



STUDENT EQUITY PLAN, 2019-22

EXECUTIVE SUMMARY



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

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

Introduction

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

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

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

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

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

Assessment of Progress

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

Disproportionate impact was remedied for the following groups and outcomes:

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

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

Disproportionate Impact

The results of the 2019 equity audit revealed a pattern of disproportionate impact for Black/African American females (enrollment, transfer math and English, and completion) and males (enrollment, transfer, transfer math and English, and completion), Hispanic/Latino males (transfer, transfer math and English, and completion), males claiming Some Other Race (enrollment, retention, and transfer math and English), Foster Youth males (enrollment, transfer math and English, and completion), and Veteran females (enrollment, retention, and transfer.) Table 1 provides a summary of disproportionately impacted groups across the five measured outcomes. Groups impacted in three or more outcome categories are indicated in red. Those impacted in two categories are indicted in yellow. In several cases, the number of students in a given population is small, and the target to remedy disparate impact is commensurately low; often, one or two outcome attainments are needed to increase group attainment to at least 85% of that of the general student population. Clearly, the college must increase attainment of outcomes across all groups; and, focused attention must be paid to those groups who show a pattern of impact, regardless of their representation in the student population.

Summary of Disproportionate Impact by Group, Gender, and Outcome

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

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

Red = Group is impacted in three or more outcomes

Yellow = Group is impacted in two outcomes

Equity Planning and Promising Practices

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

Embedded and Traditional Tutoring Models. In fall of 2016 and 2017, students who attended at least one SI session were significantly more likely to successfully complete the course than students in the same section who did not attend an SI session. Supplemental Instruction positively impacted course success for Hispanic, Caucasian, female, and in the 20-24 and 30-34 age ranges.^{i ii} 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.^{iii iv}

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.^v

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.^{vi}

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

Goals, Objectives, Actions, and Resources

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

Successful Enrollment

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

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

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

Retention: Fall to Spring

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

Transfer to A Four-Year Institution

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

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

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

Completion of Transfer Level Math and English

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

Objectives and Actions

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

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

B. Create clear pathways to promote completion and success.

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

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

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Earned Credit Certificate Over 18 Units, Associate Degree

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

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

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

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

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

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

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

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

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

Equity Budget, 2018-19 through 2019-20

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

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

Summary

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

Contact Persons/Student Equity Coordinator

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

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Executive Summary Endnotes

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