2025-2028

STUDENT EQUITY PLAN

CRAFTON HILLS
COLLEGE

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SECTION 1: ASSURANCES AND REFECTION

Assurances

Please attest to the following assurances and answer its associated question. Top of Form

X   I have read the legislation Education Code 78220 and Education Code 78222 am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

X   I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

X   I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Crafton Hills College is committed to ensuring that the development of the Student Equity Plan (SEP) is an inclusive and collaborative process that actively engages all campus groups, particularly those from historically underrepresented and disproportionately impacted populations. To that end, the college implements a multi-tiered approach that ensures broad-based input and meaningful participation across stakeholders, including students, faculty, classified professionals, administrators, and community partners. To center student voice, the Student Senate played an active role in the equity planning process. Student representatives participated in key planning meetings to offer input on strategies, share lived experiences and ensure the Student Equity Plan reflects the diverse needs and aspirations of the student body.

 In addition to student government engagement, the college hosted an Equity Café in partnership with the Student Senate. This event was intentionally designed to create an open and accessible space for students to provide direct feedback, share their perspectives, and co-create solutions. These conversations offered valuable insights into barriers students face and informed the design of responsive interventions.

To further ground the plan in real student experiences, the Institutional Research team conducted student focus groups, intentionally targeting students who fall within the five SEP metrics (access, retention, completion, transfer, and transfer-level math and English). These sessions helped amplify the voices of students from disproportionately impacted groups and allowed the college to understand specific equity gaps from the students' points of view.

Moreover, the college ensured representation from all constituency groups through participation in committees such as the Student Equity and Achievement Committee (SEA), which includes faculty, classified professionals, administrators, and student representatives. These groups regularly reviewed disaggregated data, shared best practices, and collaboratively shaped the direction of the plan. As the college moves forward, it remains committed to leveraging student voice as a catalyst for institutional change.

Through intentional and authentic engagement of all campus groups—especially students—Crafton Hills College ensures that its Student Equity Plan is not only representative but actionable in advancing meaningful and measurable equity outcomes.

X   I have read the legislation Education Code 78220 and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"

X   I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource.

Race-Consciousness Planning

Crafton Hills College (CHC) intentionally adopted a race-conscious framework in the development of its 2025–28 Student Equity Plan, grounded in a commitment to addressing systemic barriers and closing equity gaps for disproportionately impacted student populations—particularly Black/African American and Hispanic/Latinx students.

To inform planning efforts, CHC employed a combination of qualitative and quantitative methods. In Fall 2019, the college partnered with the RP Group to conduct six student focus groups specifically targeting populations with historically lower course success rates. These sessions centered on students' voices and lived experiences across various stages of their academic journeys. Findings from the focus groups revealed important racialized themes, including:

- The critical impact of faculty-student relationships on academic engagement and success.
- Barriers to affordability, particularly the cost of textbooks and class materials.
- Experiences of cultural disconnect and a lack of empathy from instructors, particularly for African American/Black and Hispanic/Latinx students.
- A reported absence of belonging and cultural representation on campus.

- A need for greater visibility and accessibility of student support services, including online options and clearer information.

These insights directly shaped the development of race-conscious strategies within the Student Equity Plan, with a particular focus on improving classroom inclusivity, faculty cultural competency, financial support, and targeted student services for racially minoritized groups.

Since Fall 2020, CHC has further advanced its race-conscious planning through participation in the Chancellor's Office Streamlining Project Pilot. Through this initiative, the college conducted in-depth analyses of support service usage by African American/Black and Hispanic/Latinx students, benchmarking their representation in programs like tutoring, counseling, transfer services, food assistance, and access to assistive technologies. This disaggregated data allowed CHC to apply disproportionate impact methodologies to evaluate equity in service delivery and inform corrective action.

Importantly, the college established a cross-campus committee composed of students, faculty, classified professionals, administrators, and staff from student support programs. This team meets regularly to review data trends, share observations, and monitor targeted activities that address equity gaps—many of which are detailed in the Student Equity Plan.

To ensure student voices remained central to this race-conscious approach, CHC also:

- Included Student Senate representatives in the SEP development process to advocate for the needs of their peers.
- Hosted Equity Cafés in partnership with the Student Senate, which created open forums for students to share insights on racial equity, inclusion, and campus climate.
- Conducted student focus groups targeting those within the five-equity metrics, further highlighting nuanced racial and ethnic disparities across enrollment, retention, completion, and transfer.

In summary, Crafton Hills College's approach to equity planning is not only data-informed but also deeply rooted in a race-conscious understanding of institutional responsibility. Through targeted research, intentional student engagement, and cross-campus collaboration, CHC continues to dismantle barriers and promote success for its racially minoritized student populations.

X   I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by

June 30th of each year, at the end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Crafton Hills College (CHC) has established a structured and collaborative process to ensure that the implementation of the Student Equity Plan (SEP) is consistently advancing the college's institutional equity goals and fostering continuous improvement. This process is both data-informed and inclusive, with multiple opportunities for cross-campus engagement and accountability.

The college's SEA Committee, in partnership with the Office of Institutional Effectiveness, Research & Planning, will lead the ongoing review of SEP progress. This team includes faculty, classified professionals, administrators, and student representatives to ensure diverse perspectives guide evaluation and refinement efforts.

Key Elements of the Review and Evaluation Process:

Biannual Review: The SEA Committee will conduct formal evaluations of SEP activities and outcomes at the end of each semester (Fall and Spring). These reviews will include updates on progress toward metric-specific goals, identification of new or persistent equity gaps, and recommendations for course corrections or new strategies.

- Annual Campus-Wide Reporting: A comprehensive equity impact report will be developed and shared with the campus community annually by June 30th. This report will summarize key findings, highlight success stories, and provide data disaggregated by race/ethnicity, gender, and other equity-focused dimensions. It will be presented to shared governance bodies, such as the Academic Senate, Classified Senate, Student Senate, and College Council.
- Integration with Planning and Program Review: SEP progress will be aligned with CHC's Educational Master Plan and Program review processes. Departments will be encouraged to reflect on equity goals and integrate SEP-related data into their unit-level improvement plans, ensuring that equity remains embedded throughout institutional planning.
- Equity Dashboards and Data Access: Started Spring 2025, the college will roll out equity dashboards that allow faculty and staff to view disaggregated course-level and service-area data. This will empower instructional and student services personnel to make informed decisions and track equity progress at the classroom and program level.
- Student Voice in Evaluation: The college will continue to conduct student focus groups targeting those served by the SEP metrics, ensuring qualitative data informs adjustments to activities. Feedback will also be gathered via Equity Cafés, co-hosted with the Student Senate, to directly engage students in the review process.

This structured and cyclical process ensures that the Student Equity Plan remains a dynamic, evolving document, reflective of student needs and institutional goals. Through frequent evaluation and transparent communication, CHC remains committed to advancing equity and creating meaningful, measurable change.

SECTION 2: CONTACTS

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SECTION 3: STUDENT EQUITY REFLECTION

Crafton Hills College has made meaningful progress towards closing equity gaps and improving student outcomes through a range of targeted interventions, community partnerships, and data-informed practices. This report provides a reflection on the college's goals and achievements from its 2022-2025 Equity Plan, as well as pending actions that demonstrate a continued commitment to student equity.

Successful Enrollment – African American/Black Students Reflective Summary

Crafton Hills College exceeded its three-year goal for successful enrollment of African American/Black students, achieving 37.7% in 2023-24 compared to the target of 34.1%. This accomplishment reflects a robust, multi-pronged strategy focused on improving outreach, support, and visibility of opportunities for underrepresented students.

Key initiatives included:

- Outreach to feeder schools with specific focus on African American/Black students.
- Promotion of the First-Year Experience program with targeted efforts toward African American/Black and Latinx seniors.
- Use of Starfish to communicate targeted developmental opportunities like HACU and A2MEND Conferences.
- A comprehensive marketing and outreach campaign involving community events, partnerships with K-12, adult schools, nonprofits, and city-wide advertisements.
- Amplifying alumni success stories to build inspiration and awareness.
- Streamlining of the matriculation and placement process.

These combined efforts resulted in more accessible pathways and a stronger presence within the community, directly contributing to improved enrollment equity.

Completed Transfer-Level Math & English (First Year) - Reflective Summary

While Crafton Hills College narrowly missed its three-year goal for Hispanic/Latinx students completing transfer-level English and math in the first year (18.2% actual vs. 19.6% target), the college has made substantial progress toward improving academic success for this population through intentional equity-driven strategies.

Key efforts included:

- Increased academic support services, including expanded tutoring resources in math and English to offer more accessible and personalized assistance.
- Targeted instructional strategies, including supplemental instruction in gateway courses to address learning gaps and support persistence.
- Faculty development in DEIA practices, with 88 full-time and part-time faculty completing USC's Race and Equity training.

- Use of disaggregated student success data in faculty evaluations to promote equity-minded reflection and teaching adjustments.
- Development of a Social Justice Studies Transfer Degree, offering culturally relevant academic pathways.
- A 286% increase in ethnic studies course offerings, creating more inclusive curriculum choices for students.
- Cultural enrichment programming by the Hispanic Heritage Committee, such as lotería, Día de los Muertos, guest speakers, and film screenings, fostering a sense of belonging and cultural identity.

Pending Actions:

In Spring 2025, the college will launch a faculty dashboard that provides section-specific equity data, allowing instructors to assess and address disparities in real time.

Persistence (Fall to Spring) - Reflective Summary
In 2023–24, the persistence rate for African America/Black students increased slightly to **56.3%**, just below the college's goal of **57.9%**. While the goal was narrowly missed, Crafton Hills College continues to implement impactful strategies to build a strong sense of belonging, increase engagement, and support student success.

Current efforts include:

- Culturally enriching programming such as Black History Month events, guest speaker series, and cultural showcases celebrating Black identity and heritage.
- African American Student Success Week programming, offering workshops and panels that center Black student voices and experiences.
- Increased participation in the A²MEND Conference, connecting students with mentoring, leadership development, and statewide support networks for Black male students.
- Professional development opportunities for students, highlighting pathways to careers and leadership roles through tailored activities and sessions.
- Career development events and partnerships with employers committed to diversity and inclusion.
- Proactive counseling campaigns, including outreach to students missing a counselor-approved educational plan, with targeted follow-up by race/ethnicity.
- Recognition emails and milestone celebration events for students reaching 15-, 30-, 45-, and 60-unit completions, reinforcing achievement and community connection.

Pending Actions:

- Launch of a Multicultural Center in Fall 2025 to provide a dedicated space for cultural exchange, community-building, and student support.
- Development of campus climate surveys or focus groups to gather deeper insights on Black/African American student experiences and enhance engagement strategies.

Transfer

As part of its commitment to equity and student success, Crafton Hills College revised its original transfer target for Hispanic/Latinx students due to discrepancies in CCCCO Student Success Metrics. Using internal calculations, the college set a new three-year target of 13.9%, and achieved a 12.6% transfer rate in 2023–24 (386 of 2,921 students). While slightly below the new target, these outcomes reflect meaningful progress and a deepening commitment to equity in transfer outcomes.

These efforts are guided by Crafton's Equity Vision, which prioritizes culturally responsive instruction, intentional student engagement, and targeted outreach to historically marginalized student populations. The college continues to remove systemic barriers to transfer for Hispanic/Latinx students through a multifaceted, equity-centered approach.

Key Activities:

- The Transfer Center consistently offers and tracks participation in CSU and UC application workshops, providing direct support to students throughout the transfer process.
- No disproportionate impact was found in Hispanic/Latinx students' participation in application workshops, drop-in transfer advising, or engagement with the non-graded Canvas transfer support shell.
- Faculty development has played a critical role in advancing equity. To date, 88 full-time and part-time faculty have participated in USC Race and Equity Training, equipping instructors with DEIA-aligned strategies to better serve diverse learners.

The Office of Instruction embedded the use of disaggregated course success and roster data into the faculty evaluation process to support equity-focused reflection and course improvement.

- The launch of a Social Justice Studies Transfer Degree and significant expansion of Ethnic Studies offerings (286% growth) has enhanced academic representation and pathways for students.

Pending Actions:

- Equity Dashboard Launch (Spring 2025): Faculty will gain access to course-specific, disaggregated data by race/ethnicity to better identify and address equity gaps in student outcomes.

Recognition:

Crafton Hills College was recognized as an Equity Champion for Higher Education by the Campaign for College Opportunity, highlighting its dedication to supporting equitable transfer pathways for historically underserved students.

Completion (Degree or Certificate) - Reflective Summary (Black/African American Students)

In the 2023–24 academic year, 27 out of 466 Black/African American (AA) students (5.8%) earned a degree or certificate—just below the college's three-year goal of 6.3%. While the completion rate has seen only marginal growth, Crafton Hills College remains deeply committed to fostering an environment where Black/AA students feel seen, supported, and empowered to achieve their academic goals.

To move the needle on completion outcomes, the college implemented several intentional and equity-focused strategies. For example, our Completion Teams have played a pivotal role in supporting Black/AA students through personalized campaigns—including outreach via phone calls, text messages, and emails—to encourage continued progress toward educational goals. Using tools like Starfish, the teams partnered with faculty to identify Black/AA students without comprehensive educational plans and referred them to the Counseling Department for individualized support.

In collaboration with the English Department, the college introduced a Summer Bridge Learning Community specifically focused on recruiting and supporting Black/AA students in their transition to college. These efforts were complemented by targeted outreach to dual enrollment feeder schools, where the college promoted its First-Year Experience (FYE) program with a special emphasis on Black/AA and Latinx high school seniors in YCJUSD and RUSD. This outreach included email campaigns and in-person information sessions.

To strengthen students' academic journeys and professional growth, the college utilized Starfish to connect Black/AA and Latinx students to professional development opportunities, such as the HACU and A2Mend conferences—programs designed to amplify student voice, leadership, and career readiness.

Crafton Hills College also recognizes the importance of building a culture of recognition and celebration. Black/AA students receive congratulatory emails and invitations to semesterly unit-milestone celebrations upon completion of 15, 30, 45, and 60 units—creating touchpoints that reinforce their progress and sense of belonging.

Looking ahead, the college is committed to removing systemic barriers and fostering inclusive practices:

- In Spring 2025, faculty will gain access to a section-specific dashboard disaggregated by ethnicity, enabling them to analyze and respond to potential equity gaps in real time.
- A dedicated space has been identified for the development of a Multicultural Center, which will serve as a hub for cultural engagement, community building, and support—particularly for students from historically underrepresented backgrounds, including Black/AA students.

Through these comprehensive and culturally responsive initiatives, Crafton Hills College affirms its mission to promote equitable completion outcomes and uplift the experiences and success of Black/African American students.

Conclusion

Crafton Hills College has demonstrated a consistent commitment and progress in addressing equity gaps across multiple metrics. Through culturally responsive teaching, intentional outreach, and strong community partnerships, CHC continues to strengthen outcomes for historically underrepresented student groups. As we move forward, implementing data-informed tools and inclusive spaces will further institutionalize equity across campus programs and services.

SECTION 4: EXCUTIVE SUMMARY

The three-year (2025-2028) Crafton Hills College Student Equity Plan is a result of reflection and evaluation of the 2022-25 Equity Plan. The college used the previous Equity Plan to monitor to lead our institutional self-evaluation process that includes the collection and reflection of five equity metrics on a yearly basis. This yearly evaluation helped us focus on addressing equity in the classroom success, and services, specifically addresses strategies for Hispanic/Latinx and African American/Black students.

This has created a culture of equity demonstrated through Crafton Hills College curriculum and instructional programs, support services, diversity programming, and professional development activities.

Equity Themes and Budgeted Initiatives

The initiatives that Crafton Hills College will undertake and financially support reflect an emphasis on one or more of the following themes: (a) targeted outreach, marketing, and creating a sense of belonging; (b) curriculum review and development, instructional techniques, and student support-based strategies; (c) professional development and hiring practices; and (d) increased data tracking and analysis.

Targeted Outreach, Marketing, and Creating a Sense of Belonging

Crafton Hills College is committed to strengthening its cultural responsiveness and ensuring that students from all backgrounds, particularly African American/Black and Hispanic/Latinx communities, feel seen, valued, and supported. This theme captures our intentional efforts to deepen community connections, enhance our outreach and marketing strategies, and foster a strong sense of belonging across campus.

Targeted Outreach and Partnerships

To better serve our diverse student body, the college is expanding its targeted outreach initiatives by forming strategic partnerships with key community-based organizations such as 100 Black Men of the Inland Empire and 100 Black Women of the Inland Empire. Through these collaborations, CHC will co-host community events, offer college resource workshops, and create pathways that encourage African American/Black, Asian and Hispanic/Latinx students to engage early and often with college services. Outreach activities will not only focus on prospective students but will also include invitations to families, recognizing the key role they play in students' educational journeys.

Culturally Responsive Programming and Learning Communities
In alignment with statewide best practices, CHC is exploring the development and expansion of culturally responsive learning communities for African American/Black and Hispanic/Latinx students. These will be designed to build strong, affirming on campus communities. These programs focus on fostering academic success, leadership development, and personal growth, all within a supportive environment that honors students' cultural identities and lived experiences.

Marketing and Communication Strategies
Crafton Hills College will continue to leverage culturally relevant marketing and communications to ensure that our materials, campaigns, and outreach reflect the diversity of our student body. Marketing efforts will include multilingual materials, inclusive imagery, storytelling that highlights the achievements of diverse alumni, and promotional campaigns tied to cultural heritage months and celebrations.

Creating a Sense of Belonging
Central to these efforts is the intentional creation of a campus climate where every student feels a deep sense of belonging. The college is planning and hosting regular on-campus events that celebrate African American/Black and Hispanic/Latinx heritage, including cultural festivals, guest speaker series, panel discussions, and recognition ceremonies. These events will not only recognize students' cultural backgrounds but will also provide direct access to college resources such as financial aid, counseling, and transfer services.

Additionally, the establishment of a Multicultural Center is a key part of this strategy. This center will serve as a welcoming hub for all students, offering a space for cultural exploration, community-building activities, academic support, and leadership development.

By intertwining targeted outreach, culturally relevant marketing, strategic community partnerships, and intentional efforts to build a keen sense of belonging, Crafton Hills College reaffirms its commitment to being an inclusive and equity-centered institution where all students can thrive.

Curriculum, Instructional, and Student Support-Based Strategies
Crafton Hills College (CHC) is committed to embedding equity and inclusion into every aspect of the student academic experience, from curriculum design to instructional delivery and comprehensive student support services. This theme reflects an intentional and holistic approach to closing equity gaps and fostering an environment where all students can thrive.

Curriculum and Instructional Innovations:

The college has initiated a systematic review of curriculum with a focus on integrating equity-minded practices into all course outlines. Faculty are encouraged to intentionally design courses that reflect diverse perspectives, reduce barriers to success, and create

inclusive learning environments. A major highlight of these efforts is the expansion of Ethnic Studies offerings, including new African American/Black Studies courses, which provide students the opportunity to explore, celebrate, and critically engage with their own and others' cultural heritages through an academic lens.

Instructional support has also been strategically enhanced through the deployment of embedded tutors and supplemental instruction in gateway and high-enrollment courses, particularly those with a significant representation of African American/Black and Hispanic/Latinx students. These academic interventions are aimed at providing students with timely and targeted assistance to improve course success rates and persistence.

Targeted Student Support Services:

Faculty and staff actively use Starfish to identify students at key academic milestones and connect them with critical campus resources, including counseling, and tutoring. The College Library has expanded its collection to include culturally relevant research resources and now offers 24/7 librarian support, ensuring that students have continuous access to academic help whenever they need it.

Redesigned Counseling and Completion Support:

In a bold reimagining of its counseling services, CHC has implemented a redesigned counseling model that aligns support with students' progress toward their educational goals. This model emphasizes initiative-taking engagement and deeper relationship-building through the integration of newly hired Completion Coaches. These coaches work closely with students to offer personalized academic planning, motivation, and connections to campus and community resources, with special attention given to historically marginalized populations.

Institutional Commitment to Equity and Inclusion:

Recognizing that sustainable change requires systemic alignment, CHC has embedded Diversity, Equity, and Inclusion (DEI) principles into all major institutional processes, including program review, curriculum review, faculty evaluation, and the student learning outcomes (SLO) assessment cycle. This ensures that equity is not a peripheral initiative but a core standard by which the college measures the quality and effectiveness of its academic and student services programs.

Through these coordinated efforts, Crafton Hills College is not only advancing academic excellence but also fostering a community of belonging, support, and empowerment for all students—particularly those from historically underrepresented groups.

Professional Development, Hiring Practices, and Data-Driven Strategies
Crafton Hills College (CHC) is deeply committed to advancing equity through intentional, systemic efforts focused on building faculty and staff capacity, diversifying our workforce, and leveraging data for continuous improvement—all aligned with the CCCCO's Vision for Success goals. Equity work at CHC is embedded across academic instruction, student support services, and institutional operations to foster an inclusive environment where all students can thrive.

Equity-Focused Professional Development
CHC continues to prioritize robust and ongoing professional development to equip faculty, staff, and administrators with the tools necessary to foster equitable learning and support environments. As a partner with the USC Race and Equity Center, CHC provides structured training opportunities on culturally responsive teaching, equity-minded student services, anti-racism, and critical data analysis practices.
In addition to in-house training, CHC actively supports participation in national and statewide conferences that enhance professional growth and equity expertise, including:
- **NCORE** (National Conference on Race and Ethnicity in Higher Education)
- **HACU** (Hispanic Association of Colleges and Universities) Conference
- **A²MEND** (African American Male Education Network and Development) Conference
- **APAHE** (Asian Pacific Americans in Higher Education) Conference

Workshops and seminars center on the lived experiences of African American/Black, Hispanic/Latinx, and other historically underrepresented students, preparing faculty and staff to effectively address barriers to student success and cultivate more inclusive learning environments.

Equity-Minded Hiring and Retention Practices
Recognizing the vital role of a diverse faculty and staff in advancing equity, CHC has strengthened hiring practices with an intentional focus on recruiting, hiring, and retaining individuals from underrepresented communities, particularly African American/Black and Hispanic/Latinx populations.
Key strategies include:
- Requiring implicit bias training for human resources.
- Proactively conducting targeted outreach to attract a more representative pool of candidates.

These measures aim to create a workforce that mirrors the diversity of CHC's student body and supports a culturally affirming campus climate.

Increased Data Tracking, Literacy, and Equity Analysis
Crafton Hills College has committed to building a culture of data literacy to ensure that equity is at the center of all institutional practices. Faculty and staff are being trained to engage in evidence-based conversations that prioritize closing equity gaps through:
- Access to disaggregated course success, retention, and transfer data by ethnicity, gender, and other demographics at the class, program, and activity levels.
- Expansion of real-time tracking tools such as Starfish, the Vision for Success dashboards, and customized internal equity reports.

- Focused analysis on usage of key student services (e.g., tutoring, counseling, financial support) to identify and address underutilization by disproportionately impacted groups. This data-driven approach enables timely interventions, supports resource allocation, and fosters continuous institutional learning.

Student Services Leadership in Vision Alignment Report

Student Services has taken a leading role in **Vision Alignment Report** through the development and management of equity audits. This ongoing work includes:

- Tracking progress toward meeting student equity and success metrics.
- Monitoring enrollment, retention, persistence, completion, and transfer outcomes.
- Designing and implementing targeted outreach and support programs for students from historically marginalized communities.

Student Services also coordinates cross-campus collaborations to maintain accountability and ensure that campus initiatives align with statewide equity priorities.

Conclusion

Through targeted professional development, strategic hiring practices, and an intensified focus on data tracking and analysis, Crafton Hills College is building a strong infrastructure for sustained equity advancement. These efforts not only support closing equity gaps but also foster a campus culture rooted in inclusivity, belonging, and student success. Together, these strategies reflect CHC's deep and enduring commitment to creating an equitable educational environment, in full alignment with the CCCCO's statewide equity initiatives.

Student Equity Budgeting 25-2028

In addition to the proposed priorities listed below that are essential in making transformative change around racial equity, CHC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with the Student Equity Plan Goals.

The California Community Colleges Chancellor's Office (CCCCO) and Legislature (SB (Senate Bill) 1456 & SB 860) have provided significant funding to increase student success and equity in community colleges. CHC has used the funding in a variety of ways including the funding of positions, professional development, programs, and services to meet the requirements of the legislature, increase student success, and close equity gaps.

Total Student Equity and Achievement (SEA) Allocation Amount   **$2,446,110**

Expenditure Type	Amount
1000 - Instructional Salaries	$550,478
2000 - Non-Instructional Salaries	$691,291
3000 - Employee Benefits	$640,611
4000 - Supplies and Materials	$33,000
5000 - Other Operating Expenses and Services	$530,730
6000 - Capital Outlay	$0
7000 - Other Outgo	$0
Total Expenditures	**$2,446,110**

Assessment of the progress made in achieving identified goals

Our college's progress towards achieving our stated goals takes the form of structural institutional processes or practices that are conducive to taking substantive equity-minded action across our programs and the evidence we have to date concerning the effects of those processes.

Structural Processes/Institutional Practices

One institutional practice that is foundational to successfully implementing a broad-based equity agenda is our continued emphasis on working with disaggregated data, both at the class or section-level and the program activity-level, with an eye towards identifying instances of disproportionate impact and employing processes or practices meant to systematically address them. A growing number of our college's faculty examine their disaggregated section-level data and employ a set of effective equity-minded strategies gathered via training received from the USC Race & Equity Center to address observed gaps. Similarly, our student services units examine disaggregated data for African American/Black, Hispanic and Economic Disadvantage students based on specific services they offer with a focus on creating pathways for equitable access to those services. Such work is done on an ongoing basis, with proper support and leadership by key stakeholders, including the college's vice presidents.

A second practice maintaining an emphasis on equity-minded practices is our program review and student learning processes that specifically requires programs and faculty to regularly reflect on disaggregated data–including the forthcoming student learning outcomes and service area outcomes data at the student-level–to develop plans for enhancing equitable student outcomes in their respective programs and support services.

Evidence of Progress Towards Equity Goals
Based on the student success metrics, the college has improved on equity goals but has not closed equity gaps in 4 out of the 5 metrics identified in the original 2022-2025 equity plan:

Increase the percentage of African American/Black students who apply and enroll at Crafton Hills College			
Projection			
Baseline	Year 1	Year 2	Year 3
17-18	22-23	23-24	24-25
33.4%	33.4 to 33.6%	33.6 to 33.9%	33.9 to 34.1%
194/581	195/581	197/581	198/581
Observable		Target Met	
		37.7%	
		188/498	
Increase the number of Hispanic/Latinx students to completing transfer level Math and English within the first year.			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
17.4%	17.4 to 18.1%	18.1 to 18.9%	18.9 to 19.6%
158/909	165/909	172/909	178/909
Observable		Target Not Met	
		18.2%	
		267/1471	
Increase the percentage of African American/Black students persisting from fall to spring			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
56.2%	56.2 to 56.8%	56.8 to 57.3%	57.3 to 57.9%
104/185	105/185	106/185	107/185
Observable		Target Not Met	
		56.3%	
		103/183	
Increase the number of African American/Black students to obtain a degree or certificate attainment.			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
5.9%	5.9 to 6.1 %	6.1 to 6.2%	6.2 to 6.3%
21/353	22/353	22/353	22/353
Observable		Target Not Met	
		5.8%	
		27/466	

Key Metrics

The CHC Student Equity Plan serves an integral role in mapping the College's path to intensify students' sense of belongingness. The College is committed to:

- Increase the percentage of Asian, African American/Black, and White students who apply and enroll at CHC in the same year.

- Increase the percentage of Hispanic/Latinx and First-Generation students completing transfer level Math and English.

- Increase the percentage of Hispanic, First Generation and African American/Black, students persisting from fall to spring.

- Increase the percentage of Hispanics, African American/Black Males, First Generation and Econ Disadvantage students' degree or certificate attainment.

- Increase the percentage of Hispanic/Latinx, First Generation and White Male students transferring to a four-year institution.

STUDENT POPULATIONS EXPEREINCE DISPROPORTIONATE IMPACT

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment-DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205
Completed Both Transfer-Level Math & English- DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30
Persistence: First Primary Term to Secondary Term- DI Student Populations						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35
Completion- DI Student Populations						
Econ Disadvantage Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

CONTACTS

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METRIC – SUCESSFUL ENROLLMENT

			Goal 1: Eliminate Disproportionate Impact Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Successful Enrollment- DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

A primary goal of the Educational Master Plan is to identify and dismantle systemic barriers impeding student enrollment. To support this goal, the plan mandates strategic outreach initiatives specifically tailored to engage and support disproportionately impacted students and other special populations.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Develop culturally relevant marketing and recruitment materials	Ensure students see themselves represented in promotional materials	Engagement metrics (clicks, shares, inquiries), application numbers from targeted groups	Summer 2025	Michelle Riggs
Host targeted outreach events for Black, Asian, and White students	Increase awareness of college programs and resources among diverse student populations	Attendance at events, application submissions from attendees	Fall 2025 – Spring 2026	Willie Blackmon

High School Outreach Visits	Engage high school students through college presentations.	Host 6 visits; 30 students per group express interest; 10 from each group apply.	Fall 2025 – Spring 2026	Willie Blackmon
College Application Support Workshops	Provide hands-on application assistance to reduce barriers.	Conduct 4 workshops; 20 students per group attend; at least 10 per group submit applications.	Fall 2025 – Spring 2026	Willie Blackmon
Parent Information Nights	Inform parents about college benefits and support services.	Host 3 events; 25 families attend per group; 75% report increased confidence in supporting enrollment.	Fall 2025 – Spring 2026	Willie Blackmon
Dual Enrollment Promotion	Introduce high school students to Crafton Hills via dual enrollment.	Partner with 4 feeder schools; enroll targeted POC students 10 per site in dual credit courses.	Fall 2025 – Spring 2026	Willie Blackmon
Faith & Community Organization Partnerships	Leverage trusted spaces to promote Crafton Hills College.	Collaborate with 6 organizations; host info tables or talks	Fall 2025 – Spring 2026	Willie Blackmon
Campus Tour Days for Diverse Communities	Provide personalized group tours for Black, Asian, and White prospective students.	targeted tour days; 25 attendees per group; 10 per group apply post-tour	Fall 2025 – Spring 2026	Willie Blackmon
Cultural Club Collaboration Events	Partner with student clubs to co-host events that attract diverse students.	6 events hosted	Fall 2025 – Spring 2026	Willie Blackmon
Establish consistent counselor presence in local high schools, offer financial aid workshops, attend back-to-school nights, and provide early course advisement specifically targeting Black & African American and Latinx.	Increase early connections to Crafton and facilitate seamless high school-to-college transitions.	Track enrollment numbers year over year for partner high schools.	Fall 2025 – Spring 2026	Ivan Pena
Early Counseling & Peer Connection Initiatives: Require two counselor contacts per semester and create peer support groups based on major or course completion status specifically targeting Black & African American and Latinx.	Build stronger advising relationships and peer networks to boost enrollment and retention.	Track counseling appointments and persistence rates for students receiving early intervention.	Fall 2025	Ivan Pena

METRIC – COMPLETED BOTH TRANSFER -LEVEL MATH AND ENGLISH

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completed Both Transfer-Level math & English-DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30

Completion of Both Transfer Level Math & English Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Increase awareness of the importance of transfer-level Math & English completion	Ensure students understand the benefits of early completion for transfer and degree attainment	80% of surveyed students report awareness of Math & English transfer-level importance; 5% increase in completion rates	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan Lead)
Conduct Starfish early intervention for at-risk students	Identify struggling students and provide targeted support	75% of DI students participate in support services; 10% increase in retention and completion rates in Math & English	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan)
"Cohort Learning Models for Fall and Spring" Learning communities for DI populations	Encourage student completion of Math & English within their first year by pairing Math & English courses with other Cal-GETC required courses	80% of DI students will complete Math & English within their first year	Fall 2026	Counseling and Instruction (Ivan, Jeff & Sara)
Math & English in the first-year campaign	Create student awareness about the importance of completing Math &	75% of first year DI students will know about the importance of	Fall 2025	Counseling (Ivan Pena) and Marketing (Michelle Riggs)

	English with their first year	completing Math & English within their first year		
Embedded tutor support	increased student support in and out of the classroom	Higher success and retention rates	Ongoing since Fall 2019	Math and English (Dani and Lauren)
Increase co-requisite/lab courses	Improve success rates in gateway courses, especially for DI students.	Ongoing since Fall 2019ncrease in course completion rates in co-requisite/lab courses compared to traditional sections, disaggregated by student demographics.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Implement more project-based learning	improve student retention and completion through increased engagement.	Comparison of retention and completion rates in courses with project-based learning versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
More formative assessments	Improve student learning outcomes and reduce failure rates.	Comparison of student performance and failure rates in courses with increased formative assessment versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Significantly revised curriculum to be culturally responsive and equitable	Improve engagement and relevance for diverse student populations.	Qualitative feedback from students (especially DI groups) regarding the increased relevance and engagement with the revised curriculum.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
First Year Registration Fairs: Offer fairs/workshops with on-the-spot counseling and class registration support during Senior Day to encourage early enrollment in transfer-level English and Math.	Improve on-time enrollment in foundational coursework.	10–15% increase in first-year students enrolled in transfer-level Math and English.	Fall 2025	Counseling, Outreach & Enrollment Services. (Student Senate)
Study Group Integration: Encourage professors and tutoring centers to organize and incentivize class-specific or major-specific study groups.	Improve course completion and peer support in high-impact courses.	Track retention and pass rates for courses with study groups.	Fall 2025	Tutoring Center, Academic Departments, Faculty. (Student Senate)
Cohort Learning Models for Fall and Spring: Pilot learning cohorts with high impact instructors where students complete Math and English together within their first year	Build learning communities and promote accountability.	Track cohort persistence and completion rates compared to non-cohort peers.	Fall 2026	Instruction Office, Counseling, Equity. (Student Senate)

specifically targeting Black & African American and Latinx.				

METRIC – PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**

PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS						
The successful enrollment of a student from one primary term to the next.						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35

Persistence Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Career Star Program	Target 1st generation students by developing their career readiness skills will motivate students to reach their career goals and will increase their persistence to remain in school.	First generation students that participate in the program	Fall 2025	Career Center (Trinette Barrie)
Increase CSSG for underrepresented students	Target students who are close to 12 or 15 units to be eligible or increase the CSSG grant.	Increase in CSSG awards.	Ongoing	Financial Aid Staff
Host cultural events highlighting Hispanic, Black and African traditions, countries, and customs	Increase sense of belonging among Latin X students, and Black and African students	Host 4 Latinx & 4 Black and African students related student activities and campus support programs	Ongoing	Ericka Paddock
Provide curriculum training throughout the year that provides strategies that focus on equity across all disciplines.	Target workshops that include project base learning and formatives assessment for faculty to integrate these within courses with faculty. Include at least one sample assignment that shows how equity is addressed in the course for all revised CORs. This assignment should demonstrate how equity is incorporated into the course, not just say it will be implemented.	Host at least 3 PD workshops per year.	Fall 20206	Keith Wurtz and Sara Butler

Arrange cultural events celebrating various LGBT traditions, historical figures, and accomplishments	Increase sense of belonging among LGBT students	Host 4 LGBT focused student activities and campus support programs	Ongoing	Ericka Paddock
Increase marketing to scale the use of the Basic Needs Resource Center	Ensure access to resources such as food, housing, transportation, and mental health services for all students	Analysis of Student ID (SID) Data collected from use of various pantry services	Ongoing	Erika Sherman/ Ericka Paddock
Increase faculty use of Starfish Early alert	Catch more students who are struggling early on and guide them to resources sooner.	Percentage increase in faculty submitting Early Alert flags per term.	Ongoing (Annual Goal)	Breanna Brighton
Increase tutoring availability	Provide support for students struggling with course materials	Number of tutoring hours offered per week/term.	Ongoing	Sara Butler
Explore childcare or after school programing for finals weeks to promote study jams for students	Support parents who need to take classes when children are not in school	At least 10% of current CalWORKs/CARE student parents will participate in finals study jams.	Fall 2025 - Spring 2027	Latesha Hagler
Expand Roadrunner Rally to include evening family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Ongoing	Counseling, Student and Financial Aid (Ivan Pena, Veronica Leahman)
Host dedicated Veteran Informational sessions	Increase veteran student retention year over year	Fall-to-fall retention rate for veteran students increases by 10% over two years	Ongoing	Willie Blackmon
Continue veteran-focused tutoring and study groups	Enhance academic success and GPA averages of veteran students	Participating students improve GPA by at least 0.25 points within one academic year	Ongoing	Willie Blackmon
Run stress management,	Support academic success and reduce mental health barriers	Usage of Health Services/partnerships	Ongoing	Willie Blackmon

mindfulness, and wellness programs				
Create workshops on translating military experience to civilian careers	Support successful career transitions for graduating veterans	Pull numbers of veteran graduates employed or in grad school within 6 months	Ongoing	Willie Blackmon and Ivan Pena
Promote veterans resource center/lounge	Strengthen social integration and community	Increase number visits into center	Ongoing	Willie Blackmon
Promote Credit for Prior Learning (CPL) and credit for work/life experience	Accelerate degree completion and reduce time-to-graduation	Pull numbers of those who applied for CPL review	Ongoing	Dan Word and Larry Aycock
Celebrate adult learner achievements	Increase sense of belonging and motivation	Appreciation events held once a semester	Ongoing	Willie Blackmon
Provide certificates, recognition, and possible perks to students who reach specific academic milestones (e.g., GPA thresholds, Dean's List).	Increase motivation and reinforce positive academic behaviors.	10–15% increase in fall-to-spring persistence among participating students.	Fall 2025	Ivan Pena and Ericka Paddock
What to Do If You Fail a Class Workshop: Host recurring workshops demystifying academic setbacks and highlighting recovery options specifically targeting Black & African American and Latinx.	Help students bounce back from academic probation or failed classes.	Track workshop attendance and post-workshop survey results; reduction in withdrawal/dropout rates.	Fall 2025 Ongoing (Termly)	Sara Butler and Ivan Pena
Host panels with alumni from different program pathways to share stories with first-year students specifically targeting Black & African American and Latinx.	Increase student sense of purpose and confidence in completing their programs.	Track participation and use focus groups to evaluate impact on student motivation.	Fall 2025 Ongoing (Termly)	Transfer Center, Student Life, Alumni Relations. (Student Senate)
Conduct personalized calls, texts, and	Prevent stop-outs and boost persistence through timely and personalized communication.	70% of Categorical students persist; increase enrollment	Fall 2025	Categorical Team, Peer Mentors,

Canvas/Starfish messages from Categorical Programs (EOPS, Veterans etc.) staff, peer mentors, and completion coaches at key registration periods specifically targeting Black & African American and Latinx.		during priority registration by 8%.		Completion Coaches, Counseling. (Ivan All Depts)
Implement required mid-semester check-ins and planning tools for continuing students specifically targeting Black & African American and Latinx.	Encourage continuous enrollment planning and counselor engagement.	SEP update rates and student self-report survey data.	Fall 2025	Counseling, Office of Institutional Research. (Ivan All Depts)
Use disaggregated data to identify students at risk of not persisting and tailor outreach.	Address barriers through targeted, equity-informed intervention.	Reduced equity gaps in persistence by race, income, and other student characteristics.	Fall 2025	Office of Institutional Research, Categorical Programs, Equity Office. (Ivan All Depts)
MESA Success Plan - Starfish	Ensure that MESA students are meeting semesterly requirements (meeting with Director, active engagement, receiving kudos)	Resolved "to-dos", tracking activities (filtered), reporting in Starfish	Established Fall 2024; ongoing	Krysten Audibert
Targeted in reach/communicatio n (disaggregate data included to prioritize African American/Black and Latinx students, and other historically underrepresented students in STEM)	Increase awareness and participation in MESA	Email receipts, MESA applications	Ongoing	Krysten Audibert
Incorporating STEM in cultural/affinity celebrations across campus	Increase sense of belonging of historically underrepresented groups in STEM	Committee involvement for various cultural/affinity celebrations, coordination of WHM events	Ongoing	Krysten Audibert

STEM/MESA Library Instruction workshops	Increase STEM/MESA student access to Library research	Students identify, locate, and understand original scholarly scientific research. Students incorporate scholarly voices into their writing seamlessly.	Ongoing, Summers	Natalie Lopez
Send groups of Black/ African students, faculty, staff, and Administrators to annual A2MEND Conference	Increase sense of belonging among Black and African students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Early Spring	Ericka Paddock
Send groups of Latinx students, faculty, staff, and Administrators to annual HACU Conference	Increase sense of belonging among Latinx students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Fall	Ericka Paddock
Explore and integrate community garden and food forward initiatives on campus (Basic Needs)	Establish Campus Garden Infrastructure	By Spring 2027, coordinate a team of volunteer's students, faculty, and staff to manage the garden, tracked through a volunteer registration system.	Fall 2026	Erica Sherman

METRIC – COMPLETION

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completion-DI Student Populations						
Econ Disadvantaged Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28

Completion Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Enhance career and transfer readiness workshops	Support post-graduation success and long-term career stability	- 80% of AA male and first-gen students attend at least one career or transfer workshop - 15% increase in successful transfers to four-year institutions	End of each academic year	Career Services Coordinator, Transfer Center Coordinator
Implement a new student orientation based on student unit count.	Students will receive short but timely and relevant information based on where they are in their unit count	65% of DI students will complete 15-unit, 30-unit, 45-unit orientation modules	Fall 2025	Dean of Student Services & Counseling. Counseling Co-Chairs

Provide Job Preparedness workshops for Certificate and associate degree completers	Identify Male and Hispanic to participate in specialized Job Readiness workshops.	50% of students will complete the Job Readiness workshop series upon completion of their certificate or AA Degree.	Fall 2026 and Spring of each academic year	Career Center Coordinator, Job Developer
Targeted outreach to specific populations (McLaren)	Identify general roadblocks indicated by other research and create outreach based on that data.	50% of target population will schedule and attend counseling sessions.	2026 Spring/Summer for upcoming year	Ivan Pena
Host family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Summer 2026 Ongoing	Ivan Pena and Willie Blackmon
Offer targeted re-engagement campaigns for near completers	Bring back stopped-out students who are close to finishing	≥40% re-enrollment of identified near-completers; ≥60% of them finish within 18 months	Ongoing	Willie Blackmon and Michelle Riggs
Work with adult learner advisory board for continuous improvement feedback	Improve program structures and supports to increase completion	Implement 3 student-suggested changes per year: measure impact via rising completion trends	Ongoing	Willie Blackmon
Launch a "near-completer" re-engagement campaign for veterans with 75%+ degree progress	Re-enroll stopped-out veterans and support them through graduation	Reach out to 50% of identified near-completers re-enroll	FA 25 - SP 26	Willie Blackmon

Host major and career workshops focused on exploration, especially for undecided students.	Support timely major selection to avoid excess units and delayed graduation.	Increased SEP updates; reduction in number of students with undeclared majors beyond their second semester.	Fall 2025	Career Center, Counseling. (Student Senate)
Expand the EOPS-style model to general counseling, integrating proactive outreach and required appointments.	Increase equity in access to academic planning and support.	Higher counselors contact rates; improved program completion for disproportionately impacted students.	Fall 2025	Counseling, EOPS, Completion Coaches. (Student Senate)
Offer resume and interview workshops, job fairs, and support services for students nearing graduation specifically targeting Black & African American and Latinx.	Prepare students for employment while reinforcing urgency to complete their coursework.	70 % of graduating students completing a resume and mock interview; increased job placement tracking.	Spring 2026	Career Center, Job Developer, Counseling. (Ivan All Depts)
Transfer Awareness Campaigns: Host themed events like "Rep Your College Day," multi-campus Transfer Seminars, and Zoom-recorded workshops specifically targeting Black & African American and Latinx.	Normalize the transfer conversation early and often for all students.	Increase in students identifying a transfer goal on SEPs; 30–35% increase in transfer workshop participation.	Fall 2025	Transfer Center, Categorical Programs, Marketing. (Ivan All Depts)
New Student Orientation Week: Launch orientation week with system-wide transfer information, university swag, and pathway awareness specifically targeting Black & African American and Latinx and their parents.	Equip students with early knowledge to support faster degree completion and transfer.	Increased completion rates among orientation participants.	Fall 2025	Counseling, Student Life, Orientation Team. (Ivan All Depts)
Launch "Grad Check Week" with preliminary checks at 30 units, counseling availability, and incentives like food or giveaways specifically targeting Black & African American and Latinx.	Ensure students meet graduation requirements and complete petitions on time.	10–15% increase in students submitting graduation petitions on time.	Spring 2026	Counseling, Categorical Programs, Completion Coaches. (Ivan All Depts)

Create videos and workshops on application strategies, resume prep, and employer expectations; integrate social media campaigns specifically targeting Black & African American and Latinx.	Build confidence and clarity around job searching for graduates.	Resume completion and job-seeking readiness surveys; employer engagement at workshops.	Spring 2026	Career Center, Marketing, Student Life Office. (Ivan All Depts)
Offer resume/CV, and other professional development workshops tailored towards STEM (STEM literacy, scientific communication, oral presentations, etc.)	Increase students' confidence and preparedness for post-completion endeavors	Student attendance, SARS Tracking	Ongoing	Krysten Audibert, Career Center (collaboration)
Explore early alert feature in Starfish for MESA students	Facilitate early intervention efforts with MESA students before the end of the semester in order to connect them with applicable resources and support	Starfish	Summer 2025, ongoing	Krysten Audibert
MESA counseling campaigns	Work with counseling to implement targeted campaigns to schedule counseling appointments for MESA students	Increase the number of counseling appointments and updated educational plans for MESA students	Summer 2025, ongoing	Krysten Audibert, Counseling (Ivan, Ernesto)
Continue developing partnerships with business/industry partners	Build workforce and networking pathways for MESA students upon graduation	Establishment of STEM/MESA Industry Advisory Council	Summer 2025, ongoing	Krysten Audibert
Explore ways to beautify the campus in a representative way through culturally responsive murals and other public art projects.	Foster Sense of Belonging & Community	Increase in survey scores on questions related to "sense of belonging" and "campus pride" in annual climate surveys. •	Spring 2026	Mike Strong

		Attendance numbers for art unveiling ceremonies and related events. • Number of campus clubs or academic departments that formally use the artwork as a backdrop or meeting point for events.		
To enhance support, representation, and a sense of belonging for DI students at Crafton Hills College by securing on campus internships in the Multicultural Center.	A completed DSIG application, by June 30th deadline.	Number of students place in internships.	Spring 2026	Ericka Paddock

SECTION 10: METRIC – TRANSFERRED to A FOUR-YEAR COLLEGE

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

Transfer Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Strengthen academic counseling and transfer counseling	Increase awareness of transfer pathways for first gen and male students	15% increase in first gen and male student appointments with transfer counselors - 10% increase in completion of transfer applications	Each semester	Transfer Center, Counseling
Offer financial aid literacy and scholarship support for transfer students	Reduce financial barriers to university enrollment	20% increase in FAFSA completion and scholarship applications for transfer-bound students - 10% increase in first gen and male students receiving transfer scholarships	Ongoing	Financial Aid, Student Equity
Create 1-minute, short YouTube videos on how to use self-service and programs that students often utilize	Be responsive to students' needs by providing technical assistance with tools they are using.	Create 5 videos on using self-service, how to access your online course, etc.	Summer 2025	New Counseling Model Committee, Counseling, Transfer Center, Completion Coaches

Create videos by Completion Coaches related to students' unit-based progress (0-14, 15-29, 30-44, 45-59, 60+) - what to expect, tips, timelines, etc.	Be responsive to students' experience by providing peer-to-peer advice as students' progress in their academic goals - what to expect, tips, timelines, etc.	Create 10 videos: 0-14, 15-29, 30-44, 45-59, 60+, It's time to apply for transfer, UCTAG, CC Intro video, What's Next? Transition from CHC to the University	Fall 2025	New Counseling Model Committee, Transfer Center, Career Center, Completion Coaches
Create website with FAQs based on unit load	Help students become informed: Empower students by providing FAQs based on unit load completion	Minimum 5 questions per unit completion: 0-14, 15-29, 30-44, 45-59, 60+	Fall 2025	New Counseling Model Community, Transfer Center, Career Center, Completion Coaches
Provide UTCC staff professional development around being race conscious	Be Race-Conscious: Train staff on culturally relevant practices to better-serve students of color	Invite Professor Danae Hart to provide a workshop to UTCC staff about implicit bias and microaggressions and how it affects our services to students.	Spring 2025	Mariana Macamay, Professor Danae Hart
Ask Universities to bring campus-based resources for students of color when they visit Crafton to meet with students (ex. clubs, organizations, scholarships, etc.)	Be Intrusive: connect students of color to resources and opportunities at 4-year institutions	Number of visiting universities that bring specific resources/representatives for students of color during their campus visits to Crafton Hills College.	Ongoing (Annually)	Transfer Center Coordinator
Implement the CSUSB MOU for transfer and target African American and Black & Latinx student by expanding awareness of the program.	Increase student awareness of the program through a marketing campaign and in reach efforts by our Completion Coaches. Partner with our Outreach team to promote the program with graduation high school seniors and school partners.	35% in graduating seniors will know about the Coyotes on the Horizon MOU with CSUSB	Fall 2025	Completion Coaches and Outreach Team
Increase coaching and guidance activities for students to best prepare themselves for developing competitive applications	Increase students' chances for transferring to their desired destination	75% of students with at least 45 units will be added to the Transfer Canvas page and 35% of students with at least 45 units will attend at least one transfer workshop during the Fall and Spring semester.	Fall 2025	Counseling / Transfer center
Hang posters of pathways in hallways of CCR (have them	Increase student awareness of	Number of students who report increased	End of Fall Term	Counseling and Marketing Breanna Brighton

formatted in fun and student friendly manner... like a board game)	academic pathways and help students understand their options and are aware how to accomplish their goals.	understanding of pathways and how to achieve their goals (measured through surveys or focus groups).		
Increase training for Library Support Staff to complete Certificate Program	Ensure affordable access to college with a ZTC Library pathway	Number of staff enrolled in the Library Support Staff Certificate Program.	Annually (Program Launch & Ongoing Recruitment)	Librarians Krista Ivy, Karol McCool, Ashley Montes, Natalie Lopez
Continue partnership with all student support services (financial aid, Transfer Center, Career Center, Basic Needs, EOPS, etc.)	Increase MESA students' awareness of available resources, minimizing duplicated efforts to support special population students	Partnering/collaborating for specific events, activities, and other efforts	Ongoing	Krysten, Student Service Managers, and staff
Webpage development for STEM Center and MESA Program	Increase STEM student awareness of information related to transfer, including STEM transfer pathways & requirements, and available campus resources	Make individual edits and then collaborate with Kristi to reimage webpage	Ongoing	Krysten Audibert, Kristi Simmons, University Transfer Center
Host university representatives in STEM/MESA Center	Increase MESA student awareness of STEM programs at various 4-year universities, increase accessibility to university council	Have 3-4 universities facilitate tabling or informational sessions near/in the STEM/MESA Center	Spring 2025, ongoing	Krysten Audibert, University Transfer Center
Design STEM degree to career visuals (electronic and printed)	Demonstrate the versatility of different STEM degrees and career pathways for students upon graduation	Make visuals available in STEM/MESA Center and include in MESA student handbook and STEM/MESA newsletter	Summer 2025, ongoing	Krysten Audibert, Print Shop

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

- African American/ Black Students

a. Current Challenges/Barriers Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

The following analysis, based on institutional data, identifies current challenges and barriers Crafton Hills College faces in its efforts to support student equity. This assessment is based on a review of the college's progress in meeting key metrics related to African American/Black and Hispanic/Latinx student success, as outlined in the Student Equity Plan.

- **For African American/Black students:**
  - **Persistence:** A significant challenge is retaining African American/Black students from the fall to the spring semester.
  - **Degree or certificate attainment:** The college is working on increasing the number of African American/Black students obtaining degrees or certificates.

Crafton Hills College is committed to addressing the challenges in supporting African American/Black students, particularly in the areas of persistence and degree/certificate attainment. The college will be conducting further investigation into the underlying causes of these challenges to develop and implement effective strategies for improvement.

b. Action Plan

To effectively address and overcome these challenges, Crafton Hills College will implement a comprehensive action plan with the following key strategies:

1. **Enhanced Support Services:**

   - The college will expand and enhance support services specifically designed to address the needs of African American/Black students.
   - This will include targeted outreach for tutoring, mentoring programs, and academic counseling, with a focus on culturally relevant approaches.

2. **Academic Support and Intervention:**

   - The college will implement targeted early alert to identify African American/Black students who are struggling academically and provide timely interventions.
   - Supplemental instruction and targeted tutoring will be expanded in courses with high rates of failure among African American/Black students.

3. **Foster a Sense of Belonging:**

- The college will create a more inclusive and welcoming campus environment for African American/Black students.
- This will involve:
  - Providing cultural competency training for faculty and staff
  - Establishing student support groups and organizations
  - Celebrating Black history and culture through campus events

Collaboration Between Academic and Student Affairs

These strategies will be implemented through close collaboration between Instruction and Student Affairs.

- Instruction will be responsible for implementing changes to curriculum, instruction, and academic support.
- Student Affairs will focus on providing holistic support services, promoting a sense of belonging, and addressing students' non-academic needs.

Measures of Success
Success will be measured by tracking improvements in the following metrics:
- Increased fall-to-spring persistence rates for African American/Black students.
- Increased degree and certificate completion rates for African American/Black students.
- Improved student satisfaction and sense of belonging among African American/Black students, as measured through surveys and focus groups.

Resources, Structures, and Support
To effectively accomplish this action plan, Crafton Hills College will leverage the following resources, structures, and support:
- **Existing Funding:** The college will allocate existing funding from the Student Equity and Achievement Program, as well as other sources, to support these initiatives.
- **Grant Funding:** The college will seek external grant funding to expand and enhance these efforts.
- **Institutional Effectiveness:** The Office of Institutional Effectiveness will play a key role in data collection, analysis, and evaluation to ensure that the strategies are effective, and data driven.
- **Faculty and Staff Expertise:** The college will utilize the expertise of faculty and staff across Academic and Student Affairs, including counselors, instructors, and student support professionals.
- **Community Partnerships:** The college will partner with community organizations and agencies to provide additional resources and support to African American/Black students.

SECTION 12: STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	# of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,319	468	35%	549	42%
Spring 2023 Cohort (Comprehensive Ed	632	171	27%	214	34%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,469	473	32%	536	36%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	820	183	22%	202	25%

7. Summarize key strategies to continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

At Crafton Hills College, we have implemented a Student Success Team model that intentionally incorporates Completion Coaches to proactively ensure disproportionately impacted (DI) students receive a comprehensive education plan early in their academic journey. This model is aligned with our equity-focused Unit-Based Counseling structure, which organizes students into caseloads by unit ranges to ensure targeted support at critical milestones.

Leveraging Starfish, our Completion Coaches identify students who have not yet completed a comprehensive educational plan. We collaborate with our Office of Institutional Effectiveness to disaggregate this data by race, ethnicity, and other equity metrics to ensure DI students are prioritized in our outreach efforts. Campaigns are then launched by the Counseling Department during designated periods throughout the semester.

During these campaigns, Completion Coaches use a multi-tiered outreach strategy, including emails, phone calls, and text messages, to contact students who are missing an educational plan. These efforts begin with DI students and continue until all students in this group have been contacted at least twice before expanding outreach to the broader student population. Outreach efforts are warm, student-centered, and designed to reduce barriers to scheduling counseling appointments, following scripts that highlight the importance of planning and affirm the student's progress and potential.

This initiative-taking model represents a structural shift away from a traditional, student-initiated counseling approach. By embedding Completion Coaches in our Student Success Teams and using milestone-based data, we are transforming educational planning from a one-time transactional activity into a high-touch, equity-minded intervention.

Crafton Hills College remains committed to closing equity gaps and ensuring every student, especially those historically underserved, receives timely and comprehensive guidance to reach their educational goals.

8. Summarize key strategies to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Crafton Hills College has restructured its counseling services through the implementation of a Unit-Based Counseling Model designed to ensure all students, and DI students in particular, regardless of background, major, or goal, receive a comprehensive education plan early in their academic journey. This structural shift organizes students into caseloads based on unit completion (e.g., 0–14 units, 15–29 units, etc.), allowing Counseling Faculty and Completion Coaches to deliver timely, personalized guidance that aligns with a student's academic progress and career goals.

To promote early educational planning, our Completion Coaches initiate targeted campaigns each semester using Starfish data to identify students without a comprehensive plan. These campaigns involve multi-touchpoint outreach (text, email, and phone) that continues until students are scheduled with a counselor. While initial efforts prioritize DI populations, these campaigns expand to serve the entire student body once equity benchmarks are met. This model ensures a scaled approach that is both equity-driven and inclusive.

Beyond outreach, the college integrates education planning into its onboarding experience, including within Summer Bridge cohorts and categorical programs. Our SOAR student onboarding

process includes structured education plan development, and follow-up counseling appointments are scheduled to revisit and update these plans as students advance.

To maintain momentum, students are re-engaged at key academic milestones: undeclared students receive major exploration support between 15–30 units; transfer-intending students are encouraged to complete IGETC or CSU GE certifications between 30–45 units; and those nearing 60 units receive outreach for graduation checks. Our counselors also collaborate with instructional faculty, completion coaches, and career services to integrate career exploration into planning conversations, ensuring plans reflect long-term employment and transfer goals.

Through these intentional strategies, rooted in structure, accountability, and equity, Crafton Hills College is ensuring that all students are supported with timely, comprehensive planning that promotes academic momentum, enhances retention, and prepares them for successful transfer and career outcomes.

Key Campus Collaborators The CHC Equity Plan goals and action items were developed during the spring 2025 in collaboration with the following CHC campus stakeholders:	- Academic Senate - Classified Senate - Student Senate - Counseling Department - English Department - Outreach Department - Math Department - Office of Institutional Effectiveness, Research & Planning	- Professional Development Committee - Student Equity and Achievement Committee - Student Services Council

Governance Group Equity Plan Approval

Student Equity and Achievement Committee – September 22, 2025

Academic Senate – October 1, 2025

Classified Senate – October 10, 2025

Student Senate – October 3, 2025

Crafton Hills College Council – October 14, 2025

San Bernardino Community College Board of Trustees – November 13, 2025

SECTION 5: STUDENT POPULATIONS EXPEREINCE DISPROPORTIONATE IMPACT

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment-DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205
Completed Both Transfer-Level Math & English- DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30
Persistence: First Primary Term to Secondary Term- DI Student Populations						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35
Completion- DI Student Populations						
Econ Disadvantage Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

SECTION 6: METRIC – SUCESSFUL ENROLLMENT

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment- DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Develop culturally relevant marketing and recruitment materials	Ensure students see themselves represented in promotional materials	Engagement metrics (clicks, shares, inquiries), application numbers from targeted groups	Summer 2025	Michelle Riggs
Host targeted outreach events for Black, Asian, and White students	Increase awareness of college programs and resources among diverse student populations	Attendance at events, application submissions from attendees	Fall 2025 – Spring 2026	Willie Blackmon
High School Outreach Visits	Engage high school students through college presentations.	Host 6 visits; 30 students per group express interest; 10 from each group apply.	Fall 2025 – Spring 2026	Willie Blackmon
College Application Support Workshops	Provide hands-on application assistance to reduce barriers.	Conduct 4 workshops; 20 students per group attend; at least 10 per	Fall 2025 – Spring 2026	Willie Blackmon

		group submit applications.		
Parent Information Nights	Inform parents about college benefits and support services.	Host 3 events; 25 families attend per group; 75% report increased confidence in supporting enrollment.	Fall 2025 – Spring 2026	Willie Blackmon
Dual Enrollment Promotion	Introduce high school students to Crafton Hills via dual enrollment.	Partner with 4 feeder schools; enroll targeted POC students 10 per site in dual credit courses.	Fall 2025 – Spring 2026	Willie Blackmon
Faith & Community Organization Partnerships	Leverage trusted spaces to promote Crafton Hills College.	Collaborate with 6 organizations; host info tables or talks	Fall 2025 – Spring 2026	Willie Blackmon
Campus Tour Days for Diverse Communities	Provide personalized group tours for Black, Asian, and White prospective students.	targeted tour days; 25 attendees per group; 10 per group apply post-tour	Fall 2025 – Spring 2026	Willie Blackmon
Cultural Club Collaboration Events	Partner with student clubs to co-host events that attract diverse students.	6 events hosted	Fall 2025 – Spring 2026	Willie Blackmon
Personalized Outreach/Admissions Letters from the President "Acceptance Letters"	Build personal connection and trust.	Send 1000 letters English & Spanish	Fall 2025 – Spring 2026	Willie Blackmon
Establish consistent counselor presence in local high schools, offer financial aid workshops, attend back-to-school nights, and provide early course advisement specifically targeting Black & African American and Latinx.	Increase early connections to Crafton and facilitate seamless high school-to-college transitions.	Track enrollment numbers year over year for partner high schools.	Fall 2025 – Spring 2026	Ivan Pena
Early Counseling & Peer Connection Initiatives: Require two counselor contacts per semester and create peer support groups based on major or course completion status specifically targeting Black & African American and Latinx.	Build stronger advising relationships and peer networks to boost enrollment and retention.	Track counseling appointments and persistence rates for students receiving early intervention.	Fall 2025	Ivan Pena

SECTION 7: METRIC – COMPLETED BOTH TRANSFER -LEVEL MATH AND ENGLISH

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Completed Both Transfer-Level math & English-DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30

Completion of Both Transfer Level Math & English Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Increase awareness of the importance of transfer-level Math & English completion	Ensure students understand the benefits of early completion for transfer and degree attainment	80% of surveyed students report awareness of Math & English transfer-level importance; 5% increase in completion rates	Mid-semester & end-of-term	Completion Couches, Marketing, & research (Ivan Lead)
Conduct Starfish early intervention for at-risk students	Identify struggling students and provide targeted support	75% of DI students participate in support services; 10% increase in retention and completion rates in Math & English	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan)
"Cohort Learning Models for Fall and Spring" Learning communities for DI populations	Encourage student completion of Math & English within their first year by pairing Math & English courses with other Cal-GETC required courses	80% of DI students will complete Math & English within their first year	Fall 2026	Counseling and Instruction (Ivan, Jeff & Sara)

Math & English in the first-year campaign	Create student awareness about the importance of completing Math & English with their first year	75% of first year DI students will know about the importance of completing Math & English within their first year	Fall 2025	Counseling (Ivan Pena) and Marketing (Michelle Riggs)
Embedded tutor support	increased student support in and out of the classroom	Higher success and retention rates	Ongoing since Fall 2019	Math and English (Dani and Lauren)
Increase co-requisite/lab courses	Improve success rates in gateway courses, especially for DI students.	Ongoing since Fall 2019ncrease in course completion rates in co-requisite/lab courses compared to traditional sections, disaggregated by student demographics.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Implement more project-based learning	improve student retention and completion through increased engagement.	Comparison of retention and completion rates in courses with project-based learning versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
More formative assessments	Improve student learning outcomes and reduce failure rates.	Comparison of student performance and failure rates in courses with increased formative assessment versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Significantly revised curriculum to be culturally responsive and equitable	Improve engagement and relevance for diverse student populations.	Qualitative feedback from students (especially DI groups) regarding the increased relevance and engagement with the revised curriculum.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
First Year Registration Fairs: Offer fairs/workshops with on-the-spot counseling and class registration support during Senior Day to encourage early enrollment in transfer-level English and Math.	Improve on-time enrollment in foundational coursework.	10–15% increase in first-year students enrolled in transfer-level Math and English.	Fall 2025	Counseling, Outreach & Enrollment Services. (Student Senate)
Study Group Integration: Encourage professors and tutoring centers to organize and incentivize class-specific or major-specific study groups.	Improve course completion and peer support in high-impact courses.	Track retention and pass rates for courses with study groups.	Fall 2025	Tutoring Center, Academic Departments, Faculty. (Student Senate)
Cohort Learning Models for Fall and Spring: Pilot learning cohorts with high impact	Build learning communities and promote accountability.	Track cohort persistence and completion rates	Fall 2026	Instruction Office, Counseling, Equity. (Student Senate)

instructors where students complete Math and English together within their first year specifically targeting Black & African American and Latinx.		compared to non-cohort peers.		

SECTION 8: METRIC – PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS

| DI Student Population | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1:
Eliminate Disproportionate Impact | | Goal 2:
Fully Close Equity Gap | |
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35

Persistence Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Career Star Program	Target 1st generation students by developing their career readiness skills will motivate students to reach their career goals and will increase their persistence to remain in school.	First generation students that participate in the program	Fall 2025	Career Center (Trinette Barrie)
Increase CSSG for underrepresented students	Target students who are close to 12 or 15 units to be eligible or increase the CSSG grant.	Increase in CSSG awards.	Ongoing	Financial Aid Staff
Host cultural events highlighting Hispanic, Black and African traditions, countries, and customs	Increase sense of belonging among Latin X students, and Black and African students	Host 4 Latinx & 4 Black and African students related student activities and campus support programs	Ongoing	Ericka Paddock
Provide curriculum training throughout the year that provides	Target workshops that include project base learning and formatives assessment for faculty to integrate these within courses with faculty.	Host at least 3 PD workshops per year.	Fall 20206	Keith Wurtz and Sara Butler

strategies that focus on equity across all disciplines.	Include at least one sample assignment that shows how equity is addressed in the course for all revised CORs. This assignment should demonstrate how equity is incorporated into the course, not just say it will be implemented.			
Arrange cultural events celebrating various LGBT traditions, historical figures, and accomplishments	Increase sense of belonging among LGBT students	Host 4 LGBT focused student activities and campus support programs	Ongoing	Ericka Paddock
Increase marketing to scale the use of the Basic Needs Resource Center	Ensure access to resources such as food, housing, transportation, and mental health services for all students	Analysis of Student ID (SID) Data collected from use of various pantry services	Ongoing	Erika Sherman/ Ericka Paddock
Increase faculty use of Starfish Early alert	Catch more students who are struggling early on and guide them to resources sooner.	Percentage increase in faculty submitting Early Alert flags per term.	Ongoing (Annual Goal)	Breanna Brighton
Increase tutoring availability	Provide support for students struggling with course materials	Number of tutoring hours offered per week/term.	Ongoing	Sara Butler
Explore childcare or after school programing for finals weeks to promote study jams for students	Support parents who need to take classes when children are not in school	At least 10% of current CalWORKs/CARE student parents will participate in finals study jams.	Fall 2025 - Spring 2027	Latesha Hagler
Expand Roadrunner Rally to include evening family nights or workshops (in Spanish and English) explaining the college experience, how families can support students,	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Ongoing	Counseling, Student and Financial Aid (Ivan Pena, Veronica Leahman)

financial aid literacy, etc.				
Host dedicated Veteran Informational sessions	Increase veteran student retention year over year	Fall-to-fall retention rate for veteran students increases by 10% over two years	Ongoing	Willie Blackmon
Continue veteran-focused tutoring and study groups	Enhance academic success and GPA averages of veteran students	Participating students improve GPA by at least 0.25 points within one academic year	Ongoing	Willie Blackmon
Run stress management, mindfulness, and wellness programs	Support academic success and reduce mental health barriers	Usage of Health Services/partnerships	Ongoing	Willie Blackmon
Create workshops on translating military experience to civilian careers	Support successful career transitions for graduating veterans	Pull numbers of veteran graduates employed or in grad school within 6 months	Ongoing	Willie Blackmon and Ivan Pena
Promote veterans resource center/lounge	Strengthen social integration and community	Increase number visits into center	Ongoing	Willie Blackmon
Promote Credit for Prior Learning (CPL) and credit for work/life experience	Accelerate degree completion and reduce time-to-graduation	Pull numbers of those who applied for CPL review	Ongoing	Dan Word and Larry Aycock
Celebrate adult learner achievements	Increase sense of belonging and motivation	Appreciation events held once a semester	Ongoing	Willie Blackmon
Provide certificates, recognition, and possible perks to students who reach specific academic milestones (e.g., GPA thresholds, Dean's List).	Increase motivation and reinforce positive academic behaviors.	10–15% increase in fall-to-spring persistence among participating students.	Fall 2025	Ivan Pena and Ericka Paddock
What to Do If You Fail a Class Workshop: Host recurring workshops demystifying academic setbacks and highlighting recovery options	Help students bounce back from academic probation or failed classes.	Track workshop attendance and post-workshop survey results; reduction in withdrawal/dropout rates.	Fall 2025 Ongoing (Termly)	Sara Butler and Ivan Pena

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specifically targeting Black & African American and Latinx.				
Host panels with alumni from different program pathways to share stories with first-year students specifically targeting Black & African American and Latinx.	Increase student sense of purpose and confidence in completing their programs.	Track participation and use focus groups to evaluate impact on student motivation.	Fall 2025 Ongoing (Termly)	Transfer Center, Student Life, Alumni Relations. (Student Senate)
Conduct personalized calls, texts, and Canvas/Starfish messages from Categorical Programs (EOPS, Veterans etc.) staff, peer mentors, and completion coaches at key registration periods specifically targeting Black & African American and Latinx.	Prevent stop-outs and boost persistence through timely and personalized communication.	70% of Categorical students persist; increase enrollment during priority registration by 8%.	Fall 2025	Categorical Team, Peer Mentors, Completion Coaches, Counseling. (Ivan All Depts)
Implement required mid-semester check-ins and planning tools for continuing students specifically targeting Black & African American and Latinx.	Encourage continuous enrollment planning and counselor engagement.	SEP update rates and student self-report survey data.	Fall 2025	Counseling, Office of Institutional Research. (Ivan All Depts)
Use disaggregated data to identify students at risk of not persisting and tailor outreach.	Address barriers through targeted, equity-informed intervention.	Reduced equity gaps in persistence by race, income, and other student characteristics.	Fall 2025	Office of Institutional Research, Categorical Programs, Equity Office. (Ivan All Depts)
MESA Success Plan - Starfish	Ensure that MESA students are meeting semesterly requirements (meeting with	Resolved "to-dos", tracking activities	Established Fall 2024; ongoing	Krysten Audibert

	Director, active engagement, receiving kudos)	(filtered), reporting in Starfish		
Targeted in reach/communication (disaggregate data included to prioritize African American/Black and Latinx students, and other historically underrepresented students in STEM)	Increase awareness and participation in MESA	Email receipts, MESA applications	Ongoing	Krysten Audibert
Incorporating STEM in cultural/affinity celebrations across campus	Increase sense of belonging of historically underrepresented groups in STEM	Committee involvement for various cultural/affinity celebrations, coordination of WHM events	Ongoing	Krysten Audibert
STEM/MESA Library Instruction workshops	Increase STEM/MESA student access to Library research	Students identify, locate, and understand original scholarly scientific research. Students incorporate scholarly voices into their writing seamlessly.	Ongoing, Summers	Natalie Lopez
Send groups of Black/ African students, faculty, staff, and Administrators to annual A2MEND Conference	Increase sense of belonging among Black and African students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Early Spring	Ericka Paddock
Send groups of Latinx students, faculty, staff, and Administrators to annual HACU Conference	Increase sense of belonging among Latinx students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Fall	Ericka Paddock
Explore and integrate community garden and food forward initiatives on campus (Basic Needs)	Establish Campus Garden Infrastructure	By Spring 2027, coordinate a team of volunteers' students, faculty, and staff to manage the garden, tracked	Fall 2026	Erica Sherman

		through a volunteer registration system.		

SECTION 9: METRIC – COMPLETION

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	**Goal 1: Eliminate Disproportionate Impact**		**Goal 2: Fully Close Equity Gap**	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completion-DI Student Populations						
Econ Disadvantaged Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28

Completion Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Enhance career and transfer readiness workshops	Support post-graduation success and long-term career stability	- 80% of AA male and first-gen students attend at least one career or transfer workshop - 15% increase in successful transfers to four-year institutions	End of each academic year	Career Services Coordinator, Transfer Center Coordinator
Implement a new student orientation based on student unit count.	Students will receive short but timely and relevant information based on where they are in their unit count	65% of DI students will complete 15-unit, 30-unit, 45-unit orientation modules	Fall 2025	Dean of Student Services & Counseling. Counseling Co-Chairs

Provide Job Preparedness workshops for Certificate and associate degree completers	Identify Male and Hispanic to participate in specialized Job Readiness workshops.	50% of students will complete the Job Readiness workshop series upon completion of their certificate or AA Degree.	Fall 2026 and Spring of each academic year	Career Center Coordinator, Job Developer
Targeted outreach to specific populations (McLaren)	Identify general roadblocks indicated by other research and create outreach based on that data.	50% of target population will schedule and attend counseling sessions.	2026 Spring/Summer for upcoming year	Ivan Pena
Host family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Summer 2026 Ongoing	Ivan Pena and Willie Blackmon
Offer targeted re-engagement campaigns for near completers	Bring back stopped-out students who are close to finishing	≥40% re-enrollment of identified near-completers; ≥60% of them finish within 18 months	Ongoing	Willie Blackmon and Michelle Riggs
Work with adult learner advisory board for continuous improvement feedback	Improve program structures and supports to increase completion	Implement 3 student-suggested changes per year: measure impact via rising completion trends	Ongoing	Willie Blackmon
Launch a "near-completer" re-engagement campaign for veterans with 75%+ degree progress	Re-enroll stopped-out veterans and support them through graduation	Reach out to 50% of identified near-completers re-enroll	FA 25 - SP 26	Willie Blackmon

Host major and career workshops focused on exploration, especially for undecided students.	Support timely major selection to avoid excess units and delayed graduation.	Increased SEP updates; reduction in number of students with undeclared majors beyond their second semester.	Fall 2025	Career Center, Counseling. (Student Senate)
Expand the EOPS-style model to general counseling, integrating proactive outreach and required appointments.	Increase equity in access to academic planning and support.	Higher counselors contact rates; improved program completion for disproportionately impacted students.	Fall 2025	Counseling, EOPS, Completion Coaches. (Student Senate)
Offer resume and interview workshops, job fairs, and support services for students nearing graduation specifically targeting Black & African American and Latinx.	Prepare students for employment while reinforcing urgency to complete their coursework.	70 % of graduating students completing a resume and mock interview; increased job placement tracking.	Spring 2026	Career Center, Job Developer, Counseling. (Ivan All Depts)
Transfer Awareness Campaigns: Host themed events like "Rep Your College Day," multi-campus Transfer Seminars, and Zoom-recorded workshops specifically targeting Black & African American and Latinx.	Normalize the transfer conversation early and often for all students.	Increase in students identifying a transfer goal on SEPs; 30–35% increase in transfer workshop participation.	Fall 2025	Transfer Center, Categorical Programs, Marketing. (Ivan All Depts)
New Student Orientation Week: Launch orientation week with system-wide transfer information, university swag, and pathway awareness specifically targeting Black & African American and Latinx and their parents.	Equip students with early knowledge to support faster degree completion and transfer.	Increased completion rates among orientation participants.	Fall 2025	Counseling, Student Life, Orientation Team. (Ivan All Depts)
Launch "Grad Check Week" with preliminary checks at 30 units, counseling availability, and incentives like food or giveaways specifically targeting Black & African American and Latinx.	Ensure students meet graduation requirements and complete petitions on time.	10–15% increase in students submitting graduation petitions on time.	Spring 2026	Counseling, Categorical Programs, Completion Coaches. (Ivan All Depts)

Create videos and workshops on application strategies, resume prep, and employer expectations; integrate social media campaigns specifically targeting Black & African American and Latinx.	Build confidence and clarity around job searching for graduates.	Resume completion and job-seeking readiness surveys; employer engagement at workshops.	Spring 2026	Career Center, Marketing, Student Life Office. (Ivan All Depts)
Offer resume/CV, and other professional development workshops tailored towards STEM (STEM literacy, scientific communication, oral presentations, etc.)	Increase students' confidence and preparedness for post-completion endeavors	Student attendance, SARS Tracking	Ongoing	Krysten Audibert, Career Center (collaboration)
Explore early alert feature in Starfish for MESA students	Facilitate early intervention efforts with MESA students before the end of the semester in order to connect them with applicable resources and support	Starfish	Summer 2025, ongoing	Krysten Audibert
MESA counseling campaigns	Work with counseling to implement targeted campaigns to schedule counseling appointments for MESA students	Increase the number of counseling appointments and updated educational plans for MESA students	Summer 2025, ongoing	Krysten Audibert, Counseling (Ivan, Ernesto)
Continue developing partnerships with business/industry partners	Build workforce and networking pathways for MESA students upon graduation	Establishment of STEM/MESA Industry Advisory Council	Summer 2025, ongoing	Krysten Audibert
Explore ways to beautify the campus in a representative way through culturally	Foster Sense of Belonging & Community	Increase in survey scores on questions related to "sense of belonging" and "campus pride" in annual climate surveys. •	Spring 2026	Mike Strong

responsive murals and other public art projects.		Attendance numbers for art unveiling ceremonies and related events. • Number of campus clubs or academic departments that formally use the artwork as a backdrop or meeting point for events.		
To enhance support, representation, and a sense of belonging for DI students at Crafton Hills College by securing on campus internships in the Multicultural Center	A completed DSIG application, by **June 30th deadline**.	Number of students place in internships.	Spring 2026	Ericka Paddock

SECTION 10: METRIC – TRANSFERRED to A FOUR-YEAR COLLEGE

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

Transfer Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Strengthen academic counseling and transfer counseling	Increase awareness of transfer pathways for first gen and male students	15% increase in first gen and male student appointments with transfer counselors - 10% increase in completion of transfer applications	Each semester	Transfer Center, Counseling
Offer financial aid literacy and scholarship support for transfer students	Reduce financial barriers to university enrollment	20% increase in FAFSA completion and scholarship applications for transfer-bound students - 10% increase in first gen and male students receiving transfer scholarships	Ongoing	Financial Aid, Student Equity
Create 1-minute, short YouTube videos on how to use self-service and programs that students often utilize	Be responsive to students' needs by providing technical assistance with tools they are using.	Create 5 videos on using self-service, how to access your online course, etc.	Summer 2025	New Counseling Model Committee, Counseling, Transfer Center, Completion Coaches

Create videos by Completion Coaches related to students' unit-based progress (0-14, 15-29, 30-44, 45-59, 60+) - what to expect, tips, timelines, etc.	Be responsive to students' experience by providing peer-to-peer advice as students' progress in their academic goals - what to expect, tips, timelines, etc.	Create 10 videos: 0-14, 15-29, 30-44, 45-59, 60+, It's time to apply for transfer, UCTAG, CC Intro video, What's Next? Transition from CHC to the University	Fall 2025	New Counseling Model Committee, Transfer Center, Career Center, Completion Coaches
Create website with FAQs based on unit load	Help students become informed: Empower students by providing FAQs based on unit load completion	Minimum 5 questions per unit completion: 0-14, 15-29, 30-44, 45-59, 60+	Fall 2025	New Counseling Model Community, Transfer Center, Career Center, Completion Coaches
Provide UTCC staff professional development around being race conscious	Be Race-Conscious: Train staff on culturally relevant practices to better-serve students of color	Invite Professor Danae Hart to provide a workshop to UTCC staff about implicit bias and microaggressions and how it affects our services to students.	Spring 2025	Mariana Macamay, Professor Danae Hart
Ask Universities to bring campus-based resources for students of color when they visit Crafton to meet with students (ex. clubs, organizations, scholarships, etc.)	Be Intrusive: connect students of color to resources and opportunities at 4-year institutions	Number of visiting universities that bring specific resources/representatives for students of color during their campus visits to Crafton Hills College.	Ongoing (Annually)	Transfer Center Coordinator
Implement the CSUSB MOU for transfer and target African American and Black & Latinx student by expanding awareness of the program.	Increase student awareness of the program through a marketing campaign and in reach efforts by our Completion Coaches. Partner with our Outreach team to promote the program with graduation high school seniors and school partners.	35% in graduating seniors will know about the Coyotes on the Horizon MOU with CSUSB	Fall 2025	Completion Coaches and Outreach Team
Increase coaching and guidance activities for students to best prepare themselves for developing competitive applications	Increase students' chances for transferring to their desired destination	75% of students with at least 45 units will be added to the Transfer Canvas page and 35% of students with at least 45 units will attend at least one transfer workshop during the Fall and Spring semester.	Fall 2025	Counseling / Transfer center
Hang posters of pathways in hallways of CCR (have them	Increase student awareness of	Number of students who report increased	End of Fall Term	Counseling and Marketing Breanna Brighton

formatted in fun and student friendly manner... like a board game)	academic pathways and help students understand their options and are aware how to accomplish their goals.	understanding of pathways and how to achieve their goals (measured through surveys or focus groups).		
Increase training for Library Support Staff to complete Certificate Program	Ensure affordable access to college with a ZTC Library pathway	Number of staff enrolled in the Library Support Staff Certificate Program.	Annually (Program Launch & Ongoing Recruitment)	Librarians Krista Ivy, Karol McCool, Ashley Montes, Natalie Lopez
Continue partnership with all student support services (financial aid, Transfer Center, Career Center, Basic Needs, EOPS, etc.)	Increase MESA students' awareness of available resources, minimizing duplicated efforts to support special population students	Partnering/collaborating for specific events, activities, and other efforts	Ongoing	Krysten, Student Service Managers, and staff
Webpage development for STEM Center and MESA Program	Increase STEM student awareness of information related to transfer, including STEM transfer pathways & requirements, and available campus resources	Make individual edits and then collaborate with Kristi to reimage webpage	Ongoing	Krysten Audibert, Kristi Simmons, University Transfer Center
Host university representatives in STEM/MESA Center	Increase MESA student awareness of STEM programs at various 4-year universities, increase accessibility to university council	Have 3-4 universities facilitate tabling or informational sessions near/in the STEM/MESA Center	Spring 2025, ongoing	Krysten Audibert, University Transfer Center
Design STEM degree to career visuals (electronic and printed)	Demonstrate the versatility of different STEM degrees and career pathways for students upon graduation	Make visuals available in STEM/MESA Center and include in MESA student handbook and STEM/MESA newsletter	Summer 2025, ongoing	Krysten Audibert, Print Shop

SECTION 11: METRIC – INTENSIVE FOCUS ON POPULATION (S) EXPEREINCE DISPROPORTATINATE IMPACT (DI)

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

- African American/ Black Students

a. Current Challenges/Barriers Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

The following analysis, based on institutional data, identifies current challenges and barriers Crafton Hills College faces in its efforts to support student equity. This assessment is based on a review of the college's progress in meeting key metrics related to African American/Black and Hispanic/Latinx student success, as outlined in the Student Equity Plan.

- **For African American/Black students:**
  - **Persistence:** A significant challenge is retaining African American/Black students from the fall to the spring semester.
  - **Degree or certificate attainment:** The college is increasing the number of African American/Black students obtaining degrees or certificates.

Crafton Hills College is committed to addressing the challenges in supporting African American/Black students, particularly in the areas of persistence and degree/certificate attainment. The college will be conducting further investigation into the underlying causes of these challenges to develop and implement effective strategies for improvement.

b. Action Plan

To effectively address and overcome these challenges, Crafton Hills College will implement a comprehensive action plan with the following key strategies:

3. **Enhanced Support Services:**

   - The college will expand and enhance support services specifically designed to address the needs of African American/Black students.
   - This will include targeted outreach for tutoring, mentoring programs, and academic counseling, with a focus on culturally relevant approaches.

4. **Academic Support and Intervention:**

   - The college will implement targeted early alert to identify African American/Black students who are struggling academically and provide timely interventions.
   - Supplemental instruction and targeted tutoring will be expand in courses with high rates of failure among African American/Black students.

4. **Foster a Sense of Belonging:**

- The college will create a more inclusive and welcoming campus environment for African American/Black students.
- This will involve:
  - Providing cultural competency training for faculty and staff
  - Establishing student support groups and organizations
  - Celebrating Black history and culture through campus events

Collaboration Between Academic and Student Affairs

These strategies will be implemented through close collaboration between Instruction and Student Affairs.

- Instruction will be responsible for implementing changes to curriculum, instruction, and academic support.
- Student Affairs will focus on providing holistic support services, promoting a sense of belonging, and addressing students' non-academic needs.

Measures of Success
Success will be measured by tracking improvements in the following metrics:
- Increased fall-to-spring persistence rates for African American/Black students.
- Increased degree and certificate completion rates for African American/Black students.
- Improved student satisfaction and sense of belonging among African American/Black students, as measured through surveys and focus groups.

Resources, Structures, and Support
To effectively accomplish this action plan, Crafton Hills College will leverage the following resources, structures, and support:
- **Existing Funding:** The college will allocate existing funding from the Student Equity and Achievement Program, as well as other sources, to support these initiatives.
- **Grant Funding:** The college will seek external grant funding to expand and enhance these efforts.
- **Institutional Effectiveness:** The Office of Institutional Effectiveness will play a key role in data collection, analysis, and evaluation to ensure that the strategies are effective, and data driven.
- **Faculty and Staff Expertise:** The college will utilize the expertise of faculty and staff across Academic and Student Affairs, including counselors, instructors, and student support professionals.
- **Community Partnerships:** The college will partner with community organizations and agencies to provide additional resources and support to African American/Black students.

SECTION 12: STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS

Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	# of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,319	468	35%	549	42%
Spring 2023 Cohort (Comprehensive Ed	632	171	27%	214	34%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,469	473	32%	536	36%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	820	183	22%	202	25%

7. Summarize key strategies to continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

At Crafton Hills College, we have implemented a Student Success Team model that intentionally incorporates Completion Coaches to proactively ensure disproportionately impacted (DI) students receive a comprehensive education plan early in their academic journey. This model is aligned with our equity-focused Unit-Based Counseling structure, which organizes students into caseloads by unit ranges to ensure targeted support at critical milestones.

Leveraging Starfish, our Completion Coaches identify students who have not yet completed a comprehensive educational plan. We collaborate with our Office of Institutional Effectiveness to disaggregate this data by race, ethnicity, and other equity metrics to ensure DI students are

prioritized in our outreach efforts. Campaigns are then launched by the Counseling Department during designated periods throughout the semester.

During these campaigns, Completion Coaches use a multi-tiered outreach strategy, including emails, phone calls, and text messages, to contact students who are missing an educational plan. These efforts begin with DI students and continue until all students in this group have been contacted at least twice before expanding outreach to the broader student population. Outreach efforts are warm, student-centered, and designed to reduce barriers to scheduling counseling appointments, following scripts that highlight the importance of planning and affirm the student's progress and potential.

This initiative-taking model represents a structural shift away from a traditional, student-initiated counseling approach. By embedding Completion Coaches in our Student Success Teams and using milestone-based data, we are transforming educational planning from a one-time transactional activity into a high-touch, equity-minded intervention. As a result, we've seen a significant increase in early comprehensive education plans, especially among DI students, with 88% of our total student population having completed plans by Fall 2024.

Crafton Hills College remains committed to closing equity gaps and ensuring every student, especially those historically underserved, receives timely and comprehensive guidance to reach their educational goals.

8. Summarize key strategies to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Crafton Hills College has restructured its counseling services through the implementation of a Unit-Based Counseling Model designed to ensure all students, and DI students in particular, regardless of background, major, or goal, receive a comprehensive education plan early in their academic journey. This structural shift organizes students into caseloads based on unit completion (e.g., 0–14 units, 15–29 units, etc.), allowing Counseling Faculty and Completion Coaches to deliver timely, personalized guidance that aligns with a student's academic progress and career goals.

To promote early educational planning, our Completion Coaches initiate targeted campaigns each semester using Starfish data to identify students without a comprehensive plan. These campaigns involve multi-touchpoint outreach (text, email, and phone) that continues until students are scheduled with a counselor. While initial efforts prioritize DI populations, these campaigns expand

to serve the entire student body once equity benchmarks are met. This model ensures a scaled approach that is both equity-driven and inclusive.

Beyond outreach, the college integrates education planning into its onboarding experience, including within Summer Bridge cohorts and categorical programs. Our SOAR student onboarding process includes structured education plan development, and follow-up counseling appointments are scheduled to revisit and update these plans as students advance.

To maintain momentum, students are re-engaged at key academic milestones: undeclared students receive major exploration support between 15–30 units; transfer-intending students are encouraged to complete IGETC or CSU GE certifications between 30–45 units; and those nearing 60 units receive outreach for graduation checks. Our counselors also collaborate with instructional faculty, completion coaches, and career services to integrate career exploration into planning conversations, ensuring plans reflect long-term employment and transfer goals.

Through these intentional strategies, rooted in structure, accountability, and equity, Crafton Hills College is ensuring that all students are supported with timely, comprehensive planning that promotes academic momentum, enhances retention, and prepares them for successful transfer and career outcomes.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

10. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Crafton Hills College will continue to implement and refine the following key strategies to align its SEA Program and equity-centered efforts with the local Guided Pathways framework:

- **Structural Integration:** To further institutionalize Guided Pathways and equity efforts, Crafton Hills College will integrate the Guided Pathways Taskforce's work within existing college committees. This strategic embedding of faculty leadership and the Taskforce's focus on aligning college-wide equity initiatives across Student Services and Instruction will ensure continuous integration and long-term sustainability of these critical efforts.
- **Collaborative Engagement:** Foster and expand cross-functional conversations among faculty, students, staff, and administrators to ensure that equity considerations are central to Guided Pathways planning and implementation.

- **CAPs Development and Integration:** Further develop and enhance Career and Academic Pathways (CAPs), ensuring they are used and integrated throughout the student experience, from application to program selection.
- **Program Mapping for Equity:** Continue to create and refine three- and two-year program maps within CAPs, with a specific focus on designing clear pathways that address and mitigate equity gaps for African American/Black and Hispanic/Latinx students, leading to improved completion and transfer rates.
- **Targeted Career Exploration Tools:** Expand the use of career services within Guided Pathways to provide targeted career exploration support for African American/Black and Hispanic/Latinx students, leveraging its assessments and labor market information.
- **Career Center Alignment:** Ensure the Career Center's resources, including the MBTI and Strong/Holland Interest Inventory, are strategically integrated with Guided Pathways initiatives to support early and equitable career pathway identification.
- **Data-Driven Monitoring:** Continue to regularly monitor and update institutional metrics and Guided Pathways workplans to track progress on both Guided Pathways implementation and the reduction of equity gaps. This data will inform future actions and adjustments.

11. STUDENT FINANCIAL AID ADMINISTRATION

Crafton Hills College employs a comprehensive approach to maximize financial aid receipt and FAFSA completion, particularly among disproportionately impacted students. Our strategies are to proactively engage students, streamline processes, and provide ongoing support.

Strategies to Increase FAFSA Participation and Completion:

1. **Proactive Outreach via Import Process:** We will enhance our import process to identify students who have submitted a FAFSA but have not yet applied to Crafton Hills College. These students will receive targeted emails and text encouraging them to complete the application process, linking FAFSA completion to enrollment.
2. **Expanded FAFSA and Dream Act Lab Support:** Beginning Fall 2025, we will offer increased FAFSA and Dream Act application lab sessions in the evening. To accommodate working students and peak demand, our computer lab will be open two evenings a week, providing readily accessible technology and assistance for students to complete their applications.
3. **Extended and Targeted Communication Timeline:** We are revising our communication timeline for Fall financial aid. Automated emails will commence in March and continue through July, ensuring all students, including those making later enrollment decisions, receive timely reminders and information regarding FAFSA completion and potential aid. This extended outreach aims to close the communication gap between April and August.

Strategies to Increase Pell Grant Recipient Participation and Completion:

1. **Expedited Processing through Self-Service and Auto-Packaging:** Building upon our efforts to increase overall FAFSA participation, we will continue to leverage real-time self-service capabilities and auto-packaging. The annual setup for self-service will begin in

mid-Fall to ensure a smooth launch for the following academic year (early to mid-March), expediting the financial aid process for potential Pell Grant recipients.

2. **Streamlined Term Dismissal Appeals:** We will continue our close collaboration with Counseling to maintain a high approval rate for Term Dismissal Appeals, allowing eligible students to remain on financial aid during their final semesters. To further support this, we will implement a streamlined process utilizing a Laserfiche form and workflow.

3. **Increased Awareness and Decentralized Outreach:** Financial Aid will actively participate in presentations to Counseling and other departments to enhance campus-wide understanding of Satisfactory Academic Progress (SAP) and financial aid procedures. To better serve our diverse student population and community, outreach responsibilities will be distributed among two Financial Aid Coordinators.

Additional Aid for Students:

Yes, Crafton Hills College will provide additional aid beyond Federal Financial Aid and Pell Grants. This includes various State Aid programs such as Cal Grant, Student Success Completion Grant, Chafee Grant, Dreamer Service Incentive Grant (DSIG), State Fiscal Recovery Funds (SFRF), Emergency Financial Aid – Supplemental (Dreamers), Cal Kids, and Golden State Grants. We also administer scholarships, including Foundation scholarships, Federal Work-Study, and Federal Direct Loans.

12. STUDENTS WITH DISABILITIES (DSPS)

Crafton Hills College Student Accessibility Services (SAS) proactively addresses disproportionate impact and aligns with Student Equity Plan goals through a multi-faceted approach:

- **Universal Design for Learning (UDL) and Faculty Training:** SAS will continue and expand its provision of one-on-one training to instructional faculty on creating ADA-compliant course content. This emphasis on UDL principles aims to proactively eliminate barriers to access. By ensuring all course materials are accessible from the outset (via live captioning, transcription, etc.), SAS reduces the likelihood of students with disabilities experiencing disproportionate impact in their academic progress. Funding from the DECT grant will remain crucial in supporting this effort.
- **Assistive Technology and Support:** In partnership with TESS, SAS will ensure that students have access to a range of assistive technologies (e.g., Kurzweil, JAWS, ZoomText). This ongoing support is critical in mitigating disparities in access to educational resources and promoting equitable learning outcomes. SAS will work to identify and address any gaps in technology access or training that may disproportionately affect specific groups of students with disabilities.
- **Proactive Transition Support:** The annual Parent-Student Transition to College Night will be continued and enhanced. This event is designed to proactively inform prospective Crafton Hills College students with disabilities (and their parents) about their rights, available accommodations, assistive technology, and support services. By providing this information early, SAS aims to empower students and facilitate a smoother transition, reducing potential barriers to enrollment and success.

- **Outreach and Collaboration:** SAS will maintain and strengthen its partnerships with the Outreach Department and East Valley Special Education Local Plan Area (EV SELPA (EV SELPA). These collaborations are essential for proactively identifying and supporting students with disabilities as they transition to college. By conducting presentations at local high schools and working closely with EV SELPA, SAS seeks to ensure that students are aware of the services and accommodations available to them, thereby reducing disproportionate impact in enrollment and persistence.
- **Data Analysis and Targeted Interventions:** SAS will work with the college's research and planning department to analyze data on the academic outcomes of students with disabilities, with a focus on identifying any disproportionately impacted subgroups. This data-driven approach will allow SAS to develop and implement targeted interventions and support services to address specific equity gaps and ensure that all students with disabilities have an equal opportunity to succeed. This aligns directly with the Student Equity Plan's goals of identifying and eliminating disproportionate impact.

13. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

Crafton Hills College's EOPS and CalWORKs programs proactively support efforts to eliminate disproportionate impact and meet the goals of the Student Equity Plan through a combination of targeted services, advocacy, data-driven practices, and collaboration. These programs recognize that students from disadvantaged backgrounds often face systemic barriers to academic success, and they implement strategies to address these challenges directly.

This program goes beyond traditional support services by:

- **Intensive Counseling and Advising:** EOPS counselors work closely with students to develop personalized educational plans, address academic challenges, and provide ongoing support. This includes academic, career, and personal counseling to help students navigate college and achieve their goals.
- **Priority Enrollment:** EOPS students often receive priority enrollment, which allows them to access the courses they need to progress in their academic programs, reducing delays and promoting timely completion.
- **Supplemental Financial Assistance:** EOPS may provide grants, book vouchers, and other forms of financial assistance to help students cover the costs of education, reducing financial barriers to access and success.
- **Transfer Assistance:** EOPS actively supports students who plan to transfer to four-year universities by providing guidance on transfer requirements, application processes, and university resources.
- **Personalized Support Services:** Recognizing the diverse needs of its students, EOPS offers a range of personalized support services, including tutoring, workshops, and referrals to other campus and community resources.

California Work Opportunity and Responsibility to Kids (CalWORKs)

The CalWORKs program at Crafton Hills College specifically supports students who are receiving public assistance, helping them to achieve self-sufficiency through education and employment. This program addresses disproportionate impact by:

- **Educational Planning:** CalWORKs staff work with students to develop educational plans that align with their career goals and CalWORKs requirements, ensuring they are on a path to economic self-sufficiency.
- **Work-Study and Job Placement Assistance:** CalWORKs aids with finding work-study opportunities and job placements, giving students valuable work experience, and helping them transition into the workforce.
- **Support Services:** CalWORKs students have access to a variety of support services, including counseling, childcare assistance, and transportation assistance, which help them balance their education with work and family responsibilities.
- **Coordination with County Agencies:** The program works closely with county social services agencies to ensure that students receive the support they need to meet both their educational and CalWORKs requirements.

Overarching Strategies and Alignment with Student Equity Plan

Both EOPS and CalWORKs at Crafton Hills College employ several overarching strategies that align with the goals of the Student Equity Plan:

- **Proactive Outreach and Recruitment:** These programs actively reach out to and recruit students from disproportionately impacted communities, providing them with information about the support services available and encouraging them to enroll in college.
- **Holistic Support:** EOPS and CalWORKs provide holistic support that addresses the academic, financial, and personal needs of students, recognizing that these factors are interconnected and can affect student success.
- **Equity-Minded Practices:** Faculty and staff in these programs are trained in equity-minded practices, which means they are aware of the systemic barriers that students face and are committed to creating a more equitable and inclusive campus environment.
- **Data-Driven Evaluation:** EOPS and CalWORKs programs collect and analyze data on student outcomes to assess the effectiveness of their services and identify areas where improvements can be made, ensuring that their efforts are aligned with the Student Equity Plan.

Crafton Hills College's EOPS and CalWORKs programs serve as critical components of the college's strategy to eliminate disproportionate impact. By providing targeted and comprehensive support to students from disadvantaged backgrounds, these programs empower them to overcome barriers, achieve their academic goals, and contribute to the success of the college and the wider community.

14. NextUp/FOSTER YOUTH

The NextUp program at Crafton Hills College provides specialized support to current and former foster youth. This program acknowledges the unique challenges faced by these students, who often

lack stable housing, financial resources, and family support. NextUp aims to mitigate the disproportionate impact these challenges can have on their academic success by providing:

- **Dedicated Counseling and Support:** NextUp students receive personalized counseling and support from staff who understand the complexities of their experiences. This includes help with academic planning, personal counseling, and navigating college resources, with a focus on the specific needs of foster youth.
- **Financial Assistance:** NextUp provides financial support for essential needs such as food, transportation, and textbooks, helping to alleviate the financial strain that can hinder academic progress. This assistance is tailored to the unpredictable financial situations often faced by foster youth.
- **Housing Support:** Recognizing the instability many foster youth face, NextUp assists students in finding and maintaining stable housing, which is crucial for their ability to focus on their education. This focused support distinguishes NextUp from programs that may offer broader financial aid.
- **Wrap-Around Services:** NextUp connects students with a range of wrap-around services, including mental health support, healthcare referrals, and legal aid, addressing their holistic needs and promoting their overall well-being. These services are particularly critical for foster youth who may lack traditional family support systems.
- **Independent Living Skills Development:** The program offers workshops and training to help students develop essential independent living skills, such as budgeting, cooking, and time management, which are critical for their success in college and beyond. This focus on life skills development is a key differentiator.

NextUp at Crafton Hills College employs several overarching strategies that align with the goals of the Student Equity Plan:

- **Targeted Outreach and Recruitment of Foster Youth:** The program actively reaches out to and recruits current and former foster youth, providing them with information about the specialized support services available and encouraging them to enroll in college. This outreach is specific to the foster youth population.
- **Holistic Support with a Foster Youth Lens:** NextUp provides holistic support that addresses the academic, financial, and personal needs of students, recognizing that these factors are interconnected and can affect student success. The program's approach is tailored to the unique circumstances and challenges of foster youth.
- **Equity-Minded Practices with Foster Youth Expertise:** Staff in the program are trained in equity-minded practices, with a deep understanding of the systemic barriers that foster youth face. They are committed to creating a more equitable and inclusive campus environment that acknowledges and addresses these specific challenges.
- **Data-Driven Evaluation Focused on Foster Youth Outcomes:** The program collects and analyzes data on student outcomes, specifically for foster youth, to assess the effectiveness of its services and identify areas where improvements can be made, ensuring that its efforts are aligned with the Student Equity Plan and effectively serving this population.

Crafton Hills College's NextUp program serves as a critical component of the college's strategy to eliminate disproportionate impact. By providing targeted and comprehensive support to students

from disadvantaged backgrounds, specifically foster youth, the program empowers them to overcome barriers, achieve their academic goals, and contribute to the success of the college and the wider community.

15. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

Crafton Hills College is dedicated to supporting veterans, active-duty military personnel, and their dependents. The college's Veterans Resource Center (VRC) plays a crucial role in helping these students transition from military service to civilian life and achieve their educational goals. While veterans may not always be explicitly identified as a "disproportionately impacted group" in the same way as some other student populations, they can face unique challenges that may hinder their academic success. Crafton Hills College's Veterans-centered program, primarily through the VRC, proactively supports efforts to address these challenges and aligns with the Student Equity Plan in the following ways:

1. Addressing Unique Challenges Faced by Veterans

- **Transition to Civilian Life:** Veterans often experience a significant cultural shift when transitioning from the structured military environment to the academic world. The VRC provides support to help them navigate this transition, including adapting to college policies, classroom dynamics, and academic expectations.
- **Mental Health and Well-being:** Veterans may face mental health challenges such as post-traumatic stress disorder (PTSD), anxiety, and depression, which can affect their academic performance. The VRC offers on-site support groups and referrals to community resources to ensure students receive the support they need.
- **Financial Stability:** While many veterans receive educational benefits, they may still experience financial challenges related to housing, family responsibilities, and adjusting to civilian employment. The VRC assists students with accessing financial aid, basic needs support, VA benefits, and other resources to promote their financial stability.

2. How the Veterans Program Supports Student Equity Plan Goals

- **Increasing Access:** The VRC actively reaches out to veterans in the community, providing information about college programs, support services, and VA educational benefits. This initiative-taking approach increases access to higher education for a population that may not otherwise pursue it.
- **Improving Retention:** By providing comprehensive support services that address the unique challenges faced by veterans, the VRC helps these students stay enrolled and persist toward their academic goals. This includes ongoing counseling, peer support, and early intervention when students are struggling.
- **Promoting Completion:** The VRC works closely with veteran students to develop clear educational plans, monitor their progress, and provide guidance on degree and certificate requirements. This support helps veterans stay on track and complete their academic programs in a timely manner.

3. Key Strategies and Services

The Crafton Hills College Veterans Resource Center employs several key strategies and Services to support veteran student success:

- **Centralized Support Services:** The VRC integrates a wide range of services in one location, making it easier for veterans to access the support they need. These services include:
  - VA benefits processing and certification
  - Academic counseling and advising
  - Career exploration and guidance
  - Mental health counseling (on-site) and referrals
  - Community referrals and resources
  - Personal and professional development workshops
  - Study center and computer lab access.
- **Proactive Outreach and Advocacy:** The VRC actively reaches out to prospective and current veteran students to ensure they are aware of the available resources and support. The VRC also advocates for the needs of veteran students within the college and the community.
- **Collaboration and Partnerships:** The VRC collaborates with other campus departments, such as Admissions and Records, Counseling, and Financial Aid, as well as community organizations and government agencies, to provide comprehensive support to veteran students.
- **Peer Support and Community Building:** The VRC fosters a sense of community among veteran students, providing opportunities for them to connect with each other, share their experiences, and support one another. This peer support network is invaluable in helping veterans adjust to college life.

By addressing the unique needs of veteran students and aligning its services with the goals of the Student Equity Plan, Crafton Hills College is committed to ensuring that veterans can achieve their full academic potential.

16. JUSTICE-IMPACTED STUDENTS

Crafton Hills College is committed to supporting the success of justice-impacted students and recognizes the unique barriers they face in accessing and succeeding in higher education. The college will implement the following strategies:

- **Rising Scholars Program:** The college is establishing a Rising Scholars grant, which will provide holistic support to justice-impacted students. This program will offer a range of services designed to address their specific needs and promote their academic success.
- **Identification and Targeted Outreach:** The college has established a system for identifying justice-impacted students on campus. This will allow for targeted outreach to connect these students with appropriate resources and support services.

- **On-Campus Support Network:** The college will create a support network on campus for justice-impacted students, connecting them with mentors, peer support groups, and other resources.

17. LOW-INCOME ADULTS

Crafton Hills College is committed to increasing access and success for low-income adult learners, particularly those within disproportionately impacted student populations identified in the Student Equity Plan. To achieve this, the college will implement the following key strategies:

1. Expanded Counseling Services:

- **Increased Counseling Hours:** The college has increased adjunct counseling hours, providing adult learners with greater access to academic, career, and personal counseling. This expansion aims to support their unique needs and challenges.

2. Enhanced Evening Services:

- **Extended Evening Service Hours:** Recognizing that many adult learners are working students, the college has extended evening services to two nights a week for the entire Student Services division. This will allow adult learners to access essential support services outside of traditional daytime hours.

3. Holistic Support Services:

- The college will provide comprehensive support services that address the diverse needs of low-income adult learners. These services may include:
  - Financial aid assistance and resources
  - Tutoring and academic support
  - Career counseling and job placement services
  - Basic needs support (e.g., food, housing)

4. Targeted Outreach and Recruitment:

- The college will implement targeted outreach and recruitment strategies to connect with low-income adult learners in the community, particularly those from disproportionately impacted populations. This may include:
  - Partnerships with community organizations and agencies
  - Information sessions at community centers and workplaces
  - Marketing materials that highlight the college's support services for adult learners.

5. Data Analysis and Evaluation:

- The college will collect and analyze data on the access, retention, and success of low-income adult learners, including disproportionately impacted groups. This data will be

used to evaluate the effectiveness of these strategies and inform ongoing efforts to improve services and outcomes.

18. CREDIT FOR PRIOR LEARNING

Crafton Hills College recognizes that Credit for Prior Learning (CPL) can be a valuable tool for adult learners, particularly those from disproportionately impacted populations, by acknowledging and awarding college credit for knowledge and skills acquired outside of traditional academic settings. The college is committed to expanding CPL in an equitable manner by implementing the following strategies:

- **Professional Development:** The college is investing in professional development for faculty and staff to enhance their understanding of CPL best practices, assessment methodologies, and the needs of diverse learners. This training will ensure that CPL is implemented consistently and effectively across all programs.
- **Outreach and Awareness:** The college will conduct targeted outreach to low-income adult learners, especially those from disproportionately impacted populations, to raise awareness of CPL options and benefits. This will include information sessions, workshops, and marketing materials that highlight the potential for CPL to accelerate their academic progress and reduce the cost of education.
- **Accessibility:** The college will work to make the CPL process accessible to all students, regardless of their socioeconomic background. This may involve minimizing fees, providing support services to help students document their prior learning, and exploring alternative assessment methods.
- **Equitable Assessment:** The college will employ a variety of assessment methods to evaluate prior learning, including portfolio assessment, challenge exams, and industry certifications. These methods will be evaluated for cultural relevance and bias to ensure that all students have an equal opportunity to demonstrate their knowledge and skills.
- **Support Services:** The college will provide support services to help students navigate the CPL process, including guidance on documenting prior learning, preparing portfolios, and accessing assessment resources. These services will be tailored to the specific needs of adult learners, including those from disproportionately impacted populations.
- **Data Tracking and Evaluation:** The college will track data on CPL participation and outcomes, disaggregated by student demographics, to monitor the effectiveness of these strategies and identify any disparities. This data will be used to inform ongoing efforts to improve CPL policies and practices and ensure equitable access and success for all students.

19. Dual Enrollment

Crafton Hills College is committed to the equitable expansion of dual enrollment opportunities, recognizing its potential to increase college access and success for disproportionately impacted student populations. The college is currently participating in an Institutional Effectiveness grant to scale its dual enrollment program and will implement the following strategies:

- **Strategic Partnerships with High Schools:** The college will establish and strengthen partnerships with local high schools, particularly those serving a high proportion of students from disproportionately impacted groups. This will involve clear pathways for high school students to transition into college.
- **Targeted Outreach and Recruitment:** The college will conduct targeted outreach to high school students, especially African American/ Black and Hispanic/Latinx students, to promote the benefits of dual enrollment and provide them with the information and support they need to participate.
- **Faculty Support and Development:** The college will provide training and support to faculty members who teach dual enrollment courses, ensuring they are prepared to meet the diverse needs of high school students and provide an engaging learning experience.
- **Counseling and Advising:** The college will provide counseling to dual enrollment students, both in high schools and on the college campus. This support will help them to select appropriate courses, navigate college systems, and plan for their future academic and career goals.
- **Data Tracking and Evaluation:** The college will continue collect and analyze data on dual enrollment participation and outcomes, disaggregated by student demographics, to monitor the effectiveness of these strategies and identify any disparities. This data will be used to inform ongoing efforts to improve dual enrollment policies and practices and ensure equitable access and success for all students.

20. STRONG WORKFORCE PROGRAM/PERKINS

Crafton Hills College's Student Equity and Achievement Program (SEAP) coordinates with the Strong Workforce Program (SWP) and Perkins Program through a deeply integrated approach designed to meet the goals of Vision 2030, particularly for disproportionately impacted (DI) students. This collaboration manifests in several keyways:

1. Integrated Support Services within Career Education:

- **SEAP-Funded Support in CE Programs:** SEAP funds support services like embedded tutoring, completion coaching, and enhanced counseling, which are strategically integrated into Career Education (CE) programs supported by SWP and Perkins funding. This ensures that DI students enrolled in career pathways receive targeted academic and holistic support.
- **Career Readiness Integration:** The collaboration directly enhances career readiness for DI students by braiding together academic support (SEAP), industry-relevant skills and experiences (SWP/Perkins), and targeted career guidance. This holistic approach equips DI students with the necessary skills, knowledge, and connections for successful transitions into the workforce.
- **Credit by Prior Learning (CPL):** By focusing on equitable access and completion, the combined efforts of SEAP, SWP, and Perkins can help DI students leverage prior learning for academic advancement and quicker pathways to credentials. SEAP's support services could assist DI students in navigating the CPL process, while SWP and Perkins' industry connections could inform the assessment of prior learning for relevant skills.

2. Enhanced Workforce Readiness Initiatives:

- **Complementary Program Efforts:** SWP and Perkins initiatives focus on providing work-based learning opportunities, developing industry-aligned curricula, and offering career exploration tools. SEAP efforts directly supplement these by implementing tools like PAIRIN for career assessments and expanding career advising services. This combined approach helps DI students connect their academic pursuits with tangible workforce outcomes, directly supporting Vision 2030's emphasis on workforce preparation and equitable economic mobility.

3. Data-Informed Equity Planning and Evaluation:

- **Shared Focus on Data Analysis:** All three programs share a commitment to data literacy and the analysis of disaggregated data. This allows SEAP, SWP, and Perkins teams to jointly monitor the progress of DI students within CE programs and make real-time adjustments to interventions based on evidence.
- **Equity Lens in Outcome Evaluation:** CHC prioritizes building institutional capacity to use data in equity planning. This ensures that the outcomes of CE programs, such as access to work-based learning, certificate and degree completion, and job placement rates, are specifically evaluated through an equity lens, allowing for targeted interventions where gaps persist for DI groups.