Strategic Direction 3: Increase Student Success & Equity

Supporting Action 1: Increase equity in student success, completion, and enrollment through decreasing equity gaps for disproportionately impacted groups

Key Results (Measurable outcomes to assess progress)

1. **Develop strategies to increase part-time student success.**
   Responsible Individual(s): Keith Wurtz, Gio Sosa, Delmy Spencer

Key Accomplishments

Research strongly indicates that moving to a compressed calendar increases the course success rate of students. The district has adopted the compressed calendar to increase the student success of part-time students. The college has also incorporated several strategies to support part-time students, including increased access to disaggregated data by faculty and revisions to the program review process to more directly require the adoption of more inclusive classroom strategies.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The transition to a compressed calendar may have a direct impact on part-time students' course success and completion.

Next Steps (anticipated future actions)

The district and college will adopt the compressed calendar for the 2025-2026 calendar year and implement the new calendar starting in fall 2025. The college will continue to use its educational master plan and student equity plan to monitor its progress towards supporting part-time students.

2. **Emphasize DEI social media, podcasts and videos (such as TikTok and YouTube). Responsible Individual(s)**: Michelle Riggs

Key Accomplishments

Board Update

The Marketing Department is dedicated to championing diversity, equity, inclusion, and access (DEIA) by strategically integrating these values into social media campaigns that promote programs through videos on platforms like TikTok and YouTube to engage with students.

Chancellor's Notes

The following represents a listing of all recent social media campaigns:

TikTok:

- 11/10/24: features diverse MESA students & their majors:
  https://www.tiktok.com/@craftonhillscollege/video/7435896973313510686

- 11/12/24: features African American student: https://www.tiktok.com/@craftonhillscollege/video/7436632943252098334
- 10/3/24: features artwork exhibit from Alejandro Lopez Jimenez for Hispanic Heritage Month: https://www.tiktok.com/@craftonhillscollege/video/7421780388147744030
- 9/29/24: features diverse group of tutors: https://www.tiktok.com/@craftonhillscollege/video/7420293895998819615

Instagram:

- 1/31/25: two African American students promote the BHM events: https://www.instagram.com/p/DFWVRo0Sy3q/
- 1/28/25: asking diverse students what class they are excited for: https://www.instagram.com/p/DFJkXbXyIzl/
- 1/26/25: first day fit check diverse students: https://www.instagram.com/p/DFMRQ5jJ0Vg/?img_index=7
- 12/18/24: features Nina Valenzuela: https://www.instagram.com/p/DDvnuDyIo7v/
- 11/22/24: features Elizabeth Garcia: https://www.instagram.com/p/DCsVsTutpwc/
- 11/14/24: features content from HACU Conference: https://www.instagram.com/p/DCYa6TmslXD/
- 9/26//24: features African American EOPS students: https://www.instagram.com/p/DAZ1F46P_Nq/?img_index=1

YouTube:

- 1/30/2025: features African American student: https://www.youtube.com/shorts/hIL4qZYwzUY
- 11/28/24: features Michael's car-assistance story: https://www.youtube.com/watch?v=B01uN2ybkxc
- 11/19/24: features Sabrina Salazar: https://www.youtube.com/watch?v=UGxi7YpqtRs
- 10/1/24: features diverse students in our Here for You video: https://www.youtube.com/watch?v=GYir5c_8NXY
- 9/19/24: feature diverse student athletes: https://www.youtube.com/shorts/MxQpR_A0CS4

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Such work will help to cultivate and maintain a sense of community for all students,

particularly racially minoritized student populations.

Next Steps (anticipated future actions)
The college will continue working on videos that will feature successful alumni who are Black/African American and Hispanic/Latinx in our fall enrollment campaign. The college will continue highlighting diversity, equity, inclusion, and accessibility in our TikTok and YouTube videos.

3. **Increase the percentage of Hispanic/Latinx and Black/African American students and other DI groups successfully completing courses.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Dan Word, Sara Butler, Jeff Smith

Key Accomplishments

Board Update
The course completion rates for Hispanic/Latinx students have increased since 2021-2022: The rate increased from 89.4% in 2021-22 to 91.0% in 2022-23, and 91.2% in 2023-24. The rates for Black/African American students have declined slightly, from 88.7% (2021-22) to 87.6% (2023-24).

Chancellor's Notes
For the two groups still experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years. Specifically, for Black/African American students the course success rate has increased from 65.1% in 2021-2022, to 66% in 2022-2023, and to 67.2% in 2023-2024, a 2.1% increase (p = .295, ES = .04). Moreover, for Latinx/Hispanic students the course success rate has increased from 69.6% in 2021-2022, to 71.9% in 2022-2023, and to 72.7% in 2023-2024, a 3.1% increase (p < .001, ES = .07).

Also noteworthy is that, in 2020-2021, four groups experienced disproportionate impact with respect to course success rates: Black/African American, Latinx/Hispanic, Native American/Alaskan Native, and Pacific Islander students. Subsequently, in three

years, the college reduced the number of disproportionately impacted groups in course success rate from four to two: Black/African American and Latinx/Hispanic students.

Additionally, two cohorts of full-time and part-time instructional faculty have completed the USC Race and Equity training for instructional faculty to apply DEIA strategies in the classroom. The third cohort started in Fall 2024. To date, 88 instructional faculty have participated or are participating in the USC Race and Equity Training.

The Office of Instruction implemented a strategy whereby faculty critically assessed their course materials and teaching methods through an equity lens, particularly focusing on addressing barriers for Hispanic/Latinx and Black/African American students during the self-evaluation process. In order to encourage the analysis of disproportionate impact, faculty going through the evaluation process receive their previous academic year's disaggregated course success and roster data in the initial conference with their dean.

The STEM Center, in collaboration with the Tutoring Center, has also expanded its operational hours and broadened its support services. This expansion includes increased availability of faculty and enhanced tutoring services, intended to support students from underrepresented backgrounds. By providing more accessible and comprehensive academic support, the center aims to improve course completion rates and overall student success. Additionally, in the Fall 2023 semester, the college established the Mathematics, Engineering, Science Achievement (MESA) Program that helps underrepresented students in STEM fields transfer to four-year institutions, though access to tailed academic advising, mentorships, internships, and additional resources to help students succeed in STEM disciplines.

The STEM Center extended its evening hours to better serve students enrolled in night classes. Additionally, the center expanded its student workshop series by developing a new CHEM-101 Fundamentals/Skills series, designed to provide support for students in the physical and laboratory sciences. The expansion of STEM Center hours and services correlated with an increase in student success and completion rates for students using the center, especially for Hispanic/Latinx students who increased 8% in student success and 4% in completion rate over their counterparts who did not use the center.

Lastly, a team of six faculty members from across the campus will participate in the Open for Anti-racism (OFAR) program in 2024-25. The program is designed to give participants a better understanding of anti-racist teaching and how the use of open education resources (OER) and open pedagogy can empower them to involve students in the co-creation of an anti-racist classroom. The findings and resources will be shared with the broader college community so that additional faculty can incorporate what was learned in their own classrooms.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
This work reflects progress towards closing equity gaps for our disproportionately impacted student populations in reference to course completion rates, particularly for Hispanic/Latinx students.

Next Steps (anticipated future actions)
The college will be prioritizing the implementation of its equity plan in 2024-2025 to better support Black/African American and Hispanic/Latinx students and publicly sharing the progress towards closing equity gaps for these student groups in spring 2025. The college will also continue its partnership with the USC Race & Equity Center to equip faculty, managers, and classified staff with the skills to better support students.

4. **Increase Hispanic/Latinx and Black/African American and other DI groups transfer rates.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Mariana Macamay, Jimmy Grabow

   Key Accomplishments

   Board Update
   The college observed an increase in the UC and CSU admit rates for Black/African and Hispanic/Latinx students between 2017-18 and 2022-23. For example, the UC

admit rates for Black/African American students increased from 67% in 2017-18 to 79% in 2022-23. In fact, the UC admit rate for Black/African American students was 100% (6/6 students) in 2023-2024.

Chancellor's Update

The UC admit rates for Hispanic/Latinx students also increased from 67.9% in 2017-18 to 80.0% in 2022-23. That rate remained above 70% (72%) for Hispanic/Latinx students in 2023-2024. The CSU admit rates for Hispanic/Latinx students increased from 79.5% in fall 2019 to 89.5% in fall 2023, and 90% in fall 2024. The CSU admit rates for Black/African American students increased from 78% in fall 2021 to 85% in fall 2024.

Moreover, the college did not observe any equity gaps across student ethnic groups with respect to either UC or CSU admit rates.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
These findings underscore the impact of the college's efforts on closing equity for students.

Next Steps (anticipated future actions)
The college will continue to prioritize the implementation of its equity plan to better support Black/African American and Hispanic/Latinx students. The college will also continue its partnership with the USC to equip faculty, managers, and classified staff with the skills to better support students.

5. **Increase the percentage of Hispanic/Latinx and Black/African American and other DI groups students successfully completing transfer level English and math in the first year.**
Responsible Individual(s): Keith Wurtz, Gio Sosa, Jeff Smith, Sara Butler, Ivan Pena

Key Accomplishments

Board Update
As per its student equity plan update, the college has observed an increase in the percentage of Hispanic/Latinx students completing transfer-level math and English within one year, from 17.4% in the 2020-2021 academic year to 18.2% in the 2023-2024 academic year. Similarly, the college has observed an increase in the percentage of Black/African American students completing transfer-level math within one year, from 42% in 2020-2021 to 74% in 2023-2024.

Chancellor's Update
The college has also observed an increase in the percentage of Black/African American students completing transfer-level English, from 63% in 2020-2021 to 68% in 2023-2024.

The campus continues to prioritize corequisite offerings to help students complete transfer-level math and English. In Fall 2024, we offered two sections of ENGL-101 that had the ENGL-917 co-requisite. ENGL-917 is a support lab for students in the two ENGL-101 sections. The same instructor teaches ENGL-101 and the accompanying support lab after the lecture part of the course. In Spring 2025, we offered three ENGL-101/917s, including one in the early morning to capture working students.

In Fall 2024, MATH-250E: Single Variable Calculus I Enhanced was approved, which provides additional instruction time to help students with extra support. The course was redesigned to include active learning techniques involving multiple modalities and individual and/or group active learning projects, activities, and/or student presentations. The course will first be offered Fall 2025.

In English, we will continue to assess retention and success rates compared to students enrolled in ENGL-101 (without support), specifically focusing on whether or not the support labs close equity gaps for DI groups over a longer period of time.

In Fall 2025, the impact of MATH-250E on student success and retention rates will be analyzed and evaluated for changes in the percentage of Hispanic/Latinx and Black/African American and other DI groups students successfully completing the

course.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

This work has a direct impact on students' completion of a key academic milestone.

Next Steps (anticipated future actions)

The college will continue to support the implementation of AB1705. The college will be prioritizing the implementation of its student equity plan, namely through the use of a Cascade-based process. Finally, the college will continue to monitor the rates of transfer-level completion to assess the impact of its support strategies.

6. **Increase access and the use of disaggregated data by course success and class rosters for classes taught by instructors.**
   Responsible Individual(s): Gio Sosa, Keith Wurtz

Key Accomplishments

Board Update
Currently, the faculty participating in the USC Race and Equity training receive course specific disaggregated course success rate data and class roster data. In addition, faculty participating in evaluations are provided disaggregated data to include in their self-evaluation. Such work has contributed to the closing of equity gaps in course success rates for Pacific Islander and Native American students.

Chancellor's Notes

In 2020-2021 four groups experienced disproportionate impact in course success rate at the college: Black/African American, Latinx/Hispanic, Native American, and Pacific Islander students. Subsequently, in three years, the college reduced the number of Disproportionately Impacted groups in course success rate from four to two: Black/African American and Latinx/Hispanic students.

Equally important, for the two groups still experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years. Specifically, for Black/African American students the course success rate has increased from 65.1% in 2021-2022, to 66% in 2022-2023, and to 67.2% in 2023-2024, a 2.1% increase ($p = .295$, ES = .04). Moreover, for Latinx/Hispanic students the course success rate has increased from 69.6% in 2021-2022, to 71.9% in 2022-2023, and to 72.7% in 2023-2024, a 3.1% increase ($p < .001$, ES = .07).

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Such work has contributed to the increase in course success observed for students, particularly for racially minoritized student groups.

Next Steps (anticipated future actions)

By late spring, faculty will be able to log in and access their specific disaggregated course success rate data and class roster data. The college plans on using this new data access as a springboard for further professional development focused on closing equity gaps for disproportionately impacted student groups.

Supporting Action 2: Enhance programs and services for disproportionately impacted groups and special populations

Key Results (Measurable outcomes to assess progress)

1. **Develop Summer Bridge programs and learning communities that will ensure Black/African American, Hispanic/Latinx, and other disproportionately impacted student populations persist in college.**
   Responsible Individual(s): Ivan Pena, Tesha Hagler, Sara Butler, Jeff Smith

Key Accomplishments

Board Update

Many of the eight students (four MESA and four STEM) from the first 2024 STEM Summer Research Program presented their research at scientific conferences including the CSUSB Undergraduate Summer Research Program (USRP), 2024 Southern California Conference for Undergraduate Research (SCCUR), 2024 American Geophysical Union (AGU) Annual Meeting, and 2025 Genetics Society of America(GSA) Annual Drosophila Research Conference.

Chancellor's Notes

In spring 2025, student services and instruction are working together to make adjustments to the Summer Bridge program to positively impact disproportionately impacted groups' readiness for fall 2025. While planning is currently ongoing, we are looking to offer an ethnic studies course, in addition to an English course. We will look at retention and success rates for Summer Bridge students from 2024 to 2025 once the summer session has concluded.

Building upon the success of the first 2024 STEM Summer Research Program, the MESA Program is currently expanding recruitment of research partners for the 2025 STEM Summer Research Program to also include industry partners and the offering of internships and job-shadowing opportunities.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The Summer Bridge Program and Summer Research Program give students a sense of belonging that contributes to good retention and persistence rates for participating students.

Next Steps (anticipated future actions)

The college is finalizing plans for the grand opening of the Multicultural Center in fall 2025. This space will serve as a community hub for Black/African American, Hispanic/Latinx, and other disproportionately impacted student populations, fostering connections that support retention, persistence, and completion in college. Next steps

include exploring learning communities for fall 2026.

2. **Increase the number of Black/African American, Hispanic/Latinx, and other DI student populations through courses (e.g. Ethnic Studies) and programs (e.g. Honors Institute).**

   Responsible Individual(s): Keith Wurtz

   Key Accomplishments

   Board Update
   The college hired a full-time Ethnic Studies faculty to develop additional courses and programs. To date, the college has developed a Social Justice Studies for Transfer Degree with the courses, such as: *Race, Ethnicity and Diversity*; *Sex, Gender, and Society*; *Native Peoples of North America*.

   Chancellor's Notes
   The following reflects a more comprehensive listing of courses cited in the board update:

   To date, the college has developed a Social Justice Studies for Transfer Degree with the following courses: *Race, Ethnicity and Diversity; Sex, Gender, and Society; Native Peoples of North America; Communication in a Diverse World; Literature by Women; Chicano/a and Latino/a Studies; Survey of Latin American History; Survey of Asian Art; and The American Deaf Experience.*

   Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
   The college has increased its ethnic studies section offerings from 7 in 2021-2022 to 27 in 2024-2025, an increase of 286% (n = 20).

   Next Steps (anticipated future actions)
   The new full-time Ethnic Studies faculty member will collaborate with others across

the college to develop additional programs and courses. The college is in the process of recruiting for a second Ethnic Studies faculty member.

3. **Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND, HACU, etc.**
   Responsible Individual(s): Ericka Paddock

Key Accomplishments

The college sent its largest cohort of Hispanic/Latinx students and staff to-date (four staff members, 10 students) to the 38th Annual HACU 2024 Conference in Aurora, CO. Similarly, the college will send its largest cohort of Black/African American students and staff to-date (five staff members, 10 students) to the 18th Annual A2MEND Summit (March 2025) in Los Angeles, CA.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
Campus attendance at both of these race conscious conferences provide students of color with valuable opportunities for mentorship, professional development, networking, and leadership growth. By increasing access to these influential events, we continue to strengthen our commitment to Black/African American and Latinx student success as it relates to retention, academic success, and career readiness.

Next Steps (anticipated future actions)
The college will continue to pursue best practices that have resulted in the increasing student engagement, such as collaborating with EOPS and sending targeted emails. Our aim is to foster connections that will have a lasting impact on our campus community.

Key Results (Measurable outcomes to assess progress)

1. **Increase the number of programs that can be completed with free textbooks.**
   Responsible Individual(s): Keith Wurtz, Jeff Smith

   Key Accomplishments

   The college was awarded a $118,500 Zero Textbook Cost (ZTC) Acceleration II Grant for the Multilingual (ML) program to convert courses/programs to fully ZTC. The ML program fills the gap for community members who desire to continue learning English, as both Yucaipa and Redlands Adult Schools offer only up to advanced levels of ESL courses. The college also received an additional $325,000 in ZTC funding to support the conversion of additional programs to fully ZTC.

   Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

   In fall 2024, the Library Certificate program launched its first set of courses, increasing the number of sections (three) to the most ever offered and contributing to a 92% student retention rate. Additionally, the Theatre Arts program offered seventeen ZTC course sections and saw its highest enrollment (142 students) since 2019, with a 97% student retention rate.

   Next Steps (anticipated future actions)

   Moving forward, the ML program will begin converting its courses/program to ZTC. Also, new certificate programs will be identified to convert to fully ZTC pathways. Finally, a more robust tracking system will be instituted in Fall 2025 to capture and track future ZTC courses more completely. In spring 2025, students enrolled in the final series of Library Certificate program's courses will be able to complete the certificate program.

2. **Increase access, marketing, and awareness for Basic Needs Center (food pantry, mental health services, housing, and technology support services).**
   Responsible Individual(s): Ericka Paddock, Erika Sherman, Michelle Riggs

Key Accomplishments

Board Update
As of fall 2024, the Basic Needs Center has increased access to its services by expanding evening operational hours. The center has also scaled its campus food insecurities support by partnering with 10 departments across campus (e.g., Tutoring Center, Veterans Resource Center, STEM, Fire Academy). This is a significant achievement given that the center first launched on campus in the fall of 2022.

Chancellor's Notes
In early January 2025, when a citywide power outage forced the campus to close for three days, our Basic Needs team overcame numerous challenges due to the lack of electricity and successfully prepared and distributed 100 "Crafton Care Packages" to students in need within 24 hours. With support from our campus partners, we provided each student with nonperishable food items, an insulated bag, and a solar phone charger. To maximize awareness, we promoted the giveaway through social media, text messages, and email.

We will also conduct regular checks to ensure the center's items remain in good condition and are ready for distribution when needed. Additionally, we will collaborate with campus partners to secure additional resources and keep our community informed about available support.

Promoting Basic Needs Center services and resources on a social media platform helps students connect to the college and increases their engagement with campus resources. In fact, the Basic Needs Center staff was featured in three separate Tik Tok reels on the campus Instagram feed @mycraftonhills promoting center resources (e.g., spring 2024: Basic Needs Resource Fair, fall 2024: How Request Food from the Food Pantry, TimelyCare Mental Health Services).

Student Impact (i.e., impact on retention, academic performance, career

readiness,.)
Offering food across campus ensures that all students can concentrate on their academics and eliminates hunger as a potential distraction. This practice also increases awareness of the center and its services without requiring students to visit the physical location. Providing non-perishable food items and solar phone chargers during a power outage helped alleviate stress, foster a sense of community, and ensure student wellbeing during an uncertain time.

Next Steps (anticipated future actions)
The center will continue to seek partnerships with additional departments and develop programs tailored specifically to student parents aimed at providing services addressing their unique needs. To better prepare for potential power outages, the center will stock up on nonperishable food items, hygiene kits, and solar chargers. This includes increasing our inventory of essential supplies, organizing them for easy access during emergencies, and having a list of best practices ready to follow.

3. **Use marketing to increase awareness of programs and sections that can be completed with free textbooks.**
   Responsible Individual(s): Keith Wurtz, Jeff Smith, Michelle Riggs

   Key Accomplishments

   Board Update

   The fall 2024 digital Zero Textbook Cost bilingual marketing campaign, in collaboration with HyattWard Advertising, successfully boosted enrollment in both the Library and Theatre programs. The campaign led to a record high enrollment of 63 students in the Library program and the largest Theatre enrollment since 2019, with 142 students.

Chancellor's Notes

The increase in ZTC Marketing both on campus and online has driven students to an increasing number of ZTC courses being offered. For example:

- Fall 2023 had 91 ZTC classes
- Fall 2024 had 171 ZTC classes
- Increase of 80 ZTC classes from Fall 2023 to Fall 2024

- Spring 2024 had 86 ZTC classes
- Spring 2025 had 130 ZTC classes
- Increase of 50 ZTC courses from Spring 2024 to Spring 2025

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
This work is vital to make college affordable to students and increasing access to higher education for many prospective students in our service area.

Next Steps (anticipated future actions)
The college will use data analytics from the previous marketing campaign to better focus future ads on the types that generated the most student interest and highest click-through rates.

4. **Improve access to technology that supports learning.**
   Responsible Individual(s):, Keith Wurtz, Mike Strong

Key Accomplishments

Board Update
Technology Services continues to upgrade and replace technology equipment across the campus that will improve access and support learning, including with respect to updating wireless access points across the campus and replacing projectors in building

housing regularly used classrooms.

Chancellor's Notes

The following is the status of current CHC technology projects:
- Wireless access points have been replaced in all buildings and exterior areas. This project was completed in December 2024. This project has improved WIFI access and speeds throughout the campus for all users.
- Flat screen monitors have been replaced in the Crafton Center and the Fitness Center with controls to share marketing information.
- Replaced 11 projectors in PSAH and Canyon Hall classrooms.
- Technology Services continues to upgrade all campus computers to Windows 11. This project will continue through Spring 2025.
- Multi-factor authentication is being implemented for adjunct faculty.
- CTB 206 has been converted from a non-instructional space into a computer classroom for English.
- Technology Services continues to upgrade the network switches. We anticipate this work to be completed in Spring 2025.
- Computer Obsolescence Project: This project is a revolving cycle. Technology Services is in the process of replacing all computers that are 4 years old. As of Spring 2025, all remaining computers included in this replacement cycle will be upgraded or replaced by summer 2025. Additional computers for the next round of replacements are being purchased in April 2025.
- Training for classroom technology equipment (Extron controls) has been provided and will continue as needed.

Additionally, the faculty participating in the USC Race and Equity training receive course specific disaggregated course success rate data and class roster data via Canvas LMS. In addition, faculty participating in evaluations are provided disaggregated data to include their self-evaluation. Moving forward, a dashboard will be fully implemented so that faculty can login and access their specific disaggregated course success rate data and class roster data. Such access will be available to faculty by the Spring 2025 semester.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The campus technology improvements mentioned above will improve the student technology experience as well as provide seamless access across the campus. The library continues to issue hotspots and computers to students with access barriers to their education.

Next Steps (anticipated future actions)

The college will continue the replacement and upgrades of projectors, flat screen TV marketing controls software, scheduled computer replacements, and training for classroom equipment.

5. **Establish student onboarding for distance learning via increased training and support.**
   Responsible Individual(s): Ivan Pena, Sara Butler

Key Accomplishments

Board Update

The Distance Education Program (DEP) Committee is actively working with our webmaster and Guided Pathways Coordinator to ensure that students and prospective students know which courses and pathways are available online. This helps ensure that we serve students who may not be able to take classes on campus (working students, caretakers, etc.).

Chancellor's Notes

Faculty wishing to teach online at the college need to earn DE certification, which includes resources and best practices so that faculty understand the importance of sharing campus resources (virtual and on-site) with students. By streamlining our online offerings by requiring the same training for online faculty, students enrolled in any online class at the college have the tools and information they need to succeed not only in the course but throughout their academic journey.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Proactively informing students about the demands of online courses is vital to ensuring that they are successful in that modality.

Next Steps (anticipated future actions)

To further support students, we plan to partner with instructional departments to design both online and in-person workshops. These workshops will focus on strategies for succeeding in online courses and will help students assess whether distance learning is the right choice for them.

Supporting Action 4: Improve communication with students (e.g., enhance CHC website, Canvas/Pronto SMS)

Key Results (Measurable outcomes to assess progress)

1. **Encourage use of Canvas and Starfish by all faculty regardless of course delivery format and student support services.**
   Responsible Individual(s): Keith Wurtz, Sara Butler, Kashaunda Harris, Gio Sosa, Ivan Pena

   Key Accomplishments

   When new faculty are interviewed and onboarded, chairs and deans stress the importance and impact of using Canvas in all courses, whether online or face-to-face. Deans also consider the use of Canvas by faculty during the evaluation process. The college also offers multiple formats of training throughout the fall and spring semesters regarding the use of Canvas and best practices. These include full courses (40-50 hours) and short "micro-courses" that can be completed asynchronously on demand.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

According to USC Race and Equity data, the majority of faculty evaluated in fall 2024 were on par with or exceeded department averages for student retention and success. Using Canvas as a complement to a face-to-face course or as the learning management system in a fully online course likely contributes to this positive outcome.

Next Steps (anticipated future actions)

The college will continue to offer Canvas-based training for the foreseeable future. The college is also in the process of gathering data on the extent to which Canvas is used by students and faculty alike. Having such information will help the college identify promising practices to better support students and faculty.

2. **Increase student engagement in activities through student life.**
   Responsible Individual(s): Ericka Paddock, Ivan Pena, Willie Blackmon

   Key Accomplishments

   Board Update
   The college continues to engage the student body through a host of events, including hosting the college's first Dia De Los Muertos event held in October 2024. Additionally, to accommodate heightened interest from students desiring to serve on Student Senate, the college's leadership helped the Student Senate update its bylaws to increase its roster from 20 to 22 members. Lastly, the college recorded 32 chartered student clubs in fall 2024, the largest number in the college's history.

   Chancellor's Notes

   The following represents additional details concerning the updates offered in the board update:

- The successful implementation of the college's first Dia De Los Muertos event in late October 2024, which included an altar competition, mariachi band performance, participation from the three Latinx Consulates in the Inland Empire, and food for 150 people.
- Due to heightened student interest in participation, the Student Senate updated its bylaws to increase its roster of active positions from 20 to 22, the highest number of Student Senate members to date.
- Thirty-two student clubs, the largest number in Department of Student Life history, applied for a charter in fall 2024. This increased demand for student activities is a testament to the infrastructure, staffing, and culture of support on campus to prioritize student involvement.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Student activities create a sense of community and help students feel more engaged in their educational experience. These opportunities allow students to develop leadership skills, collaborate with peers, and increase personal growth. They also contribute to students' academic and career advancement through exposure to campus events, such as guest speakers, workshops, and networking opportunities. These activities enhance classroom experiences and prepare students for their professional futures.

Next Steps (anticipated future actions)

We will keep developing opportunities for student involvement, drawing on established best practices (e.g., partnering with other entities on campus, encouraging faculty participation in cultural planning teams, etc.) that have been found to be effective.

3. **Create online resources to support Black/African American students, Hispanic/Latinx students, and other cultural groups.**
   Responsible Individual(s): Delmy Spencer, Michelle Riggs

<u>Board Update</u>

The student services departments have reviewed and analyzed disaggregated data for Black/African American and Hispanic/Latinx student populations. The departments used such information to identify gaps in access and actively reached out to Black/African American and Hispanic/Latinx students.

<u>Chancellor's Notes</u>

Moving forward, the college will conduct focus group research in spring 2025 to better understand the needs, interests, and challenges faced by Black/African American students, Hispanic/Latinx, and other cultural groups.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Intentional interventions such as workshops, phone calls, emails, and texts were used to connect students to available programs and resources. Such work resulted in closing equity gaps concerning various services/resources, such as receiving financial aid.

Next Steps (anticipated future actions)

Use findings from disaggregated data to create online resources and webpages that cater specifically to the needs of Black/African American and Hispanic/Latinx student populations in Spring 2025.