

1. Each college must create an executive summary that includes, at a minimum, the **Student Equity goals for each required student group**, the **activities the college will undertake to achieve these goals**, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how **Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans**. The summary must also include the **name of the college or district official to contact for further information**. The executive summary must be **posted to the college website**. Provide a **link to your college's executive summary below**:

CRAFTON HILLS COLLEGE STUDENT EQUITY PLAN

EXECUTIVE SUMMARY

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

Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately **5,500** students. Crafton Hills College offers more than **38** majors in the liberal arts and sciences, career and technical studies. The buildings and grounds have been designed to promote community, reflection, growth and learning.

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

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

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

Crafton Hills College disaggregates student success data annually in order to identify disproportionately impacted groups, regularly evaluates placement instruments to validate their effectiveness and minimize biases, and has conducted an annual equity audit since 2013. Last year, we included several new groups in our analysis—EOPS, AB540, and non-residents. Though our programming already includes several non-mandated groups, we are also determining way to identify LGBTQ students, and those who are homeless and/or food-insecure.

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

Progress in Meeting Equity Goals

The most recent analysis shows that the number of disproportionate impacts decreased from 31 in 2016 to 28 in 2017, even though three new groups were added to the analysis. If those groups are excluded from analysis, the number of disproportionate impacts dropped from 31 to 25.

Disproportionate impact in math throughput was remedied for Caucasian, economically disadvantaged, and 30-34 year-olds. Hispanic students gained ground in English throughput, and Native American students no longer exhibited disproportionate impact in access to the institution. Finally, disproportionate impact in degree and certificate completion was remedied for males.

However, new disproportionate impacts emerged:

- Access for African American students
- Math throughput for 29-29 year olds
- Degree and certificate completion for disabled students
- Transfer rates for Caucasian students

Table 1 shows a summary of the 2017 equity audit.

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Table 1: 2017 Summary of Disproportionate Impact by Status and Outcome.

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

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

Although disproportionate impact remains for several groups, it is important to note that between 2013-14 and 2016-17, some gaps appeared to narrow. There was a 44% improvement in basic skills mathematics throughput rate of 30-34 year olds. In addition, access improved for 35-39 year olds by 24.%. Some of the largest increases were observed in degree and certificate completion, with African American students increasing completion by 24%, male students by 22%, and Hispanic students by 20%. Although equity gaps persisted in many measures for

African American students, the equity gaps continued to narrow for other additional measures. For example, basic skills mathematics throughput rate improved by 12.5%, the basic skills English throughput rate improved by 11%, and the transfer rate by 6%.

The table below reveals the incremental improvements for each outcome between 2013-14 and 2016-17.

Table 2. Equity Gap Improvements Across Outcomes

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

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

Promising Practices

Since 2014, the college has examined the efficacy of student support practices to discern those that are the most impactful for disproportionately impacted groups. Several practices have emerged as particularly predictive of student success, and as ways to mitigate institutional inequities.

Counseling and Educational Planning. African American and Hispanic students who received counseling services were more likely to complete their courses and to persist from fall to spring.ⁱ

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

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

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

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

Tutoring. A fall 2016 study showed that participation in the Tutoring Center was most effective with male, Hispanic, and African American students. Hispanic and African American students who used the Tutoring Center were more likely to complete their course and were more likely to complete the English class in which they were enrolled, than those who did not.^{iv}

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

Goals, Objectives, and Actions

Based on national, state, and college-level research, Crafton Hills College has selected data-informed and research-based interventions, designed to address disproportionate impact across indicators. Our chief interventions include embedded instructional support and tutoring, intrusive advisement and follow-up, student success and career exploration curriculum, acceleration through mathematics and English, and the development of proven success pathways, and teaching modalities such as EOPS, Left Lane, and distance education. The college has also invested in professional development to increase the cultural competency of employees, to better enable them to teach and to serve a diverse student body, and to promote program and curricular revisions. The table below describes the goals, objectives, and actions of the Student Equity effort, many of which are shared with the Basic Skills Initiative and Student Success and Support Program. Last, the college has invested in ongoing research, which has guided the decision-making in this plan.

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

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

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Goal	Objectives	Actions	Resources
<p>GOAL B: COURSE COMPLETION Improve the course success rate of CHC foster youth students.</p>	<p>Increase the course success rate of:</p> <ul style="list-style-type: none"> • foster youth students from 49.0% to 58.7%. 	<p>Support and grow the new Guardian Scholars program.</p> <p>Increase the number of students EOPS can serve.</p> <p>Expand and make mandatory the first-year experience program, and incorporate AVID strategies into the program.</p> <p>Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service, cultural competency, and best practices.</p> <p>Provide research and analysis for institutional improvement</p>	<p>Foster Youth Counselor</p> <p>Professional Development Coordinator and conference/speaker budget</p> <p>Research Analyst</p>

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

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

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

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

2017-2018 Student Equity Integrated Budget

Student Equity interventions are funded by a variety of sources, including SSSP and Basic Skills Initiative funding. The table below summarizes the Equity, SSSP, and BSI expenditures, and identifies other funding streams that support Equity efforts. These funding streams are identified in the table below in the column labeled “Other Funds” and are coded as follows: Basic Skills Initiative (BSI), categorical, such as DSPS or EOPS/CARE/CalWORKS/Foster Youth (C), grants or gifts (G/G), and general fund (GF).

Resource	Description	Equity Funds	SSSP	Other Funds	Integrated Plan Goal Alignment
Research Analyst, .5	Salary and benefits for ongoing equity research				
Professional Development Coordinator, .25	Salary and benefits for the coordination of professional development to better support, teach, and guide all students				
Counselor (Foster Youth), .25	Counseling and programming for Foster Youth				
Professional Development Travel	Training, workshops, and conference attendance to address CHC’s disproportionately impacted populations,				
Professional Development, Contracts	Speakers, other professional development contracts				
Tutoring/Instructional Support	Embedded Tutoring: supplemental instruction, group tutoring, zero-unit labs, summer bridge				

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Resource	Description	Equity Funds	SSSP	Other Funds	Integrated Plan Goal Alignment
Re-Entry Counselor, .25	Counseling, services, and programming for re-entry students				
Distance Education Coordinator, .40	Faculty release to develop DE, weekend, and evening programs and support services				
Assistive Technology Specialist, .5	Promote the use of technology in basic skills learning and universal design				
Veterans Counselor,/Coordinator, .5	Counseling and Coordination of Veterans Center				
Student Travel	University visits, competitions, and conferences for students				
Supplies	Supplies for Veterans, Tutoring, Professional Development, Assistive Technology				
Student Success Advisors, 2.0	Student Success advisor to provide proactive, intrusive advisement to Basic Skills students				
Total					

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Contact Person/Student Equity Coordinator

Reflecting the importance of equity throughout the institution, Crafton Hills College has appointed joint Student Equity Coordinators: Dr. Rebeccah Warren-Marlatt, Vice President of Student Services, and Dr. Bryan Reece, Vice President of Instruction.

Co-Coordinator, Student Equity

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Executive Summary Endnotes

ⁱ Gamboa, B. (2015). Relationship of Student Success and Title III HIS STEM Grant Services: 2011-2012 through 2014-2015. Research Brief RRN 1109.

ⁱⁱ Pineda, D. (2016). African American and Hispanic Student Disproportionate Impact and Effective Strategies. Research Brief RRN I, 465.

Gamboa, B. (2015). *Relationship of student success and Title III HIS STEM grant services: 2011-2012 through 2014-2015* (RRN 1,109). Retrieved from Crafton Hills College, Office of Institutional Effectiveness, Research & Planning website:

<http://www.craftonhills.edu/~Media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/RRN%201109%20STEM%20Services%20Impact%2011-12%20to%2014-15.pdf>

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^{iv} Pineda, D. (2016). African American and Hispanic Student Disproportionate Impact and Effective Strategies. Research Brief RRN I, 465.

^v Pineda, D. (2017) Relationship of supplemental instruction (SI) Participation to Course Success for Fall 2016 Term. Research Brief RRN 1587.