

Due 8/11

Notes

In addition to offering Key Accomplishments and Next Steps, please also add the Student Impact (this is new for this year). Student Impact is defined as a brief description of how the key result impacts student retention, academic performance, technology access (or implementation), and/or career readiness.

*Please limit your response to each section (i.e., Key Accomplishments, Next Steps, and Student Impact) to 100-150 words. It's okay to go over that mark if you have to, but please keep your comments concise (I will create a second edited version of your response).

The reporting period is from March 2025 to present day.

[Here is a link](#) to the updates on this SD that were offered in SP25. This might be helpful in framing your current update.

Strategic Direction 3: Increase Student Success & Equity

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

Key Results (Measurable outcomes to assess progress)

- 1. Develop strategies to increase part-time student success.**

Responsible Individual(s): Keith Wurtz, Gio Sosa, Ivan Pena

Key Accomplishments

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

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

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

Next Steps (anticipated future actions)

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

2. Emphasize DEI social media, podcasts and videos (such as TikTok and YouTube).

Responsible Individual(s): Michelle Riggs

Key AccomplishmentsBoard Update

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

Chancellor's Notes

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

TikTok:

- 7/18/25: features diverse students with Ryker:

<https://www.tiktok.com/t/ZT6HcRH6k/>

- 6/30/25: features diverse, LGBTQIA+ students and allies at Silent Disco in the Quad for Gaypril: <https://www.tiktok.com/t/ZT6HcLehy/>
- 2/24/25: features African American student promoting Graduation Fest: <https://www.tiktok.com/t/ZT6HvpgXR/>
- 2/18//25: features diverse students at Club Rush Spring 2025: <https://www.tiktok.com/t/ZT6HvVhhB/>

Instagram:

- 6/13/25: features African American student promoting Art Gallery Exhibition: <https://www.instagram.com/reel/DK3Ux1HxPkT/?igsh=NTc4MTIwNjQ2YQ==>
- 5/26/25: features diverse students at Commencement 2025: <https://www.instagram.com/reel/DKJL6jIxOBD/?igsh=NTc4MTIwNjQ2YQ==>
- 4/22/25: features diverse students at Senior Day: <https://www.instagram.com/p/DIxqtKNR8Uc/?igsh=NTc4MTIwNjQ2YQ==>
- 3/3/25: features diverse, BIPOC students promoting the STEM Transfer and Career Fair: <https://www.instagram.com/reel/DGw8Y4sRf1r/?igsh=NTc4MTIwNjQ2YQ==>

YouTube:

- 6/17/25: features Spanish language text and BIPOC student: <https://www.youtube.com/watch?v=jifOINqXxmY>
- 6/17/25: features Spanish language text and BIPOC student: <https://www.youtube.com/watch?v=G2GEGflwUtc>
- 6/17/25: features Spanish language text and BIPOC student: <https://www.youtube.com/watch?v=iYutHC8z5uM>
- 6/10/25: features diverse students at Commencement 2025: <https://www.youtube.com/watch?v=9kZ1xW1yMwE>

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

Such work will help to cultivate and maintain a sense of community for all students, particularly racially minoritized student populations.

Next Steps (anticipated future actions)

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

3. Increase the percentage of Hispanic/Latinx and Black/African American students and other DI groups successfully completing courses.

Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Dan Word, Sara Butler, Jeff Smith

Board Update

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

Chancellor's Notes

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

Also noteworthy is that, in 2020-2021, four groups experienced disproportionate impact with respect to course success rates: Black/African American, Latinx/Hispanic, Native American/Alaskan Native, and Pacific Islander students. Subsequently, in three years, the college reduced the number of disproportionately impacted groups in course success rate from four to two: Black/African American and Latinx/Hispanic students.

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

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

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

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

Lastly, a team of six faculty members from across the campus will participate in the Open for Anti-racism (OFAR) program in 2024-25. The program is designed to give

participants a better understanding of anti-racist teaching and how the use of open education resources (OER) and open pedagogy can empower them to involve students in the co-creation of an anti-racist classroom. The findings and resources will be shared with the broader college community so that additional faculty can incorporate what was learned in their own classrooms.

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

This work reflects progress towards closing equity gaps for our disproportionately impacted student populations in reference to course completion rates, particularly for Hispanic/Latinx students.

Next Steps (anticipated future actions)

The college will be prioritizing the implementation of its equity plan and the finalization of its new equity plan for the period between 2025-26 and 2027-28. The college will continue to prioritize support to Black/African American, Hispanic/Latinx, and other student groups as it makes progress towards closing equity gaps for these students.

4. Increase Hispanic/Latinx and Black/African American and other DI groups transfer rates.

Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Mariana Macamay, Jimmy Grabow

Key Accomplishments

Board Update

For the third consecutive year, the college has been recognized as the top community college in Region 9 for University of California (UC) transfer admission rates, continuing its proud legacy of student achievement and equity in higher education. According to the latest data from the UC Information Center, the college's transfer admission rate for 2024–2025 rose to 78.99%, up from 73.68% the previous year.

Chancellor's Notes

Admission rates to the California State University (CSU) system are the second highest in the region in Fall 2024. Our students were admitted at a rate of 91.37% (FA24), an increase from 88.10% the previous year (FA23).

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

Black and African American students achieved a 100% UC admission rate, and Latinx students were admitted at a rate of 81.03%—figures that emphasize the college’s deep commitment to equity and its efforts to close persistent opportunity gaps.

Next Steps (anticipated future actions)

The college will promote two newly established partnerships designed to boost transfer rates. Coyotes on the Horizon with California State University, San Bernardino, and the other is a priority admission with University of California, Los Angeles (UCLA) for students who earn a specific Associate Degree for Transfer. These initiatives enhance collaboration and support services for students, simplify the transfer process, and encourage transfers by providing guaranteed admission.

5. Increase the percentage of Hispanic/Latinx and Black/African American and other DI groups students successfully completing transfer level English and math in the first year.

Responsible Individual(s): Keith Wurtz, Gio Sosa, Jeff Smith, Sara Butler, Ivan Pena

Board Update

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

Chancellor's Update

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

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

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

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

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

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

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

Next Steps (anticipated future actions)

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

6. Increase access and the use of disaggregated data by course success and class rosters for classes taught by instructors.

Responsible Individual(s): Gio Sosa, Keith Wurtz

Board Update

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

Chancellor's Notes

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

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

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

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

Next Steps (anticipated future actions)

By late Fall 2025, faculty will be able to log in and access their specific disaggregated course success rate data and class roster data. The college plans on using this new data access as a springboard for further professional development focused on closing equity gaps for disproportionately impacted student groups.

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

Key Results (Measurable outcomes to assess progress)

- 1. Develop Summer Bridge programs and learning communities that will ensure Black/African American, Hispanic/Latinx, and other disproportionately impacted student populations persist in college.**

Responsible Individual(s): Ivan Pena, Sara Butler, Jeff Smith

Key Accomplishments

In Summer 2025, the Tutoring Center worked with student services and the instructors to place an embedded tutor in the Summer Bridge courses to provide peer-to-peer support. The students and instructors went on field trips, for example, and they visited CSUSB to learn about transfer opportunities and programs.

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

Summer Bridge targets first generation students and students who may need a kick-start to their college careers. We anticipate that the impact of the Summer Bridge experience has positive impacts on retention, academic performance, etc. due to small class size, field trips, and academic enrichment opportunities. For Summer

2025 all participating students successfully passed both Summer Bridge Courses.

Next Steps (anticipated future actions)

We will track Summer Bridge enrollees and completers throughout their journey at the college and beyond to see if their certificate, degree, transfer rates are higher than the general population of students who do not participate in Summer Bridge.

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

Responsible Individual(s): Keith Wurtz

Key Accomplishments

Board Update

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

Chancellor's Notes

The following reflects a more comprehensive listing of courses cited in the board update:

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

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

The college has increased its ethnic studies section offerings from 7 in 2021-2022 to

27 in 2024-2025, an increase of 286% (n = 20).

Next Steps (anticipated future actions)

The new full-time Ethnic Studies faculty member will collaborate with others across the college to develop additional programs and courses. The college has selected a second full-time Ethnic Studies faculty member who will start in Fall 2025.

3. Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND, HACU, etc.

Responsible Individual(s): Ericka Paddock

Key Accomplishments

Board Update

The college sent its largest cohort of Black/African American students and staff to-date (four staff members, eight students) to the 18th Annual A2MEND Summit (March 2025) in Los Angeles, CA.

Chancellor's Notes

Aside from student representation, CHC Dean, Dr. Willie Blackmon was selected to present a workshop entitled “The Dual Burden: Navigating Race and the Imposter Phenomenon as African American Men” and CHC Career Center Coordinator/ Counselor Trinette Barrie offered a session titled, “Are you ‘Credit’ Worthy for Employment?”

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

The conference offered an invaluable opportunity for students to network, gain knowledge, and feel motivated. Participants made the most of the chance to connect with peers from four-year universities and had a positive impact on retention. In turn, they built relationships that facilitated their transfer process, created a strong sense of community and increased their feeling of belonging.

Next Steps (anticipated future actions)

The college intends to send a group of students, faculty, staff, and administrators to the 39th Annual HACU Conference in November 2025. We will begin marketing that opportunity to students at the start of the fall semester.

Supporting Action 3: Promote and expand access to resources available to students (e.g., tech devices, food pantry, open education resources (OER), zero textbook cost (ZTC), financial aid, mental health services)

Key Results (Measurable outcomes to assess progress)

1. Increase the number of programs that can be completed with free textbooks.

Responsible Individual(s): Keith Wurtz, Jeff Smith

Key Accomplishments

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

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

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

Next Steps (anticipated future actions)

Moving forward, the Multilingual program will begin converting its courses/program to ZTC. Additionally, several new academic disciplines including Anthropology, Microbiology, and interdisciplinary programs in Fine Arts, Humanities, Multiple Sciences, and Social Science will initiate the development of ZTC degree pathways. Finally, a more robust tracking system will be instituted in Fall 2025 to capture and track future ZTC courses more completely.

2. Increase access, marketing, and awareness for Basic Needs Center (food pantry, mental health services, housing, and technology support services).

Responsible Individual(s): Ericka Paddock, Erika Sherman, Michelle Riggs

Key Accomplishments

Board Update

The Basic Needs Center’s efforts to increase awareness of their services through marketing campaigns, partnerships and events led to several accomplishments. For example, the successful ThriveFest Mental Health Resource Fair in March 2025 provided vital on campus and community resources for students, such as free ultrasounds and guided tours of the campus garden. Student participation resulted in the serving of over 500 plates of food and 200 Farm Fresh veggie boxes.

Chancellor’s Notes

Additionally, the scaling of the campus food pantry during Summer 2025 will ensure better access to essentials for students during the Fall 3025 Semester, supporting students’ well-being and fostering a more inclusive, supportive campus environment.

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

The sense of community created through events like ThriveFest and resources like the

campus Food Pantry strengthens student engagement. Similarly, the availability of free healthy food options, meals and health services helps meet students' physical and emotional needs, supporting long-term retention.

Next Steps (anticipated future actions)

The use of PantrySoft Software will be introduced in Fall 2025 to help track the impact of pantry services provided and measure how effectively resources are being used. The Basic Needs Center will continue to increase awareness of its services by collaborating on campus and with local organizations. The center will maintain efforts to tailor outreach to specific student populations and create dignified experiences.

3. Use marketing to increase awareness of programs and sections that can be completed with free textbooks.

Responsible Individual(s): Keith Wurtz, Jeff Smith, Michelle Riggs

Key Accomplishments

Board Update

The Fall 2024 digital Zero Textbook Cost bilingual marketing campaign, in collaboration with HyattWard Advertising, successfully boosted enrollment in both the Library and Theatre programs. The campaign led to a record high enrollment of 63 students in the Library program and the largest Theatre enrollment since 2019, with 142 students. Additionally, the college is currently conducting a bilingual Zero Textbook Cost (ZTC) marketing campaign in preparation for the Fall 2025 semester.

Chancellor's Notes

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

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

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

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

This work is vital to make college affordable to students and increasing access to higher education for many prospective students in our service area.

Next Steps (anticipated future actions)

This year's marketing campaign expands on previous efforts by including digital advertisements on social media platforms, direct mail distribution of postcards to 20,438 households in the Yucaipa area, and a strategically placed billboard along the 10 Freeway near the Oak Glen exit. Upon completion of the campaign, a comprehensive analysis of both marketing performance and enrollment data will be conducted to assess the overall effectiveness of these outreach efforts.

4. Improve access to technology that supports learning.

Responsible Individual(s): Keith Wurtz, Mike Strong

Key Accomplishments

Board Update

Technology Services continues to upgrade and replace technology equipment across the campus that will improve access and support learning, including photo copiers across campus and replacing computers in accordance with the college's computer obsolescence project.

Chancellor's Notes

The following is the status of current technology projects:

- All copiers will be replaced across campus during summer 2025.
- Projector replacements are in progress at PSAH and scheduled to complete by August 22, 2025.
- Several classroom technology upgrades have been completed by replacing analog wiring along with new Extron controls.
- Technology Services will complete the upgrade of all campus computers to Windows 11 by the end of August 2025.
- Multi-factor authentication continues to be implemented for adjunct faculty.
- Technology Services will complete the replacement of network switches by the end of summer 2025.
- Computer Obsolescence Project: This project is a revolving cycle. Technology Services is replacing all computers that are 4 years old. As of summer 2025, all remaining computers included in this replacement cycle have been upgraded or replaced.
- Training for classroom technology equipment (Extron controls) has been provided and will continue as needed.

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

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

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

Next Steps (anticipated future actions)

The college will continue the replacement and upgrades of projectors, flat screen TV marketing controls software, scheduled computer replacements, and training for classroom equipment. Also, TESS is currently testing automatic Windows updates for the future.

5. Establish student onboarding for distance learning via increased training and support.

Responsible Individual(s): Sara Butler

Key Accomplishments

Board Update

This work is nearly complete. In fact, our webmaster continues to attend Distance Education Program meetings to work with the team, including the Guided Pathways Coordinator, to ensure that students and prospective students know which courses and full pathways are online so that they can assess all of their options. This work continues to serve populations, such as working learners, caregivers, those with transportation challenges, etc. who may not be able to take classes online.

Chancellor's Notes

The college's webmaster will continue gathering feedback from the meetings to ensure that the college's [online learning webpage](#) is current and helpful for students.

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

Increased modality options and fully online programs will have a positive impact on enrollment and retention.

Next Steps (anticipated future actions)

The college will assess the impact of our online courses and programs. While we can garner individual online section retention and success rates, we would like to

disaggregate by the number of students who indicate that they likely would not be able to enroll in face-to-face sections so that we can truly assess impact for the students who need online learning.

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

Key Results (Measurable outcomes to assess progress)

1. **Encourage use of Canvas and Starfish by all faculty regardless of course delivery format and student support services.**

Responsible Individual(s): Keith Wurtz, Sara Butler, Kashaunda Harris, Gio Sosa, Ivan Pena

Key Accomplishments

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

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

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

Next Steps (anticipated future actions)

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

2. Increase student engagement in activities through student life.

Responsible Individual(s): Ericka Paddock, Ivan Pena, Willie Blackmon

Key Accomplishments

Board Update

From March through May 2025, our robust student engagement activities program included vibrant celebrations for Women's History Month, Arab American Heritage Month, Gay-Pril, and Asian American Heritage Month. Special events like “Storytime with Alpaca Poe” offered fun for student parents and their children to participate in a joint activity and learn about the various parenting resources available on campus.

Chancellor’s Notes

Additionally, Student Government Elections provided an opportunity for students to actively participate in shaping their campus community.

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

By celebrating diverse cultures and histories, students feel valued and represented. This fosters a deeper emotional connection to the institution, leading to increased retention and improving students’ sense of belonging on campus.

Next Steps (anticipated future actions)

The Office of Student Life will continue to design programs in collaboration with

academic and student services departments to create a positive and inclusive campus environment.

3. Create online resources to support Black/African American students, Hispanic/Latinx students, and other cultural groups.

Responsible Individual(s): Delmy Spencer, Michelle Riggs

Key Accomplishments

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

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

The student services departments have reviewed and analyzed disaggregated data for Black/African American and Hispanic/Latinx student populations. Intentional interventions such as workshops, phone calls, emails, and texts were used to connect students to available programs and resources. Such work resulted in closing equity gaps concerning various services/resources, such as receiving financial aid.

Next Steps (anticipated future actions)

The college will use findings from disaggregated data to create online resources and webpages that cater specifically to the needs of Black/African American and Hispanic/Latinx student populations in Fall 2025.