



**Executive Summary  
2022-2025  
Student Equity Plan**



**CRAFTON HILLS**  
COLLEGE

## **Executive Summary**

The five-year (2022-2027) Crafton Hills College Student Equity Plan is a result of a two-year institutional self-evaluation process that includes the collection and reflection of our quantitative and qualitative race-specific institutional data. This data helped us identify and address disproportionately impacted students. The outcomes of the research focus on addressing equity in the classroom success, services and reducing costs for students, and 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.

## **Background**

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 students of diverse ages, interests, and backgrounds have enrolled at the College. CHC currently serves approximately 5,000 students per semester, offering more than forty majors in the liberal arts, sciences, career, and technical studies. The buildings and grounds have been designed to promote community, reflection, growth, and learning.

The recently revised Mission Statement of Crafton Hills College has an emphasis on diversity and inclusion.

### **Mission Statement**

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

### **Vision Statement**

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

### **Institutional Values**

We rely on the following values to support our vision and mission:

- Respect: To champion active listening and open dialogue within our community.

- Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and innovative ideas.
- Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

## **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) Student networking, outreach, and mentoring; (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.

### **Student Networking, Outreach, and Mentoring**

This theme is reflective of our efforts to demonstrate our college's cultural responsiveness more overtly, particularly among our African American/Black and Hispanic/Latinx communities. (Examples include the establishment of race-specific Learning Communities or exploring programs like Umoja and Puente or creating a Multicultural Center.) Additionally, partnerships with local organizations such as 100 Black Men of the Inland Empire and 100 Black Women of the Inland Empire will facilitate community events. Efforts to invite current and prospective students—and their families—to on-campus events that recognize and celebrate African American/Black and Hispanic/Latinx heritage while incorporating information about pertinent college resources and services will be undertaken. The campus will hold events with African American/Black and Hispanic/Latinx student panelists to discuss a range of challenges and opportunities associated with the college experience. Finally, this theme encompasses our plans to create mentoring opportunities for students, including faculty/staff-to-student mentoring and peer-to-peer mentoring.

### **Curriculum, Instructional, and Student Support-Based Strategies**

This theme begins with an intentional review of curriculum to include equity in all course outlines. Additionally, the incorporation of Ethnic Studies (including African American/Black Studies courses) provides opportunities for students to explore and celebrate their own and other's cultural heritage through an academic lens. To support academic success of marginalized populations, instructional support includes the deployment of embedded tutors and supplemental instruction, particularly in courses with high African American/Black and Hispanic/Latinx student enrollment. Faculty and staff are encouraged to utilize Starfish to connect African American/Black and Hispanic/Latinx students to key college supports and personnel as they meet important milestones. Library

resources have been added to ensure adequate resources for research. Similarly, the addition of 24/7 librarian support is available.

Finally, CHC has made a commitment to implementing a redesigned counseling model focused on serving the needs of students based upon their progress towards achieving their educational goals and more intentionally connecting with students via our newly hired Completion Coaches. Reflective of the college's efforts towards more intentionally embedding equity and inclusion within key institutional processes, it has included DEI (Diversity, Equity, and Inclusion) into its program review, curriculum review, faculty evaluation, and student learning outcomes processes.

### **Professional Development and Hiring Practices**

Crafton Hills College continues training faculty and staff in equity-minded practices. Currently, we are a partner with the USC Race and Equity Center. An emphasis on exploring disaggregated data at class, program, and activity levels informs development and implementation of equity-minded strategies.

Continued efforts are made to engage our faculty and staff through professional development on such topics as culturally responsive teaching, equity in student support, and equity-driven data analysis. Additionally, the college is currently implementing strategies to increase the number of faculty of color that are hired and retained, specifically focusing on candidates from African American/Black and Latinx communities.

### **Increased Data Tracking and Analysis**

Crafton Hills College has made a commitment to train faculty and staff to become data coaches—individuals possessing data literacy skills and an ability to facilitate evidence-based dialogue concerning the narrowing of observed equity gaps in the classroom and in student support programs. Additionally, this theme comprises efforts toward making more extensive use of available data and implementing new processes that allow for better access and use of evidence in reaching students and connecting them with key resources and services.

## Key Objectives

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:

	
<ul style="list-style-type: none"> <li>• Increase the percentage of African American/Black students who apply and enroll at CHC in the same year.</li> </ul>	
	
<ul style="list-style-type: none"> <li>• Increase the percentage of African American/Black students persisting from fall to spring.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.</li> </ul>
	
<ul style="list-style-type: none"> <li>• Increase the percentage of African American/Black students’ degree or certificate attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.</li> </ul>

- Our Key Objectives align with the California Community Colleges Chancellor’s Office (CCCCO) June 2021 “Call to Action” and Vision for Success initiative.
- The plan reflects the feedback received from the college’s shared governance groups, students, and the Strategic Planning Process session. Equity initiatives (objective) will be included in the new Educational Master Plan 2022-2027.

<b>Instruction Goal 1: Increase the percentage of African American/Black students who apply and enroll at CHC (Crafton Hills College) in the same year</b>				
<b>Objectives</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.</li> <li>• 2023-2024: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.</li> <li>• 2024-2025: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
Develop a targeted plan to increase the number of African American/Black students taking classes taught by professors of color.	Plan, Enrollment Data	Fall 2023	GF, SEA	Vice President of Instruction
Develop plan to increase marketing efforts that highlight African American/Black student or Alumni success stories.	Plan, Number of marketing efforts	Fall 2023	Retention and Outreach Fund, GF (General Fund)	Director Institutional Advancement, Director Outreach and Educational Partnership
Establish African American/Black studies courses or programs.	Curriculum and Program development	Fall 2024	GF, SEA	Vice President of Instruction, Curriculum Committee, Academic Senate
Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff and management on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of	Reduction/Removal of DI (Disproportionate Impact) for AA/Black student population	Spring 2022 – Spring 2024	SEA (Student Equity and Achievement)	Vice President of Instruction, Academic Senate

African American faculty and staff.				
Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.	Increase in course success among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning,  Dean of Letters, Arts, & Mathematics, Tutoring Coordinator & SI Coordinator
Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).	Increase in proportion of AA/Black tutors	Spring 2023	GF, SEA	Counseling Chair, Math and English Chairs
Identify African American students that have yet to complete their educational plans and using Starfish and relationships with their instructors to connect them with the Counseling Department.	Increase in persistence among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Counseling Chair, Starfish Lead
Identify barrier courses for African American students and working with faculty chairs, deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.	Increase in course success among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Tutoring Coordinator & SI Coordinator, Chairs Committee
Provide open educational resources to students and other means to pay for texts/course materials.	Increase enrollments and access to classes for AA/Black students	Fall 2023	SEA	Vice President of Instruction, Open Education Resources,

				Open Education Liaison, Resources Leads
--	--	--	--	---

**Student Services Goal 1: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year**

**Objectives**

- 2022-2023: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
- 2023-2024: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
- 2024-2025: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
<p>Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE (Career Technical Education) activities, peer ambassador in reach and outreach, etc. to increase AA/Black student enrollments.</p> <p>Activities may include making presentations about the Summer Bridge Program at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the welcome center to answer questions about the enrollment process both in-person and online.</p> <p>Note: Outreach is cognizant that African American/Black student population is low in the surrounding high schools and will also reach out to churches, non-profits, and workforce in the area to harness that community (emails, flyers, and onsite visits).</p>	<p>Plan, Application data</p>	<p>2022-2024</p>	<p>Retention and Outreach Fund, SEA, GF</p>	<p>Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, Academic Senate, Counseling Chair</p>
<p>Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black students.</p>	<p>Student enrollment and achievement data</p>	<p>Spring 2023</p>	<p>SE, GF</p>	<p>Vice President of Student Services, Dean Office of Institutional</p>

				Effectiveness, Research, & Planning, Student Services Council, Counseling Department, Academic Senate
Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.	Plan, Number of Partnerships	2022-2025	Retention and Outreach Fund, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, California Teachers Association
Address the data integrity concerns for African American/Black student enrollment. It will use internal college data as an alternative approach to look at not only students that apply to CHC but those that apply and attend orientation to ascertain how many of those students enroll at CHC. This would mean narrowing our target population since we are now also considering students who participate in orientation. However, this can be helpful for outreach purposes specifically for our African American/Black students which historical data has indicated there is evidence of DI when looking at this enrollment metric.	Application Data	2023-2024	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Student Services, Director Outreach and Educational Partnerships

<b>Instruction Goal 2: Increase the percentage of African American/Black students persisting from fall to spring.</b>				
<b>Objectives</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.</li> <li>• 2023-2024: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.</li> <li>• 2024-2025: Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate
Provide training and ongoing support to thirty teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate
Provide easy access to disaggregated data by course success and ethnicity/race for each teaching faculty.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Educational Technology Committee
Provide easy access to class rosters by ethnicity/race for each teaching faculty.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Educational Technology Committee

<p>Work with the Academic Senate to provide training and research-based strategies to improve DEI outcomes in the classroom.</p>	<p>Increase in course success and fall to spring persistence among AA/Black students</p>	<p>Fall 2024</p>	<p>SEA, GF</p>	<p>Dean Office of Institutional Effectiveness, Research, &amp; Planning, Dean of Letters, Arts, &amp; Mathematics, Academic Senate Leadership, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Educational Technology Committee, Mentoring Onboarding and Professional Development</p>
<p>Implement Leading from the Middle group to review and revise Course Outlines of Records (CORs) to provide specific guidance on incorporating DEI strategies in CORs and syllabi.</p>	<p>Increase in course success and fall to spring persistence among AA/Black students</p>	<p>Fall 2023</p>	<p>SEA</p>	<p>Vice President of Instruction, LFM Team, Curriculum Committee, Curriculum Leads, AB 705 Leads, Academic Senate</p>
<p>Fully implement the revision of the SLO (Student Learning Outcomes) tool and PPR tool and processes to regularly examine DI outcomes and make improvements.</p>	<p>Increase in course success and fall to spring persistence among AA/Black students</p>	<p>Fall 2023</p>	<p>GF</p>	<p>Vice President of Instruction, Dean Office of Institutional Effectiveness, Research, &amp; Planning, PPR Committee, Academic Senate, Curriculum Committee, Chairs Committee</p>

Faculty evaluations that include disaggregated data so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF	Vice President of Instruction, Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate, Chairs Committee
Provide research based instructional strategies to increase equity outcomes in the classroom.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2023	GF	Professional Development Committee, Academic Senate
Develop African American/Black studies curriculum.	Number of courses	Fall 2023	GF	Vice President of Instruction, Curriculum Committee, Chairs Committee, Faculty
Increase the use of literature in classes that highlight and support the Black experience.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF, SEA	Faculty, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Curriculum Committee
Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF, SEA	Vice President of Instruction, Academic Senate, Curriculum Committee Chairs Committee, LFM Team
Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for African American/Black students.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2023	GF, SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Academic Senate,

				Tutoring Coordinator & SI Coordinator
--	--	--	--	---

<b>Student Services Goal 2: Increase the percentage of African American/Black students persisting from fall to spring.</b>				
<b>Objectives</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.</li> <li>• 2023-2024: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.</li> <li>• 2024-2025: Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
Create a targeted student engagement plan to increase the number of opportunities and activities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration.	Targeted Plan, Number of opportunities/ activities for AA/Black Students	2022-2024	SEA, Retention and Outreach Funds, GF	Vice President of Student Services, Associate Dean of Student Services- Student Life, Student Services Council, Counseling Chair
Show case African American/Black students and Alumni success stories to celebrate African American/Black students and Alumni accomplishments.	Number of stories for AA/Black Students, Alumni Success Stories	2022-2025	SEA, Retention and Outreach Funds	Director Outreach and Educational Partnerships, Director Institutional Advancement, Honors Steering Committee, Counseling Chair, Student Services Council, Chairs Committee
Explore the creation of a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus.	Facility	2022-2024	SEA, GF	Student Equity and Achievement Committee
Develop a plan and processes to recognize Student Education Plan (SEP) achievements for African American/Black students and increase the number SEP for AA/Black students.	Number of recognition activities for students, Number of SEP for AA/Black students	2022-2024	SEA, GF	Dean of Student Equity and Student Services, Counseling Chair

Increase funding to support an increase of AA/Black students attending culturally specific leadership conferences.	Number of students attending conferences	Fall 2022-2025	SEA, Retention and Outreach Funds, Student Activities Funds	Associate Dean of Student Services- Student Life, Student Senate, Vice President of Student Services, Academic Senate, Honors Steering Committee
Provide disaggregated data by ethnicity/race for all support services.	Data	2022-2025	Streamlining Funds, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Vice President of Student Services, Student Services Council Members
Develop targeted outreach and marketing plan to increase participation in services of African American/Black students for counseling and support services.	Targeted Plan, success, and retention data	2022-2024	SEA, GF, Retention and Outreach Funds	Director Outreach and Educational Partnerships, Director Institutional Advancement, Student Services Council
Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to African American/Black students.	Data of GP (Guided Pathways) Counseling Model Benchmarks, retention data	Fall 2022	SEA, GF, Retention and Outreach Funds	Dean of Student Equity and Student Services, Counseling Chair, Guided Pathways Leads
Develop plan to celebrate faculty, staff and departments equity student successes and achievements.	Plan, Number of celebrations	Fall 2023	GF, SEA	Vice President of Instruction, Vice President of Student Services, Student Equity and Achievement Committee, Academic Senate, Honors Steering Committee, AB 705 Leads,

				Career and Technical Education Liaison
Identify and remove barriers for faculty and staff to serve students (e.g.: sharing in Canvas, OER (Open Educational Resources), flexible testing/makeup availability, online homework platform variety, etc.).	Student Success Data	Fall 2023	GF, SEA	Remove Barriers: Vice President of Instruction, Distance Education Coordination Council, Technology & Educational Support Services  Identify Barriers: Academic Senate, Honors Steering Committee, AB 705 Leads, Educational Technology Committee
Develop and/or improve action steps and provide activities that help to reduce initiative burnout for faculty and staff.	Action steps, number of activities	Fall 2023	GF, SEA	Vice President of Instruction, Vice President of Student Services, Professional Development Committee, Academic Senate, Educational Technology Committee

<b>Instruction Goal 3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.</b>				
<b>Objective</b>				
<ul style="list-style-type: none"> <li>2022-2023: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.</li> <li>2023-2024: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.</li> <li>2024-2025: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Chairs Committee, LFM Team, Mentoring Onboarding and Professional Development, Educational Technology Committee, AB 705 Leads
Increase access to disaggregated data by course success for classes taught by instructors.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Educational Technology Committee, Academic Senate
Increase access to class rosters with ethnicity for classes taught by instructors.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Technology & Educational Support Services, Distance Education

				Coordination Council, Educational Technology Committee
Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Chairs Committee, LFM Team
Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Open Education Resources Liaison, Curriculum Committee
Provide research based instructional strategies to increase equity outcomes in the classroom.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, AB 705 Leads
Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate
Revise the outcomes reporting web tool to make it easier for instructors and staff to examine disaggregated SLO and SAO data.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Revise the Planning and Program review web tool to	Increase transfer level math and	Spring 2023	SEA, GF	Dean Office of

make it easier to include and address DEI in the curriculum and in the achievement measures.	English course success among Hispanic/Latinx students			Institutional Effectiveness, Research, & Planning, Academic Senate
Provide more professional development specifically designed to serve Hispanic/Latinx students.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Mentoring Onboarding and Professional Development
Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Vice President of Instruction, Dean of Letters, Arts, & Mathematics, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Mentoring Onboarding and Professional Development, Tutoring Coordinator & SI Coordinator, Math and English Chairs
Celebrate faculty successes and student achievements.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA, GF	Vice President of Instruction, Vice President of Student Services, Academic Senate, Chairs Committee
Identify and remove roadblocks for faculty and staff to serve students (e.g.: sharing in Canvas,	Increase transfer level math and	Fall 2023	SEA, GF	Vice President of Instruction,

<p>OER, flexible testing/makeup availability, online homework platform variety, etc.).</p>	<p>English course success among Hispanic/Latinx students</p>			<p>Vice President of Student Services, Vice President of Instruction</p> <p>Remove Barriers: Vice President of Administrative Services, Distance Education Coordination Council, Technology &amp; Educational Support Services</p> <p>Identify Barriers: Academic Senate, Honors Steering Committee, AB 705 Leads, Educational Technology Committee</p>
<p>Develop and/or improve action steps that help to reduce likelihood burnout.</p>	<p>Increase transfer level math and English course success among Hispanic/Latinx students</p>	<p>Fall 2023</p>	<p>SEA, GF</p>	<p>Vice President of Instruction, Vice President of Student Services, Academic Senate,</p> <p>Educational Technology Committee</p>

<b>Student Services Goal 3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.</b>				
<b>Objective</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.</li> <li>• 2023-2024: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.</li> <li>• 2024-2025: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
<p>Develop a Summer Bridge Program (pilot for first-year program) for AA/Black, Hispanic/Latinx and LGBTQ+ students.</p> <p>As part of this model, we plan to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.</p>	<p>Program development, success, and retention data</p>	<p>Summer 2023</p>	<p>SEA, Retentions and Outreach Funds, GF</p>	<p>Vice President of Student Services, Vice President of Instruction, Dean of Student Equity and Student Services, Associate Dean of Student Services-Student Life, San Bernardino Community College Teachers Association, Academic Senate</p>
<p>Implementing the new Counseling Guided Pathway model to focus on Student Equity principles.</p> <p>Our next step is to work closely with our Research office to collect the necessary data to measure the impact of these interventions to determine what shifts we need to make to ensure the model is effectively leading to more Hispanic/Latinx and African American/Black students complete transfer level Math and English.</p>	<p>Program development, Program Benchmark data, retention data</p>	<p>Fall 2023</p>	<p>SEA, GF</p>	<p>Vice President of Instruction, Dean of Student Equity and Student Services, Counseling Faculty Chair, University Transfer Faculty Coordinator, Career Center Faculty Coordinator, Academic Senate, GP Lead, Chairs Committee</p>

**Instruction Goal 4: Increase the percentage of African American/Black students’ degree or certificate attainment.**

Objective

- 2022-2023: Increase the percentage of African American/Black students’ degree or certificate Attainment from 5.9% to 6.1%.
- 2023-2024: Increase the percentage of African American/Black students’ degree or certificate Attainment from 6.1% to 6.2%.
- 2024-2025: Increase the percentage of African American/Black students’ degree or certificate Attainment from 6.2% to 6.3%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Establish African American/Black studies courses or programs.	Number of courses	Fall 2023	SEA, GP	Vice President of Instruction, Curriculum Committee, Academic Senate
Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2024	SEA, GP	Vice President of Instruction, Mentoring Onboarding and Professional Development, Academic Senate, Valuing Equity-Sustaining Practices for Achievement
Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Tutoring Coordinator & SI Coordinator, Math & English Chairs
Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic	Increase in course success, fall to spring persistence, and awards earned	Spring 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics,

milestones (attainment of fifteen units, 30 units).	among AA/Black students			Tutoring Coordinator & SI Coordinator, Counseling Chair
Identify African American students that have yet to complete their educational plans and using Starfish and relationships with their instructors to connect them with the Counseling Department.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Fall 2023	SEA	Vice President of Instruction, Vice President of Student Services, Counseling Chair, Starfish Lead
Identify barrier courses for African American students and working with faculty chairs to deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Fall 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Chairs Committee, Academic Senate

<b>Student Services Goal 4: Increase the percentage of African American/Black students' degree or certificate attainment.</b>				
<b>Objective</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.</li> <li>• 2023-2024: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.</li> <li>• 2024-2025: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
Develop a Summer Bridge program and explore Learning Communities like an UMOJA program, a mentoring program (including faculty/staff-to-student mentoring, peer-to-peer mentoring, and external internships with local agencies).	Program development, Program Benchmark data, retention data	Fall 2023	SEA, Retentions and Outreach Funds, GF	Vice President of Instruction, Vice President of Student Services, Dean of Student Equity and Student Services, Associate Dean of Student Services-Student Life, Academic Senate
Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student retention to completion.  Activities will include one that connects prospective students with current students.	Plan, Application data	2022-2024	Retention and Outreach Fund, SEA, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, Academic Senate, Career and Technical Education Liaison & Faculty, Counseling Chair
Continue to regularly schedule cultural events that celebrate African American/Black	Number of events cultural events that celebrate African	2022-2025	Retention and Outreach	Associate Dean of Student Services – Student Life,

heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).	American/Black heritage, Number of partnerships with local organizations		Fund, SEA, GF	Student Services Council, Academic Senate
--	--	--	---------------	---

<b>Instruction Goal 5: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.</b>				
<b>Objective</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.</li> <li>• 2023-2024: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.</li> <li>• 2024-2025: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate, Chairs Committee, LFM Team, Educational Technology Committee, AB 705 Leads
Increase access to class rosters with ethnicity for classes taught by instructors.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Educational Technology Committee, Academic Senate
Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Chairs Committee, LFM Team
Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement,

				Open Education Resources Liaison, Curriculum Committee
Provide research based instructional strategies to increase equity outcomes in the classroom.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, AB 705 Leads
Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate
Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Provide more professional development specifically designed to serve Latinx/Hispanic students.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate
Increase access to supplemental instruction and embedded tutoring. Research	Increase course success, fall to spring persistence data, and	Spring 2023	SEA, GF	Vice President of Instruction, Dean of

<p>strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.</p>	<p>transfers among Hispanic/Latinx students</p>			<p>Letters, Arts, &amp; Mathematics, Academic Senate, Tutoring Coordinator &amp; SI Coordinator, Math &amp; English Chairs</p>
---	---	--	--	--

<b>Student Services Goal 5: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.</b>				
<b>Objective</b>				
<ul style="list-style-type: none"> <li>• 2022-2023: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.</li> <li>• 2023-2024: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.</li> <li>• 2024-2025: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.</li> </ul>				
<b>ACTIONS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>TIMELINE</b>	<b>FUNDING SOURCE</b>	<b>RESPONSIBLE PARTY</b>
<p>Create targeted outreach plan for Hispanic/Latinx parents at our local feeder high schools in both English and Spanish.</p> <p>These efforts will include inviting current students and their families to open houses/transfer fair nights that offer attendees popular Hispanic foods coupled with information about our successful programs, such as EOPS (Extended Opportunity Programs and Services) and Financial Aid both in-person and online.</p>	Plan, registration, and transfer data, number of marketing campaigns	2022-2024	SE, Retention and Outreach, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, University Transfer Coordinator, Academic Senate, Counseling Chair, Educational Technology Committee
<p>Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate’s Degree.</p> <p>These efforts will use Spanish phrasing in marketing materials (e.g., “Si se Puede!”) when providing transfer-related</p>	Marketing materials	2022-2024	SE, Retention and Outreach, GF	Dean of Student Equity and Student Services, Director Institutional Advancement, University Transfer Coordinator

information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.				
<p>Develop student connecting activities for Hispanic/Latinx students with peers or alumni that can offer them insight and mentoring on a range of matters relating to the process of transferring and/or the benefits of transferring.</p> <p>This will include holding career fairs with Hispanic/Latinx panelists that can speak to navigating the myriad of challenges of transferring and to the value of doing so, including students from nearby universities and colleges.</p> <p>Completion Coaches who are Crafton alumni will serve as support, promote, and help students navigate the transfer process.</p>	Number of Networking, Mentoring Activities for Hispanic/Latinx students	2022-2024	SE, Retention and Outreach, GF	Dean of Student Equity and Student Services, Director Institutional Advancement, University Transfer Coordinator, Academic Senate, Counseling Chair, Educational Technology Committee
<p>Provide disaggregating data for counseling appointments by ethnicity to identify Hispanic/Latinx students not having yet developed an educational plan.</p> <p>This will include recruiting students to the Transfer Fair and to transfer-related field trips by identifying courses with high Latinx enrollment (including career technical education courses).</p>	Data	2022-2025	SEA, Retention and Outreach, GF, Streamlining Funds	Dean of Student Equity and Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Counseling Faculty Chair, University Transfer Faculty Coordinator
Create Dashboard to implement Guided Pathways Counseling model to allow Counselors to	Dashboard	2022-2025	SEA, Retention and	Vice President of Student Services,

readily access real time data and monitor ed plan towards completion.			Outreach, GF, Streamlining Funds	Dean of Student Equity and Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Guided Pathways Lead, Counseling Chair
---	--	--	----------------------------------	---

### Student Equity Budgeting 22-2025

In addition to the proposed priorities listed below that are essential in making transformative change around racial equity, CHC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with both the Vision for Success and 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. The 2022-2025 allocation is focused on improving the CCCCCO Vision to Success Goals.

### Total Student Equity and Achievement (SEA) Allocation

**\$2,375,371**

#### Amount

Expenditure Type	Amount
1000 - Instructional Salaries	\$764,118
2000 - Non-Instructional Salaries	\$754,541
3000 - Employee Benefits	\$578,270
4000 - Supplies and Materials	\$9,500
5000 - Other Operating Expenses and Services	\$267,442

6000 - Capital Outlay	\$1,500
7000 - Other Outgo	\$0
<b>Total Expenditures</b>	<b>\$2,375,371</b>

### **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, most of our student services units examine disaggregated data for African American and Hispanic 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 improved or exceeded in three out of 5 equity goals identified in the original 2019-2022 equity plan:

- Transfer to a 4-year institution (goal was to increase by 2% with a total of 642 students achieving this metric)
- Completion of transfer-level Math & English (goal was to increase by 2% with a total of 161 students achieving this metric)

- Attainment of the vision goal completion (goal was to increase by 2% with a total of 476 students achieving this metric)

<p><b>Key Campus Collaborators</b></p> <p>The CHC Equity Plan goals and action items were developed during the spring 2022 in collaboration with the following CHC campus stakeholders:</p>	<ul style="list-style-type: none"> <li>• Academic Senate</li> <li>• Classified Senate</li> <li>• Student Senate</li> <li>• AB (Assembly Bill) 705 Faculty Leads</li> <li>• Counseling Department</li> <li>• Guided Pathway Task Force</li> <li>• English Department</li> <li>• Enrollment Strategies Committee</li> <li>• Educational Technology Committee</li> <li>• Honors Program</li> </ul>	<ul style="list-style-type: none"> <li>• Math Department</li> <li>• Office of Institutional Effectiveness, Research &amp; Planning</li> <li>• Professional Development Committee</li> <li>• San Bernardino Community College District Black Faculty Staff Association</li> <li>• Student Equity and Achievement Committee</li> <li>• Student Services Council</li> </ul>
---	---	--

**Governance Group Review**

Student Equity and Achievement Committee – October 3, 10, 17, and 31 2022

Academic Senate –November 16 and December 7, 2022

Classified Senate –November 18, 2022

Student Senate –December 9, 2022

Crafton Hills College Council –December 13, 2022