CHC Vision Aligned Reporting Sensemaking
Fall 2025

Participating Programs

CalWORKs
Career Services
EOPS & CARE
Basic Needs/Hunger Free Campus
MESA
NextUp
SAS (DSPS)
SEA Program
Student Success Completion Grant (SSCG)
Strong Workforce–Local Share
Transfer Center
Veterans Resource Center

Vision Goals

Vision Goal 1: Completion
Vision Goal 2: Transfer/Baccalaureate Attainment
Vision Goal 3: Unit Accumulation
Vision Goal 4: Workforce (Living Wage)

CalWORKs

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: Academic Counseling

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): Based on the most recent program data, CalWORKs academic counseling continues to demonstrate strong effectiveness in reaching Hispanic/Latine and economically disadvantaged students, both of which represent core populations eligible for and benefiting from CalWORKs services. When compared to collegewide statistics, the percentage of CalWORKs counseling participants who identify as Hispanic/Latine exceeds the campus-wide rate of 52.9%, indicating that the program's outreach and engagement strategies remain effective and culturally responsive for this student group. In addition, by design, CalWORKs exclusively serves students receiving public assistance, resulting in 100% participation from economically disadvantaged students, which significantly surpasses collegewide rates.

However, similar to previous years, representation of Black/African American students within CalWORKs academic counseling remains lower than the collegewide percentage of 4.6%. While the program continues to support all eligible students equitably, this gap highlights an area of opportunity for strengthened outreach, collaboration with campus partners, and targeted engagement strategies to ensure Black/African American CalWORKs-eligible students are fully aware of and connected to available services.

Program Impact and Quality of Counseling Services

CalWORKs academic counseling remains a cornerstone of the program's support model. Students are required to meet with a counselor a minimum of three times per semester, allowing counselors to build strong, trusting relationships that promote student success, retention, and persistence. Through these ongoing touchpoints, counselors actively support academic planning, monitor progress, address challenges early, and ensure students remain on track with program and county requirements.

Counselors take a holistic, intrusive, and intentional approach engaging students in conversations about academic, personal, and socio-economic barriers that may impact

success. When concerns arise, students are connected to on- and off-campus resources such as:

- Health and Wellness Center
- Student Accessibility Services (SAS)
- Financial Aid
- Food Pantry
- Redlands Family Assistance
- County support services

This wraparound support model ensures each student receives individualized guidance and the stability needed to remain enrolled and progressing toward their educational and career goals.

Counselors also complete comprehensive educational plans with every student, outlining required coursework and sequencing that enables timely completion of certificates, degrees, or transfer. This structured academic roadmap is essential for promoting clarity, accountability, and long-term goal achievement.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): We currently contact students via email and follow up phone calls when students are a no show to a counseling appointment.

Emails are sent to the students inviting them to apply to the CalWORKs Program and also attend targeted in-person outreach events. These events are designed for eligible students to apply, complete orientation, and meet with a counselor to complete an abbreviated student educational plan on the same day. Follow up phone calls are made to eligible students encouraging them to apply and to answer any questions they may have about the programs.

Program flyers are added to the College's social media platforms, distributed to centers and departments across campus, posted on announcement boards, distributed at the Child Care Center, shared on Starfish to eligible students, and included in the weekly Crafton Announcements to all CHC students. Additionally, we partner with our local TAD offices for San Bernardino and Riverside county offices for referrals of eligible students for services at CHC. We have been invited to facilitate info sessions to the eligibility workers at each office to inform staff of programs and services available at CHC and encourage clients to attend CHC to complete their educational goal.

Activity 2: Direct Aid (Gift Cards)

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): Upon acceptance into the program and completing one of the three required counseling appointments, CalWORKs students receive a gas and grocery gift card to assist with transportation and basic needs.

Based on the most recent program data, CalWORKs academic counseling continues to demonstrate strong effectiveness in reaching Hispanic/Latine and economically disadvantaged students, both of which represent core populations eligible for and benefiting from CalWORKs services. When compared to collegewide statistics, the percentage of CalWORKs counseling participants who identify as Hispanic/Latine exceeds the campus-wide rate of 52.9%, indicating that the program's outreach and engagement strategies remain effective and culturally responsive for this student group. In addition, by design, CalWORKs exclusively serves students receiving public assistance, resulting in 100% participation from economically disadvantaged students, which significantly surpasses collegewide rates.

However, similar to previous years, representation of Black/African American students within CalWORKs academic counseling remains lower than the collegewide percentage of 4.6%. While the program continues to support all eligible students equitably, this gap highlights an area of opportunity for strengthened outreach, collaboration with campus partners, and targeted engagement strategies to ensure Black/African American CalWORKs-eligible students are fully aware of and connected to available services.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): We currently contact students via email and follow up phone calls when students are a no show to a counseling appointment.

Emails are sent to the students inviting them to apply to the CalWORKs Program and also attend targeted in-person outreach events. These events are designed for eligible students to apply, complete orientation, and meet with a counselor to complete an abbreviated student educational plan on the same day. Follow up phone calls are made to eligible students encouraging them to apply and to answer any questions they may have about the programs.

Program flyers are added to the College's social media platforms, distributed to centers and departments across campus, posted on announcement boards, distributed at the Child Care Center, shared on Starfish to eligible students, and included in the weekly Crafton Announcements to all CHC students. Additionally, we partner with our local TAD offices for San

Bernardino and Riverside county offices for referrals of eligible students for services at CHC. We have been invited to facilitate info sessions to the eligibility workers at each office to inform staff of programs and services available at CHC and encourage clients to attend CHC to complete their educational goal.

Activity 3: Orientation

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): While all CalWORKs students participate in orientation, not all students engage in retention activities, especially targeting Black/African American, Hispanic/Latinx, and economically disadvantaged students. The program seeks to increase retention efforts to ensure students receive support needed to persist from one semester to another and ultimately complete their educational goal.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): Follow up with students who miss counseling appointments and also lack participation in program sponsored events, such as workshops, college tours and fieldtrips, community building activities and leadership experiences (student conferences). Continue to host in-person events (at least two each month) for students to engage in meaningful activities with their peers and CalWORKs support team.

Hire peer mentors to assist with retention efforts, especially those students who struggle to develop a sense of belonging at CHC and encourage participation in program services and activities.

Charter a parenting student club and encourage all student-parents to participate to create a safe space for students to engage in community building experiences.

Follow up on all Starfish Flags to address any concerns of students' academic progress.

Ensure all CalWORKs students have an approved comprehensive student educational plan on file.

Provide priority registration to all students and monitor the percentage of students who utilize this service. Additionally, host registration assistance workshops for students who need assistance registering for classes for the upcoming term. Follow-up with students who do not register for the upcoming term, especially those from DEI populations (Black and Latinx)

Ensure CalWORKs team serves as an advocate and liaison for students and their eligibility worker. CalWORKs students should be informed of their rights and know how to advocate for services that they are eligible to receive as they complete their welfare and to work activities.

Career Services

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: MAJOR/CAREER COUNSELING SERVICES

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

The Career Center is available to provide Major/Career Counseling services to the entire student body population. As a result all student groups are able to easily take advantage and utilize the counseling services provided. To ensure ample use of counseling services specifically for Major/Career needs, the Career Center Coordinator will meet with students one

one one in individual appointments in person and online through Zoom. All appointments are scheduled for 1 hour to ensure the upmost needs of the students regarding their major/career goals and/or concerns are met.

In addition to the Career Center Coordinator, all Full-time and adjunct counselors take on the additional demand that the one full-time Career Counselor cannot meet, by also providing one one one major/career counseling to students as needed.   A combined total of 1257 (8/15/23 - 7/31/24) appointments related to major/career were completed in 2023-2024 academic year. To ensure in the quality and necessary impact of the service to meet the specific concerns of each student; All counselors have been trained to properly counsel students on major/career needs. Both Full-time and adjunct Counselors are regularly trained 1 - 3 times per semester during the counseling meetings and/or counseling retreats to sharpen their counseling skills in this specific area.

Because of the additional support provided by counselors there is no DI impact among any group. The services provided to the student groups are not lower than the college wide statistics.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

As a Career Center we can do better by providing students with information about Career Counseling services at multiple stages of their academic journey at Crafton. For example before the beginning, middle and end of the semester. THe beginning of the year will serve as a strong purpose and time for students to clarify/confirm their major/career goals. Mid year, students can be informed again about services before they prepare to register for the subsequent semester courses. Then again at the end of the semester to clarify major/career goals. It is necessary to inform students that major/career planning is necessary for academic success as it set a high framework for the students motivation to succeed and matriculate through to certificate and/or degree completion.

In addition to informing students about career services at multiple times throughout the academic year, we can inform students by direct contact to certain activities and/or events where a greater population of students congregate and/or are on campus utlizing other services. For example, if a greater population participate in the Basic Needs/Food Service Program then it would be best to provide information and/or have a table with basic service information in this location as well to increase knowledge about our services. In addition, we could potentially provide the opportunity for making appointments either in-person or online when they meet with a counselor.   Another example, would be to provide information with direct flyers/qr code information in teh Financial Aid office which does meet with a significantly higher population of students. Since the students must have a major/career identified to receive financial aid; if they are undecided in their major; being able to make an appointment readily available for them while in that office would increase our number of career services counseling appointments.

To increase student awareness about the Career Center, each month we host a Career Center to you (CC2U) table in high traffic areas around campus (main quad, road runner cafe, library, central breezeway). This allows for the Career Counselor and Job Developer to connect with students directly, provide knowledge about the services we offer and also provide quick services like resume critiques. We have noticed when at the tables we are able to talk to students that fit within the student groups identified in the VAR report (Black/African American, Hispanic/Latine, and economically disadvantaged students). This service has helped to increase the number of students taking advantage of our services. To enhance the CC2U service we can also provide on the spot service to schedule appointments for a future visit in the center.

The Career Center hosts an Annual Hello Major/Hello Career Fair, this is an annual event in which we invite all undecided/undeclared students to attend. With this event we can increase the marketing of all career services to all students that participate. This should increase our contacts with the identified groups.

Activity 2: Career Readiness Services/Job Developer

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

The Career Center has noticed a significant number of students that utilize the Career Readiness and/or Job Developer services is from the identified groups of Black/African American, Hispanic/Latine, and economically disadvantaged students. Our Career Readiness/Job Developer services consists of resume writing, job/internship search strategies, interviewing skills, and knowledge and awareness of how to develop employability skills for all students on campus. In addition, current student workers are able to take advantage of the Crafton Grow program.   The services are provided in multiple formats, primarily from one-on-one appointments with with over 270 appointments made within the 2023 - 2024 academic year by both the Job Developer and Career Counselor; to also in person, hybrid and online workshops; and major events like the Annual Etiquette Luncheon.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):
We can increase the awareness and participation of these services by better meeting the students where they are. With the newly established Multicultural Center on campus the Career Center plans to hosts a few workshops and the CC2U table within this space. This will directly provide services to the Black/African American, Hispanic/Latine, and economically disadvantaged student population that may otherwise may not happen.

In addition, we can create Career Readiness Panels and discussions that are led by professionals from the specific background areas to help market and reach out to these student populations about the importance and need for career readiness.

As a center we can also highlight alumni who are currently working in the workforce from these populations to return to Crafton to share their stories and career journey of success.

SAS (DSPS)

Year: 2023-2024

Use the [Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: [Counseling Contacts with SAS Faculty]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latinx, and economically disadvantaged students? Are the observed student group percentages for this activity lower than college-wide statistics?

Response (Question 1):
- Served 8.8% of students in 2023-2024 identified as African American (Counseling)
- Served 49.2% of students in 2023-2024 identified as Hispanic (Counseling)
- Served 58.4% of students in 2023-2024 were identified as Economically Disadvantaged (Counseling)

Key collegewide statistics:
- 4.6% of students in 2023-2024 identified as African American
- 52.9% of students in 2023-2024 identified as Hispanic.
- 28.8% of students in 2023-2024 were identified as Economically Disadvantaged.

Based on the data from 2023-2024, we have successfully met the necessary targets for engaging with Black/African American and economically disadvantaged students. Our efficacy in serving these students has increased by nearly 2% and 18%, respectively. In fact, our outreach to economically disadvantaged students have risen to 58.4%. Our counseling data in respect to serving Hispanic and Latinx students has decreased by 2.3% from 2022-2023 data. Our department is underserving this student group by 3.7% in relation to the collegewide statistics. Despite the decrease, our service to this student group is not disproportionately impacted. One thing to note is that "Disabled adults experience poverty at nearly twice the rate of their

non-disabled peers," according to the article Financial Inequality: *Disability, Race and Poverty in America (Goodman, N. Morris, M. Boston, K.).* which may play a factor in this data. The increase in service to economically disadvantaged students is significant. Our counseling services for this student group have increased by 17.8% in comparison to the previous years' data. Our counseling services to economically disadvantaged students exceeded the college-wide statistics by 29.6%. For African American Students, we exceed the collegewide data by 4.2%.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

We need to increase outreach and program awareness to all student groups. This is particularly true for our Hispanic and Latinx students. Offering workshops at SAS on intersectionality- Disability, Race, and Ethnicity to help bring more awareness to our diverse population and intrigue students' attention by learning more about themselves and who they are as a person. Get students involved and connected to other POC on campus.

Activity 2: [Assistive Technology Contacts by the AT Specialist]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latinx, and economically disadvantaged students? Are the observed student group percentages for this activity lower than the college-wide statistics?

Response (Question 1):
- Served 11.7% of students in 2023-2024 identified as African American (AT Contacts)
- Served 54.5% of students in 2023-2024 identified as Hispanic (AT Contacts)
- Served 61% of students in 2023-2024 identified as Economically Disadvantaged (AT Contacts)

Key collegewide statistics:
- 4.6% of students in 2023-2024 identified as African American
- 52.9% of students in 2023-2024 identified as Hispanic.
- 28.8% of students in 2023-2024 identified as Economically Disadvantaged.

Based on the data from 2023-2024, we have successfully met the necessary targets for engaging with Black/African American, Hispanic/Latinx, and Economically Disadvantaged students. Our efficacy in serving these three student groups has increased by 3.1%, 5.9%, and 21% respectively from the previous year's data. In fact, our outreach to economically disadvantaged students have risen to 61%, more than double the collegewide statistics. Our Assistive Technology Services exceed the collegewide statistics in all three subgroups. We serve African American and Economically Disadvantaged Students at a rate twofold in relation to the collegewide data. Our Assistive Technology rate of service exceeds the collegewide data by 1.6% for Hispanic students.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

We need to increase outreach and program awareness to all student groups. This is particularly true for our Hispanic and Latinx students. Further, we plan to significantly increase the number of workshops and dissemination of Assistive Technology devices to all student groups. Our department is actively seeking evolving assistive technology tools that are both effective and economically advantageous.

Activity 3: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latinx, and economically disadvantaged students? Are the observed student group percentages for this activity lower than college-wide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 4: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latinx, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

EOPS & CARE

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: Academic Counseling

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): EOPS/CARE academic counseling continues to be highly effective in reaching disproportionately impacted student populations, particularly Hispanic/Latine and economically disadvantaged students. Two groups that represent the core mission of the program. Because EOPS and CARE are designed to serve low-income, first-generation, and educationally disadvantaged students, the program consistently enrolls and supports a significantly higher percentage of economically disadvantaged students compared to the general college population. This demonstrates that EOPS/CARE is successfully reaching the students for whom the program was intentionally created.

In relation to Hispanic/Latine students, the percentage of students receiving EOPS/CARE academic counseling meets or exceeds the collegewide rate of 52.9%, indicating that the program's outreach, messaging, and culturally responsive services continue to resonate with this population. Many Hispanic/Latine students also meet EOPS criteria through first-generation status, language needs, academic underpreparedness, or financial hardship, which further supports strong representation within the program's counseling caseload.

For Black/African American students, program participation remains slightly below the collegewide rate of 4.6%. While the program provides equitable access to services for all eligible students, this participation gap suggests an opportunity for more intentional outreach efforts, strengthened referral pathways, and increased visibility of EOPS/CARE within environments that support Black/African American student success.

Overall, EOPS/CARE academic counseling demonstrates strong and intentional engagement with Hispanic/Latine and economically disadvantaged students, with program representation reflecting or surpassing campuswide demographics. The lower representation of Black/African American students highlights an area for continued improvement and targeted equity-focused outreach.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

We currently contact students via email and follow up phone calls when students are a no show to a counseling appointment.

To reach potential students, we obtain a list of students who qualify for the CA Promise Grant A, B, or C with a zero EFC. From this list, we are also able to disaggregate the data by ethnicity

and provide targeted outreach efforts to Black/African American and Latinx students by encouraging them to apply to EOPS.

Emails are sent to the students inviting them to apply to the EOPS Program and also attend targeted in-person outreach events (EOPS Connect). These events are designed for eligible students to apply, complete orientation, and meet with a counselor to complete an abbreviated student educational plan on the same day. Follow up phone calls are made to eligible students encouraging them to apply and to answer any questions they may have about the programs.

Program flyers are added to the College's social media platforms, distributed to centers and departments across campus, posted on announcement boards, shared on Starfish to eligible students, and included in the weekly Crafton Announcements to all CHC students. Additionally, we partner with the Outreach Team and share flyers and join the team during SOAR events to share with students various services offered through EOPS.

Activity 2: Orientation

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): While all EOPS/CARE students participate in orientation, not all students engage in retention activities, especially targeting Black/African American, Hispanic/Latinx, and economically disadvantaged students. The program seeks to increase retention efforts to ensure students receive support needed to persist from one semester to another and ultimately complete their educational goal.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): Follow up with students who miss counseling appointments and also lack participation in program sponsored events, such as workshops, college tours and fieldtrips, community building activities and leadership experiences (student conferences). Continue to host in-person events (at least two each month) for students to engage in meaningful activities with their peers and EOPS support team.

Hire peer mentors to assist with retention efforts, especially those students who struggle to develop a sense of belonging at CHC and encourage participation in program services and activities.

Charter an EOPS club and encourage all students to participate to create a safe space for students to engage in community building experiences.

Follow up on all Starfish Flags to address any concerns of students' academic progress.

Ensure all EOPS/CARE students have an approved comprehensive student educational plan on file.

Provide priority registration to all students and monitor the percentage of students who utilize this service. Additionally, host registration assistance workshops for students who need assistance registering for classes for the upcoming term. Follow-up with students who do not register for the upcoming term, especially those from DEI populations (Black and Latinx).

Activity 3: Direct Aid (gift cards)

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): Upon acceptance into the program and completing one of the three required counseling appointments, EOPS/CARE students receive a gas and grocery gift card to assist with transportation and basic needs.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

In an effort to ensure students are able to take advantage of all program services, including grant aid ensure requirements are clearly discussed during orientation, listed on the Mutual Responsibility Contract (MRC), and students receive reminder emails and text messages of missed counseling appointments. Also, utilize peer mentors to follow-up with students with missing counseling appointments to call and schedule appointments.

Activity 4: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Hunger Free Campus/ Food Pantry

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: Student Grocery/Essential Item Support

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

According to department data, there were a total of 265 student visits to the food pantry in Fall 2023 and 3,842 student visits in Spring 2024. Although specific data on how many of those students identified as Hispanic, Black/African American, or economically disadvantaged is not available, anecdotal evidence suggests that these groups were represented in proportions similar to their overall representation at the college during Fall 2023 (4.6% Black/African American, 52.9% Hispanic, and 28.8% economically disadvantaged respectively)

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

To better reach these student populations, the Basic Needs Center will expand outreach efforts to include multiple communication channels, including email, Canvas announcements,Starfish messages, social media, campus TVs, and text messaging campaigns. Additionally,we will strengthen our collaboration with academic counselors, EOPS, CalWORKs, SAS, the Veterans Resource , STEM, the Multicultural, and the Tutoring Centers. This will enable staff to make targeted referrals and ensure students from these specific populations are aware of and connected to available resources.

Activity 2: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 3: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than college-wide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 4: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

<u>MESA</u>

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: <mark>Counseling - Academic</mark>

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): During the 2023-24 academic year, the MESA program was still largely in the development and implementation process. This process was two-fold, including the establishment of core program components and recruitment of eligible students. During this time period, MESA served 16 students, 8 of whom identified as Hispanic (50%) and all of whom identified as economically disadvantaged. There were no students who identified as Black/African American so a disproportionate impact was found. The observed percentage for Black/African American students for this activity is lower than the collegewide statistic of 4.6%. The observed percentage for Hispanic students for this activity (50%) is within range of the collegewide statistic of 52.9%. Compared to other programs within VAR, MESA falls within the percentage range of no disproportionate impact being found for Hispanic students or students who are economically disadvantaged.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): While the flag of disproportionate impact reflects an absence of participation, it highlights the need to be more intentional in ensuring that Black/African American students are aware of and connected to MESA's academic counseling services. To better reach this population, we plan to strengthen our partnership with Counseling to secure a consistent schedule of counseling services available to MESA students and share information with counselors about the dedicated support available through MESA. We will also work with STEM faculty to embed information about MESA's counseling support into course announcements and classroom visits, especially in introductory STEM courses.

Activity 2: Instructional Supplies & Equipment

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): <mark>No data available on the Streamlining Dashboard.</mark>

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 3: Outreach or Inreach - Inreach Marketing

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than college-wide statistics?

Response (Question 1): During the 2023-24 academic year, the MESA program was still largely in the development and implementation process. This process was two-fold, including the establishment of core program components and recruitment of eligible students. During this time period, MESA prioritized intentional inreach across the campus using a variety of strategies including: 1) requesting contact lists for targeted outreach via email (disaggregated by race/ethnicity, gender identity, financial aid status), 2) class visits and visits to the STEM Center, 3) increased visibility through marketing materials shared across campus and with faculty, and 4) an increased presence on social media. As a result, this activity does not identify disproportionate impact for Black/African American, Hispanic, or economically disadvantaged students. The observed percentage for Black/African American students for this activity (3.9%) is relatively close to the collegewide statistic of 4.6%. The observed percentage for Hispanic students for this activity (51.1%) is within range of the collegewide statistic of 52.9%. Finally, the observed percentage for economically disadvantaged students for this activity (32.6%) is above the collegewide statistic of 28.8%.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): To better reach these populations of students, we can be more intentional with our outreach efforts on campus. This includes requesting contact lists that are disaggregated by STEM major, enrollment in introductory STEM classes, race/ethnicity, gender identity, and receipt of financial aid. Additionally, we can prioritize increasing the visibility of MESA across campus, which includes our participation in culturally responsive activities and events such as Hispanic Heritage Month, Black History Month, First-Generation celebrations, Women's History Month, and others. Improving our cultural competency and reach to students from disproportionately impacted groups also includes reviewing our outreach materials to ensure representation and asset-based messaging that resonates with these populations of students.

Activity 4: Student Support Services - Career Tours/Fairs

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): During the 2023-24 academic year, the MESA program was still largely in the development and implementation process. However, we were proactive in our efforts to provide students with the opportunity to learn about STEM-related careers and connect them with local industry representatives. During this time period, MESA hosted the STEM Career Fair, which served a total of 141 students, 4 of whom identified as Black/African American, 74 of whom identified as Hispanic, and 75 of whom identified as economically disadvantaged. The observed percentage for Hispanic students for this activity (52.5%) is slightly below the collegewide statistic of 52.9%. The observed percentage for economically disadvantaged students for this activity (53.2%) is above the collegewide statistic of 28.8%. As a result, this activity does not identify disproportionate impact for Hispanic or economically disadvantaged students. However, a disproportionate impact was found for Black/African American students, with the observed percentage for this activity (2.8%) being lower than the collegewide statistic of 4.6%.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): To better reach these populations of students, we will increase collaboration with other Student Support programs at the college, including Student Life, Counseling, and the Career Center, to promote MESA-related career events. Additionally, we will approach our communication in a more personalized and meaningful manner, including personalized email invitations and ensure that students are informed about the value of attending opportunities like this. We will also work with STEM faculty to share targeted announcements and highlight how career fairs support academic and professional pathways in STEM. Additionally, we will make a deliberate effort to invite industry partners and organizations who have strong commitments to equity and representation in STEM, such as Edison International, ESRI, and other local companies that offer pathways for disproportionately impacted students.

Activity 5: Student Support Services - University Tours or Representative Visits/ Transfer Fairs

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): During the 2023-24 academic year, the MESA program was still largely in the development and implementation process. However, we were proactive in our efforts to provide students with the opportunity to visit 4-year universities. During this time period, MESA sponsored a field trip to Cal Poly Pomona for the College of Science and College of Engineering research symposiums, which served a total of 22 students. Of these students, 8 identified as Hispanic and 11 identified as economically disadvantaged. There were no students

in attendance who identified as Black/African American. As a result, disproportionate impact was found for both Black/African American students and Hispanic students. The observed percentage for Hispanic students for this activity (36.4%) is below the collegewide statistic of 52.9%. Oppositely, the observed percentage for economically disadvantaged students for this activity (50%) is above the collegewide statistic of 28.8%, which highlights no disproportionate impact.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): To better reach these populations of students, we plan to collaborate closely with the Transfer Center, Student Life, and Counseling to directly invite students to these opportunities, explain the purpose and benefits of university tours, and ensure that students feel included and encouraged to attend. We will strengthen our partnerships with faculty to share targeted announcements and volunteer to chaperone these trips. Additionally, we will examine the timing, transportation, and communication methods used to promote the tour in order to identify and remove potential participation barriers.

NextUp

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: Academic Counseling

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Based on the most recent program participation data, NextUp academic counseling continues to strongly engage economically disadvantaged students and those who meet foster youth eligibility criteria. Because NextUp exclusively serves current and former foster youth, the program's participant population is comprised entirely of economically disadvantaged students, significantly exceeding collegewide rates for this demographic.

In terms of racial and ethnic representation, NextUp academic counseling shows meaningful engagement with Hispanic/Latine students, with participation rates that meet

or surpass the collegewide percentage of 52.9%. This indicates that outreach efforts, case management, and culturally responsive support services effectively resonate with Hispanic/Latine foster youth attending the college.

However, representation of Black/African American students in NextUp academic counseling is lower than the collegewide rate of 4.6%. While NextUp serves all eligible foster youth regardless of racial or ethnic background, this lower percentage suggests an opportunity to strengthen targeted outreach, improve visibility, and foster deeper connections with Black/African American foster youth—both on campus and through county and community partners.

Program Activity and Impact

NextUp academic counseling remains a high-impact area of the program by providing students with structured, consistent, and intrusive case management. Students meet with a counselor multiple times throughout the semester to:

- Develop and update comprehensive educational plans

- Monitor academic progress, course loads, and pacing

- Identify barriers related to housing instability, financial strain, or basic needs

- Connect students to supportive services such as Financial Aid, EOPS, Basic Needs, SAS, and mental health resources

Because foster youth often face disproportionately high levels of academic disruption, trauma, and life instability, the consistent connection to a NextUp counselor is essential for promoting persistence, retention, and degree completion.

Summary

Overall, NextUp academic counseling effectively reaches Hispanic/Latine and economically disadvantaged students at rates comparable to or above collegewide statistics. The only area where participation falls below collegewide representation is among Black/African American students, identifying a key opportunity for enhanced and intentional outreach.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

To better reach Black/African American, Hispanic/Latine, and economically disadvantaged foster youth, the NextUp Program will implement more intentional, trauma-informed, and equity-centered practices. Specific strategies include:

1. Strengthen Targeted Outreach to Foster Youth of Color

- **Expand collaboration with county Child & Family Services social workers, Independent Living Program (ILP) specialists, and foster youth housing programs to identify Black/African American and Hispanic/Latine youth transitioning to college.**
- **Send personalized outreach communications (text, email, Canvas announcements) to potential and newly admitted foster youth explaining eligibility, program benefits, and how academic counseling supports stability and success.**

2. Increase Visibility at High-Traffic Campus Areas

- **Host NextUp Pop-Up Stations at locations commonly used by disproportionately impacted students (Basic Needs Center, Multicultural Center, Learning Resource Center).**
- **Attend resource fairs, housing fairs, and community events that attract foster youth and students experiencing financial hardship.**
- **Collaborate with Basic Needs, EOPS, SAS, and the Food Pantry to cross-refer students who may be eligible for NextUp but unaware of the program.**

3. Create More Culturally Responsive Engagement Opportunities

- **Offer small-group workshops specifically designed for foster youth of color, addressing topics such as identity, resilience, academic confidence, and navigating college systems.**
- **Invite guest speakers from similar backgrounds, including former foster youth graduates, to increase trust, relatability, and belonging.**
- **Provide materials and messaging that reflect cultural diversity, lived experiences, and the unique needs of foster youth populations.**

4. Expand Flexible and Accessible Counseling Options

- **Increase availability of early-morning, evening, and virtual/phone appointments to accommodate students balancing work, unstable housing/internet, or transportation barriers.**
- **Offer "quick support" sessions for urgent needs such as housing navigation, book assistance, financial aid deadlines, or crisis referrals.**
- **Use proactive appointment reminders via text and phone calls, which are preferred by students with inconsistent schedules or limited access to stable communication.**

5. Strengthen Intrusive Case Management and Follow-Up

- **Implement early outreach to students who miss appointments, checking for barriers related to housing instability, transportation, mental health, or county compliance.**
- **Track engagement patterns and equity gaps to quickly identify students who may need individualized follow-up.**
- **Collaborate with county ILP caseworkers to ensure continuity of support, especially for students recently exiting foster care or facing unstable placements.**

6. Enhance Connections to Basic Needs and Wraparound Services

- **Host NextUp x Basic Needs joint sessions to ensure foster youth are consistently connected to food resources, emergency housing, transportation support, and mental health services.**
- **Develop referral loops with campus partners so that any financially or housing-unstable student is screened for NextUp eligibility.**

Summary

Through targeted outreach, culturally responsive engagement, flexible counseling access, proactive follow-up, and strengthened county partnerships, the NextUp Program will deepen its ability to reach Black/African American, Hispanic/Latine, and economically disadvantaged foster youth and ensure these students feel supported, welcomed, and fully connected to NextUp services.

Activity 2: Direct Aid (Gift Cards)

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

NextUp students are highly encouraged to meet with a counselor at least three times a semester. Upon meeting with a counselor, NextUp students receive a kroger and target vendor card to assist with food and basic needs.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

In an effort to ensure students are able to take advantage of all program services, including direct aid (gift cards) ensure requirements are clearly discussed during orientation, listed on the

Mutual Responsibility Contract (MRC), and students receive reminder emails and text messages of missed counseling appointments. Also, utilize peer mentors to follow-up with students with missing counseling appointments to call and schedule appointments.

Activity 3: Orientation

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than college-wide statistics?

Response (Question 1): While all NextUp students participate in orientation, not all students engage in retention activities, especially targeting Black/African American, Hispanic/Latinx, and economically disadvantaged students. The program seeks to increase retention efforts to ensure students receive support needed to persist from one semester to another and ultimately complete their educational goal.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): Follow up with students who miss counseling appointments and also lack participation in program sponsored events, such as workshops, college tours and fieldtrips, community building activities and leadership experiences (student conferences). Continue to host in-person events (at least two each month) for students to engage in meaningful activities with their peers and EOPS support team.

Hire peer mentors to assist with retention efforts, especially those students who struggle to develop a sense of belonging at CHC and encourage participation in program services and activities.

Charter a NextUp club and encourage all students to participate to create a safe space for students to engage in community building experiences.

Follow up on all Starfish Flags to address any concerns of students' academic progress.

Ensure all NextUp students have an approved comprehensive student educational plan on file.

Provide priority registration to all students and monitor the percentage of NextUp students who utilize this service. Additionally, host registration assistance workshops for students who need assistance registering for classes for the upcoming term. Follow-up with students who do not register for the upcoming term, especially those from DEI populations (Black and Latinx).

Activity 4: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

SEA Program

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: Counseling

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Black/African American students served - 4.5% of [%TBD] (PI 0.98) - No Disproportionate Impact was identified because it is above the 0.85 PI threshold. Counseling continued to make intentional progress in reaching Black/African American students through personalized outreach and representation efforts. Completion Coaches sustained classroom visits and targeted Educational Plan completion campaigns in courses and student spaces with higher concentrations of Black/African American students. The Counseling team also continued its collaboration with Student Life during Black Heritage Month and participated in the Black Student Union events to maintain visibility and promote student engagement with Counseling services. Moving forward, the department will continue to strengthen partnerships with Black/African American student clubs, expand peer mentor outreach, and enhance early alert follow-ups for this population to sustain and exceed proportional representation.

Hispanic/Latine students served - 56.2% of [% TBD] (PI 1.06) - No Disproportionate Impact was identified because the PI remains well above the threshold. Counseling maintained strong engagement with Hispanic/Latine students through classroom presentations, Hispanic/Latine student clubs, and culturally relevant outreach during Hispanic Heritage Month. Completion Coaches and student workers who identify as Hispanic/Latine played a critical role in ensuring

cultural connection and trust-building, which led to a proportional increase in students receiving educational planning support. The Counseling department will continue to focus on expanding outreach to evening and online Hispanic/Latine students to ensure continued equitable access.

Economically Disadvantaged students served - 38.4% of [% TBD] (PI 1.337) - No Disproportionate Impact was identified because the PI remains well above the 0.85 threshold. Counseling's expanded in-reach through Completion Coaches, proactive degree audit campaigns, and the integration of the "Finish Line Scholars" initiative helped strengthen engagement among economically disadvantaged students. These efforts ensured that more students in this group completed comprehensive education plans and accessed transfer and career guidance. To maintain this momentum, Counseling will continue to leverage Basic Needs, EOPS, and CalWORKs collaborations to connect students to wraparound services that reduce financial barriers impacting persistence.

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Black/African American students - While representation and outreach have improved, additional efforts will focus on developing culturally responsive counseling trainings that affirm identity and sense of belonging. The department will also enhance data tracking to assess outreach conversion rates and inform future engagement strategies.

Hispanic/Latine students - Building on the department's success, Counseling will collaborate with the University Transfer Center to design counseling events that emphasize transfer readiness and FAFSA/Cal Grant completion.

Economically Disadvantaged students - To deepen support, Counseling will strengthen cross-referrals with Basic Needs and Financial Aid to ensure students who are flagged as economically disadvantaged receive proactive follow-up for educational planning. The department also plans to integrate targeted outreach using financial aid Pell Grant status to connect with students at key points that influence persistence.

Activity 2: Student Support Services – Tutoring

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): One of the ways we've increased DI usage of the center is by increasing our visibly inclusive staff to represent the diverse student population.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 3: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

SSCG

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: FAFSA Completion

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):
- 4.6% of students in 2023-2024 identified as African American. 4.3% received SSCG
- 52.97% of students in 2023-2024 identified as Hispanic. 57% received SSCG
- 28.87% of students in 2023-2024 were identified as economically disadvantaged. 98% received SSCG

Based on the data, there is no disproportionate impact among Black/African American, Hispanic/Latino, or economically disadvantaged students participating in the SSCG program. The percentage of Hispanic students receiving SSCG (57%) exceeds their overall representation at the college (52.97%). Similarly, economically disadvantaged students represent 28.87% of the total student population, yet 98% of them received SSCG funds, indicating strong program reach and equitable access. While the percentage of African American students receiving SSCG (4.3%) is slightly below their overall representation (4.6%), the difference is minimal and does not suggest a significant equity gap.

Overall, the data demonstrates that the SSCG program is effectively reaching these student populations and maintaining equitable outcomes across groups.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Although the data indicates there is no disproportionate impact at this time, continued outreach and engagement remain essential to ensure equity is maintained. To sustain and strengthen these outcomes, the Financial Aid Office will:

We will continue to identify these populations prior to the start of each semester, which provides an advantage to both the students and the Financial Aid Office by narrowing potential equity gaps early on. The Financial Aid Office will also continue to emphasize Cal Grant during workshops to educate students on important timelines and eligibility requirements, as receiving a Cal Grant is a prerequisite for the SSCG. Workshops held in January and February are designed to assist transferring students ahead of the March 2nd Cal Grant deadline, while additional workshops in August target current CHC students with the September 2nd deadline. In addition, students who are not meeting Satisfactory Academic Progress (SAP) will be identified and reviewed for potential reinstatement through the petition process, ensuring continued access and support for all eligible students.

Activity 2: Cal Grant Opportunities

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latinx, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):
The financial aid office will continue to identify African American students that are not receiving the Cal Grant award. In order to receive an SSCG award students must be eligible for Cal Grant B or C. Workshops are in place to help educate students on the requirements and opportunities offered through this program, which leads to the SSCG award.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):
The financial aid office will continue to run an Informer report that identifies this population and contact to the students will be made within the first few weeks of the Fall and Spring semesters. This will allow students to enroll in late start classes to meet the 12 or 15 unit requirement.

Activity 3: Identify students close to 12 or 15 units.

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latinx, and economically disadvantaged students? Are the observed student group percentages for this activity lower than college-wide statistics?

Response (Question 1):

The financial aid office will continue to identify African American students since we are .3% below the threshold. We will identify students that are enrolled in 9 or more units and are not receiving SSCG. Students are contacted by email and notified of the grant opportunities to allow them to make enrollment decisions in the next semester(s) to be eligible.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

The financial aid office will continue to run an Informer report that identifies this population and contact to the students will be made within the first few weeks of the Fall and Spring semesters. Identifying early will allow students to add late start classes in order to reach their desired unit goal.

<u>Strong Workforce – Local Share</u>

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 2: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Activity 3: [LIST YOUR ACTIVITY HERE]

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2):

Transfer Center

Year: 2023-2024

Use the [VAR/Streamlining Dashboard](#) to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions [here](#).

Activity 1: Academic Counseling Appointments & Drop-Ins

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): 175 students participated; 6.2% African American, 57.7% Hispanic, 46.8% economically disadvantaged. NO DI FOUND

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): The Transfer Center Coordinator (TCC) is currently the only counseling faculty member providing advising services to students. I believe we are not experiencing Disproportionate Impact (DI) among Hispanic, African American, or low-income students who visit the University Transfer Center, relative to overall campus demographics, because the TCC is actively engaged in programming and student outreach. She actively recruits students with 30+ units to participate in transfer activities, prioritizing outreach to DI groups.

Fourteen percent of African-American students participated in University Campus Tours, triple the percentage enrolled at CHC. During these tours, students interact with staff and particularly the TCC. Disproportionally Impacted students frequently requested appointments with the TCC, likely because of the familiarity stemming from the university campus tours and because students see her name regularly in transfer-related communications. Counseling appointments & field trips served the highest percentage of African-American students compared to the other activities.

Activity 2: Transfer Workshops

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): 376 students participated; 4.5% African American, 55.8% Hispanic, and 46.8% economically disadvantaged. NO DI FOUND

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): Transfer workshop participation also does not show evidence of Disproportionate Impact (DI) for Hispanic, African American, or low-income students. The Transfer Center's location next to the EOPS program—which serves a large proportion of DI students—helps increase access and visibility. The TCC works closely with EOPS to make sure their students receive all transfer-related announcements and opportunities. In addition to the free applications that EOPS provides to students for transfer, the University Transfer Center, through a partnership with the Foundation, provides two free applications for transfer to students who participate in application workshops and do not qualify for a fee waiver. Our goal is that fees are not a barrier for students who are pursuing transfer. By attending a workshop, we help ensure applications are completed accurately and submitted on time.

In addition, we conduct "transfer campaigns," sending weekly emails reminding students when it is time to apply for transfer. This approach ensures students have multiple opportunities to receive important information before deadlines and demonstrates our commitment to supporting them through proactive outreach. Noteworthy to mention, Crafton Hills College has ranked #1 for transfer admission to the UC system for three years in a row (2022, 2023, 2024). Additionally, African-American and Latine students are admitted at the same rate or higher than their peers. These efforts highlight the Crafton Hills College and specifically the UTC's commitment to creating an environment where all students, regardless of background are positioned in their transfer goals.

Activity 3: Completion Coaches Appointments & Drop-Ins

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): 319 students participated; 4.7% African American, 61.7% Hispanic, and 41% economically disadvantaged. NO DI FOUND

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): The University Transfer Center (UTC) employs an equity-minded rubric grounded in the seven dimensions of service developed by the *Center for Organizational Responsibility and Advancement (CORAlearning.org)*. This framework fosters awareness, intentionality, and sensitivity to the diverse needs of the students we serve. The Vision-Aligned Reporting (VAR) results for 2023–2024 revealed no disproportionately impacted groups in the University Transfer Center's activities. Completion Coaches routinely participate in evaluating current activities using this rubric and provide feedback to the Transfer Center Coordinator to support continuous improvement of services that meets the needs of underrepresented students, including participating in a staff training by Ethnic Studies professor on addressing unconscious bias. This outcome underscores the effectiveness of the UTC's intentional programming and equity-focused initiatives, which have contributed to closing transfer equity gaps among African American, Latino/a, and low-income students (Title 5, Section 51207). An example of an activity is visiting courses with high Hispanic enrollment. Coaches visit these courses to let students know about transfer services and encourage participation.

Seven Dimensions of Equity-Minded Practice for Student Services

1. Be Intrusive – Anticipate students' needs and reach out proactively.
2. Be Responsive – Provide timely and appropriate resources to meet those needs.
3. Be Race Conscious – Acknowledge and address systemic structures that have historically marginalized students of color.
4. Be Informed – Make decisions based on data and evidence, not assumptions.
5. Be Community Focused – Intentionally build a sense of belonging and connection.
6. Be Clear and Validating – Communicate with encouragement and affirm students' potential.
7. Be Flexible and Compassionate – Adapt policies and practices to demonstrate care and institutional accountability.

Activity 4: Advising Appointments with University Recruiters

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): 103 students participated; 4.8% African American, 52.4% Hispanic, 45.6% economically disadvantaged. NO DI FOUND

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): The absence of any Disproportionately Impacted groups indicates that the University Transfer Center is a welcoming and accessible space where students from all backgrounds feel comfortable seeking support. It also reflects the Center's value in helping students progress toward their long-term educational goals. We routinely market events to courses with Hispanic enrollment which helps market to DI groups.

Activity 5: University Campus Tours

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): 118 students participated; 14.4% African American, 46.6% Hispanic, and 52.5% economically disadvantaged. NO DI FOUND

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): University Campus Tours were the most popular activity among African American students, with participation rates nearly three times higher than their overall campus representation. The UTC strategically offered two tours focused on Historically Black Colleges and Universities (HBCUs), which has now become a recurring component of our programming. This approach continues to generate strong interest and engagement from African American students.

Activity 6: Canvas Transfer Non-Graded Course

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): 871 students participated; 4.3% African American, 57.4% Hispanic, 40.9% economically disadvantaged. NO DI FOUND

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): As part of our efforts to keep students informed, the UTC uses Canvas—an online platform students are already familiar with through their courses. This provides students with 24/7 access to transfer information, including videos, live links, and timely updates. Students can also message the Transfer Center Coordinator directly through Canvas, allowing for flexible, convenient access to transfer support. This flexibility is particularly beneficial for students who work or have significant time constraints, ensuring they can still access support when it fits their schedule. We strategically post announcements with content relevant to DI targeted groups. For example, webinars about CCC students road to medical school, HBCU scholarships, etc.

Veterans Resource Center

Year: 2023-2024

Use the VAR/Streamlining Dashboard to examine representational equity with respect to each of your program's activities. Please address the questions below for each of your activities. You can also access your past responses to these questions here.

Activity 1: Outreach and Recruitment

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): Crafton Hills College's geographic location presents a unique challenge in attracting and serving certain student populations, particularly Veteran students. The college is situated in an area that is farther from major military bases compared to neighboring institutions such as Moreno Valley College, Riverside City College, College of the Desert, and San Bernardino Valley College. These competing colleges are geographically positioned closer to military installations and, as a result, have greater access to transitioning service members and their families who are seeking educational opportunities. This proximity advantage allows those colleges to build stronger relationships with nearby bases, offer more accessible support services, and maintain higher visibility among the Veteran community. In contrast, Crafton Hills College's distance from these bases may limit its ability to recruit and engage Veteran students effectively, contributing to the observed disproportionate impact (DI) within this group. To address this challenge, the college may need to implement strategic

outreach efforts, form partnerships with military and Veteran organizations, and enhance online or hybrid program offerings to better reach and support this population.

If the percentages for Black/African American, Hispanic/Latine, and economically disadvantaged students participating in the program are lower than the collegewide averages, this indicates that these groups are not being reached equitably through the program's activities. Such disparities suggest that the program may not be providing the same level of access or opportunity for participation to all student populations. Furthermore, the presence of disproportionate impact (DI) among Veteran students signifies an existing equity gap within the program. This finding highlights the need for targeted outreach, enhanced support services, and intentional strategies to create a more inclusive environment that encourages participation from these underrepresented groups. Addressing these gaps is essential to ensure that all students, regardless of background or status, have equitable opportunities to benefit from the program.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): To better reach these populations of students, Crafton Hills College can take several intentional and targeted actions. Specifically, the college can strengthen its partnerships and outreach efforts with surrounding military bases to promote awareness of its programs and services. This can include collaborating with base education offices, Veteran resource centers, and transition assistance programs to distribute outreach materials that highlight Career and Technical Education (CTE) programs, Credit for Prior Learning (CPL), and Military Articulation Pathways (MAPS). Hosting informational sessions or workshops directly on or near military bases would allow the college to connect with active-duty service members, Veterans, and their families in a more accessible setting.

Additionally, Crafton Hills College can enhance its marketing and communication strategies by developing culturally responsive and Veteran-focused materials that reflect the diverse student populations it aims to serve. The college could also partner with community organizations, workforce development agencies, and local high schools with high percentages of economically disadvantaged and underrepresented students to increase program visibility. Expanding online and hybrid course offerings, providing flexible scheduling, and ensuring clear pathways for CPL and MAPS can further remove barriers to participation. By combining these outreach, partnership, and program design strategies, Crafton Hills College can more effectively engage Black/African American, Hispanic/Latine, economically disadvantaged, and Veteran students—ultimately fostering greater equity and access across all program areas.

Activity 2: Counseling Academic

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1): There was disproportionate impact (DI) found in Counseling and Academic Services for Black/African American students at Crafton Hills College, indicating

that this group may not be receiving equitable access or outcomes compared to other student populations. This suggests that targeted efforts are needed to improve engagement and support for Black/African American students in these areas.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): To address this, The Veterans Resource Center can strengthen culturally responsive counseling practices and expand outreach efforts within the local community. Collaborating with organizations, churches, and high schools that primarily serve Black/African American students can help build trust and awareness of available academic and support services. Additionally, providing professional development for counselors and faculty on cultural competency and implicit bias can enhance the quality of interactions and support provided to these students (Vet Ally Training). Creating mentorship programs, peer support networks, and tailored workshops that focus on academic success, transfer readiness, and career planning can also foster a more inclusive and supportive environment. By implementing these strategies, the college can work toward reducing the equity gap and ensuring that all students, including Black/African American students, have equitable access to counseling and academic resources that promote their success.

Activity 3: Student Support Services

Question 1: To what extent is the program activity reaching Black/African American, Hispanic/Latine, and economically disadvantaged students? Are the observed student group percentages for this activity lower than collegewide statistics?

Response (Question 1):

Disproportionate Impact (DI) was identified for Black/African American students at Crafton Hills College within the Veterans Resource Center under Student Support Services. This finding suggests that Black/African American students who are Veterans may not be accessing or benefiting from the center's resources at the same rate as other groups.

Question 2: What can you do differently to better reach these populations of students? Please be specific.

Response (Question 2): The data indicate that additional support and targeted outreach are needed to ensure equitable participation and outcomes. Strengthening culturally responsive programming, increasing visibility of available services, and collaborating with Veteran and community organizations that serve diverse populations could help close this gap. By focusing on intentional engagement, mentorship, and representation within the Veterans Resource Center, Crafton Hills College can create a more inclusive environment that supports the academic and personal success of Black/African American Veteran students.

Vision Goals

Vision Goal 1: Completion

Year: 2023-2024

Question 1: Please review other programs' responses to the questions about representational equity. Use such responses to provide 3 specific highlights in which disproportionately impacted groups were served (or will be served) with the goal of closing equity gaps.

> **Response (Question 1):**
> 1. EOPS intentional outreach to increase Black African/American visibility counseling services leading to educational planning for completion.
> 2. Veterans targeted efforts to military and Veterans organization in addition enhanced online in hybrid program offerings, increasing culturally responsive and veteran focused materials for marketing that reflect the population served. Focusing on more off campus marketing to the Veterans community.
> 3. MESA will reach out to stem faculty to embed information about MESA counseling support into course announcements and classroom visits especially to stem courses. Also being more intentional with collaborating with existing culturally response events.

Question 2: Please review other programs' responses to the questions about representational equity. Use such responses to name 3 concrete steps the college has taken to braid or align efforts (or funds) across multiple programs to increase impact.
1. EOPS is working with Basic needs and career to provide a wrap around support services to students.
2.

> **Response (Question 2):**

Question 3: Please review other programs' responses to the questions about representational equity. Use such responses to list the 3 most effective strategies or tactics used to achieve completion.

> **Response (Question 3):**

Question 4: Please review other programs' responses to the questions about representational equity. Use such responses to identify 3 important barriers the college faced in trying to improve completion for students.

> **Response (Question 4):**

Question 5: Please review other programs' responses to the questions about representational equity. Use such responses to identify the top three changes your college will make to increase student completion.

> **Response (Question 5):**

Vision Goal 2: Transfer

Year: 2023-2024

Question 1: Please review other programs' responses to the questions about representational equity. Use such responses to provide 3 specific highlights in which disproportionately impacted groups were served (or will be served) with the goal of closing equity gaps.

> **Response (Question 1):**
>
> - Roadrunners are admitted at the highest rate among the inland empire colleges to UC campuses for three years in a row (UC admit years: 2023, 2024, 2025).
> - African-American & Latine students are admitted at the same rate or higher than their peers.
> - Student Success Completion Team Model - Wrap around services for students with completion coaches, Counseling, Transfer, Career working closely as one unit vs in silos, student outreach campaigns has lead to greater efficiency and coordination to better serve students.
> - MESA-Student Support Services - University Tours or Representative Visits/ Transfer Fairs
> - Coyotes on the Horizon MOU with CSUSB

Question 2: Please review other programs' responses to the questions about representational equity. Use such responses to name 3 concrete steps the college has taken to braid or align efforts (or funds) across multiple programs to increase impact.

- Transfer Center use of the Seven Dimensions of Equity-Minded Practice for Student Services to evaluate practices.
- Visiting Courses with High Hispanic Enrollment to announce transfer-related activities
- The Completion Team Model - Campaigns, Completion Coaches, PD for counselors
- Coordination for Fee Waiver to Transfer (Transfer Center (foundation), EOPS)
- Counseling collaborates with the University Transfer Center to design counseling events that emphasize transfer readiness and FAFSA/Cal Grant completion.

Response (Question 2):

Question 3: Please review other programs' responses to the questions about representational equity. Use such responses to list the 3 most effective strategies or tactics used to achieve transfer.

Response (Question 3):

Question 4: Please review other programs' responses to the questions about representational equity. Use such responses to identify 3 important barriers the college faced in trying to improve transfer for students.

Response (Question 4):
????

Question 5: Please review other programs' responses to the questions about representational equity. Use such responses to identify the top three changes your college will make to increase student transfer.

Response (Question 4):

- The college will ask departments to align activities with Vision Goals to assess DI groups and activities.

Vision Goal 3: Unit Accumulation

Year: 2023-2024

Question 1: Please review other programs' responses to the questions about representational equity. Use such responses to provide 3 specific highlights in which disproportionately impacted groups were served (or will be served) with the goal of closing equity gaps.

Response (Question 1): (SAS) Our efficacy in serving these students has increased by nearly 2% and 18%, respectively. In fact, our outreach to economically disadvantaged students have risen to 58.4%. Our counseling data in respect to serving Hispanic and Latinx students has decreased by 2.3% from 2022-2023 data. Our department is underserving this student group by 3.7% in relation to the collegewide statistics. Despite the decrease, our service to this student group is not disproportionately impacted. One thing to note is that "Disabled adults experience poverty at nearly twice the rate of their non-disabled peers," according to the article Financial Inequality: *Disability, Race and Poverty in America (Goodman, N. Morris, M. Boston, K.)*. which may play a factor in this data. The increase in service to economically disadvantaged students is significant. Our counseling services for this student group have increased by 17.8% in comparison to the previous years' data. Our counseling services to economically disadvantaged students exceeded the college-wide statistics by 29.6%. For African American Students, we exceed the collegewide data by 4.2%.

In relation to Hispanic/Latine students, the percentage of students receiving EOPS/CARE academic counseling meets or exceeds the collegewide rate of 52.9%, indicating that the program's outreach, messaging, and culturally responsive services continue to resonate with this population. Many Hispanic/Latine students also meet EOPS criteria through first-generation status, language needs, academic underpreparedness, or financial hardship, which further supports strong representation within the program's counseling caseload.

During the 2023-24 academic year, the MESA program was still largely in the development and implementation process. This process was two-fold, including the establishment of core program components and recruitment of eligible students. During this time period, MESA served 16 students, 8 of whom identified as Hispanic (50%) and all of whom identified as economically disadvantaged. There were no students who identified as Black/African American so a disproportionate impact was found. The observed percentage for Black/African American students for this activity is lower than the collegewide statistic of 4.6%. The observed percentage for Hispanic students for this activity (50%) is within range of the collegewide statistic of 52.9%. Compared to other programs within VAR, MESA falls within the percentage range of no disproportionate impact being found for Hispanic students or students who are economically disadvantaged.

(MESA) While the flag of disproportionate impact reflects an absence of participation, it highlights the need to be more intentional in ensuring that Black/African American students are aware of and connected to MESA's academic counseling services.

Question 2: Please review other programs' responses to the questions about representational equity. Use such responses to name 3 concrete steps the college has taken to braid or align efforts (or funds) across multiple programs to increase impact.

Response (Question 2):   To better reach these populations of students, we plan to collaborate closely with the Transfer Center, Student Life, and Counseling to directly invite students to these opportunities, explain the purpose and benefits of university tours, and ensure that students feel included and encouraged to attend. We will strengthen our partnerships with faculty to share targeted announcements and volunteer to chaperone these trips. Additionally, we will examine the timing, transportation, and communication methods used to promote the tour in order to identify and remove potential participation barriers.

Transfer workshop participation also does not show evidence of Disproportionate Impact (DI) for Hispanic, African American, or low-income students. The Transfer Center's location next to the EOPS program—which serves a large proportion of DI students—helps increase access and visibility. The TCC works closely with EOPS to make sure their students receive all transfer-related announcements and opportunities.

The University Transfer Center (UTC) employs an equity-minded rubric grounded in the seven dimensions of service developed by the *Center for Organizational Responsibility and Advancement (CORAlearning.org)*. This framework fosters awareness, intentionality, and sensitivity to the diverse needs of the students we serve. The Vision-Aligned Reporting (VAR) results for 2023–2024 revealed no disproportionately impacted groups in the University Transfer Center's activities. Completion Coaches routinely participate in evaluating current activities using this rubric and provide feedback to the Transfer Center Coordinator to support continuous improvement of services that meets the needs of underrepresented students, including participating in a staff training by Ethnic Studies professor on addressing unconscious bias. This outcome underscores the effectiveness of the UTC's intentional programming and equity-focused initiatives, which have contributed to closing transfer equity gaps among African American, Latino/a, and low-income students (Title 5, Section 51207).

Question 3: Please review other programs' responses to the questions about representational equity. Use such responses to list the 3 most effective strategies or tactics used to reduce the unit accumulation among students earning associate degrees.

Response (Question 3): SEA: *Economically Disadvantaged students served - 38.4% of [% TBD] (PI 1.337) - No Disproportionate Impact was identified because the PI remains well above the 0.85 threshold. Counseling's expanded in-reach through Completion Coaches, proactive degree audit campaigns, and the integration of the "Finish Line Scholars" initiative helped strengthen engagement among economically disadvantaged students. These efforts ensured that more students in this group completed comprehensive education plans and accessed transfer and career guidance. To maintain this momentum, Counseling will continue to leverage Basic Needs, EOPS, and CalWORKs collaborations to connect students to wraparound services that reduce financial barriers impacting persistence.*

SSCG: Workshops held in January and February are designed to assist transferring students ahead of the March 2nd Cal Grant deadline, while additional workshops in August target current CHC students with the September 2nd deadline. In addition, students who are not

meeting Satisfactory Academic Progress (SAP) will be identified and reviewed for potential reinstatement through the petition process, ensuring continued access and support for all eligible students.

Question 4: Please review other programs' responses to the questions about representational equity. Use such responses to identify 3 important barriers the college faced in trying to reduce unit accumulation among students earning associate degrees.

Response (Question 4): SEA: *Economically Disadvantaged students served - 38.4% of [% TBD] (PI 1.337) - No Disproportionate Impact was identified because the PI remains well above the 0.85 threshold. Counseling's expanded in-reach through Completion Coaches, proactive degree audit campaigns, and the integration of the "Finish Line Scholars" initiative helped strengthen engagement among economically disadvantaged students. These efforts ensured that more students in this group completed comprehensive education plans and accessed transfer and career guidance. To maintain this momentum, Counseling will continue to leverage Basic Needs, EOPS, and CalWORKs collaborations to connect students to wraparound services that reduce financial barriers impacting persistence.*

NextUp: However, representation of Black/African American students in NextUp academic counseling is lower than the collegewide rate of 4.6%. While NextUp serves all eligible foster youth regardless of racial or ethnic background, this lower percentage suggests an opportunity to strengthen targeted outreach, improve visibility, and foster deeper connections with Black/African American foster youth—both on campus and through county and community partners.

Navigating student apathy in terms of participation in activities. The completion coaches are working on this, but overcoming the student interest is a continued challenge. Navigating student buy-in.

Question 5: Please review other programs' responses to the questions about representational equity. Use such responses to identify the top three changes your college will make to reduce the unit accumulation among students earning associate degrees.

Response (Question 5): SAS: Our efficacy in serving these students has increased by nearly 2% and 18%, respectively. In fact, our outreach to economically disadvantaged students have risen to 58.4%. Our counseling data in respect to serving Hispanic and Latinx students has decreased by 2.3% from 2022-2023 data. Our department is underserving this student group by 3.7% in relation to the collegewide statistics. Despite the decrease, our service to this student group is not disproportionately impacted. One thing to note is that "Disabled adults experience poverty at nearly twice the rate of their non-disabled peers," according to the article Financial Inequality: *Disability, Race and Poverty in America (Goodman, N. Morris, M. Boston, K.)*. which may play a factor in this data. The increase in service to economically disadvantaged students is significant. Our counseling services for this student group have increased by 17.8% in comparison to the previous years' data. Our counseling services to economically disadvantaged

students exceeded the college-wide statistics by 29.6%. For African American Students, we exceed the collegewide data by 4.2%.

Transfer: The University Transfer Center (UTC) employs an equity-minded rubric grounded in the seven dimensions of service developed by the *Center for Organizational Responsibility and Advancement (CORAlearning.org)*. This framework fosters awareness, intentionality, and sensitivity to the diverse needs of the students we serve. The Vision-Aligned Reporting (VAR) results for 2023–2024 revealed no disproportionately impacted groups in the University Transfer Center's activities. Completion Coaches routinely participate in evaluating current activities using this rubric and provide feedback to the Transfer Center Coordinator to support continuous improvement of services that meets the needs of underrepresented students, including participating in a staff training by Ethnic Studies professor on addressing unconscious bias. This outcome underscores the effectiveness of the UTC's intentional programming and equity-focused initiatives, which have contributed to closing transfer equity gaps among African American, Latino/a, and low-income students (Title 5, Section 51207).

Transfer: In addition, we conduct "transfer campaigns," sending weekly emails reminding students when it is time to apply for transfer. This approach ensures students have multiple opportunities to receive important information before deadlines and demonstrates our commitment to supporting them through proactive outreach. Noteworthy to mention, Crafton Hills College has ranked #1 for transfer admission to the UC system for three years in a row (2022, 2023, 2024). Additionally, African-American and Latine students are admitted at the same rate or higher than their peers. These efforts highlight the Crafton Hills College and specifically the UTC's commitment to creating an environment where all students, regardless of background are positioned in their transfer goals.

Vision Goal 4: Workforce (Living Wage)

Year: 2023-2024

Question 1: Please review other programs' responses to the questions about representational equity. Use such responses to provide 3 specific highlights in which disproportionately impacted groups were served (or will be served) with the goal of closing equity gaps.

Response (Question 1):

The Career Center had 270 appointments made within the 2023 - 2024 academic year by both the Job Developer and Career Counselor contributing to the closing of equity gaps.

The Veterans Resource Center plans to partner with community organizations, workforce development agencies, and local high schools with high percentages of economically disadvantaged and underrepresented students to increase program visibility.

According to department data, there were a total of 265 student visits to the food pantry in Fall 2023 and 3,842 student visits in Spring 2024. Although specific data on how many of those students identified as Hispanic, Black/African American, or economically disadvantaged is not available, anecdotal evidence suggests that these groups were represented in proportions similar to their overall representation at the college

The CalWORKs Program plans to partner with our local DPSS/TAD offices for San Bernardino and Riverside county offices for referrals of eligible students for services at CHC. We have been invited to facilitate info sessions to the eligibility workers at each office to inform staff of programs and services available at CHC and encourage clients to attend CHC to complete their educational goal and become self sufficient and employed in field of choice.

Question 2: Please review other programs' responses to the questions about representational equity. Use such responses to name 3 concrete steps the college has taken to braid or align efforts (or funds) across multiple programs to increase impact.

Response (Question 2):

Completion Coaches were institutionalized utilizing Student Equity and AB 19 funds after the initial 2-year Kresge grant funding ended.

Counseling in partnership with Completion Coaches, launch strategic campaigns to help increase the number of students who have a counselor approved educational plans by strategically reaching out to DI students to help encourage completion of education plans to help increase completion and transfer which then leads to greater likelihood of student gaining meaningful employment in careers with a living wage.

Utilize Student Equity Funding to help support counseling and transfer by celebrating student milestone celebrations (2 per academic year). Research from the RP Group

Through the Gates study found that celebrating student transfer milestones helps increase student momentum towards transfer.

Question 3: Please review other programs' responses to the questions about representational equity. Use such responses to list the 3 most effective strategies or tactics used to increase the number of students who are employed in their field of study.

Response (Question 3):

The Career Center's Crafton GROW is a program designed to increase student employability and soft skill development. The program assesses a student's major or field of study and places students in on-campus employment opportunities that are designed to help the student explore their major or career field and gain meaningful employment experience.

To increase student awareness about the Career Center, each month we host a Career Center to you (CC2U) table in high traffic areas around campus (main quad, road runner cafe, library, central breezeway). This allows for the Career Counselor and Job Developer to connect with students directly, provide knowledge about the services we offer and also provide quick services like resume critiques. We have noticed when at the tables we are able to talk to students that fit within the student groups identified in the VAR report (Black/African American, Hispanic/Latine, and economically disadvantaged students). This service has helped to increase the number of students taking advantage of our services. To enhance the CC2U service we can also provide on the spot service to schedule appointments for a future visit in the center.

Counseling in partnership with Completion Coaches, launch strategic campaigns to help reduce the number of undeclared/undecided students by strategically reaching out to DI students to help encourage them to attend a workshop and or meet with a counselor to help identify a major or career field. .

Question 4: Please review other programs' responses to the questions about representational equity. Use such responses to identify 3 important barriers the college faced in trying to increase the number of students who are employed in their field of study.

Response (Question 4):

The college has identified that a large (enter %) of students are identified as undeclared/undecided each semester. Research shows that students who are undeclared/undecided are likely to stop out.

Question 5: Please review other programs' responses to the questions about representational equity. Use such responses to identify the top three changes your college will make to increase the number of students who are employed in their field of study.

Response (Question 5):

Increase student on-campus employment that is tied to providing students with an opportunity to explore major or career fields.