis_imp_eff_stgs.pdf)

<sup>viii</sup> Gamboa, B. (2015). *Relationship of student success and Title III HSI STEM grant services: 2011-2012 through 2014-2015* (RRN 1,109). Retrieved from CHC OIERP website: <http://www.craftonhills.edu/~Media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/RRN%201109%20STEM%20Services%20Impact%2011-12%20to%2014-15.pdf>

# Student Equity Plan Summary

## Contacts

### Project Lead Contact

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Awaiting Submittal

### Chancellor/President

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Awaiting Submittal

#### Academic Senate President

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Awaiting Submittal

## Details

### Assurances

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

### Progress & Success

#### Process & Schedule

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

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

### Success Criteria

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

### Executive Summary

Not Entered

## Metrics

### Overall Student Population

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



## Disproportionately Impacted (DI) Student Groups

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

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

### Additional Categories

No population groups selected.

## Activities

### Successful Enrollment

#### Brief Description of Activity

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

#### Related Metrics

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

### Retention: Fall to Spring

#### Brief Description of Activity

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

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College

## Transfer to a Four-Year Institution

### Brief Description of Activity

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

### Related Metrics

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

## Completion of Transfer Level Math and English

### Brief Description of Activity

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

### Related Metrics

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

## Earned Credit Certificate over 18 Units, Associate Degree

### Brief Description of Activity

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

### Related Metrics

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



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## Student Equity Plan



June 30, 2019

# San Bernardino Valley College Student Equity Plan

## Executive Summary

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## San Bernardino Valley College Student Equity Plan Executive Summary

### INTRODUCTION

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

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

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

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

### ASSESSMENT OF PROGRESS

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

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

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

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

### **DISPROPORTIONATE IMPACT**

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

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

Disproportionate Impact by Outcome						
Group	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact
Overall Population	48,390	11,629	18,016	2794	18,016	NA
Foster Youth	495/1727	88/157	11/251		12/251	5
LGBTQ	619/1814	191/290	22/520	3/89	14/520	4
First Generation						0
Ethnicity	3,024/9,515	2,258/3,271	960/17,200	9/626		4
Veterans			32/717			1
Economically Disadvantaged						0
Disabled			60/1284	0/134		2
Age	3,904/13,806	2,755/4,003	213/6,813	0/190	76/3,826	5

### **EQUITY PLANNING AND PROMISING PRACTICES**

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

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

### **SUPPLEMENTAL INSTRUCTION AND TRADITIONAL TUTORING METHODS**

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

### **COUNSELING AND EDUCATIONAL COUNSELING**

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

### **COHORTS AND COMMUNITIES**

SBVC has had success with learning communities which engage students on campus. An example is that African American students in the Umoja-Tumaini program were more likely to succeed, complete their courses and transfer to a four-year university; to date, we have had 20 students accepted into Historically Black College & Universities (HBCU). The Puente Project has been in place at SBVC for 30 years and has been a successful program in which more LatinX/Hispanic participants are continuing, completing and transferring to four-year institutions. The First-Year Experience program has been successful in providing resources to students to complete their degree at SBVC and transfer to a four-year institution. Students who participate in cohorts and communities are more likely to succeed than students who do not participate in cohorts.

## GOALS, OBJECTIVES, ACTIONS AND RESOURCES

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

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

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

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

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

**SUCCESSFUL ENROLLMENT**

Group	Gender	Number Attained/Attempted	Population Attained/Attempted	Target	Increase Needed
<b>Overall Population</b>	<b>All</b>	N/A	48,390	8786	
<b>Foster Youth</b>	<b>All</b>	495/1727	17880/48390	37%	143
<b>LGBTQ</b>	<b>All</b>	619/1814	17756/48303	37%	52
<b>First Generation</b>	<b>All</b>	No data		37%	None
<b>Ethnicity</b>	<b>All</b>	Pacific Islander 69/269 Black 2955/9446		37%	Pacific Islander 28 Black 535
<b>Veterans</b>	<b>All</b>	284/680	18091/49437	37%	None
<b>Economically Disadvantaged</b>	<b>All</b>	No data			None
<b>Disabled</b>	<b>All</b>	863/2412	17512/47705	37%	None
<b>Age</b>	<b>All</b>	1583/5109 (30-34) 817/3129 (35-37) 1177/4425 (40-54) 327/1143 (55+)			307 340 460 95

**Objectives and Actions**

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

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

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

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

**C. Increase college awareness to first-generation population through outreach efforts**

8. Collaborate with high school through concurrent enrollment and share with them the resources that SBVC has to offer them.
9. Providing access to all students with the Free College Promise, this can alleviate the financial burden and provide specialized support to the students entering college.

10. Providing orientations for both the parents and students and share with them information about SBVC and providing a safe space for parents to questions in both English and Spanish.
11. Using the First Year Experience program as a bridge into college, by providing specialized counseling and cohort classes to aid in the success of the students.

**D. Streamline processes for admissions to Educationally Disadvantaged students**

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

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

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

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

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

**RETENTION: FALL TO SPRING**

<b>Group</b>	<b>Gender</b>	<b>Number Attained/Attempted</b>	<b>Percent Attained/Attempted</b>	<b>Target</b>	<b>Increase Needed</b>
<b>Overall Population</b>	<b>All</b>	8506/11629			
<b>Foster Youth</b>	<b>All</b>	88/157	56%	73%	25
<b>LGBTQ</b>	<b>All</b>	191/290	66%	73%	20
<b>First Generation</b>	<b>All</b>	3311/4584	72%	73%	None
<b>Ethnicity</b>	<b>All</b>	White 1042/1492 2+ Races 258/381 Black 958/1398	70% 68% 68%	73%	White 45 2+Races 20 Black 62
<b>Veterans</b>	<b>All</b>	336/466	72%	73%	None
<b>Economically Disadvantaged</b>	<b>All</b>	7644/10307	74.2%	73%	None
<b>Disabled</b>	<b>All</b>	698/895	78%	73%	None
<b>Age</b>	<b>All</b>	1365/1959 (under 19) 741/1064 (30-34) 649/980	70% 70% 66%	73%	66 36 66

**Objectives and Actions**

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

1. Enhance and advertise Guardian Scholars Programs within campus and community agencies
2. Refer Foster Youth to EOPS/CARE, STAR, First Year Experience and College Promise
3. Promote college and various support programs through FKCE and publicize Foster Care Awareness Month
4. Create a safe, all-inclusive learning environment for students that identify as LGBTQ or not can feel supported
5. Support and promote student organization
6. Publicize activities and events for LGBTQ inclusion
7. Student Health Center support services
8. Refer students to different specialized support programs
9. Promote to apply for FAFSA and CA Dream APP workshops
10. Promote different support programs to parents of first generation college students
11. Promote access to computers and internet in library
12. Enhance and grow Umoja-Tumaini and other specialized support services



13. Enhance and increase participation in the Black Faculty Staff Association “Each One, Teach One” Mentoring Program
14. Expose and promote to targeted student populations the importance of attending events and conferences such as HBCU Tour and A2Mend Conference
15. Veteran’s Resource Center – provide more programming that will enhance Veterans to continue their education and partake in different activities throughout campus.
16. Work collaboratively with Student Health Services to provide counseling for veterans.
17. Increase the number of students applying for scholarships and financial aid
18. Intentional planned meetings about impending initiatives and how they may impact disabled students
19. Provide professional development events/trainings and/or workshops to faculty, staff, students and administrators.

**TRANSFER TO A FOUR-YEAR UNIVERSITY**

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed
<b>Overall Population</b>	<b>All</b>	N/A			
<b>Foster Youth</b>	<b>All</b>	11/251	4.4%	5.64%	5
<b>LGBTQ</b>	<b>All</b>	191/290	6.7%	5.64%	0
<b>First Generation</b>	<b>All</b>	40/1675	2.4%	5.64%	0
<b>Ethnicity</b>	<b>All</b>	180/2499 (White) 112/2336 (Black) 58/645 (Asian) 610/11720 (Hispanic)	7.2% 4.79% 8.99% 5.20%	5.64%	0 (White) 19 (Black) 46 (Hispanic)
<b>Veterans</b>	<b>All</b>	32/717	4.46	5.64%	8
<b>Economically Disadvantaged</b>	<b>All</b>	890/15,341	5.8%	5.64%	none
<b>Disabled</b>	<b>All</b>	60/1284	4.6	5.64%	11
<b>Age</b>	<b>All</b>	100/3826 39/1038 66/1563 8/386	2.61% 3.75% 4.22% 2.0%	5.64%	66 20 22 14
<b>Objectives and Actions</b>					
<b>A. Promote a culture of Transfer for campus as a whole.</b>					
1. Market targeted transfer information in various media platforms; such as webpages, social media (Facebook), newsletters,					

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed
<p>posters, emails</p> <ol style="list-style-type: none"> <li>2. Target transfer information to specific age groups to incorporate career and/or major workshops. The career component to include resume writing, and job interview preparation.</li> <li>3. Evening services to include, job and transfer fair, additional evening and weekend services, transfer open house, information table setting.</li> <li>4. Coordinate with Admissions and Records, Research department and other programs to identify Foster Youth and LGBTQ students</li> <li>5. Collaboratively work with the LGBTQ club to co-sponsor target activities, such as assistance with SBVC application and financial aid applications</li> <li>6. Market key programs and services to include Foster Youth, College Promise, EOPS, tutoring and writing labs.</li> <li>7. Work with Foster Youth staff to establish a seamless referral process and coordinate follow up services utilizing Starfish and faculty progress reports.</li> </ol> <p><b>B. Continue to reduce equity gaps among economically disadvantaged student population with the goal of increasing achievement by 2% annually</b></p> <ol style="list-style-type: none"> <li>1. Complete comprehensive education plans</li> <li>2. Market information to include steps to enrollment and assistance, matriculation processes, financial aid and scholarship processes</li> </ol> <p><b>C. Create cohorts and guided pathways for students to promote learning and success</b></p> <ol style="list-style-type: none"> <li>1. Create cohorts for high-labor market demand programs</li> <li>2. Offer the SBCCD Free College Promise program to all incoming freshmen and communicate with student the importance of transferring and completing requirements in a timely manner</li> </ol> <p><b>D. Enhance completion success and transfer processes</b></p> <ol style="list-style-type: none"> <li>1. Continue to work with universities to provide information early in students attendance at SBVC</li> <li>2. Student Services and Instructional Divisions working collaboratively to promote the transfer option to all students</li> <li>3. Market information with posters of University options after SBVC educational goals.</li> </ol>					

**COMPLETION OF TRANSFER LEVEL MATH AND ENGLISH**

<b>Group</b>	<b>Gender</b>	<b>Number Attained/Attempted</b>	<b>Percent Attained</b>	<b>Target</b>	<b>Increase Needed</b>
<b>Overall Population</b>	<b>All</b>	N/A			
<b>Foster Youth</b>	<b>All</b>	71/2794	2.54%	2.5	0
<b>LGBTQ</b>		68/2748	3.37%		
<b>First Generation</b>	<b>All</b>	31/1162	2.67	2.5%	0
<b>Ethnicity</b>	<b>All</b>	0/84 (2+ Races)	2.38%	2.5	2
		6/254 (White)	2.36%		0
		3/288 (Black)	1.04%		4
<b>Veterans</b>	<b>All</b>	2/44	4.5%	2.5%	0
<b>Economically Disadvantaged</b>	<b>All</b>	15/622	2.41%	2.5%	0
<b>Disabled</b>	<b>All</b>	71/2703	2.65	2.5%	0
<b>Age</b>	<b>All</b>	0/34 (35-39)		2.5%	2
		0/102 (40-54)			3
		0/54 (55+)			1
<b>Objectives and Actions</b>					
<b>A. Promote positive reinforcement in English and Math courses</b>					
<ol style="list-style-type: none"> <li>1. Fall 2019 full implementation of AB705</li> <li>2. Embedded tutoring for most at risk students</li> <li>3. Co-requisite and support courses, such as ALEK PPL lab and English 086 and 087</li> <li>4. Encourage students to enroll in the co-requisite math or English class</li> <li>5. Presentations at high schools to students regarding the importance of doing well in English and Math courses to place in appropriate class levels</li> <li>6. Enrollment in Math non-credit support courses</li> <li>7. Model programs such as Puente and Tumaini incorporating collaboration with instructors</li> <li>8. Chromebooks in English and Reading courses</li> <li>9. Mathematics courses implementation and enhancing technology programs to better assist student learning</li> <li>10. Promote the importance of utilizing Writing, Reading Labs and Student Success Center</li> <li>11. Enhancing Supplemental Instruction in all disciplines.</li> </ol>					

Student Equity Budget: 2015-2016, 2016-2017, 2017-2018

<b>San Bernardino Valley Equity Budget Snapshot, 2014-15 through 2017-18</b>					
<b>Funding and Source</b>			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Equity Allocation</b>			<b>1,346,524</b>	<b>1,453,824</b>	<b>1,383,207</b>
<b>Reallocated Funds (32)</b>					
<b>Rollover to December 30 of the Subsequent Year (25)</b>			<b>342,140</b>	<b>453,233</b>	<b>411,665</b>
<b>Prior Year, Expended by December 30 (25)</b>					
<b>Total Annual Expenditures</b>			<b>1,688,664</b>	<b>1,907,057</b>	<b>1,794,872</b>
<b>Object Code</b>	<b>Classification</b>	<b># of FTE</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>				
<b>1201</b>	Certificated Manager	1		34,283	170,149
<b>1283</b>	Counseling Faculty	1	79,217	82,800	86,478
<b>1480</b>	Adjunct Counseling	1.5	159,112	78,000	112,979
<b>Sub-total, 1000's</b>			<b>238,329</b>	<b>195,083</b>	<b>369,606</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>				
<b>2181</b>	Administrative Assistant, Student Success and Equity		8,924	54,682	60,918
<b>2380</b>	Student Workers, Mentors		40,000		120,581
<b>2381</b>	Tutors, Non-Student Hourly			30,000	10,000
<b>2382</b>	Overtime		11,137	20,000	21,172
<b>2389</b>	Professional Experts	1		79,000	3,000
<b>2401</b>	Tutoring Leads, Non-Student Instructional Aides	17	168,215	218,808	187,503
<b>Sub-total, 2000's</b>			<b>228,276</b>	<b>402,490</b>	<b>403,174</b>
<b>Object Code</b>	<b>Classification</b>		<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>3000</b>	<b>Employee Benefits</b>				
<b>Sub-total, 3000's</b>			<b>70,827</b>	<b>136,242</b>	<b>111,636</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>				
<b>4100</b>	Textbooks		194,332	146,131	
<b>4500</b>	Non-Instructional Supplies		61,375	28,542	55,536
<b>4510</b>	Maintenance				351

<b>4520</b>	Supplies			1,000
<b>4551</b>	Printing	25,000	15,150	12,000
<b>4750</b>	Meals and Refreshments		10,000	66,500
<b>Sub-total, 4000's</b>		<b>280,707</b>	<b>199,823</b>	<b>135,387</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>			
<b>5113</b>	Consultant and Other Services, Speaker	102,798	96,000	160,465
<b>5200</b>	Travel and Conference Expenses	125,930	214,583	171,535
<b>5207</b>	Cell Phone Allowance			
<b>5210</b>	Mileage	3,000	1,000	3,000
<b>5350</b>	Postage & Freight	9,000	3,171	6,000
<b>5610</b>	Rentals	11,347	24,816	28,405
<b>5611</b>	Bus/Car Rentals	77,990	30,000	32,000
<b>5621</b>	Software Leases/Licensing, DE Training	5,100	11,100	2,500
<b>5801</b>	Advertising	19,921		
<b>5809</b>	Student Travel/Conferences	160,737	119,581	112,191
<b>5815</b>	Promotional	25,000	33,320	37,000
<b>Sub-total, 5000's</b>		<b>540,823</b>	<b>533,571</b>	<b>553,096</b>
<b>6000</b>	<b>Capital Outlay</b>			
6300	Library Books/Expansion	5,010		
6400	Computer Equipment		233	5,050
6420	Computer IT	84,000	25,862	10,545
<b>Sub-total, 6000's</b>		<b>89,010</b>	<b>26,095</b>	<b>15,545</b>
<b>7000</b>	<b>Other Outgo</b>			
7600	Other Student Aid	240,692	413,753	206,428
<b>Sub-total, 7000's</b>		<b>240,692</b>	<b>413,753</b>	<b>206,428</b>
<b>Grand Total</b>		<b>1,688,664</b>	<b>1,907,057</b>	<b>1,794,872</b>

Student Equity Budget 2018-2019 through 2019-2020

<b>Equity Budget Snapshot, 2018-19 through 2019-20</b>				
<b>Funding and Source</b>			<b>2018-19</b>	<b>2019-20</b>
<b>Equity Allocation</b>			1,130,329	1,130,329
<b>Rollover to December 30 of the Subsequent Year (25)</b>			697,840	
<b>Prior Year, Expended by December 30 (25)</b>				
<b>Total Annual Expenditures</b>			1,695,672	
<b>Object Code</b>	<b>Classification</b>	<b># of FTE</b>	<b>2018-19</b>	<b>2019-20</b>
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>			
1201	Certificated Manager	2	232,706	
1283	Counselor Tenure Track	1	95,622	
1480	Counselor	1.5	251,459	
<b>Sub-total, 1000's</b>			<b>579,787</b>	
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>			
2181	Administrative Assistant, SS and Equity	2	104,108	
2380	Student Workers Tutoring,	5	96,219	
2381	Tutors, Non-Student Hourly	5	20,000	
2401	Tutoring Leads, Non-Student Instructional Aides	15	100,000	
<b>Sub-total, 2000's</b>			<b>320,327</b>	
<b>3000</b>	<b>Employee Benefits</b>			
<b>Sub-total, 3000's</b>			<b>186,521</b>	
<b>4000</b>	<b>Supplies &amp; Materials</b>			
4500	Supplies		35,000	
4551	Printing		12,000	
4750	Meals and Refreshments		75,000	
<b>Sub-total, 4000's</b>			<b>122,000</b>	
<b>Object code</b>	<b>Classification</b>		<b>2018-19</b>	<b>2019-20</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>			
5113	Consultant and Other Services, Speaker		56,000	
5200	Travel and Conference Expenses		65,000	
5207	Cell Phone Allowance		500	
5210	Mileage		3,000	
5350	Postage and Freight		6,000	
5610	Rentals		15,000	
5611	Bus/Car Rentals		35,000	
5809	Student Travel/Conferences		155,732	
5815	Promotional		25,000	
<b>Sub-total, 5000's</b>			<b>361,232</b>	
<b>6000</b>	<b>Computer and IT</b>			
6400	Furniture		20,000	
6420	Computer		31,355	

<b>Sub-totals, 6000's</b>		<b>71,355</b>	
<b>7000</b>	<b>Other Student Aid</b>		
<b>7600</b>	Other Student Aid	54,450	
<b>Subtotals, 7000's</b>		<b>54,450</b>	
<b>Grand Total</b>		<b>1,695,672</b>	

DRAFT

**Contact Person(s)**

The contact persons for San Bernardino Valley College are

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DRAFT



# Student Equity Plan Summary

## Contacts

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## Approvers

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Awaiting Submittal

**Details**

## Assurances

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

## Progress & Success

### Process & Schedule

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

### Success Criteria

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

## Executive Summary

<http://www.valleycollege.edu>

## Metrics

### Overall Student Population

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

### Disproportionately Impacted (DI) Student Groups

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

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

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

### Additional Categories

No population groups selected.

## Activities

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

#### Brief Description of Activity

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

#### Related Metrics

- Overall : All : Enrolled in the Same Community College

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

#### Brief Description of Activity

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

#### Related Metrics

- Overall : All : Enrolled in the Same Community College

## Increase college awareness to first-generation population through outreach efforts

### Brief Description of Activity

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

### Related Metrics

- Overall : All : Enrolled in the Same Community College

## D. Streamline processes for admissions to Educationally Disadvantaged students

### Brief Description of Activity

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

### Related Metrics

- Overall : All : Enrolled in the Same Community College

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

### Brief Description of Activity

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

### Related Metrics

- Overall : All : Enrolled in the Same Community College

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

### Brief Description of Activity

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

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- 

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

### Brief Description of Activity

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

### Related Metrics

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

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

### Brief Description of Activity

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

### Related Metrics

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

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

### Brief Description of Activity

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

### Related Metrics

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



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

### Brief Description of Activity

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

### Related Metrics

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

## D. Enhance completion success and transfer processes

### Brief Description of Activity

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

### Related Metrics

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

## A. Promote positive reinforcement in English and Math courses

### Brief Description of Activity

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

### Related Metrics

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



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