

2025-2028

EXECUTIVE SUMMARY

STUDENT EQUITY PLAN



Executive Summary

The three-year (2025-2028) Crafton Hills College Student Equity Plan is a result of reflection and evaluation of the 2022-25 Equity Plan. The college used the previous Equity Plan to monitor to lead our institutional self-evaluation process that includes the collection and reflection of five equity metrics on a yearly basis. This yearly evaluation helped us focus on addressing equity in the classroom success, and services, specifically addresses strategies for Hispanic/Latinx and African American/Black students.

This has created a culture of equity demonstrated through Crafton Hills College curriculum and instructional programs, support services, diversity programming, and professional development activities.

Equity Themes and Budgeted Initiatives

The initiatives that Crafton Hills College will undertake and financially support reflect an emphasis on one or more of the following themes: (a) targeted outreach, marketing, and creating a sense of belonging; (b) curriculum review and development, instructional techniques, and student support-based strategies; (c) professional development and hiring practices; and (d) increased data tracking and analysis.

Targeted Outreach, Marketing, and Creating a Sense of Belonging

Crafton Hills College is committed to strengthening its cultural responsiveness and ensuring that students from all backgrounds, particularly African American/Black and Hispanic/Latinx communities, feel seen, valued, and supported. This theme captures our intentional efforts to deepen community connections, enhance our outreach and marketing strategies, and foster a strong sense of belonging across campus.

Targeted Outreach and Partnerships

To better serve our diverse student body, the college is expanding its targeted outreach initiatives by forming strategic partnerships with key community-based organizations such as 100 Black Men of the Inland Empire and 100 Black Women of the Inland Empire. Through these collaborations, CHC will co-host community events, offer college resource workshops, and create pathways that encourage African American/Black, Asian and Hispanic/Latinx students to engage early and often with college services. Outreach activities will not only focus on prospective students but will also include invitations to families, recognizing the key role they play in students' educational journeys.

Culturally Responsive Programming and Learning Communities

In alignment with statewide best practices, CHC is exploring the development and expansion of culturally responsive learning communities for African American/Black and Hispanic/Latinx students. These will be designed to build strong, affirming on campus communities. These programs focus on fostering academic success, leadership development, and personal growth, all within a supportive environment that honors students' cultural identities and lived experiences.

Marketing and Communication Strategies

Crafton Hills College will continue to leverage culturally relevant marketing and communications to ensure that our materials, campaigns, and outreach reflect the diversity of our student body. Marketing efforts will include multilingual materials, inclusive imagery, storytelling that highlights the achievements of diverse alumni, and promotional campaigns tied to cultural heritage months and celebrations.

Creating a Sense of Belonging

Central to these efforts is the intentional creation of a campus climate where every student feels a deep sense of belonging. The college is planning and hosting regular on-campus events that celebrate African American/Black and Hispanic/Latinx heritage, including cultural festivals, guest speaker series, panel discussions, and recognition ceremonies. These events will not only recognize students' cultural backgrounds but will also provide direct access to college resources such as financial aid, counseling, and transfer services.

Additionally, the establishment of a Multicultural Center is a key part of this strategy. This center will serve as a welcoming hub for all students, offering a space for cultural exploration, community-building activities, academic support, and leadership development.

By intertwining targeted outreach, culturally relevant marketing, strategic community partnerships, and intentional efforts to build a keen sense of belonging, Crafton Hills College reaffirms its commitment to being an inclusive and equity-centered institution where all students can thrive.

Curriculum, Instructional, and Student Support-Based Strategies

Crafton Hills College (CHC) is committed to embedding equity and inclusion into every aspect of the student academic experience, from curriculum design to instructional delivery and comprehensive student support services. This theme reflects an intentional and holistic approach to closing equity gaps and fostering an environment where all students can thrive.

Curriculum and Instructional Innovations:

The college has initiated a systematic review of curriculum with a focus on integrating equity-minded practices into all course outlines. Faculty are encouraged to intentionally design courses that reflect diverse perspectives, reduce barriers to success, and create inclusive learning environments. A major highlight of these efforts is the expansion of Ethnic Studies offerings, including new African American/Black Studies courses, which provide students the opportunity to explore, celebrate, and critically engage with their own and others' cultural heritages through an academic lens.

Instructional support has also been strategically enhanced through the deployment of embedded tutors and supplemental instruction in gateway and high-enrollment courses, particularly those with a significant representation of African American/Black and Hispanic/Latinx students. These academic interventions are aimed at providing students with timely and targeted assistance to improve course success rates and persistence.

Targeted Student Support Services:

Faculty and staff actively use Starfish to identify students at key academic milestones and connect them with critical campus resources, including counseling, and tutoring. The College Library has expanded its collection to include culturally relevant research resources and now offers 24/7 librarian support, ensuring that students have continuous access to academic help whenever they need it.

Redesigned Counseling and Completion Support:

In a bold reimagining of its counseling services, CHC has implemented a redesigned counseling model that aligns support with students' progress toward their educational goals. This model emphasizes initiative-taking engagement and deeper relationship-building through the integration of newly hired Completion Coaches. These coaches work closely with students to offer personalized academic planning, motivation, and connections to campus and community resources, with special attention given to historically marginalized populations.

Institutional Commitment to Equity and Inclusion:

Recognizing that sustainable change requires systemic alignment, CHC has embedded Diversity, Equity, and Inclusion (DEI) principles into all major institutional processes, including program review, curriculum review, faculty evaluation, and the student learning outcomes (SLO) assessment cycle. This ensures that equity is not a peripheral initiative but a core standard by which the college measures the quality and effectiveness of its academic and student services programs.

Through these coordinated efforts, Crafton Hills College is not only advancing academic excellence but also fostering a community of belonging, support, and empowerment for all students—particularly those from historically underrepresented groups.

Professional Development, Hiring Practices, and Data-Driven Strategies

Crafton Hills College (CHC) is deeply committed to advancing equity through intentional, systemic efforts focused on building faculty and staff capacity, diversifying our workforce, and leveraging data for continuous improvement aligned with the CCCCCO's Vision for Success goals. Equity work at CHC is embedded across academic instruction, student support services, and institutional operations to foster an inclusive environment where all students can thrive.

Equity-Focused Professional Development

CHC continues to prioritize robust and ongoing professional development to equip faculty, staff, and administrators with the tools necessary to foster equitable learning and support environments. As a partner with the USC Race and Equity Center, CHC provides structured training opportunities on culturally responsive teaching, equity-minded student services, anti-racism, and critical data analysis practices.

In addition to in-house training, CHC actively supports participation in national and statewide conferences that enhance professional growth and equity expertise, including:

- **NCORE** (National Conference on Race and Ethnicity in Higher Education)
- **HACU** (Hispanic Association of Colleges and Universities) Conference
- **A²MEND** (African American Male Education Network and Development) Conference
- **APAHE** (Asian Pacific Americans in Higher Education) Conference

Workshops and seminars center on the lived experiences of African American/Black, Hispanic/Latinx, and other historically underrepresented students, preparing faculty and staff to effectively address barriers to student success and cultivate more inclusive learning environments.

Equity-Minded Hiring and Retention Practices

Recognizing the vital role of a diverse faculty and staff in advancing equity, CHC has strengthened hiring practices with an intentional focus on recruiting, hiring, and retaining individuals from underrepresented communities, particularly African American/Black and Hispanic/Latinx populations.

Key strategies include:

- Requiring implicit bias training for human resources.
- Proactively conducting targeted outreach to attract a more representative pool of candidates.

These measures aim to create a workforce that mirrors the diversity of CHC's student body and supports a culturally affirming campus climate.

Increased Data Tracking, Literacy, and Equity Analysis

Crafton Hills College has committed to building a culture of data literacy to ensure that equity is at the center of all institutional practices. Faculty and staff are being trained to engage in evidence-based conversations that prioritize closing equity gaps through:

- Access to disaggregated course success, retention, and transfer data by ethnicity, gender, and other demographics at the class, program, and activity levels.
- Expansion of real-time tracking tools such as Starfish, the Vision for Success dashboards, and customized internal equity reports.
- Focused analysis on usage of key student services (e.g., tutoring, counseling, financial support) to identify and address underutilization by disproportionately impacted groups. This data-driven approach enables timely interventions, supports resource allocation, and fosters continuous institutional learning.

Student Services Leadership in Vision Alignment Report

Student Services has taken a leading role in **Vision Alignment Report** through the development and management of equity audits. This ongoing work includes:

- Tracking progress toward meeting student equity and success metrics.
- Monitoring enrollment, retention, persistence, completion, and transfer outcomes.
- Designing and implementing targeted outreach and support programs for students from historically marginalized communities.

Student Services also coordinates cross-campus collaborations to maintain accountability and ensure that campus initiatives align with statewide equity priorities.

Conclusion

Through targeted professional development, strategic hiring practices, and an intensified focus on data tracking and analysis, Crafton Hills College is building a strong infrastructure for sustained equity advancement. These efforts not only support closing equity gaps but also foster a campus culture rooted in inclusivity, belonging, and student success. Together, these strategies reflect CHC's deep and enduring commitment to creating an equitable educational environment, in full alignment with the CCCCCO's statewide equity initiatives.

Student Equity Budgeting 25-2028

In addition to the proposed priorities listed below that are essential in making transformative changes around racial equity, CHC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with the Student Equity Plan Goals.

The California Community Colleges Chancellor's Office (CCCCO) and Legislature (SB (Senate Bill) 1456 & SB 860) have provided significant funding to increase student success and equity in community colleges. CHC has used the funding in a variety of ways including the funding of positions, professional development, programs, and services to meet the requirements of the legislature, increase student success, and close equity gaps.

**Total Student Equity and Achievement (SEA) Allocation
Amount**

\$2,446,110

Expenditure Type	Amount
1000 - Instructional Salaries	\$550,478
2000 - Non-Instructional Salaries	\$691,291
3000 - Employee Benefits	\$640,611
4000 - Supplies and Materials	\$33,000
5000 - Other Operating Expenses and Services	\$530,730
6000 - Capital Outlay	\$0
7000 - Other Outgo	\$0
Total Expenditures	\$2,446,110

Assessment of the progress made in achieving identified goals

Our college's progress towards achieving our stated goals takes the form of structural institutional processes or practices that are conducive to taking substantive equity-minded action across our programs and the evidence we have to date concerning the effects of those processes.

Structural Processes/Institutional Practices

One institutional practice that is foundational to successfully implementing a broad-based equity agenda is our continued emphasis on working with disaggregated data, both at the class or section-level and the program activity-level, with an eye towards identifying instances of disproportionate impact and employing processes or practices meant to systematically address them. A growing number of our college's faculty examine their disaggregated section-level data and employ a set of effective equity-minded strategies gathered via training received from the USC Race & Equity Center to address observed gaps. Similarly, our student services units examine disaggregated data for African American/Black, Hispanic and Economic Disadvantage students based on specific services they offer with a focus on creating pathways for equitable access to those services. Such work is done on an ongoing basis, with proper support and leadership by key stakeholders, including the college's vice presidents.

A second practice maintaining an emphasis on equity-minded practices is our program review and student learning processes that specifically requires programs and faculty to regularly reflect on disaggregated data—including the forthcoming student learning outcomes and service area outcomes data at the student-level—to develop plans for enhancing equitable student outcomes in their respective programs and support services.

Evidence of Progress Towards Equity Goals

Based on the student success metrics, the college has improved on equity goals but has not closed equity gaps in 4 out of the 5 metrics identified in the original 2022-2025 equity plan:

Increase the percentage of African American/Black students who apply and enroll at Crafton Hills College			
Projection			
Baseline	Year 1	Year 2	Year 3
17-18	22-23	23-24	24-25
33.4%	33.4 to 33.6%	33.6 to 33.9%	33.9 to 34.1%
194/581	195/581	197/581	198/581
Observable		Target Met	
		37.7%	
		188/498	
Increase the number of Hispanic/Latinx students to completing transfer level Math and English within the first year.			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
17.4%	17.4 to 18.1%	18.1 to 18.9%	18.9 to 19.6%
158/909	165/909	172/909	178/909
Observable		Target Not Met	
		18.2%	
		267/1471	

Increase the percentage of African American/Black students persisting from fall to spring			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
56.2%	56.2 to 56.8%	56.8 to 57.3%	57.3 to 57.9%
104/185	105/185	106/185	107/185
Observable		Target Not Met	
		56.3%	
		103/183	
Increase the number of African American/Black students to obtain a degree or certificate attainment.			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
5.9%	5.9 to 6.1 %	6.1 to 6.2%	6.2 to 6.3%
21/353	22/353	22/353	22/353
Observable		Target Not Met	
		5.8%	
		27/466	

STUDENT GOALS

Key Metrics

The CHC Student Equity Plan serves an integral role in mapping the College's path to intensify students' sense of belongingness. The College is committed to:

 • Increase the percentage of Asian, African American/Black, and White students who apply and enroll at CHC in the same year.	
 • Increase the percentage of Hispanic/Latinx and First-Generation students completing transfer level Math and English.	 • Increase the percentage of Hispanic, First Generation and African American/Black, students persisting from fall to spring.
 • Increase the percentage of Hispanics, African American/Black Males, First Generation and Econ Disadvantage students' degree or certificate attainment.	 • Increase the percentage of Hispanic/Latinx, First Generation and White Male students transferring to a four-year institution.

STUDENT POPULATIONS EXPERIENCE DISPROPORTIONATE IMPACT

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment-DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205
Completed Both Transfer-Level Math & English- DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30
Persistence: First Primary Term to Secondary Term- DI Student Populations						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35
Completion- DI Student Populations						
Econ Disadvantage Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

CONTACTS

Name	Responsibility	Email	Phone Number
Dr. Delmy Spencer	Project Lead	dspencer@craftonhills.edu	(909) 389-3355
Dr. Giovanni Sosa	Alternate Project Lead	gsosa@craftonhills.edu	(909) 389-3206
Dr. Kevin Horan	Approver: Chancellor/President	khoran@craftonhills.edu	(909) 389-3201
Mr. Michael Strong	Approver: Chief Business Officer	mstrong@craftonhills.edu	(909) 389-3210
Dr. Keith Wurtz	Approver: Chief Instructional Officer	kwurtz@craftonhills.edu	(909) 389-3202
Dr. Delmy Spencer	Approver: Chief Student Services Officer	dspencer@craftonhills.edu	(909) 389-3355
Ms. Natalie Lopez	Approver: Academic Senate President	nalopez@craftonhills.edu	(990) 389-3551
Dr. Keith Wurtz	Approver: Guided Pathways Coordinator/Lead	kwurtz@craftonhills.edu	(909) 389-3202

METRIC – SUCESSFUL ENROLLMENT

			Goal 1: Eliminate Disproportionate Impact Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment- DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student

Population

A primary goal of the Educational Master Plan is to identify and dismantle systemic barriers impeding student enrollment. To support this goal, the plan mandates strategic outreach initiatives specifically tailored to engage and support disproportionately impacted students and other special populations.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Develop culturally relevant marketing and recruitment materials	Ensure students see themselves represented in promotional materials	Engagement metrics (clicks, shares, inquiries), application numbers from targeted groups	Summer 2025	Michelle Riggs
Host targeted outreach events for Black,	Increase awareness of college programs	Attendance at events, application	Fall 2025 –	Willie Blackmon

Asian, and White students	and resources among diverse student populations	submissions from attendees	Spring 2026	
High School Outreach Visits	Engage high school students through college presentations.	Host 6 visits; 30 students per group express interest; 10 from each group apply.	Fall 2025 – Spring 2026	Willie Blackmon
College Application Support Workshops	Provide hands-on application assistance to reduce barriers.	Conduct 4 workshops; 20 students per group attend; at least 10 per group submit applications.	Fall 2025 – Spring 2026	Willie Blackmon
Parent Information Nights	Inform parents about college benefits and support services.	Host 3 events; 25 families attend per group; 75% report increased confidence in supporting enrollment.	Fall 2025 – Spring 2026	Willie Blackmon
Dual Enrollment Promotion	Introduce high school students to Crafton Hills via dual enrollment.	Partner with 4 feeder schools; enroll targeted POC students 10 per site in dual credit courses.	Fall 2025 – Spring 2026	Willie Blackmon
Faith & Community Organization Partnerships	Leverage trusted spaces to promote Crafton Hills College.	Collaborate with 6 organizations; host info tables or talks	Fall 2025 – Spring 2026	Willie Blackmon
Campus Tour Days for Diverse Communities	Provide personalized group tours for Black, Asian, and White prospective students.	targeted tour days; 25 attendees per group; 10 per group apply post-tour	Fall 2025 – Spring 2026	Willie Blackmon
Cultural Club Collaboration Events	Partner with student clubs to co-host events that attract	6 events hosted	Fall 2025 – Spring 2026	Willie Blackmon

	diverse students.			
Establish consistent counselor presence in local high schools, offer financial aid workshops, attend back-to-school nights, and provide early course advisement specifically targeting Black & African American and Latinx.	Increase early connections to Crafton and facilitate seamless high school-to-college transitions.	Track enrollment numbers year over year for partner high schools.	Fall 2025 – Spring 2026	Ivan Pena
Early Counseling & Peer Connection Initiatives: Require two counselor contacts per semester and create peer support groups based on major or course completion status specifically targeting Black & African American and Latinx.	Build stronger advising relationships and peer networks to boost enrollment and retention.	Track counseling appointments and persistence rates for students receiving early intervention.	Fall 2025	Ivan Pena

METRIC – COMPLETED BOTH TRANSFER -LEVEL MATH AND ENGLISH

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completed Both Transfer-Level math & English-DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30
Completion of Both Transfer Level Math & English Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.						
ACTIVITY	OBJECTIVE	MEASURABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY		
Increase awareness of the importance of transfer-level Math & English completion	Ensure students understand the benefits of early completion for transfer and degree attainment	80% of surveyed students report awareness of Math & English transfer-level importance; 5% increase in completion rates	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan Lead)		
Conduct Starfish early intervention for at-risk students	Identify struggling students and provide targeted support	75% of DI students participate in support services; 10% increase in retention and completion rates in Math & English	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan)		

“Cohort Learning Models for Fall and Spring” Learning communities for DI populations	Encourage student completion of Math & English within their first year by pairing Math & English courses with other Cal-GETC required courses	80% of DI students will complete Math & English within their first year	Fall 2026	Counseling and Instruction (Ivan, Jeff & Sara)
Math & English in the first-year campaign	Create student awareness about the importance of completing Math & English with their first year	75% of first year DI students will know about the importance of completing Math & English within their first year	Fall 2025	Counseling (Ivan Pena) and Marketing (Michelle Riggs)
Embedded tutor support	increased student support in and out of the classroom	Higher success and retention rates	Ongoing since Fall 2019	Math and English (Dani and Lauren)
Increase co-requisite/lab courses	Improve success rates in gateway courses, especially for DI students.	Ongoing since Fall 2019 increase in course completion rates in co-requisite/lab courses compared to traditional sections, disaggregated by student demographics.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Implement more project-based learning	improve student retention and completion through increased engagement.	Comparison of retention and completion rates in courses with project-based learning versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
More formative assessments	Improve student learning outcomes and reduce failure	Comparison of student performance and failure rates in courses with	Ongoing (Annual Increases)	Math and English (Dani and Lauren)

	rates.	increased formative assessment versus those without.		
Significantly revised curriculum to be culturally responsive and equitable	Improve engagement and relevance for diverse student populations.	Qualitative feedback from students (especially DI groups) regarding the increased relevance and engagement with the revised curriculum.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
First Year Registration Fairs: Offer fairs/workshops with on-the-spot counseling and class registration support during Senior Day to encourage early enrollment in transfer-level English and Math.	Improve on-time enrollment in foundational coursework.	10–15% increase in first-year students enrolled in transfer-level Math and English.	Fall 2025	Counseling, Outreach & Enrollment Services. (Student Senate)
Study Group Integration: Encourage professors and tutoring centers to organize and incentivize class-specific or major-specific study groups.	Improve course completion and peer support in high-impact courses.	Track retention and pass rates for courses with study groups.	Fall 2025	Tutoring Center, Academic Departments, Faculty. (Student Senate)
Cohort Learning Models for Fall and Spring: Pilot learning cohorts with high impact instructors where students complete Math and English	Build learning communities and promote accountability.	Track cohort persistence and completion rates compared to non-cohort peers.	Fall 2026	Instruction Office, Counseling, Equity. (Student Senate)

together within their first year specifically targeting Black & African American and Latinx.				
--	--	--	--	--

METRIC – PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS						
The successful enrollment of a student from one primary term to the next.						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35
Persistence Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.						
ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES		TIMELINE	RESPONSIBLE PARTY	
Career Star Program	Target 1st generation students by developing their career readiness skills will motivate students to reach their career goals and will increase their persistence to remain in school.	First generation students that participate in the program		Fall 2025	Career Center (Trinette Barrie)	
Increase CSSG for underrepresented students	Target students who are close to 12 or 15 units to be eligible or increase the CSSG grant.	Increase in CSSG awards.		Ongoing	Financial Aid Staff	

Host cultural events highlighting Hispanic, Black and African traditions, countries, and customs	Increase sense of belonging among Latin X students, and Black and African students	Host 4 Latinx & 4 Black and African students related student activities and campus support programs	Ongoing	Ericka Paddock
Provide curriculum training throughout the year that provides strategies that focus on equity across all disciplines.	Target workshops that include project base learning and formatives assessment for faculty to integrate these within courses with faculty. Include at least one sample assignment that shows how equity is addressed in the course for all revised CORs. This assignment should demonstrate how equity is incorporated into the course, not just say it will be implemented.	Host at least 3 PD workshops per year.	Fall 20206	Keith Wurtz and Sara Butler
Arrange cultural events celebrating various LGBT traditions, historical figures, and accomplishments	Increase sense of belonging among LGBT students	Host 4 LGBT focused student activities and campus support programs	Ongoing	Ericka Paddock
Increase marketing to scale the use of the	Ensure access to resources such as	Analysis of Student ID (SID) Data	Ongoing	Erika Sherman/ Ericka Paddock

Basic Needs Resource Center	food, housing, transportation, and mental health services for all students	collected from use of various pantry services		
Increase faculty use of Starfish Early alert	Catch more students who are struggling early on and guide them to resources sooner.	Percentage increase in faculty submitting Early Alert flags per term.	Ongoing (Annual Goal)	Breanna Brighton
Increase tutoring availability	Provide support for students struggling with course materials	Number of tutoring hours offered per week/term.	Ongoing	Sara Butler
Explore childcare or after school programing for finals weeks to promote study jams for students	Support parents who need to take classes when children are not in school	At least 10% of current CalWORKs/CARE student parents will participate in finals study jams.	Fall 2025 - Spring 2027	Latesha Hagler
Expand Roadrunner Rally to include evening family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Ongoing	Counseling, Student and Financial Aid (Ivan Pena, Veronica Leahman)
Host dedicated Veteran Informational	Increase veteran student retention year over year	Fall-to-fall retention rate for veteran students increases by	Ongoing	Willie Blackmon

sessions		10% over two years		
Continue veteran-focused tutoring and study groups	Enhance academic success and GPA averages of veteran students	Participating students improve GPA by at least 0.25 points within one academic year	Ongoing	Willie Blackmon
Run stress management, mindfulness, and wellness programs	Support academic success and reduce mental health barriers	Usage of Health Services/partnerships	Ongoing	Willie Blackmon
Create workshops on translating military experience to civilian careers	Support successful career transitions for graduating veterans	Pull numbers of veteran graduates employed or in grad school within 6 months	Ongoing	Willie Blackmon and Ivan Pena
Promote veterans resource center/lounge	Strengthen social integration and community	Increase number visits into center	Ongoing	Willie Blackmon
Promote Credit for Prior Learning (CPL) and credit for work/life experience	Accelerate degree completion and reduce time-to-graduation	Pull numbers of those who applied for CPL review	Ongoing	Dan Word and Larry Aycok
Celebrate adult learner achievements	Increase sense of belonging and motivation	Appreciation events held once a semester	Ongoing	Willie Blackmon
Provide certificates, recognition, and possible perks to students who reach specific academic milestones (e.g., GPA thresholds, Dean's List).	Increase motivation and reinforce positive academic behaviors.	10–15% increase in fall-to-spring persistence among participating students.	Fall 2025	Ivan Pena and Ericka Paddock
What to Do If You Fail a Class Workshop: Host recurring workshops demystifying academic setbacks and highlighting	Help students bounce back from academic probation or failed classes.	Track workshop attendance and post-workshop survey results; reduction in withdrawal/dropout rates.	Fall 2025 Ongoing (Termly)	Sara Butler and Ivan Pena

recovery options specifically targeting Black & African American and Latinx.				
Host panels with alumni from different program pathways to share stories with first-year students specifically targeting Black & African American and Latinx.	Increase student sense of purpose and confidence in completing their programs.	Track participation and use focus groups to evaluate impact on student motivation.	Fall 2025 Ongoing (Termly)	Transfer Center, Student Life, Alumni Relations. (Student Senate)
Conduct personalized calls, texts, and Canvas/Starfish messages from Categorical Programs (EOPS, Veterans etc.) staff, peer mentors, and completion coaches at key registration periods specifically targeting Black & African American and Latinx.	Prevent stop-outs and boost persistence through timely and personalized communication.	70% of Categorical students persist; increase enrollment during priority registration by 8%.	Fall 2025	Categorical Team, Peer Mentors, Completion Coaches, Counseling. (Ivan All Depts)
Implement required mid-semester check-ins and planning tools for continuing students specifically targeting Black & African American and Latinx.	Encourage continuous enrollment planning and counselor engagement.	SEP update rates and student self-report survey data.	Fall 2025	Counseling, Office of Institutional Research. (Ivan All Depts)
Use disaggregated data to identify students at risk of not persisting and tailor outreach.	Address barriers through targeted, equity-informed intervention.	Reduced equity gaps in persistence by race, income, and other student characteristics.	Fall 2025	Office of Institutional Research, Categorical Programs, Equity

				Office. (Ivan All Depts)
MESA Success Plan - Starfish	Ensure that MESA students are meeting semesterly requirements (meeting with Director, active engagement, receiving kudos)	Resolved "to-dos", tracking activities (filtered), reporting in Starfish	Established Fall 2024; ongoing	Krysten Audibert
Targeted in reach/communication (disaggregate data included to prioritize African American/Black and Latinx students, and other historically underrepresented students in STEM)	Increase awareness and participation in MESA	Email receipts, MESA applications	Ongoing	Krysten Audibert
Incorporating STEM in cultural/affinity celebrations across campus	Increase sense of belonging of historically underrepresented groups in STEM	Committee involvement for various cultural/affinity celebrations, coordination of WHM events	Ongoing	Krysten Audibert
STEM/MESA Library Instruction workshops	Increase STEM/MESA student access to Library research	Students identify, locate, and understand original scholarly scientific research. Students incorporate scholarly voices into their writing seamlessly.	Ongoing, Summers	Natalie Lopez
Send groups of Black/ African students, faculty, staff, and Administrators to annual A2MEND	Increase sense of belonging among Black and African students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Early Spring	Ericka Paddock

Conference				
Send groups of Latinx students, faculty, staff, and Administrators to annual HACU Conference	Increase sense of belonging among Latinx students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Fall	Ericka Paddock
Explore and integrate community garden and food forward initiatives on campus (Basic Needs)	Establish Campus Garden Infrastructure	By Spring 2027, coordinate a team of volunteer's students, faculty, and staff to manage the garden, tracked through a volunteer registration system.	Fall 2026	Erica Sherman

METRIC – COMPLETION

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completion-DI Student Populations						
Econ Disadvantaged Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28
Completion Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years						
ACTIVITY	OBJECTIVE	MEASURABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY		
Enhance career and transfer readiness workshops	Support post-graduation success and long-term career stability	- 80% of AA male and first-gen students attend at least one career or transfer workshop - 15% increase in successful transfers to four-year institutions	End of each academic year	Career Services Coordinator, Transfer Center Coordinator		
Implement a new student orientation based on student unit count.	Students will receive short but timely and relevant information	65% of DI students will complete 15-unit, 30-unit, 45-unit orientation modules	Fall 2025	Dean of Student Services & Counseling. Counseling Co-		

	based on where they are in their unit count			Chairs
Provide Job Preparedness workshops for Certificate and associate degree completers	Identify Male and Hispanic to participate in specialized Job Readiness workshops.	50% of students will complete the Job Readiness workshop series upon completion of their certificate or AA Degree.	Fall 2026 and Spring of each academic year	Career Center Coordinator, Job Developer
Targeted outreach to specific populations (McLaren)	Identify general roadblocks indicated by other research and create outreach based on that data.	50% of target population will schedule and attend counseling sessions.	2026 Spring/Summer for upcoming year	Ivan Pena
Host family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Summer 2026 Ongoing	Ivan Pena and Willie Blackmon
Offer targeted re-engagement campaigns for near completers	Bring back stopped-out students who are close to finishing	≥40% re-enrollment of identified near-completers; ≥60% of them finish within 18 months	Ongoing	Willie Blackmon and Michelle Riggs
Work with adult learner advisory board for continuous	Improve program structures and	Implement 3 student-suggested changes per year: measure	Ongoing	Willie Blackmon

improvement feedback	supports to increase completion	impact via rising completion trends		
Launch a “near-completer” re-engagement campaign for veterans with 75%+ degree progress	Re-enroll stopped-out veterans and support them through graduation	Reach out to 50% of identified near-completers re-enroll	FA 25 - SP 26	Willie Blackmon
Host major and career workshops focused on exploration, especially for undecided students.	Support timely major selection to avoid excess units and delayed graduation.	Increased SEP updates; reduction in number of students with undeclared majors beyond their second semester.	Fall 2025	Career Center, Counseling. (Student Senate)
Expand the EOPS-style model to general counseling, integrating proactive outreach and required appointments.	Increase equity in access to academic planning and support.	Higher counselors contact rates; improved program completion for disproportionately impacted students.	Fall 2025	Counseling, EOPS, Completion Coaches. (Student Senate)
Offer resume and interview workshops, job fairs, and support services for students nearing graduation specifically targeting Black & African American and Latinx.	Prepare students for employment while reinforcing urgency to complete their coursework.	70 % of graduating students completing a resume and mock interview; increased job placement tracking.	Spring 2026	Career Center, Job Developer, Counseling. (Ivan All Depts)
Transfer Awareness Campaigns: Host themed events like “Rep Your College Day,” multi-campus Transfer Seminars, and Zoom-recorded workshops specifically targeting Black & African American and Latinx.	Normalize the transfer conversation early and often for all students.	Increase in students identifying a transfer goal on SEPs; 30–35% increase in transfer workshop participation.	Fall 2025	Transfer Center, Categorical Programs, Marketing. (Ivan All Depts)
New Student	Equip students	Increased completion	Fall 2025	Counseling,

Orientation Week: Launch orientation week with system-wide transfer information, university swag, and pathway awareness specifically targeting Black & African American and Latinx and their parents.	with early knowledge to support faster degree completion and transfer.	rates among orientation participants.		Student Life, Orientation Team. (Ivan All Depts)
Launch “Grad Check Week” with preliminary checks at 30 units, counseling availability, and incentives like food or giveaways specifically targeting Black & African American and Latinx.	Ensure students meet graduation requirements and complete petitions on time.	10–15% increase in students submitting graduation petitions on time.	Spring 2026	Counseling, Categorical Programs, Completion Coaches. (Ivan All Depts)
Create videos and workshops on application strategies, resume prep, and employer expectations; integrate social media campaigns specifically targeting Black & African American and Latinx.	Build confidence and clarity around job searching for graduates.	Resume completion and job-seeking readiness surveys; employer engagement at workshops.	Spring 2026	Career Center, Marketing, Student Life Office. (Ivan All Depts)
Offer resume/CV, and other professional development workshops tailored towards STEM (STEM literacy, scientific communication, oral presentations, etc.)	Increase students' confidence and preparedness for post-completion endeavors	Student attendance, SARS Tracking	Ongoing	Krysten Audibert, Career Center (collaboration)
Explore early alert	Facilitate early	Starfish	Summer 2025,	Krysten Audibert

feature in Starfish for MESA students	intervention efforts with MESA students before the end of the semester in order to connect them with applicable resources and support		ongoing	
MESA counseling campaigns	Work with counseling to implement targeted campaigns to schedule counseling appointments for MESA students	Increase the number of counseling appointments and updated educational plans for MESA students	Summer 2025, ongoing	Krysten Audibert, Counseling (Ivan, Ernesto)
Continue developing partnerships with business/industry partners	Build workforce and networking pathways for MESA students upon graduation	Establishment of STEM/MESA Industry Advisory Council	Summer 2025, ongoing	Krysten Audibert
Explore ways to beautify the campus in a representative way through culturally responsive murals and other public art projects.	Foster Sense of Belonging & Community	Increase in survey scores on questions related to "sense of belonging" and "campus pride" in annual climate surveys. • Attendance numbers for art unveiling ceremonies and related events. • Number of campus clubs or academic departments that formally use the artwork as a	Spring 2026	Mike Strong

		backdrop or meeting point for events.		
To enhance support, representation, and a sense of belonging for DI students at Crafton Hills College by securing on campus internships in the Multicultural Center.	A completed DSIG application, by June 30th deadline.	Number of students place in internships.	Spring 2026	Ericka Paddock

SECTION 10: METRIC – TRANSFERRED to A FOUR-YEAR COLLEGE

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12
Transfer Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.						
ACTIVITY	OBJECTIVE	MEASURABLE OUTCOMES		TIMELINE	RESPONSIBLE PARTY	
Strengthen academic counseling and transfer counseling	Increase awareness of transfer pathways for first gen and male students	15% increase in first gen and male student appointments with transfer counselors - 10% increase in completion of transfer applications		Each semester	Transfer Center, Counseling	
Offer financial aid literacy and scholarship support for transfer students	Reduce financial barriers to university enrollment	20% increase in FAFSA completion and scholarship applications for transfer-bound students - 10% increase in first gen and male students receiving transfer scholarships		Ongoing	Financial Aid, Student Equity	
Create 1-minute,	Be responsive to	Create 5 videos on		Summer	New Counseling	

short YouTube videos on how to use self-service and programs that students often utilize	students' needs by providing technical assistance with tools they are using.	using self-service, how to access your online course, etc.	2025	Model Committee, Counseling, Transfer Center, Completion Coaches
Create videos by Completion Coaches related to students' unit-based progress (0-14, 15-29, 30-44, 45-59, 60+) - what to expect, tips, timelines, etc.	Be responsive to students' experience by providing peer-to-peer advice as students' progress in their academic goals - what to expect, tips, timelines, etc.	Create 10 videos: 0-14, 15-29, 30-44, 45-59, 60+, It's time to apply for transfer, UCTAG, CC Intro video, What's Next? Transition from CHC to the University	Fall 2025	New Counseling Model Committee, Transfer Center, Career Center, Completion Coaches
Create website with FAQs based on unit load	Help students become informed: Empower students by providing FAQs based on unit load completion	Minimum 5 questions per unit completion: 0-14, 15-29, 30-44, 45-59, 60+	Fall 2025	New Counseling Model Community, Transfer Center, Career Center, Completion Coaches
Provide UTCC staff professional development around being race conscious	Be Race-Conscious: Train staff on culturally relevant practices to better-serve students of color	Invite Professor Danae Hart to provide a workshop to UTCC staff about implicit bias and microaggressions and how it affects our services to students.	Spring 2025	Mariana Macamay, Professor Danae Hart
Ask Universities to bring campus-based resources for students of color when they visit Crafton to meet with students (ex. clubs, organizations,	Be Intrusive: connect students of color to resources and opportunities at 4-year institutions	Number of visiting universities that bring specific resources/representatives for students of color during their campus visits to Crafton Hills College.	Ongoing (Annually)	Transfer Center Coordinator

scholarships, etc.)				
Implement the CSUSB MOU for transfer and target African American and Black & Latinx student by expanding awareness of the program.	Increase student awareness of the program through a marketing campaign and in reach efforts by our Completion Coaches. Partner with our Outreach team to promote the program with graduation high school seniors and school partners.	35% in graduating seniors will know about the Coyotes on the Horizon MOU with CSUSB	Fall 2025	Completion Coaches and Outreach Team
Increase coaching and guidance activities for students to best prepare themselves for developing competitive applications	Increase students' chances for transferring to their desired destination	75% of students with at least 45 units will be added to the Transfer Canvas page and 35% of students with at least 45 units will attend at least one transfer workshop during the Fall and Spring semester.	Fall 2025	Counseling / Transfer center
Hang posters of pathways in hallways of CCR (have them formatted in fun and student friendly manner... like a board game)	Increase student awareness of academic pathways and help students understand their options and are aware how to accomplish their goals.	Number of students who report increased understanding of pathways and how to achieve their goals (measured through surveys or focus groups).	End of Fall Term	Counseling and Marketing Breanna Brighton
Increase training for Library Support Staff to complete	Ensure affordable access to college with a ZTC Library pathway	Number of staff enrolled in the Library Support Staff Certificate Program.	Annually (Program Launch & Ongoing	Librarians Krista Ivy, Karol McCool, Ashley Montes, Natalie Lopez

Certificate Program			Recruitment)	
Continue partnership with all student support services (financial aid, Transfer Center, Career Center, Basic Needs, EOPS, etc.)	Increase MESA students' awareness of available resources, minimizing duplicated efforts to support special population students	Partnering/collaborating for specific events, activities, and other efforts	Ongoing	Krysten, Student Service Managers, and staff
Webpage development for STEM Center and MESA Program	Increase STEM student awareness of information related to transfer, including STEM transfer pathways & requirements, and available campus resources	Make individual edits and then collaborate with Kristi to reimage webpage	Ongoing	Krysten Audibert, Kristi Simmons, University Transfer Center
Host university representatives in STEM/MESA Center	Increase MESA student awareness of STEM programs at various 4-year universities, increase accessibility to university council	Have 3-4 universities facilitate tabling or informational sessions near/in the STEM/MESA Center	Spring 2025, ongoing	Krysten Audibert, University Transfer Center
Design STEM degree to career visuals (electronic and printed)	Demonstrate the versatility of different STEM degrees and career pathways for students upon graduation	Make visuals available in STEM/MESA Center and include in MESA student handbook and STEM/MESA newsletter	Summer 2025, ongoing	Krysten Audibert, Print Shop

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

- African American/ Black Students

a. Current Challenges/Barriers Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

The following analysis, based on institutional data, identifies current challenges and barriers Crafton Hills College faces in its efforts to support student equity. This assessment is based on a review of the college's progress in meeting key metrics related to African American/Black and Hispanic/Latinx student success, as outlined in the Student Equity Plan.

- **For African American/Black students:**
 - **Persistence:** A significant challenge is retaining African American/Black students from the fall to the spring semester.
 - **Degree or certificate attainment:** The college is working on increasing the number of African American/Black students obtaining degrees or certificates.

Crafton Hills College is committed to addressing the challenges in supporting African American/Black students, particularly in the areas of persistence and degree/certificate attainment. The college will be conducting further investigation into the underlying causes of these challenges to develop and implement effective strategies for improvement.

b. Action Plan

To effectively address and overcome these challenges, Crafton Hills College will implement a comprehensive action plan with the following key strategies:

1. Enhanced Support Services:

- The college will expand and enhance support services specifically designed to address the needs of African American/Black students.
- This will include targeted outreach for tutoring, mentoring programs, and academic counseling, with a focus on culturally relevant approaches.

2. Academic Support and Intervention:

- The college will implement targeted early alert to identify African American/Black students who are struggling academically and provide timely interventions.
- Supplemental instruction and targeted tutoring will be expanded in courses with high rates of failure among African American/Black students.

3. Foster a Sense of Belonging:

- The college will create a more inclusive and welcoming campus environment for African American/Black students.

- This will involve:
 - Providing cultural competency training for faculty and staff
 - Establishing student support groups and organizations
 - Celebrating Black history and culture through campus events

Collaboration Between Academic and Student Affairs

These strategies will be implemented through close collaboration between Instruction and Student Affairs.

- Instruction will be responsible for implementing changes to curriculum, instruction, and academic support.
- Student Affairs will focus on providing holistic support services, promoting a sense of belonging, and addressing students' non-academic needs.

Measures of Success

Success will be measured by tracking improvements in the following metrics:

- Increased fall-to-spring persistence rates for African American/Black students.
- Increased degree and certificate completion rates for African American/Black students.
- Improved student satisfaction and sense of belonging among African American/Black students, as measured through surveys and focus groups.

Resources, Structures, and Support

To effectively accomplish this action plan, Crafton Hills College will leverage the following resources, structures, and support:

- **Existing Funding:** The college will allocate existing funding from the Student Equity and Achievement Program, as well as other sources, to support these initiatives.
- **Grant Funding:** The college will seek external grant funding to expand and enhance these efforts.
- **Institutional Effectiveness:** The Office of Institutional Effectiveness will play a key role in data collection, analysis, and evaluation to ensure that the strategies are effective, and data driven.
- **Faculty and Staff Expertise:** The college will utilize the expertise of faculty and staff across Academic and Student Affairs, including counselors, instructors, and student support professionals.
- **Community Partnerships:** The college will partner with community organizations and agencies to provide additional resources and support to African American/Black students.

SECTION 12: STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,319	468	35%	549	42%
Spring 2023 Cohort (Comprehensive Ed	632	171	27%	214	34%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,469	473	32%	536	36%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	820	183	22%	202	25%

7. Summarize key strategies to continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

At Crafton Hills College, we have implemented a Student Success Team model that intentionally incorporates Completion Coaches to proactively ensure disproportionately impacted (DI) students receive a comprehensive education plan early in their academic journey. This model is aligned with our equity-focused Unit-Based Counseling structure, which organizes students into caseloads by unit ranges to ensure targeted support at critical milestones.

Leveraging Starfish, our Completion Coaches identify students who have not yet completed a comprehensive educational plan. We collaborate with our Office of Institutional Effectiveness to disaggregate this data by race, ethnicity, and other equity metrics to ensure DI students are prioritized in our outreach efforts. Campaigns are then launched by the Counseling Department during designated periods throughout the semester.

During these campaigns, Completion Coaches use a multi-tiered outreach strategy, including emails, phone calls, and text messages, to contact students who are missing an educational plan. These efforts begin with DI students and continue until all students in this group have been contacted at least twice before expanding outreach to the broader student population. Outreach efforts are warm, student-centered, and designed to reduce barriers to scheduling counseling appointments, following scripts that highlight the importance of planning and affirm the student's progress and potential.

This initiative-taking model represents a structural shift away from a traditional, student-initiated counseling approach. By embedding Completion Coaches in our Student Success Teams and using milestone-based data, we are transforming educational planning from a one-time transactional activity into a high-touch, equity-minded intervention.

Crafton Hills College remains committed to closing equity gaps and ensuring every student, especially those historically underserved, receives timely and comprehensive guidance to reach their educational goals.

8. Summarize key strategies to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Crafton Hills College has restructured its counseling services through the implementation of a Unit-Based Counseling Model designed to ensure all students, and DI students in particular, regardless of background, major, or goal, receive a comprehensive education plan early in their academic journey. This structural shift organizes students into caseloads based on unit completion (e.g., 0–14 units, 15–29 units, etc.), allowing Counseling Faculty and Completion Coaches to deliver timely, personalized guidance that aligns with a student's academic progress and career goals.

To promote early educational planning, our Completion Coaches initiate targeted campaigns each semester using Starfish data to identify students without a comprehensive plan. These campaigns involve multi-touchpoint outreach (text, email, and phone) that continues until students are scheduled with a counselor. While initial efforts prioritize DI populations, these campaigns expand to serve the entire student body once equity benchmarks are met. This model ensures a

scaled approach that is both equity-driven and inclusive.

Beyond outreach, the college integrates education planning into its onboarding experience, including within Summer Bridge cohorts and categorical programs. Our SOAR student onboarding process includes structured education plan development, and follow-up counseling appointments are scheduled to revisit and update these plans as students advance.

To maintain momentum, students are re-engaged at key academic milestones: undeclared students receive major exploration support between 15–30 units; transfer-intending students are encouraged to complete IGETC or CSU GE certifications between 30–45 units; and those nearing 60 units receive outreach for graduation checks. Our counselors also collaborate with instructional faculty, completion coaches, and career services to integrate career exploration into planning conversations, ensuring plans reflect long-term employment and transfer goals.

Through these intentional strategies, rooted in structure, accountability, and equity, Crafton Hills College is ensuring that all students are supported with timely, comprehensive planning that promotes academic momentum, enhances retention, and prepares them for successful transfer and career outcomes.

Key Campus Collaborators The CHC Equity Plan goals and action items were developed during the spring 2025 in collaboration with the following CHC campus stakeholders:	• Academic Senate • Classified Senate • Student Senate • Counseling Department • English Department • Outreach Department • Math Department • Office of Institutional Effectiveness, Research & Planning	• Professional Development Committee • Student Equity and Achievement Committee • Student Services Council
--	--	--

Governance Group Equity Plan Approval

Student Equity and Achievement Committee – September 22, 2025

Academic Senate – October 1, 2025

Classified Senate – October 10, 2025

Student Senate – October 3, 2025

Crafton Hills College Council – October 14, 2025

San Bernardino Community College Board of Trustees – November 13, 2025