STUDENT EQUITY PLAN

EXECUTIVE SUMMARY, 2019

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

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Contents

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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 40 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. 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 2019 equity audit indicated that African American students, Hispanic students, and students with disabilities experience the greatest disproportionate impact. As Table 1 reveals, African American students are impacted regarding course success, degree and certificate completion, and transfer rates. Hispanic students struggle with completing transfer level Math and English in the first year, degree and certificate completion, and transfer. Finally, students with disabilities are impacted regarding completing transfer level Math and English in the first year and transfer.

Table 1. Summary of Disproportionate Impact by Group and Outcome.

	Course Success	First Year Completion		Deg/Cert Completion Rate	Transfer Rate	# DP	# RG
		Math	**English**				
Gender							
Female	RG	DP	RG	RG	RG	1	4
Male	No	RG	No	DP	No	1	1
Ethnicity							
Asian	RG	RG	DP	DP	No	2	2
African American	DP	NA	NA	DP	DP	3	0
Hispanic	No	DP	DP	DP	DP	4	0
Native American	No	NA	NA	NA	NA	0	0
Two or More Races	No	DP	No	No	No	1	0
Caucasian	No	DP	RG	RG	RG	1	3
Disability		DP	DP	No	DP	3	0
Economically Disadvantaged	No	No	No	No	DP	1	0
Total DP	1	5	3	4	4	17	

- 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 compared.

Further examination of the data showed a *pattern* of disproportionate impact for some groups by gender. Male foster youth, Hispanic, African American, and those claiming "some other race" were disproportionately impacted across three or more outcomes. African American and Veteran female students have a pattern of disproportionate impact in at least three outcomes. 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. However, the college must pay close attention to those groups who show a pattern of impact, regardless of their representation in the student population. Table 2 provides a summary of disproportionately impact groups disaggregated by gender across the five measured outcomes. Groups impacted in three or more outcome categories are indicated in yellow, and those impacted in two categories are indicted in gray.

Table 2. Summary of Disproportionate Impact: Group by Gender

Group	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
Asian	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
Filipino	Male			6 (3)		4 (1)	2
Hispanic/Latino	Female				34 (1)		1
	Male			111 (14)	33 (1)	83 (5)	3
More Than One Race	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				2 (1)	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.
- *Yellow= Group is impacted in three or more outcomes   Gray = Group is impacted in two outcomes*

Assessment of Progress

The most recent analysis shows the college has made significant progress in some areas. The number of disproportionate impacts decreased from 31 in 2016 to 28 in 2017 and to 17 in 2018. It is important to note that compared to previous years, measures have been revised to better align with equity data provided by the Chancellor's office (revising student throughput rate of Math and English to First Year Transfer Math and English).

Disproportionate impact was remedied for the following groups and outcomes:

First Year Transfer Level Math
- Males
- Economically Disadvantaged

First Year Transfer Level English
- Two or More Races

Degree and Certificate Completion
- Two or More Races
- Students with Disabilities.

Transfer Rates
- Two or More Races

However, new disproportionate impacts emerged:

First Year Transfer Level Math
- Females

First Year Transfer Level English
- Asian
- Students with Disabilities

Degree and Certificate completion
- Males
- Asians

Transfer Rates
- Economically Disadvantaged

Several groups with continuing DI nevertheless showed incremental improvement between 2016-17 and 2017-18. For example, there was a 27% improvement in the rate of degree and certificate earners for Hispanic students. Hispanic students also increased their performance in first-year transfer level math completion by 11%. Students with disabilities improved in their degree and certificate completion rate by 31% compared to their rates in 2016-17. Regrettably, some gaps widened. Degree and certificate completion rates among African Americans, for example, dropped by 53% (four students), and transfer level math completion within the first year of enrollment dropped among female students by 9% (six students) relative to the figures in 2016-17. Table 3 reveals the incremental improvements and losses in performance per outcome between 2016-17 and 2017-18.[i]

Table 3. Equity Gap Changes by Outcome

Equity Measure & Student Group	Equity Data Cohort Year		Year-Over-Year Change (percentage)	Year over Year Change (number)
	2016-17	**2017-18**		
Transfer Math in First Year				
Females	14.6	13.3	-8.9	-6
Hispanic	11.1	12.3	10.8	+3
Two or more races	27.9	10.6	-62.0	-8
Caucasian	21.4	18.9	-11.7	-7
Disability	10.3	4.1	-60.2	-3
Transfer English in First Year				
Asian	52.85	41.5	-21.4	-5
Hispanic	37.238	40.7	9.4	+14
Disability	24.10	34.7	44.0	+5
	4			
Degree and Certificate Completion Rate				
Male	16.81	24.6	46.4	+38
Asian	25.036	25.5	2.0	+0
African American	24.06	11.4	-52.5	-4
Hispanic	20.153	25.5	26.9	+29
Transfer Rate				
African American	20.0	17.1	-14.5	-1
Hispanic	24.5	31.4	28.2	+36
Disability	20.0	26.1	30.5	+6
Economically Disadvantaged	26.1	32.5	24.5	+53

Note: The year-over-year numeric change from the previous year to the current year is determined using the following:

- *Prior year percent multiplied by the total number in the cohort for the group in the current year minus the total number who successfully completed the outcome in the current year.*
- *Example for economically disadvantaged students on the transfer rate*
  - *Prior year percent = 26.1%*
  - *Total number in cohort for the current year = 834*
  - *26.1 * 834 = 218*
  - *Total number of economically disadvantaged students who successfully completed the outcome in the current year = 271*
  - *271 – 218 = 53 additional economically disadvantaged students transferred in the current year over the prior year*

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 2019-2022 Equity Plan and in the Student Equity and Access Program (SEAP) budget.

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.   In particular,

Supplemental Instruction positively impacted course success for Hispanic, Caucasian, female, and in the 20-24 and 30-34 age ranges.[ii] [iii] 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] [v]

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.[vi]

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.[vii]

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.[viii] 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.[ix]

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 curricula, 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, inculcate high engagement teaching strategies across all disciplines, promote high-engagement service and support, and promote equity-focused 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 or are disproportionately impacted in at least three outcomes.

Table 4. 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. Develop Student Success Teams to meet the transition needs of DI groups
   10. Provide Online Educational Resources for GE courses, and transfer level Math and English
C. **Create a research agenda to analyze and understand disproportionate impact.**
   11. Develop a research strategy to understand why students apply but do not enroll
   12. 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

Table 5. 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%

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 high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like.
3. Scale high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, Tumaini, Puente, etc.
4. Scale early alert and intrusive advisement to prevent attrition
5. Pair at-risk students with a peer mentor
6. Pair students with peer mentors who have similar backgrounds, and educational and vocational goals
7. Fully implement Caring Campus to promote engagement and connection
8. Align the Caring Campus interventions with the Equity Plan goals and objectives; embed student equity in the Caring Campus mission
9. Create Student Success Teams to meet the retention needs of DI groups
10. Provide specialized counseling, mental health support, and instructional support to military veterans via the Veterans Resource Center.

B. Create a research agenda to analyze and understand disproportionate impact.
1. 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 Grant
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

Table 6. 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, regardless of age and recency of high school diploma completion
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.
   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

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed	Percent Goal

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

Table 7. 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. 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

Table 8. 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
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
D. Equity related research and analysis	SEAP

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

Student Equity interventions are funded by a variety of sources, including the Student Equity and Access Program, a grant to improve teaching, learning, and tutoring from Growing Inland Achievement, 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.

Table 9. 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 2019-2020

The table below shows current and planned equity expenditures.

Table 10. Equity Budget Snapshot, 2018-19 through 2019-20

	Funding and Source		2018-19	2019-20
	Equity Allocation		577,121	577121
	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**

Contact Person/Student Equity Coordinator

The contact person and Student Equity Coordinator for Crafton Hills College is Joe Cabrales, Dean of Student Development.

Coordinator, Student Equity
Joe Cabrales
Dean, Student Development
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https://www.craftonhills.edu/about-chc/research-and-planning/institutional-effectiveness/documents/crafton-hills-college-equity-plan-exec-summary-2019-2022-final.pdf

Executive Summary Endnotes

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