

## CRAFTON HILLS COLLEGE STUDENT EQUITY PLAN EXECUTIVE SUMMARY

*All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions--and society--so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom. -bell hooks*

### Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately 5,500 students. Crafton Hills College offers more than 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 disaggregates student success data annually in order to identify disproportionately impacted groups, regularly evaluates placement instruments to validate their effectiveness and minimize biases, and has conducted an annual equity audit since 2013. Last year, we included several new groups in our analysis—EOPS, AB540, and non-residents. Though our programming already includes several non-mandated groups, we are also determining way to identify LGBTQ students and those who are homeless and/or food-insecure.

The results of the spring 2017 equity audit indicated that African American students, students in the 20-24 age range, and students with disabilities experience the greatest disproportionate impact at the college. African American students are impacted with regard to access, mathematics and English throughput rates, degree and certificate completion, and transfer rates. Students aged 20-24 struggle with Math and English throughput, degree and certificate completion, and transfer. Finally, students with disabilities are impacted with regard to access, degree and certificate completion, and transfer.

**Crafton Hills College, San Bernardino Community College District**

Table 1: Summary of Disproportionate Impact by Status and Outcome.

	Access	Course Success	Throughput Rate		Deg/Cert Completion Rate	Transfer Rate	# DP	# RG
			Math	English				
<b>Gender</b>								
Female	No	RG	RG	RG	RG	RG	0	4
Male	No	No	No	No	No	No	0	0
<b>Ethnicity</b>								
Asian	No	RG	No	No	RG	RG	0	3
African American	Yes	No	Yes	Yes	Yes	Yes	5	0
Hispanic	No	No	No	No	Yes	Yes	2	0
Native Americ.	No	No	NA	NA	NA	NA	0	0
Pacific Islander	Yes	No	NA	NA	NA	NA	1	0
Two or More Races	No	No	No	No	Yes	Yes	2	0
Caucasian	Yes	No	RG	RG	No	Yes	2	2
Unknown	No	No	NA	NA	Yes	Yes	2	0
<b>Age</b>								
19 or younger	No	No	RG	RG	RG	RG	0	4
20-24	No	No	Yes	Yes	Yes	Yes	4	0
25-29	No	No	Yes	No	NA	NA	1	0
30-34	Yes	No	No	NA	NA	NA	1	0
35-39	Yes	RG	NA	NA	NA	NA	1	1
40-49	Yes	No	No	NA	NA	NA	1	0
50 or older	Yes	No	NA	NA	NA	NA	1	0
<b>Disability</b>	Yes	No	RG	No	Yes	Yes	3	1
<b>Economically Disadvantaged</b>	No	No	No	RG	RG	No	0	2
<b>Foster Youth</b>	No	Yes	NA	NA	NA	NA	1	0
<b>Veteran</b>	Yes	No	NA	NA	NA	NA	1	0
<b>Non-Resident</b>	NA	No	NA	NA	NA	NA	0	0
<b>EOPS</b>	NA	RG	RG	RG	RG	RG	0	5
<b>AB540</b>	NA	No	NA	NA	NA	NA	0	0
<b>Total DP</b>	9	1	3	2	6	7	28	

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

### Progress in Meeting Equity Goals

The most recent analysis shows the college has made significant progress in some areas. The number of disproportionate impacts decreased from 31 in 2016 to 28 in 2017, 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:**

##### Access

- Native American students

##### Math Throughput

- Caucasians
- economically disadvantaged
- 30-34 year-olds

##### English Throughput

- Hispanic students

##### Degree and Certificate Completion

- males.

#### **However, new disproportionate impacts emerged:**

##### Access

- African Americans

##### Math Throughput

- 20-29 year olds

##### Degree and Certificate completion

- Students with Disabilities

##### Transfer Rates

- Caucasian Males

Although disproportionate impact remains 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 30-34 year olds. In addition, access improved for 35-39 year olds 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. Table 2 reveals the incremental improvements for each outcome between 2013-14 and 2016-17.<sup>1</sup>

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Table 2. Equity Gap Improvements Across Outcomes

Equity Measure & Student Group	Equity Data Cohort Year		Year-Over-Year Improvement
	2013-2014	2016-2017	
<i>Access</i>			
30-34 year olds	0.726	0.772	6.0%
35-39 year olds	0.375	0.494	24.1%
50 year olds or older	0.056	0.060	6.7%
<i>Course Success Rate</i>			
Foster Youth	49	55.1	11.1%
<i>Math Basic Skills Throughput Rate</i>			
African American	14	16	12.5%
30-34 year olds	12.8	22.9	44.1%
<i>English Basic Skills Throughput Rate</i>			
African American	32.4	36.4	11.0%
Hispanic	44.9	46.4	3.2%
<i>Degree and Certificate Completion Rate</i>			
Male	14.6	18.8	22.3%
African American	13.3	17.5	24.0%
Hispanic	14.1	17.6	19.9%
<i>Transfer Rate</i>			
African American	25.9	27.5	5.8%
Hispanic	22.2	24.5	9.4%

*Note: "Year-Over-Year Improvement" denotes the percent change [(year2-year1)/year1\*100] within the student group and equity measure from 2013-2014 to 2016-2017.*

### Promising Practices

Since 2014, the college has examined the efficacy of student support practices to discern 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 the equity planning process, and are also prominent in the new Integrated Equity/SSSP/BSI Plan.

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>ii</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>iii</sup>

First Year Experience: The Left Lane Program. African American and Hispanic Left Lane students were more likely to successfully complete their courses than African American and Hispanic non-participants.<sup>iv</sup>

Learning Communities. African American and Hispanic students in STEM-related learning communities were more likely to successfully complete the course, and to persist from fall to spring than African American and Hispanic non-participants in learning communities.<sup>v</sup>

Study Skills Courses. Students who successfully completed a college success (study skills) courses were more likely to complete their developmental courses than those who did not. The effect was particularly strong for African American and Hispanic students.<sup>vi</sup>

Tutoring. 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>vii viii</sup>

Supplemental Instruction. In fall 2016, students who attended at least one SI session were 15% more likely to successfully complete the course than students in the same section who did not attend an SI session. In particular, Supplemental Instruction positively impacted course success for Hispanic, Caucasian, female, and 20-24-year-old students.<sup>ix</sup>

### **Goals, Objectives, and Actions**

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, 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, Left Lane, and distance education. The college has also invested in professional development to increase the cultural competency of employees, to better enable them to teach and to serve a diverse student body, and to promote program and curricular revisions. The table below describes the goals, objectives, and actions of the Student Equity effort, many of which are shared with the Basic Skills Initiative and Student Success and Support Program. Last, the college has invested in ongoing research, which has guided the decision-making in this plan.

**Crafton Hills College, San Bernardino Community College District**

**2017-2018 Student Equity Goals, Objectives, Actions, and Resources**

Goal	Objectives	Actions	Resources
<p><b>GOAL A: ACCESS</b>            Serve a higher proportion of:</p> <ul style="list-style-type: none"> <li>• African Americans</li> <li>• military veterans</li> <li>• disabled</li> <li>• 30-34, and 35-39 year olds</li> </ul>	<p>Increase access of:</p> <ul style="list-style-type: none"> <li>• African Americans from 4.3% (350) to 5.0% (411) (+61)</li> <li>• Veterans from 3.3% (250) to 7.3% (549) (+299)</li> <li>• Students with disabilities from 4.5% (335) to 7.8% (594) (+259)</li> <li>• 30-34 year olds from 6.1 % (458) to 7.6% (572) (+114)</li> <li>• 35-39 year olds from 3.3% (245) to 7.9% (594) (+349)</li> </ul>	<p>Develop options for re-entry students, including guided pathways and programs in online, weekend, and evening formats</p> <p>Conduct a marketing study, and engage in targeted outreach to and recruitment of Veterans, individuals with disabilities, and adult learners</p> <p>Identify courses and programs that meet the employment and training needs of students over age 29</p> <p>Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service, cultural competency, and best practices.</p> <p>Provide research and analysis for institutional improvement</p>	<p>Veterans Resource Center Coordinator</p> <p>Professional Development Coordinator and conference/speaker budget</p> <p>High Tech Center Specialist/Technology Success Center</p> <p>Research Analyst</p>

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<b>Goal</b>	<b>Objectives</b>	<b>Actions</b>	<b>Resources</b>
<p><b>GOAL B: COURSE COMPLETION</b>                      Improve the course success rate of CHC foster youth students.</p>	<p>Increase the course success rate of:</p> <ul style="list-style-type: none"> <li>• foster youth students from 49.0% to 58.7% (refers to courses completed; not students).</li> </ul>	<p>Support and grow the new Guardian Scholars program.</p> <p>Increase the number of students EOPS can serve.</p> <p>Expand and make mandatory the first-year experience program, and incorporate AVID strategies into the program.</p> <p>Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service, cultural competency, and best practices.</p> <p>Provide research and analysis for institutional improvement</p>	<p>Foster Youth Counselor</p> <p>Professional Development Coordinator and conference/speaker budget</p> <p>Research Analyst</p>

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<b>Goal</b>	<b>Objectives</b>	<b>Actions</b>	<b>Resources</b>
<p><b>GOAL C: BASIC SKILLS COMPLETION</b></p> <p>Increase the English throughput rate of:</p> <ul style="list-style-type: none"> <li>• African American students</li> <li>• Students aged 20-24; and 25-29</li> </ul> <p>Increase the math throughput rate of African American and economically disadvantaged students.</p>	<p>Increase the English throughput rate of:</p> <ul style="list-style-type: none"> <li>• African American Students from 32.4% (11) to 45.2% (15) (+4)</li> <li>• Students aged 20-24 from 37.7% (101) to 44.8% (120) (+19)</li> <li>• Students aged 25-29 from 42.1% (24) to 47.3% (27) (+3)</li> </ul> <p>Increase the math throughput rate of:</p> <ul style="list-style-type: none"> <li>• African American students from 14.0% (6) to 28.2% (12) (+6)</li> <li>• Economically disadvantaged students from 24.8% (236) to 26.9% (256) (+20)</li> </ul>	<p>Provide early alert, intrusive advisement, and follow up services</p> <p>Invest in embedded tutoring in all basic skills classes; Attach supplemental instruction, tutoring, and/or lab courses to all basic skills English and mathematics courses</p> <p>Implement principles of Universal Design in basic skills instruction</p> <p>Promote the principles of the California Acceleration Project</p> <p>Require students to complete math and English during their first year of college</p> <p>Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service, cultural competency, and best practices.</p> <p>Provide research and analysis for institutional improvement</p>	<p>Supplemental Instruction Leads</p> <p>Tutors</p> <p>Assistive Technology Specialist</p> <p>Technology Success Center</p> <p>Professional Development Coordinator and conference/speaker budget</p> <p>Research Analyst</p>

**Crafton Hills College, San Bernardino Community College District**

Goal	Objectives	Actions	Resources
<p><b>GOAL D: DEGREE AND CERTIFICATE COMPLETION</b>            Increase the degree/certificate completion rate of:</p> <ul style="list-style-type: none"> <li>• Male</li> <li>• African American</li> <li>• Hispanic</li> <li>• Native American</li> <li>• 20 – 34 years</li> </ul>	<p>Increase the degree/certificate completion rate of</p> <ul style="list-style-type: none"> <li>• Males from 14.6% (323) to 17.2% (380) (+57)</li> <li>• African American students from 13.3% (22) to 16.5% (49) (+27)</li> <li>• Hispanic students from 14.1% (174) to 16.5% (203), (+29)</li> <li>• Native American students from 14.1% (9) to 16.5% (11), (+2)</li> <li>• Students ages 20-24 from 10.3% (49) to 17.2% (82) (+33)</li> <li>• Students ages 25-29 from 14.3% (23) to 18.0% (29) (+6)</li> <li>• Students ages 30-34 from 14.3% (12) to 18.0% (15), (+3)</li> <li>• Students ages 30-34 from 14.3% (12) to 18.0% (15), (+3)</li> </ul>	<p>Ensure every student has an educational plan.</p> <p>Adopt the use of culturally relevant teaching materials in reading and English</p> <p>Attach intrusive advising to courses</p> <p>Provided embedded tutoring in courses with high fail rates.</p> <p>Provide low-cost textbook and technology options</p> <p>Develop a schedule that allows degree completion within 2 years, including year-round scheduling and registration</p> <p>Develop guided pathways for on-time completion and focused support for working-aged adults, CTE students, and undecided majors.</p> <p>Improve scheduling to ensure that students with diverse needs can complete their goals timely.</p> <p>Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service, cultural competency, and best practices.</p> <p>Provide research and analysis for institutional improvement</p>	<p>Foster Youth Counselor</p> <p>Veterans Resource Center Coordinator</p> <p>Professional Development Coordinator and travel budget</p> <p>Tutors</p> <p>Supplemental Instruction Leads</p> <p>SLA Leads</p> <p>Research Analyst</p>

**Crafton Hills College, San Bernardino Community College District**

Goal	Objectives	Actions	Resources
<p><b>GOAL E: TRANSFER</b>            Increase the transfer rate of</p> <ul style="list-style-type: none"> <li>• African American</li> <li>• Hispanic</li> <li>• students 20 – 24 years old</li> </ul>	<p>Increase the transfer rate of:</p> <ul style="list-style-type: none"> <li>• African American students from 14.3% (43) to 18.0% (47), (+4)</li> <li>• Hispanic students from 14.3% (274) to 18.0% (356) (+78)</li> <li>• Students ages 20-24 from 14.3% (110) to 18% (123) (+13)</li> </ul>	<p>Create mentoring and support services and communities that include disproportionately impacted groups</p> <p>Develop and implement a completion campaign</p> <p>Provide every student with the opportunity to explore transfer options</p> <p>Increase the level of transfer and support services offered at non-traditional times</p> <p>Increase transfer agreements and partnerships with universities and four-year colleges.</p> <p>Partner with universities to offer baccalaureate degrees on campus</p> <p>Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service, cultural competency, and best practices.</p> <p>Provide research and analysis for institutional improvement</p>	<p>Transfer field trips</p> <p>Professional Development Coordinator</p> <p>Research Analyst</p>

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**Student Equity Budget, 2014-15, 2015-16, 2016-17**

Student Equity interventions are funded by a variety of sources, including SSSP and Basic Skills Initiative funding. The table below summarizes the Equity expenditures from 2014-15 through 2016-17. The total expenditures line reflects unexpended funds, prior year funding, and state reallocated funds.

Table 3, Student Equity Funding and Expenditures, 2014-2017

<b>Student Equity Actual Expenditures, 2014-15; 2015-16; 2016-17</b>						
<b>Crafton Hills College</b>						
<b>San Bernardino Community College District</b>						
<b>Funding and Source</b>				<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Equity Allocation</b>				<b>277,749</b>	<b>620,640</b>	<b>620,640</b>
<b>Reallocated Funds (32)</b>				<b>0</b>	<b>0</b>	<b>107,300</b>
<b>Rollover to December 30 of the Subsequent Year (25)</b>				<b>-120,588</b>	<b>-252,817</b>	<b>-169,712</b>
<b>Prior Year, Expended by December 30 (25)</b>				<b>0</b>	<b>120,588</b>	<b>252,817</b>
<b>STRS on Behalf Of Contribution</b>				<b>0</b>	<b>0</b>	<b>-15,198</b>
<b>Total Annual Expenditures</b>				<b>157,161</b>	<b>488,411</b>	<b>795,847</b>
<b>Object Code</b>	<b>Classification</b>	<b># of FTE</b>	<b>Activity ID</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>					
1100	Faculty Lead, Diversity and Inclusion	0.5	A,B,C,D,E	0	16,004	33,314
1201	Certificated Manager	0.3	A,B,C,D,D	0	0	0
1283	DE Coordinator	0.40	A,B,C,D,E	8,383	40,412	41,421
1283	Veterans Resource Coordinator	0.50	A, B, C, D, E	0	0	43,497
1283	Professional Development Coord	0.50	A,B,C,D,E	40,009	37,901	0
1283	Lead Faculty, Mental Health Initiative	0.50	B	0	0	22,199
1480	DE Coordinator Summer		A,B,C,D,E	0	20,458	0
1480	Foster Youth Counselor	0.25	B	7,708	0	294
1480	Re-Entry Counselor	0.25	A,D,E		15,145	0
1480	Mathematics Instructor Non-Inst	0.10	C	2,160	0	0
<b>Sub-total, 1000's</b>				<b>58,260</b>	<b>129,919</b>	<b>140,725</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>					
2181	Research Assistant	0.50	A,B,C,D,E	4,693	23,037	
2181	Student Success Advisor	0.50	B,C	999	22,784	0
2181	Assistive Technology Specialist	0.50	A, B, C, D, E	0	0	13,270
2181	Administrative Assistant, SS and Equity	0.30	A,B,C,D,E	0	0	0
2380	Student Workers Tutoring, EOPS	0.30	A	0	6,052	6,936
2381	Tutors, Non-Student Hourly	0.00	B,C	0	5,592	49,830
2384	Consultant, Mental Health Initiative	0.00	B	0	0	15,410
2386	Research Assistant, Substitute	0.00	A,B,C,D,E	0	1,702	17,405
2390	Student Workers, CalWORKS	0.00	B,C,D,E	0	0	0
2400	Tutors, Instructional Aides Hourly	3.00	B,C	47,736	108,353	67,185
2401	Tutoring Leads, Non-Student Inst Aides	1.00	B,C	18,577	87,947	125,326
<b>Sub-total, 2000's</b>				<b>72,005</b>	<b>255,467</b>	<b>295,362</b>

**Crafton Hills College, San Bernardino Community College District**

<b>3000</b>	<b>Employee Benefits</b>					
3xxx	Distance Education Coord.		A,B,C,D,E	0	13,626	12,788
3xxx	Veterans Resource Coordinator		A, B, C, D, E	0	0	9,467
3xxx	adjustment, 6450					8
3xxx	Professional Development Coord.		A,B,C,D,E	12,586	11,664	0
3xxx	Lead Faculty, Diversity and Inclusion		A, B, C, D, E	0	0	11,632
3xxx	Lead Faculty, Mental Health Initiative		A, B	0	0	7,713
3xxx	Foster Youth Counselor		B	1,504	0	
3xxx	Re-Entry Counselor		A,D,E	2,659	6,070	
3xxx	Math Instructor Non-Inst		C	224	0	0
3xxx	Research Assistant		A,B,C,D,E	2,303	17,493	560
3xxx	Student Success Advisor		B,C	595	12,899	0
3xxx	Assistive Technology Specialist		C	0	0	2,990
3xxx	Tutors, Non-Student Hourly & Non St Inst		B	499	2,545	5,006
3xxx	Consultant, Mental Health Initiative		B	0	0	371
3xxx	Research Assistant, Substitute		A, B, C, D, E	0	0	850
<b>Sub-total, 3000's</b>				<b>20,370</b>	<b>64,298</b>	<b>51,386</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>					
4220	Books, Professional Development		B, C, D	1,037	0	448
4440	Media			0	0	225
4500	Supplies		A,B,C,D,E	0	2,434	2,685
4551	Printing				0	99
4700	Food Supplies		A	0	0	2,007
4750	Meals and Refreshments				0	0
<b>Sub-total, 4000's</b>				<b>1,037</b>	<b>2,434</b>	<b>5,464</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>					
5113	Consultant and Othr Services, Speaker		A	4,500	6,600	93,388
5120	Contracts/Speakers, Professional Development		A,B,C,D,E	0	0	
5200	Travel and Conference Expenses		A,B,C,D,E	988	17,276	33,330
5207	Cell Phone Allowance			0	0	0
5310	Dues and Memberships		A	0	0	292
5611	Bus/Car Rentals		D, E	0	1,192	2,116
5621	Software Leases/Licensing, DE Training		A,D,E		6,000	20,483
5801	Advertising, Vets, Disabilities, Adult Learners		A	0	0	
5809	Student Travel/Conferences		E	0	4,963	6,250
5815	Promotional, Vets		A	0	262	8,824
<b>Sub-total, 5000's</b>				<b>5,488</b>	<b>36,293</b>	<b>164,684</b>
<b>6000</b>	<b>Capital Outlay</b>					
<b>6300</b>	<b>Library Books/Expansion</b>					
6400	Computer Equipment			0	0	4,226
6420	Computer/IT Equipment			0	0	0
<b>Sub-total, 6000's</b>				<b>0</b>	<b>0</b>	<b>4,226</b>
<b>7000</b>	<b>Other Outgo</b>					
7600	Other Student Aid			0	0	134,000
<b>Sub-total, 7000's</b>				<b>0</b>	<b>0</b>	<b>134,000</b>
<b>Grand Total (Total Expenditures Cannot Exceed the Student Equity Allocation)</b>				<b>157,160</b>	<b>488,411</b>	<b>795,847</b>

**San Bernardino Community College District CRAFTON HILLS COLLEGE**

Table 4 describes the **2017-2018** Equity allocation, as well as the ways in which the college is integrating funding streams to advance the equity agenda.

Table 4. 2017-2018 Planned Equity Expenditures, and Sources of Additional Funding

Equity Funding, 2017-18			Amount			
Equity Allocation			577,121			
Prior Year, Expended by December 30 (25)			162,830			
Total Annual Budget			739,951			
Object	Description	Equity Goal(s)	Equity	SSSP	BSI	Other
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>					
1201	Certificated Manager	A,B,C,D,D	49,899			
1283	DE Coordinator	A,B,C,D,E	42,755			
1283	Veterans Resource Coordinator	A, B, C, D, E	45,366	45,366		
1283	Professional Development Coord	A,B,C,D,E	22,374			22,734
1480	Foster Youth Counselor	B	20,422			20,422
1480	Re-Entry Counselor	A,D,E	0			32,971
1480	Mathematics Instructor Non-Inst	C	8,000			
<b>Sub-total, 1000's</b>			<b>188,817</b>	<b>45,366</b>	<b>0</b>	<b>76,127</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>					
2181	Research Assistant	A,B,C,D,E	27,391	27,391		
2181	Student Success Advisor	B,C	0	54,456		
2181	Assistive Technology Specialist	A, B, C, D, E	25,875			25,875
2181	Administrative Assistant, SS and Equity	A,B,C,D,E	15,394			
2380	Student Workers Tutoring, EOPS	A	30,000			
2381	Tutors, Non-Student Hourly	B,C	20,000			
2386	Research Assistant, Substitute	A,B,C,D,E	13,500	13,500		
2390	Student Workers, CalWORKS	B,C,D,E	6,856			
2400	Tutors, Instructional Aides Hourly	B,C	63,000		5,000	
2401	Tutoring Leads, Non-Student Inst Aides	B,C	63,000		30,000	
<b>Sub-total, 2000's</b>			<b>265,016</b>	<b>95,347</b>	<b>35,000</b>	<b>25,875</b>
<b>3000</b>	<b>Employee Benefits</b>					
3xxx	Distance Education Coord.	A,B,C,D,E	14,060			
3xxx	Veterans Resource Coordinator	A, B, C, D, E	12,622	27,478		
3xxx	Student Personnel Admin	A,B,C,D,E	17,739			
3xxx	Professional Development Coord.	A,B,C,D,E	4,855			
3xxx	Foster Youth Counselor	B	9,050			22,031
3xxx	Re-Entry Counselor	A,D,E	0		16,571	
3xxx	Research Assistant	A,B,C,D,E	13,160			
3xxx	Student Success Advisor	B,C	0		30,264	
3xxx	Assistive Technology Specialist	C	15,073			
3xxx	Tutors, Non-Student Hourly & Non St Inst	B	12,583		4,750	
<b>Sub-total, 3000's</b>			<b>99,142</b>	<b>51,585</b>		<b>22,031</b>

**San Bernardino Community College District CRAFTON HILLS COLLEGE**

<b>4000</b>	<b>Supplies &amp; Materials</b>					
<b>4220</b>	Books, Professional Development	B, C, D	0			
<b>4440</b>	Media		0			
<b>4500</b>	Supplies	A,B,C,D,E	3,510	4,669	1,500	
<b>4551</b>	Printing		0	1,000		
<b>4700</b>	Food Supplies	A	5,960			
<b>4750</b>	Meals and Refreshments		6,463	2,000		
<b>Sub-total, 4000's</b>			<b>15,933</b>	<b>7,669</b>	<b>1,500</b>	<b>0</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>					
<b>5113</b>	Consultant and Othr Services, Speaker	A	54,010		500	
<b>5200</b>	Travel and Conference Expenses	A,B,C,D,E	20,000	30,000	20,500	
<b>5207</b>	Cell Phone Allowance		180			
<b>5310</b>	Dues and Memberships	A	300			
<b>5611</b>	Bus/Car Rentals	D, E	11,000			1,000
<b>5809</b>	Student Travel/Conferences	E	46,171			
<b>Sub-total, 5000's</b>			<b>131,661</b>	<b>30,000</b>	<b>21,000</b>	<b>1,000</b>
<b>6000</b>	<b>Capital Outlay</b>					
<b>6300</b>	<b>Library Books/Expansion</b>	B,D,E	17,800	0	17,800	0
6420	Computer/IT Equipment	A,B	21,583	0	0	0
<b>Sub-total, 6000's</b>			<b>39,383</b>	<b>0</b>	<b>17,800</b>	<b>0</b>
<b>Total Planned Expenditures by Funding Source</b>			<b>739,951</b>	<b>229,967</b>	<b>75,300</b>	<b>125,033</b>
<b>Grand Total Planned Expenditures, Equity Efforts</b>						<b>1,170,251</b>

To summarize, the College will expend a total of \$1,170,251 in 2017-2018 from a variety of funding streams to improve equitable outcomes for all its students. Interventions selected to remedy disproportionate impact will also be embedded in the Integrated Equity/SSSP/BSI Plan, and will align with the college's eventual Guided Pathways approach.

### Contact Person/Student Equity Coordinator

The contact person and Student Equity Coordinator for Crafton Hills College is Dr. Rebeccah Warren-Marlatt, Vice President of Student Services.

#### Coordinator, Student Equity

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## Executive Summary Endnotes

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<sup>i</sup> Gamboa, B. (2017). *Improvement in Student Equity Gaps from 2013-14 to 2016-17*. Research Brief RRN 1803. Retrieved from the CHC OIERP Website 11/10/2017. <http://www.craftonhills.edu/about-chc/research-and-planning/research-briefs-and-reports/institutional-effectiveness-studies/documents/rrn-1803-equity-gap-improvements-1314to1617.pdf>

<sup>ii</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>iii</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>iv</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>v</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>

<sup>vi</sup> Wurtz, K. (2015). *Relationship between CHC Study Skills Courses and Basic Skills Course Success*. Research Brief RRN I, 040. Retrieved from CHC OIERP Website 11/12/2017. [http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1415\\_CHCandBasicSkillsCourses\\_Brief.pdf](http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1415_CHCandBasicSkillsCourses_Brief.pdf)

<sup>vii</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>viii</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>ix</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-relationshipofsiparticipationtocoursesuccess-final.pdf>