Student Equity Plan
2022-2025

CRAFTON HILLS COLLEGE

Executive Summary

The five-year (2022-2027) Crafton Hills College Student Equity Plan is a result of a two-year institutional self-evaluation process that includes the collection and reflection of our quantitative and qualitative race-specific institutional data. This data helped us identify and address disproportionately impacted students. The outcomes of the research focus on addressing equity in the classroom success, services and reducing costs for students, and specifically addresses strategies for Hispanic/Latinx and African American/Black students.

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

Background

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 students of diverse ages, interests, and backgrounds have enrolled at the College. CHC currently serves approximately 5,000 students per semester, offering more than forty majors in the liberal arts, sciences, career, and technical studies. The buildings and grounds have been designed to promote community, reflection, growth, and learning.

The recently revised Mission Statement of Crafton Hills College has an emphasis on diversity and inclusion.

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

- Respect: To champion active listening and open dialogue within our community.

- Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and innovative ideas.
- Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

Equity Themes and Budgeted Initiatives

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

Student Networking, Outreach, and Mentoring

This theme is reflective of our efforts to demonstrate our college's cultural responsiveness more overtly, particularly among our African American/Black and Hispanic/Latinx communities. (Examples include the establishment of race-specific Learning Communities or exploring programs like Umoja and Puente or creating a Multicultural Center.) Additionally, partnerships with local organizations such as 100 Black Men of the Inland Empire and 100 Black Women of the Inland Empire will facilitate community events. Efforts to invite current and prospective students—and their families—to on-campus events that recognize and celebrate African American/Black and Hispanic/Latinx heritage while incorporating information about pertinent college resources and services will be undertaken. The campus will hold events with African American/Black and Hispanic/Latinx student panelists to discuss a range of challenges and opportunities associated with the college experience. Finally, this theme encompasses our plans to create mentoring opportunities for students, including faculty/staff-to-student mentoring and peer-to-peer mentoring.

Curriculum, Instructional, and Student Support-Based Strategies

This theme begins with an intentional review of curriculum to include equity in all course outlines. Additionally, the incorporation of Ethnic Studies (including African American/Black Studies courses) provides opportunities for students to explore and celebrate their own and other's cultural heritage through an academic lens. To support academic success of marginalized populations, instructional support includes the deployment of embedded tutors and supplemental instruction, particularly in courses with high African American/Black and Hispanic/Latinx student enrollment. Faculty and staff are encouraged to utilize Starfish to connect African American/Black and Hispanic/Latinx students to key college supports and personnel as they meet important milestones. Library

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resources have been added to ensure adequate resources for research. Similarly, the addition of 24/7 librarian support is available.

Finally, CHC has made a commitment to implementing a redesigned counseling model focused on serving the needs of students based upon their progress towards achieving their educational goals and more intentionally connecting with students via our newly hired Completion Coaches. Reflective of the college's efforts towards more intentionally embedding equity and inclusion within key institutional processes, it has included DEI (Diversity, Equity, and Inclusion) into its program review, curriculum review, faculty evaluation, and student learning outcomes processes.

Professional Development and Hiring Practices

Crafton Hills College continues training faculty and staff in equity-minded practices. Currently, we are a partner with the USC Race and Equity Center. An emphasis on exploring disaggregated data at class, program, and activity levels informs development and implementation of equity-minded strategies.

Continued efforts are made to engage our faculty and staff through professional development on such topics as culturally responsive teaching, equity in student support, and equity-driven data analysis. Additionally, the college is currently implementing strategies to increase the number of faculty of color that are hired and retained, specifically focusing on candidates from African American/Black and Latinx communities.

Increased Data Tracking and Analysis

Crafton Hills College has made a commitment to train faculty and staff to become data coaches–individuals possessing data literacy skills and an ability to facilitate evidence-based dialogue concerning the narrowing of observed equity gaps in the classroom and in student support programs. Additionally, this theme comprises efforts toward making more extensive use of available data and implementing new processes that allow for better access and use of evidence in reaching students and connecting them with key resources and services.

Key Objectives

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

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

- Increase the percentage of African American/Black students persisting from fall to spring.

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

- Increase the percentage of African American/Black students' degree or certificate attainment.

- Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.

- Our Key Objectives align with the California Community Colleges Chancellor's Office (CCCCO) June 2021 "Call to Action" and Vision for Success initiative.

- The plan reflects the feedback received from the college's shared governance groups, students, and the Strategic Planning Process session. Equity initiatives (objective) will be included in the new Educational Master Plan 2022-2027.

Instruction Goal 1: Increase the percentage of African American/Black students who apply and enroll at CHC (Crafton Hills College) in the same year

Objectives

- 2022-2023: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
- 2023-2024: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
- *2024-2025:* Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop a targeted plan to increase the number of African American/Black students taking classes taught by professors of color	Plan, Enrollment Data	Fall 2023	GF, SEA	Vice President of Instruction
Develop plan to increase marketing efforts that highlight African American/Black student or Alumni success stories	Plan, Number of marketing efforts	Fall 2023	Retention and Outreach Fund, GF (General Fund)	Director Institutional Advancement, Director Outreach and Educational Partnership
Establish African American/Black studies courses or programs.	Curriculum and Program development	Fall 2024	GF, SEA	Vice President of Instruction, Curriculum Committee, Academic Senate
Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff and management on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.	Reduction/Removal of DI (Disproportionate Impact) for AA/Black student population	Spring 2022 – Spring 2024	SEA (Student Equity and Achievement)	Vice President of Instruction, Academic Senate
Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.	Increase in course success among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Letters, Arts, &

				Mathematics, Tutoring Coordinator & SI Coordinator
Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).	Increase in proportion of AA/Black tutors	Spring 2023	GF, SEA	Counseling Chair, Math and English Chairs
Identify African American students that have yet to complete their educational plans and using Starfish and relationships with their instructors to connect them with the Counseling Department.	Increase in persistence among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Counseling Chair, Starfish Lead
Identify barrier courses for African American students and working with faculty chairs, deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.	Increase in course success among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Tutoring Coordinator & SI Coordinator, Chairs Committee
Provide open educational resources to students and other means to pay for texts/curse materials.	Increase enrollments and access to classes for AA/Black students	Fall 2023	SEA	Vice President of Instruction, Open Education Resources, Open Education Liaison, Resources Leads

Student Services Goal 1: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year

Objectives
- 2022-2023: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
- 2023-2024: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
- *2024-2025:* Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE (Career Technical Education) activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student enrollments. Activities may include making presentations about the Summer Bridge Program at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the welcome center to answer questions about the enrollment process both in-person and online. Note: Outreach is cognizant that African American/Black student population is low in the surrounding high schools and will also reach out to churches, non-profits, and workforce in the area to harness that community (emails, flyers, and onsite visits).	Plan, Application data	2022-2024	Retention and Outreach Fund, SEA, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, Academic Senate, Counseling Chair
Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black students	Student enrollment and achievement data	Spring 2023	SE, GF	Vice President of Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Student Services Council,

				Counseling Department, Academic Senate
Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.	Plan, Number of Partnerships	2022-2025	Retention and Outreach Fund, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, California Teachers Association
Address the data integrity concerns for African American/Black student enrollment. It will use internal college data as an alternative approach to look at not only students that apply to CHC but those that apply and attend orientation to ascertain how many of those students enroll at CHC. This would mean narrowing our target population since we are now also considering students who participate in orientation. However, this can be helpful for outreach purposes specifically for our African American/Black students which historical data has indicated there is evidence of DI when looking at this enrollment metric.	Application Data	2023-2024	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Student Services, Director Outreach and Educational Partnerships

Instruction Goal 2: Increase the percentage of African American/Black students persisting from fall to spring.

Objectives
- 2022-2023: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.
- 2023-2024: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.
- *2024-2025:* Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate
Provide training and ongoing support to thirty teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate
Provide easy access to disaggregated data by course success and ethnicity/race for each teaching faculty	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Educational Technology Committee
Provide easy access to class rosters by ethnicity/race for each teaching faculty	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, **Educational Technology Committee**
Work with the Academic Senate to provide training and research-based strategies to improve DEI outcomes in the classroom	Increase in course success and fall to spring persistence among AA/Black students	Fall 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Letters, Arts, & Mathematics,

				Academic Senate Leadership, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Educational Technology Committee, Mentoring Onboarding and Professional Development
Implement Leading from the Middle group to review and revise Course Outlines of Records (CORs) to provide specific guidance on incorporating DEI strategies in CORs and syllabi	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	SEA	Vice President of Instruction, LFM Team, Curriculum Committee, Curriculum Leads, AB 705 Leads, Academic Senate
Fully implement the revision of the SLO (Student Learning Outcomes) tool and PPR tool and processes to regularly examine DI outcomes and make improvements	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF	Vice President of Instruction, Dean Office of Institutional Effectiveness, Research, & Planning, PPR Committee, Academic Senate, Curriculum Committee, Chairs Committee
Faculty evaluations that include disaggregated data so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF	Vice President of Instruction, Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate, Chairs Committee
Provide research based instructional strategies to increase equity outcomes in the classroom	Increase in course success and fall to spring persistence among AA/Black students	Spring 2023	GF	Professional Development Committee, Academic Senate
Develop African American/Black studies curriculum	Number of courses	Fall 2023	GF	Vice President of Instruction, Curriculum Committee, Chairs Committee,

				Faculty
Increase the use of literature in classes that highlight and support the Black experience	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF, SEA	Faculty, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Curriculum Committee
Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF, SEA	Vice President of Instruction, Academic Senate, Curriculum Committee Chairs Committee, LFM Team
Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for African American/Black students	Increase in course success and fall to spring persistence among AA/Black students	Spring 2023	GF, SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Academic Senate, Tutoring Coordinator & SI Coordinator

Student Services Goal 2: Increase the percentage of African American/Black students persisting from fall to spring.

Objectives
- 2022-2023: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.
- 2023-2024: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.
- *2024-2025:* Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Create a targeted student engagement plan to increase the number of opportunities and activities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration	Targeted Plan, Number of opportunities/ activities for AA/Black Students	2022-2024	SEA, Retention and Outreach Funds, GF	Vice President of Student Services, Associate Dean of Student Services-Student Life, Student Services Council, Counseling Chair
Show case African American/Black students and Alumni success stories to celebrate African American/Black students and Alumni accomplishments	Number of stories for AA/Black Students, Alumni Success Stories	2022-2025	SEA, Retention and Outreach Funds	Director Outreach and Educational Partnerships, Director Institutional Advancement, Honors Steering Committee, Counseling Chair, Student Services Council, Chairs Committee
Explore the creation of a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus	Facility	2022-2024	SEA, GF	Student Equity and Achievement Committee
Develop a plan and processes to recognize Student Education Plan (SEP) achievements for African American/Black students and increase the number SEP for AA/Black students	Number of recognition activities for students, Number of SEP for AA/Black students	2022-2024	SEA, GF	Dean of Student Equity and Student Services, Counseling Chair
Increase funding to support an increase of AA/Black students attending culturally specific leadership conferences	Number of students attending conferences	Fall 2022-2025	SEA, Retention and Outreach Funds, Student Activities Funds	Associate Dean of Student Services-Student Life, Student Senate, Vice President of Student Services,

				Academic Senate, Honors Steering Committee
Provide disaggregated data by ethnicity/race for all support services	Data	2022-2025	Streamlining Funds, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Vice President of Student Services, Student Services Council Members
Develop targeted outreach and marketing plan to increase participation in services of African American/Black students for counseling and support services.	Targeted Plan, success, and retention data	2022-2024	SEA, GF, Retention and Outreach Funds	Director Outreach and Educational Partnerships, Director Institutional Advancement, Student Services Council
Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to African American/Black students	Data of GP (Guided Pathways) Counseling Model Benchmarks, retention data	Fall 2022	SEA, GF, Retention and Outreach Funds	Dean of Student Equity and Student Services, Counseling Chair, Guided Pathways Leads
Develop plan to celebrate faculty, staff and departments equity student successes and achievements	Plan, Number of celebrations	Fall 2023	GF, SEA	Vice President of Instruction, Vice President of Student Services, Student Equity and Achievement Committee, Academic Senate, Honors Steering Committee, AB 705 Leads, Career and Technical Education Liaison
Identify and remove barriers for faculty and staff to serve students (e.g.: sharing in Canvas, OER (Open Educational Resources), flexible testing/makeup availability, online homework platform variety, etc.)	Student Success Data	Fall 2023	GF, SEA	Remove Barriers: Vice President of Instruction, Distance Education Coordination Council, Technology & Educational Support Services Identify Barriers: Academic Senate, Honors Steering Committee,

				AB 705 Leads, Educational Technology Committee
Develop and/or improve action steps and provide activities that help to reduce initiative burnout for faculty and staff	Action steps, number of activities	Fall 2023	GF, SEA	Vice President of Instruction, Vice President of Student Services, Professional Development Committee, Academic Senate, Educational Technology Committee

Instruction Goal 3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.
  2024-2025: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction**,** Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Chairs Committee, LFM Team, Mentoring Onboarding and Professional Development, Educational Technology Committee, AB 705 Leads
Increase access to disaggregated data by course success for classes taught by instructors	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Educational Technology Committee, Academic Senate
Increase access to class rosters with ethnicity for classes taught by instructors	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Technology & Educational Support Services, Distance Education Coordination Council, Educational Technology Committee
Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Chairs Committee, LFM Team

courses taught at Crafton that are incorporated into syllabi				
Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Open Education Resources Liaison, Curriculum Committee
Provide research based instructional strategies to increase equity outcomes in the classroom	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, AB 705 Leads
Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate
Revise the outcomes reporting web tool to make it easier for instructors and staff to examine disaggregated SLO and SAO data	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate
Provide more professional development specifically designed to serve Hispanic/Latinx students	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Mentoring Onboarding and Professional Development
Increase access to supplemental instruction and embedded	Increase transfer level math and	Spring 2023	SEA, GF	Vice President of Instruction,

tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.	English course success among Hispanic/Latinx students			Dean of Letters, Arts, & Mathematics, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Mentoring Onboarding and Professional Development, Tutoring Coordinator & SI Coordinator, Math and English Chairs
Celebrate faculty successes and student achievements	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA, GF	Vice President of Instruction, Vice President of Student Services, Academic Senate, Chairs Committee
Identify and remove roadblocks for faculty and staff to serve students (e.g.: sharing in Canvas, OER, **flexible testing/makeup availability, online homework platform variety,** etc.)	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA, GF	Vice President of Instruction, Vice President of Student Services, Remove Barriers: Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, Distance Education Coordination Council, Technology & Educational Support Services Identify Barriers: Academic Senate, Honors Steering Committee, AB 705 Leads, Educational Technology Committee
Develop and/or improve action steps that help to reduce likelihood burnout	Increase transfer level math and English course success among	Fall 2023	SEA, GF	Vice President of Instruction, Vice President of Student Services, Academic Senate,

	Hispanic/Latinx students			Educational Technology Committee

Student Services Goal 3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.
- *2024-2025:* Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop a Summer Bridge Program (pilot for first-year program) for AA/Black, Hispanic/Latinx and LGBTQ+ students. As part of this model, we plan to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.	Program development, success, and retention data	Summer 2023	SEA, Retentions and Outreach Funds, GF	Vice President of Student Services, Vice President of Instruction, Dean of Student Equity and Student Services, Associate Dean of Student Services-Student Life, San Bernardino Community College Teachers Association, Academic Senate
Implementing the new Counseling Guided Pathway model to focus on Student Equity principles. Our next step is to work closely with our Research office to collect the necessary data to measure the impact of these interventions to determine what shifts we need to make to ensure the model is effectively leading to more Hispanic/Latinx and African American/Black students complete transfer level Math and English.	Program development, Program Benchmark data, retention data	Fall 2023	SEA, GF	Vice President of Instruction, Dean of Student Equity and Student Services, Counseling Faculty Chair, University Transfer Faculty Coordinator, Career Center Faculty Coordinator, Academic Senate, GP Lead, Chairs Committee

Instruction Goal 4: Increase the percentage of African American/Black students' degree or certificate attainment.

Objective
- 2022-2023: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.
- 2023-2024: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.
- 2024-2025: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Establish African American/Black studies courses or programs.	Number of courses	Fall 2023	SEA, GP	Vice President of Instruction, Curriculum Committee, Academic Senate
Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2024	SEA, GP	Vice President of Instruction, Mentoring Onboarding and Professional Development, Academic Senate, Valuing Equity-Sustaining Practices for Achievement
Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Tutoring Coordinator & SI Coordinator, Math & English Chairs
Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Tutoring Coordinator & SI Coordinator, Counseling Chair

Identify African American students that have yet to complete their educational plans and using Starfish and relationships with their instructors to connect them with the Counseling Department.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Fall 2023	SEA	Vice President of Instruction, Vice President of Student Services, Counseling Chair, Starfish Lead
Identify barrier courses for African American students and working with faculty chairs to deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Fall 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Chairs Committee, Academic Senate

Student Services Goal 4: Increase the percentage of African American/Black students' degree or certificate attainment.

Objective
- 2022-2023: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.
- 2023-2024: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.
- 2024-2025: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop a Summer Bridge program and explore Learning Communities like an UMOJA program, a mentoring program (including faculty/staff-to-student mentoring, peer-to-peer mentoring, and external internships with local agencies).	Program development, Program Benchmark data, retention data	Fall 2023	SEA, Retentions and Outreach Funds, GF	Vice President of Instruction, Vice President of Student Services, Dean of Student Equity and Student Services, Associate Dean of Student Services-Student Life, Academic Senate
Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase AA/Black student retention to completion. Activities will include one that connects prospective students with current students.	Plan, Application data	2022-2024	Retention and Outreach Fund, SEA, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, Academic Senate, Career and Technical Education Liaison & Faculty, Counseling Chair
Continue to regularly schedule cultural events that celebrate African American/Black heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).	Number of events cultural events that celebrate African American/Black heritage, Number of partnerships with local organizations	2022-2025	Retention and Outreach Fund, SEA, GF	Associate Dean of Student Services – Student Life, Student Services Council, Academic Senate

Instruction Goal 5: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.
- 2024-2025: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate, Chairs Committee, LFM Team, Educational Technology Committee, AB 705 Leads
Increase access to class rosters with ethnicity for classes taught by instructors	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Educational Technology Committee, Academic Senate
Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Chairs Committee, LFM Team
Increase the use of literature in classes that highlight and support the Hispanic/ Latinx experience	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Open Education Resources Liaison, Curriculum Committee
Provide research based instructional strategies to increase equity outcomes in the classroom	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, AB 705 Leads

Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate
Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Provide more professional development specifically designed to serve Latinx/Hispanic students	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate
Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students	Increase course success, fall to spring persistence data, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Vice President of Instruction, Dean of Letters, Arts, & Mathematics, Academic Senate, Tutoring Coordinator & SI Coordinator, Math & English Chairs

Student Services Goal 5: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.
- 2024-2025: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Create targeted outreach plan for Hispanic/Latinx parents at our local feeder high schools in both English and Spanish. These efforts will include inviting current students and their families to open houses/transfer fair nights that offer attendees popular Hispanic foods coupled with information about our successful programs, such as EOPS (Extended Opportunity Programs and Services) and Financial Aid both in-person and online.	Plan, registration, and transfer data, number of marketing campaigns	2022-2024	SE, Retention and Outreach. GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, University Transfer Coordinator, Academic Senate, Counseling Chair, Educational Technology Committee
Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related information, and the development of support programs, such as Learning	Marketing materials	2022-2024	SE, Retention and Outreach. GF	Dean of Student Equity and Student Services, Director Institutional Advancement, University Transfer Coordinator

Communities and Hispanic Heritage Month activities.				
Develop student connecting activities for Hispanic/Latinx students with peers or alumni that can offer them insight and mentoring on a range of matters relating to the process of transferring and/or the benefits of transferring. This will include holding career fairs with Hispanic/Latinx panelists that can speak to navigating the myriad of challenges of transferring and to the value of doing so, including students from nearby universities and colleges. Completion Coaches who are Crafton alumni will serve as support, promote, and help students navigate the transfer process.	Number of Networking, Mentoring Activities for Hispanic/Latinx students	2022-2024	SE, Retention and Outreach. GF	Dean of Student Equity and Student Services, Director Institutional Advancement, University Transfer Coordinator, Academic Senate, Counseling Chair, Educational Technology Committee
Provide disaggregating data for counseling appointments by ethnicity to identify Hispanic/Latinx students not having yet developed an educational plan. This will include recruiting students to the Transfer Fair and to transfer-related field trips by identifying courses with high Latinx enrollment (including career technical education courses).	Data	2022-2025	SEA, Retention and Outreach. GF, Streamlining Funds	Dean of Student Equity and Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Counseling Faculty Chair, University Transfer Faculty Coordinator
Create Dashboard to implement Guided Pathways Counseling model to allow Counselors to readily access real time data and monitor ed plan towards completion.	Dashboard	2022-2025	SEA, Retention and Outreach. GF, Streamlining Funds	Vice President of Student Services, Dean of Student Equity and Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Guided Pathways Lead, Counseling Chair

Student Equity Budgeting 22-2025

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

The California Community Colleges Chancellor's Office (CCCCO) and Legislature (SB (Senate Bill) 1456 & SB 860) have provided significant funding to increase student success and equity in community colleges. CHC has used the funding in a variety of ways including the funding of positions, professional development, programs, and services to meet the requirements of the legislature, increase student success, and close equity gaps. The 2022-2025 allocation is focused on improving the CCCCO Vision to Success Goals.

Total Student Equity and Achievement (SEA) Allocation Amount

$2,375,371

Expenditure Type	Amount
1000 - Instructional Salaries	$764,118
2000 - Non-Instructional Salaries	$754,541
3000 - Employee Benefits	$578,270
4000 - Supplies and Materials	$9,500
5000 - Other Operating Expenses and Services	$267,442
6000 - Capital Outlay	$1,500
7000 - Other Outgo	$0
Total Expenditures	**$2,375,371**

Assessment of the progress made in achieving identified goals

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

Structural Processes/Institutional Practices

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

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

Evidence of Progress Towards Equity Goals

Based on the student success metrics, the college improved or exceeded in three out of 5 equity goals identified in the original 2019-2022 equity plan:

- Transfer to a 4-year institution (goal was to increase by 2% with a total of 642 students achieving this metric)

- Completion of transfer-level Math & English (goal was to increase by 2% with a total of 161 students achieving this metric)

- Attainment of the vision goal completion (goal was to increase by 2% with a total of 476 students achieving this metric)

Key Campus Collaborators The CHC Equity Plan goals and action items were developed during the spring 2022 in collaboration with the following CHC campus stakeholders:	• Academic Senate • Classified Senate • Student Senate • AB (Assembly Bill) 705 Faculty Leads • Counseling Department • Guided Pathway Task Force • English Department • Enrollment Strategies Committee • Educational Technology Committee • Honors Program	• Math Department • Office of Institutional Effectiveness, Research & Planning • Professional Development Committee • San Bernardino Community College District Black Faculty Staff Association • Student Equity and Achievement Committee • Student Services Council

Governance Group Review

Student Equity and Achievement Committee – October 3, 10, 17, and 31 2022

Academic Senate –November 16 and November 30, 2022

Classified Senate –November 18, 2022

Student Senate – November 18 and December 9, 2022

College Council –December 12, 2022

Student Equity and Achievement Program

Crafton Hills College - Student Equity Plan (2022-25)
Equity Plan Reflection for 2019-22

Crafton Hills College has taken an initiative-taking role in updating process and practices to eliminate barriers for students; to enroll, persist, transfer, and complete their education goal.

We have:

- Scaled early alert and intrusive advisement to prevent attrition
- Promoted high engagement teaching, service, and support throughout the college
- Analyzed quantitative and qualitive data to better understand disproportionate impacted African American/Black and Hispanic Latinx students
- Streamlined the Financial Aid process, students are now able to submit verification forms completely online
- Created clear program pathways to promote completion and success
- Provided professional development for staff and faculty regarding barriers to completion
- Created Online Educational Resources for GE (General Education) courses, and transfer level Math and English
- Provided specialized counseling, mental health support, and instructional support to military veterans via the Veterans Resource Center
- Provided counseling and retention services to ensure students stayed on course to complete their goals

Crafton Hills College has also completely implemented AB705. All Crafton students can start in transfer level English and Math. Students are provided placement recommendations based on high school coursework, grades, and GPA. The college is also currently not offering Math or English courses that are below transfer level. The percentage of students placing into transfer level English increased from 37% prior to the implementation of AB 705 to 96% after the implementation of AB 705, a 160% increase. Equally important, the percentage of students placed into transfer level Math increased from 18% prior to the implementation of AB 705 to 82% after the implementation of AB 705, a 355% increase. In addition, the number of students completing transfer level English increased by 31% and the number of students completing transfer level Math increased by 82%. To facilitate the transition to AB 705, Crafton Hills College provided embedded tutors, ongoing training to faculty, used a co-requisite model, and the same instructors taught both the transfer course and the support co-requisite course.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Overall, based on the student success metrics (snapshot) Crafton Hills College (CHC) improved and exceeded in three out of 5 equity goals set for 19-22:

- Transfer to a 4-year institution (goal was to increase by 2% with a total of 642 students achieving this metric),

- Completion of transfer-level Math (goal was to increase by 2% with a total of 161 students achieving this metric) & English,
- Attained the vision goal completion (goal was to increase by 2% with a total of 476 students achieving this metric).

Specifically, there was a 26% increase in the number of students who transferred to a 4-year institution from 607 students starting with 16-17 baseline to 764 students recently reported in 19-20. Additionally, there was a 104% increase in the number of students who completed transfer-level Math & English from 187 students starting with 17-18 baseline to 381 students based on the most recent data available for 20-21. Furthermore, there was a 32% increase in the attainment of the vision goal completion from 477 students starting with 17-18 baseline to 629 students based on 20-21 data.

African American/Black

The minimum number of AA/Black students that would need to be retained from fall to spring at CHC to no longer be identified as disproportionately impacted is three.

In the baseline year of 17-18, 3.1% of our AA/Black students attained the Vision Goal; when this is divided by the 4.2% of AA/Black students in our student population (i.e., reference group), the resulting proportionality index (PI) value is 0.74. Based on the most recent 20-21 data, the resulting PI value was 0.75; this illustrates a slight widening of that equity gap.

Hispanic / Latinx

Hispanic/Latinx students have historically experienced one of the largest equity gaps for the completion of transfer-level Math and English. The minimum number of Hispanic/Latinx students that would need to successfully complete transfer-level Math and English to no longer be identified as disproportionately impacted is fifteen.

The minimum number of Hispanic/Latinx students that would need to transfer to a four-year institution to no longer be identified as disproportionately impacted is twelve.

2022-25 PLANNING EFFORTS

The 2019-22 student equity plan identified seven areas where African American/Black females and males experienced disproportionate impact (DI) and four areas where Hispanic/Latinx females and males experienced DI. These were the groups that experienced the most DI at Crafton Hills College and the groups that continue to historically experience DI.

The activities to support the goals to remove the DI primarily focused on improving processes, implementing strategies that were related to student success, conducted research to develop a better understanding of why certain groups struggle, and engaged in professional development for faculty and staff. Even though Crafton completed most of the activities, Hispanic/Latinx and African

American/Black students still experienced DI. One of the things that we learned from this, is that Crafton needed to be more purposeful and shift to race conscious activities.

Crafton Hills College (CHC) has taken an initiative-taking approach to use qualitative and quantitative data to help with the planning efforts of the 2022-25 student equity plan. In the Fall 2019 term, Crafton Hills College worked with the RP (Research Planning) Group to conduct six focus groups with student populations with historically low course success rates to understand the experiences of students at various stages of their educational journeys. Some of the findings helped to inform the development of the 2022-25 student equity plan are listed in the following: 1) Students' relationships and interactions with instructional faculty had a powerful impact on their educational experiences, 2) Challenges exist with the cost of textbooks and supplemental materials, 3) Some students encountered difficulties with instructors who they felt lacked empathy, needed stronger pedagogical skills, and/or behaved unprofessionally, 4) Some African American/Black and Hispanic/Latinx students struggle to find a sense of belonging on campus, 5) Some students also identified the need for student services to increase campus visibility, improve website information and offer online support services.

Since Fall 2020, CHC has also participated in the Chancellor's Office Streamlining Project Pilot where Academic and Student Support programs focus on examining internal data to analyze support services for African American/Black, Hispanic/Latinx, and economically disadvantaged students. The focus of these efforts has been on examining student access of key services and resources, including our Transfer Center's Canvas shell, tutoring support services, counseling appointment attendance, receipt of food vouchers and gift cards, and receipt of alternate media/assistive technology assistance (among others). Our college has taken an intentional approach to specifically examine the representation of Hispanic/Latinx and African American/Black in these support services relative to their representation in the student population (e.g., if 4.3% of all students are African American/Black is it also the case that 4.3% of those accessing tutoring services are also African American/Black?). In this way, student support programs are actively engaged in employing disproportionate impact methods to identify equity gaps with respect to specific support activities. Equally important, our college's work group, comprising representatives from all student support programs, has dedicated time to discussing patterns in the data findings and working collaboratively to identify activities designed to eliminate observed equity gaps, many of which are documented in this plan. This is an ongoing and iterative endeavor, and one done in collaboration with the Office of Institutional Effectiveness, Research & Planning. And this work has empowered all student support programs to develop plans to better serve African American/Black, Hispanic/Latinx, and economically disadvantaged students and help close observed equity gaps in these support services. In this way, CHC has already put into place structures and processes conducive to strategically identifying and responding to observed equity gaps, particularly for African American/Black and Hispanic/Latinx students.

Based on the outcomes of the activities illustrated above and the results of the focus groups and Streamlining Project, Crafton's 2022-25 focuses on addressing equity in our support services, classroom, reducing costs for students, and specifically addresses strategies for Latinx and African American/Black students.

PANDEMIC ACKNOWLEDGEMENT

☐	Delayed Work

Crafton Hills College remained fully committed to closing equity gaps during the pandemic. Based on the student success metrics (snapshot) Crafton Hills College (CHC) improved and exceeded three out of 5 equity goals set for 19-22. However, we recognize that we encountered some delays in student engagement activities and the development of innovative programs because of this pandemic. Sample of delayed activities are included below:

1. Provide targeted outreach and recruitment, focusing on groups with high disproportionate impact, such as African American females and male Foster Youth
2. Create scaffolded non-credit and credit certificates leading to higher-level certificates or degree(s)
3. Create Student Success Teams to meet the retention needs of DI groups
4. Develop a research strategy to understand why students apply but do not enroll

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS:

Student Population* for Metric Workflow	Metrics				
	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	x		x		x
Hispanic or Latino/a/x		x		x	

Populations detailed in <u>Education Code 78220</u>

Metric: Successful Enrollment

Increase the percentage of African American/Black students who apply and enroll at Crafton Hills College

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

Structure Evaluation: Current Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Currently the Crafton Hills College enrollment policies, practices and processes can create barriers for students to enroll and/or attend college. Based on a focus group of students who applied and did not enroll, major friction points in the enrollment process include challenges using the online registration process and students expressing a desire to have better guidance from Crafton on which classes or programs that would best suit their educational goals. In addition, students described a feeling of being confused about whether a class was offered on-campus or online and needed help navigating the site. A recommendation from the focus group study was to simplify the registration process so that students can more easily complete the application.

In Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to the present-day impact of COVID-19. A representative sample of seventy-eight students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students

who do feel a sense of belonging despite being a small sub-population similar in size to African American/ Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NACCC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

When asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% of the African American/Black students that responded to this question (N=12) indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered. In contrast, 100% of African American/Black students that responded to this question (N=7) indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

Results stemming from the Student Voices study and recent NACCC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Moreover, there is also an area of opportunity to increase how many of our African American/Black students take classes taught by professors of color. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

STRUCTURAL EVALUATION - Current Structure

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

☐ **Instruction**

Results stemming from the Student Voices study and recent NAAC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Specifically, according to African American/Black students they are impeded from enrolling because of not being able to take classes taught by professors of color. When looking at Crafton's most recent data, 5% of Crafton's faculty is African American/Black and 4% of Crafton's students are African American/Black. Even though there is a higher proportion of African American/Black faculty than students at Crafton, Crafton currently does not have a Full-Time instructional faculty who is African American/Black, which impedes the equitable outcomes for this population.

In addition, even though Crafton has a Social Justice Studies for Transfer Degree with the following courses, Crafton does not have courses specifically around African American/Black history:

- 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
- The American Deaf Experience

Crafton's African American/ Black enrollment is impeded by not having courses that specifically address African American/ Black history.

☐ **Wraparound Services: Student Services**

Historically, Crafton Hills College had limited resources for outreach and targeting marketing for incoming African American/Black students. However, with the new funding from the California Community College Chancellors Office for Retention and Outreach we have funded a new Outreach Department that is planning to conduct targeting outreach, enrollment support and marketing to increase our African American/Black student enrollment. Simultaneously, Crafton Hills College is also improving the enrollment process by incorporating our five Career and Academic Pathways (CAPS) into our CCAPPLY for incoming students to get better connected to their major.

The Streamlining Pilot Project has also allowed Crafton to recognize the need to better support African American/Black students. Crafton is currently in the process of planning to increase race-specific wraparound services to increase the feeling of belonging and remove barriers for African American Black students.

☐ **Other**

There are integrity issues with the data reported through Student Success Metrics (SSM) for this metric. Specifically, with the number of applicants. The last year for which we have confidence in the data was in 17-18 where there were 9,400 applicants; there was evidence of DI found for our AA/Black students. It is important to note that in the 18-19 academic year there were 31,640 applicants according to the SSM snapshot which illustrates a 237% increase from the previous academic year. The number of applicants reported in 19-20 was 62,106 and in 20-21 the number of applicants reported was 22,241. Due to the integrity issues and inconsistency in the number of applicants, future plans will be focused on doing inquiry work among stakeholders from different college areas such as Admissions and Records and the Office of Institutional Effectiveness, Research, and Planning (OIERP) to understand how we can reliably collect and evaluate DI for this metric.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

☐ **Instruction**

Crafton Hills College supports the establishment of African American/Black courses and/or programs. The college will proactively work to increase a welcoming environment for African American/Black students. This will increase feelings of belonging, inclusion, welcome, and safety. The college strives to increase representation in classes taught by professors of color specifically among FT instructors. This can help with the enrollment of our African American/Black students.

Research also indicates that Crafton needs to do a better job of incorporating DEI across instruction in the Course Outlines of Record as well as developing curriculum that specifically highlights the Black experience. Also, Crafton needs to institutionalize processes and support faculty in looking and interpreting disaggregated classroom data on a regular basis so that they can develop strategies to address DI in the classroom. These strategies can happen and be improved with professional development, in faculty evaluations, outcomes assessment, and in program review.

☐ **Wraparound Services: Student Services**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase student success for African American/Black students. The areas of focus to increase enrollment are listed below:

- Outreach will plan Black Excellence Event, conduct high school outreach activities to target African American/Black students and their families so they can learn more about CHC support and academic programs.
- African American/Black Student Ambassadors will be hired to connect with prospective students through our Outreach and Educational Partnerships Office.
- Outreach will proactively assist our AA/Black students in completing enrollment process that includes completing the placement process, attending the new student advisement workshop, development of their student educational plan through an appointment with online counseling, and registering for classes.
- Crafton Hills College will promote information about CHC's agreements with Historically Black Colleges and Universities.
- Crafton Hills College plans to create a website for AA/Black students to find resources, support, and activities for them.
- Crafton Hills College plans to increase advertising and signage that relates to African American/Black students' culture on campus i.e., Food, pictures, curriculum to increase sense of belonging.

☐ **Budgeting and Administration (HR, Purchasing, Processes)**

Crafton needs to increase its African American/Black faculty, staff, and administration representation by improving its hiring and retention processes.

Structure Evaluation: Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Crafton Hills College Student Services Council is committed to doing a comprehensive review of the enrollment process and update policies, and procedures to improve the enrollment of African American/Black students.

ACTION STEPS

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

☐ **Instruction**

Crafton Hills College is currently in the process of working to increase the feelings of belonging, inclusion, welcome and safety among African American / Black students.

- Develop a targeted plan to increase the number of African American/Black students taking classes taught by professors of color Increase marketing efforts that highlight African American/Black student success stories
- Develop plan to increase marketing efforts that highlight African American/Black student or Alumni success stories
- Establish African American/Black studies courses or programs.
- Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.
- Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.
- Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).
- Identify African American students that have yet to complete their educational plans and using Starfish and partnerships with their instructors to connect them with the Counseling Department.
- Identify barrier courses for African American students and deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.
- Provide open educational resources to students

☐ **Wrap-Around Services**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase the number of African American/Black students who apply and enroll. The action items are listed below:

- Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE (Career Technical Education) activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student enrollments. Activities may include making presentations about the Summer Bridge Program at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the welcome center to answer questions about the enrollment process. Note: Outreach is cognizant that African American/Black student population is low in the surrounding high schools and will also reach out to churches, non-profits, and workforce in the area to harness that community (emails, flyers, and onsite visits).

- Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black students.

- Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.

- Address the data integrity concerns for African American/Black student enrollment. It will use internal college data as an alternative approach to look at not only students that apply to CHC but those that apply and attend orientation to ascertain how many of those students enroll at CHC. This would mean narrowing our target population since we are now also considering students who participate in orientation. However, this can be helpful for outreach purposes specifically for our African American/Black students which historical data has indicated there is evidence of DI when looking at this enrollment metric.

The research office has access to data on students that apply, participate in online orientation, and enroll. Therefore, if there is still evidence of DI found for our AA/Black students, outreach efforts can be focused on reaching out to these students and helping them complete the remaining steps of enrollment (i.e., placement process, new student advisement workshop, student educational plan appointment, and registering for classes).

Chancellor's Office Supports: SUPPORT NEEDED

X   Field Guidance & Implementation Support

X   Data & Research Support

X   Technology Investments & Tools

Explanation of Supports Needed: You may use this space to explain your selections.

As outlined above, future plans that will be focused on doing inquiry work among stakeholders from different college areas such as Admissions and Records and the Office of Institutional Effectiveness, Research, and Planning to understand how we can reliably collect, evaluate data, and DI evidence for this metric. Support will be needed from stakeholders in the form of feedback

once an internal data collection and metric revision is ready to be presented. It will also be critical to increase support for outreach and marketing efforts.

Crafton needs an easy-to-use application process and registration tools. The State could help by providing support to colleges by developing a Statewide system for registration and improving CCCApply.

Metric: Completed Transfer-Level Math & English

Crafton hills college has identified Hispanic/Latinx students as being Disproportionate Impacted to completing transfer level Math and English within the first year.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.6%.

Structure Evaluation: Current Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Hispanic/Latinx students have historically experienced one of the largest equity gaps for the completion of transfer-level Math and English. In 17-18, our Hispanic/Latinx students had a completion rate for transfer-level Math and English of 6.8%, and the completion rate for transfer-level Math and English for all other ethnic groups combined (excluding Hispanic/Latinx) was 9.1%, resulting in the observed PPG-1 value of -2.3%. As of 20-21, the observed PPG-1 value was -4.1%; this illustrates a -1.8-percentage point change and widening of that equity gap. The minimum number of Hispanic/Latinx students that would need to successfully complete transfer-level Math and English to no longer be identified as disproportionately impacted is fifteen. The total number of Hispanic/Latinx students that would need to successfully complete transfer-level Math and English for all ethnicity groups to achieve this metric at the same rates (i.e., to close this equity gap) is thirty-seven.

Based on the most recent data available, in 19-20, the observed PPG-1 value was -3.4%; this illustrates a -0.7-percentage point change and widening of that equity gap. The minimum number of Hispanic/Latinx students that would need to transfer to a four-year institution to no longer be identified as disproportionately impacted is twelve. Forty-three Hispanic/Latinx students would need to transfer to a four-year institution for all ethnicity groups to achieve this metric at the same rates (i.e., close this equity gap).

STRUCTURE EVALUATION: Current Structure

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

☐ **Instruction**

Hispanic/Latinx and African American students have consistently been identified as disproportionately impacted and not completing courses successfully at the same rate as other groups at Crafton Hills College. Specifically, the course success rates for Hispanic/Latinx students have been statistically significantly lower than the overall Crafton population for the last three years. Equally important, Hispanic/Latinx students have a 50% transfer Math course success rate compared to an overall rate of 57%, and a 62% transfer English course success rate compared to an overall rate of 67%. In both transfer level Math and English, the course success for Hispanic/Latinx/Hispanic students needs to increase to help address the disproportionate impact.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

When asked, "How do you feel at your institution" Hispanic/Latinx students indicated the following:

- 71.2% (n=116) specified they felt completely or moderately safe
- 76.1% (n=124) specified they felt completely or moderately welcome
- 65.1% (n=106) specified they felt completely or moderately included

When asked, "to what extent do you feel you matter in each of the following types of classes at your institution."

- 56.3% (n=63) of Hispanic/Latinx students indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered.
- In contrast, 70.4% (n=64) of Hispanic/Latinx students indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

Results stemming from the recent NAAC survey findings demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our Hispanic/Latinx students. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing

representation in classes taught by professors of color can help with the success of our Hispanic/Latinx students.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Currently, Crafton Hills College does not have a summer bridge and/or a first-year experience program which impedes equitable outcomes for Hispanic/Latinx students, especially when one considers the success rates of Hispanic/Latinx students who participate in such programs. Research shows that summer bridge or first year experience programs that incorporate student success courses result in increased student retention, persistence, transfer level Math and English completion, transfer, and degree completion, at higher rates than those students not participating in similar programs (Bailey et al., 2015).

Crafton Hills College is currently in the process of planning wraparound services to remove disproportionate impact for Hispanic/Latinx students completing transfer level math and English within the first year.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform this process, policy, practice, or culture toward a more equity-minded one?

☐ **Instruction**

Equity and Inclusion Within Program Review and SLOs (Student Learning Outcomes)

We have recently instituted changes to our program review process that require programs to speak to how the program's curriculum, learning outcomes, and course outcomes address equity, inclusion, and any observed disproportionate impact. In fact, these requirements are codified in rubric that the program review committee uses to evaluate the merits of a program's plan. Only plans satisfactorily addressing these facets in their plans are approved and eligible for our college's resource prioritization process. Additionally, 2022-2023 marks the first year we are collecting student-level SLO (Student Learning Outcomes) data, allowing faculty to examine learning/skill attainment in their classes by ethnicity. We will be instituting additional planning processes, including ones tied to professional development, shared governance, data coaching, and program review to maximize the use of such information.

Classroom Equity Reports and the USC Race and Equity Center

We recently launched data equity reports that allow faculty to access race/ethnicity data for specific classes that they teach, including enrollment, success, and withdrawal data. We have coupled such data availability with extensive training via our partnership with the USC Race and Equity Center. That partnership, in place since 2020, has empowered both full-time and part-time faculty with the strategies necessary to examine data for equity gaps–and more importantly–employ well-researched strategies in the classroom to reduce and eliminate such gaps. Our next steps are to build an interactive dashboard further enhancing the access and usability of equity data and, with

the help of the USC Race and Equity Center, continue training faculty on how to address equity for Hispanic/Latinx students in the classroom.

To facilitate a shift to equitable outcomes for Hispanic/Latinx students Crafton's primary focus needs to be in the classroom. Historically, we have focused on support services, general professional development, but we have not put enough of an emphasis on the classroom strategies, and where students most often meet the College. Based on this approach, the friction points and the current structure have the most identified areas for improvement. In general, Crafton is seeking to make dramatic improvements in specifically addressing DEI (Diversity, Equity, and Inclusion) strategies implemented in the classroom, the Course Outline of Record, syllabi, and access to data and research-based strategies.

Our college has an active partnership with the USC Race and Equity Center (since 2020), which has resulted in a myriad of professional development and training activities for our college's faculty and staff. Such training has even been offered during multiple all-campus meetings and has included classroom-based training for faculty that entails examining disaggregated data and responding to observed race-based equity gaps. However, there is still opportunity to expand our reach to additional faculty and staff across the college, and for further expanding the scale at which we create supportive and inclusive environments for our Hispanic/Latinx students.

Crafton is also improving its Course Outlines of Records (CORs) by providing specific guidance on incorporating DEI strategies for all courses taught at Crafton and that are incorporated into the syllabi.

Crafton will continue to include embedded tutors in Math and English and provide training on working with Hispanic/Latinx students. Target embedded tutors for Hispanic/Latinx students, enrolled in Math and English courses. In addition, Crafton will target resources to courses that have higher than average Hispanic/Latinx enrollment and provide researched best practices to specifically help Hispanic/Latinx students.

- Increase Supplemental Instruction and embedded tutoring for Math and English courses with high Hispanic/Latinx enrollment.
- Establish list of courses that have higher success rates for Hispanic/Latinx students.
  - Integrate these courses into student educational plans and our campus Guided Pathways initiative.
- Further, increase Supplemental Instructors who are Hispanic/Latinx and tutoring groups that are remotely delivered in both synchronous and asynchronous courses.
- Improve signage to get Hispanic/Latinx students in STEM (Science, Technology, Engineering, and Math) and Tutoring Centers.
- Specifically, message and text Hispanic/Latinx students to access STEM and Tutoring Centers.
- Facilitate group activities focused on Hispanic/Latinx success in Transfer Level Math/ English in the classroom, through our support services, and campus wide.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of exploring the establishment of a Summer Bridge and/or Hispanic/Latinx first-year experience program so Hispanic/Latinx students get an opportunity to get early exposure to college courses and the ability to connect with campus support programs. Additionally, Crafton Hills College is looking to incorporate the Guided Pathway model so students participate in tutoring or enroll in supplemental instruction courses during their first year. The cohort experience will benefit students English and Math course completion rates. In that program we are looking to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.

The Counseling department is currently moving away from expecting students to reach out to counselors for assistance. The Counseling department is working on a new counseling model that will assign counselors based on expertise to a caseload of students by completed unit count. Our counseling department has developed benchmarks to ensure that students are meeting those steps to ensure successful retention, persistence, and completion. This model seeks to prepare and encourage students to enroll and successfully complete transfer level Math and English. For example, a large focus will be put on developing activities to support students in the 0-15 unit group to identify a major or area of study. Activities will include workshops on major and career exploration, major and career inventory, expand and connect students to volunteer and internship opportunities, and undecided group and individual counseling sessions.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

The action steps below will be taken to address each of the areas identified in the Current Structures sections where specific changes need to occur.

- Implement the new Guided Pathway Counseling Model. The new model will remove the onus of scheduling a meeting with a counselor for the student, instead a completion team in the Counseling department will reach out and help the student schedule an appointment. The completion team will be comprised of a counselor and a student success advocate (completion coach).
- A second practice that is being designed to help our Hispanic/Latinx disproportionately impacted students successfully complete transfer level math and English is a proposed plan to develop a Summer Bridge Program (pilot for first-year program) for a cohort of Hispanic/Latinx and Black and African American students. The proposed model is based on feedback from our campus community for the need to establish a first-year experience program.

ACTION STEPS

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

☐ INSTRUCTION

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic of increasing the transfer of Hispanic/Latinx students.

- Increase diversity, equity and inclusion strategies implemented in the classroom by instruction
- Increase access to disaggregated data by course success for classes taught by instructors
- Increase access to class rosters with ethnicity for classes taught by instructors
- Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi
- Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience
- Provide research based instructional strategies to increase equity outcomes in the classroom
- Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms
- Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data
- Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures
- Provide more professional development specifically designed to serve Hispanic/Latinx students
- Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.
- Celebrate faculty successes and student achievements
- Identify and remove roadblocks for faculty and staff to serve students (e.g.: sharing in Canvas, OER, etc.)
- Develop and/or improve action steps that help to reduce likelihood burnout

☐ WRAP-AROUND SERVICES

- Develop a Summer Bridge Program (pilot for first-year program) for AA/Black, Hispanic/Latinx and LGBTQ+ students. As part of this model, we plan to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.
- Implementing the new Counseling Guided Pathway model to focus on Student Equity principles. Our next step is to work closely with our Research office to collect the necessary data to measure the impact of these interventions to determine what shifts we need to make to ensure the model is effectively leading to more Hispanic/Latinx and African American/Black students complete transfer level Math and English.

SUPPORT NEEDED

Technology Investments & Tools

Financial support and training to develop Student Equity Data Dashboards to help track disproportionately impacted student success rates as part of our new counseling model.

Financial support to provide funding for pilot programs such as our Summer Bridge Program for Hispanic/Latinx and African American/Black students.

Metric: Retention from Primary Term to Secondary Term

Increase the percentage of African American/Black students persisting from fall to spring
Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.

Structure Evaluation: Current Friction Points
What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

One of the major friction points encountered by African American/Black students at Crafton Hills College is in the last three years is that they are statistically (p < .001) and (ES >= .18) less likely to successfully complete their courses when compared to the overall course success rates for the campus. Specifically, in 2021-2022, the overall Crafton Hills College student population (73%) had a statistically significant (p < .001) and substantially higher (ES = .18) course success rate than African American/Black students (65%).

In addition, in Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to present-day impact of COVID-19. A representative sample of seventy-eight students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students who do feel a sense of belonging despite being a small sub-population similar in size to African American/Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%. When asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% (n=7) of African American/Black students indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered. In contrast, 100% (n=7) of African American/Black students indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

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Results stemming from the Student Voices study and recent NAAC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Moreover, there is also an area of opportunity to increase how our African American/Black students take classes taught by professors of color. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

STRUCTURAL EVALUATION - Current Structure
What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?
☐ **Instruction**

In Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to present-day impact of COVID-19. A representative sample of seventy-eight students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students who do feel a sense of belonging despite being a small subpopulation similar in size to African American/Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

Faculty representation and mattering in the classroom

When asked, "In this school year, have you had any of the following types of classes at your institution," only 1 in 3 (n=7) of African American/Black students indicated they had a class taught by *professors of color*. In comparison, 57% (n=12) of Black/AA students indicated they had a class taught by *Caucasian or White professors*.

Additionally, when asked, "to what extent do you feel you **matter** in each of the following types of classes at your institution;" 58% (n=7) of African American/Black students indicated that in classes taught by *Caucasian or White professors*, they felt they strongly or mostly mattered. In contrast, 100% (n=7) of African American/Black students indicated that in classes taught by *professors of color*, they felt they strongly or mostly mattered.

Furthermore, when asked, "How do you feel at your institution" African American/Black students indicated the following:
· 65% (n=13) specified they felt completely or moderately **safe**
· 65% (n=13) specified they felt completely or moderately **welcome**
· 60% (n=12) specified they felt completely or moderately **included**.

Results demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

The current wraparound services for students are not race-specific. African American/ Black students are having to navigate the college structure on their own. Therefore, we are currently in the process of planning wraparound services to remove disproportionate impact for African American/Black students in persistence from Fall to Spring. The areas that have impeded equitable student outcomes across student services are listed below.

- There is a lack of on campus community for African American/Black students
- Lack of opportunities for African American/Black students to connect to other African American/Black students in their same major
- Lack of opportunities for African American/Black students to connect with African American/Black campus professionals
- A shortage of targeted outreach to African American / Black students for academic and support services

☐ **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

Crafton Hills College is currently in the process of implementing and planning to implement strategies in human resources and in recruiting to remove disproportionate impact for African American/Black students in persistence from Fall to Spring. The areas that have impeded equitable student outcomes across these processes are listed below.

- Crafton Hills College faculty, staff and administration recruitments need to focus on recruiting and retention of African American /Black employees.
- Update and improve the equity question in the Human Resources applications for recruitment and provide equity training to all the hiring committee participants to ensure the equity question in the application for recruiting process is weighting and evaluated the responses to the question.
- Conduct target recruitment from HBU.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

☐ Instruction

Recommended Action Items in Encounters with Racial Stress from NAAC survey findings:

Provide professional development (PD) - Institute PD for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. Furthermore, through this PD opportunity, provide faculty and staff with the skills to confront and intervene when these incidents occur, and ask them to prioritize a consistent message to all students that they are intelligent, worthy, and capable of scholarship.

Recommended Action Items in Appraisals of Institutional Commitment from NAAC survey findings:

Practice race-conscious leadership – this includes engaging in ongoing conversations and collaborations with people of color and developing an accurate understanding of realities of race on the CHC campus.

☐   **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

According to the student voices research, students would like to see the following changes at Crafton.

Crafton Hills College is currently in the process of planning to implement wraparound services to increase the percentage of African American/Black students persisting from fall to spring student are listed below:

- Increase the number of participants that attend culturally specific leadership conferences such as A2MEND
- Implement the Career and Academic Pathways (i.e., guided pathways) approach to Develop Summer Bridge Program for Summer 2023
- Create Summer Bridge and or Learning Community in Summer 2023 for African American/Black students in students services/UMOJA
- Spotlight African American/Black students and their accomplishments. As one of the smallest subpopulations on campus they would like reminders that they are not alone at Crafton.
- Increase student campus communication with African American/Black students (a combination of emails, webpage presence and Crafton app detailing all the activities/events happening on campus)
- Train staff to create an inclusive environment for African American/Black students– suggestions include training staff across the departments (e.g., student services, multicultural center, and campus police and security) in meaningful ways to cultivate inclusive environments
- Practice race-conscious leadership – this includes engaging in ongoing conversations and collaborations with people of color and developing an accurate understanding of realities of race on CHC campus

☐   **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

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Crafton also needs to improve its recruitment processes to increase the number of African American/Black faculty, staff and administration as well as improve the use and weight of the equity question in the application process.

☐   General Operations (A&R, Parking, Campus Policing, etc.)

☐   Other

Structure Evaluation: Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Crafton Hills College currently has the structures in place for the necessary transformation to occur. However, one area that could help with implementing DEI strategies is for additional changes to occur in the bargaining agreements to help make the use of DEI data available and inclusive in the evaluation process more of a reality.

- Provide professional development (PD) - Institute PD for faculty, staff, and administration to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. Furthermore, through this PD opportunity, provide faculty, staff, and administration with the skills to confront and intervene when these incidents occur, and ask them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.
- Create Safe Spaces – Suggestions include the creation and/or strengthening of physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations. Additionally, confronting long-standing racial problems embedded in the systems and structures at the institution, and communicating that racism is not just individual and overt, but also systemic and covert.

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

The action steps below are taken to address each of the areas identified in the Current Structures sections where specific changes need to occur.

☐   **Instruction**

- Increase diversity, equity and inclusion strategies implemented in the classroom by instruction
- Provide training and ongoing support to 30 teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom

- Provide easy access to disaggregated data by course success and ethnicity/race for each teaching faculty
- Provide easy access to class rosters by ethnicity/race for each teaching faculty
- Work with the Academic Senate to provide training and research-based strategies to improve DEI outcomes in the classroom
- Develop Leading from the Middle group to review and revise Course Outlines of Records (CORs) to provide specific guidance on incorporating DEI strategies in CORs and syllabi
- Fully implement the revision of the SLO tool and PPR tool and processes to regularly examine DI outcomes and make improvements
- Faculty evaluations that include disaggregated data so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes
- Provide research based instructional strategies to increase equity outcomes in the classroom
- Develop African American/Black studies curriculum
- Increase the use of literature in classes that highlight and support the Black experience
- Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi
- Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for African American/Black students

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase African American/Black students persisting from Fall to Spring student are listed below:

- Create a targeted student engagement plan to increase the number of opportunities and activities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration
- Show case African American/Black students success stories and celebrate African American/Black students' accomplishments
- Explore the creation of a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus
- Develop a plan and processes to recognize Student Education Plan (SEP) achievements for African American/Black students and increase the number SEP for AA/Black students
- Increase funding to support an increase of AA/Black students attending culturally specific leadership conferences
- Provide disaggregated data by ethnicity/race for all support services
- Develop targeted outreach and marketing plan to increase support services participation in services of African American/Black students for counseling and support services.

- Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to African American/Black students
- Develop plan to celebrate faculty, staff and departments equity student successes and achievements
- Identify and remove barriers for faculty and staff to serve students (e.g.: sharing in Canvas, OER (Open Educational Resources), etc.)
- Develop and/or improve action steps that help to reduce initiative burnout for faculty and staff

Budgeting and Administration (HR, Purchasing, Processes, etc.)

Crafton Hills College needs to improve its recruitment and retention processes to increase the number of African American/Black faculty as well as improve the use and weight of the equity question in the application process.

- Fully implement equity question and rubric district wide for all applications

- Fully develop process for sending recruiting emails to individuals at HBCU institutions communicating that Crafton is looking for a diverse applicant pool based on the training from the US Race and Equity Center

Metric: Completion

Crafton Hills College has identified African American/Black students being disproportionately impacted for degree or certificate attainment.

Areas of Completion

Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

☐ Certificate Completion

☐ Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.

Structure Evaluation: Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

One of the major friction points encountered by African American/Black students at Crafton Hills College is in the last three years is that they are statistically ($p < .001$) and substantially (ES $>=$ .18) less like to successfully complete their courses when compared to the overall course success

rates for the campus. Specifically, in 2021-2022, the overall Crafton Hills College student population (73%) had a statistically significant ($p < .001$) and substantially higher (ES = .18) course success rate than African American/Black students (65%).

In addition, in Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to present-day impact of COVID-19. A representative sample of 78 students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students who do feel a sense of belonging despite being a small sub-population similar in size to African American/Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%. When asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% (n=7) of African American/Black students indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered. With the same group of students, 100% (n=7) of African American/Black students indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

Results stemming from the Student Voices study and recent NAAC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Moreover, there is also an area of opportunity to increase how our African American/Black students take classes taught by professors of color. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

STRUCTURE EVALUATION: Current Structure

☐ **Instruction**

Crafton Hills College is currently in the process of implementing and planning to implement instructional strategies to remove disproportionate impact for African American/Black students in degree or certificate attainment. The areas that have impeded equitable student outcomes across instruction are listed below.

Crafton has consistently shown disproportionate impact among African American/Black students. Based on the qualitative and quantitative data presented previously, the data indicates that what happens in the classroom is impeding positive outcomes for African American/Black students. In addition, historically, faculty have not had access to the specific classroom data that they need to identify what strategies would be most effective for African American/Black students in the classroom.

The data also indicates that Crafton needs to do a better job of incorporating DEI across instruction in the Course Outlines of Record as well as developing curriculum that specifically highlights the Black experience. Also, Crafton needs to institutionalize processes and support faculty in looking and interpreting disaggregated classroom data on a regular basis so that they can develop strategies to address DI in the classroom. These strategies can happen and be improved with professional development, in faculty evaluations, outcomes assessment, and in program review.

☐　　**Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of implementing and planning to implement wraparound services to remove barriers for African American/Black students in degree or certificate attainment. The areas that have impeded equitable student outcomes across student services are listed below.

- The lack of Adequate Student Networking Opportunities. Our Student Voices Project findings, a focus group-based study conducted in 2020, revealed that African American students reported feeling disconnected from the campus. They reported lacking a sense of belonging on the campus, in part because they reported not having others to relate to. African American students also reported that they wished the college was more racially diverse.

- The lack of Student Support Strategies Tied to the Lived Experiences of African American Students. Our college lacks a dedicated program designed to better serve the culturally diverse needs of students, particularly African American students. While campus efforts tied to multiculturalism, equity, and diversity, have been emphasized in recent years, our data and evidence suggests that these efforts must be expanded for African American students.

☐　　**Budgeting and Administration (HR, Purchasing, Processes, etc.)**

Our Relative Lack of African American Representation Among our Faculty, Staff and Administration

The Student Voices findings, coupled with additional survey data, suggest that African American/Black students perceive a relative lack of African American/Black representation at the college. Specifically, data gathered via the National Assessment of Collegiate Campus Climates Survey in April 2021 indicated that only 50% of our college's African American/Black student respondents reported that they felt that CHC administrators were strongly or mostly committed to graduating students of color. Similarly, only 30% of such respondents indicated that CHC administrators were strongly or mostly committed to hiring faculty and staff of color.

EVALUATION: Ideal Structure

☐　　**Instruction**

Equity and Inclusion Within Program Review and SLOs

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We have recently instituted changes to our program review process that require programs to speak to how the program's curriculum, learning outcomes, and course outcomes address equity, inclusion, and any observed disproportionate impact. In fact, these requirements are codified in rubric that the program review committee uses to evaluate the merits of a program's plan. Only plans satisfactorily addressing these facets in their plans are approved and eligible for our college's resource prioritization process. Additionally, 2022-2023 marks the first year we are collecting student-level SLO data, allowing faculty to examine learning/skill attainment in their classes by ethnicity. We will be instituting additional planning processes, including ones tied to professional development, shared governance, data coaching, and program review to maximize the use of such information.

Classroom Equity Reports and the USC Race and Equity Center

We recently launched data equity reports that allow faculty to access race/ethnicity data for specific classes that they teach, including enrollment, success, and withdrawal data. We have coupled such data availability with extensive training via our partnership with the USC Race and Equity Center. That partnership, in place since 2020, has empowered both full-time and part-time faculty with the strategies necessary to examine data for equity gaps–and more importantly–employ well-researched strategies in the classroom to reduce and eliminate such gaps. Our next steps are to build an interactive dashboard further enhancing the access and usability of equity data and, with the help of the USC Race and Equity Center, continue training faculty on how to address equity for African American students in the classroom.

To facilitate a shift to equitable outcomes for African American/Black students Crafton's primary focus needs to be in the classroom. Historically, we have focused on support services, general professional development, but we have not put enough of an emphasis on the classroom strategies, and where students most often meet at the College. Based on this approach, the friction points and the current structure have the most identified areas for improvement. In general, Crafton is seeking to make dramatic improvements in specifically addressing DEI strategies implemented in the classroom, the Course Outline of Record, syllabi, and access to data and research-based strategies. The activity section below specifically addresses the deficiencies identified in the Current Structure section.

Our college has an active partnership with the USC Race and Equity Center (since 2020), which has resulted in a myriad of professional development and training activities for our college's faculty and staff. Such training has even been offered during multiple all-campus meetings and has included classroom-based training for faculty that entails examining disaggregated data and responding to observed race-based equity gaps. However, there is still opportunity to expand our reach to additional faculty and staff across the college, and for further expanding the scale at which we create supportive and inclusive environments for our African American students.

☐   **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of exploring the establishment of a Summer Bridge and/or first-year experience program so African American/Black students get an opportunity to connect with students, faculty, staff, and campus support programs. Additionally, Crafton is

looking to incorporate the Guided Pathway model so students participate in tutoring or enroll in supplemental instruction courses during their first year. The cohort experience will benefit students' experience and help increase completion rates.

Crafton Hills College is also in the process of planning additional wraparound services to increase African American/Black degree completion rates. The interventions are listed below:

- Create opportunities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration.
- Show case African American/Black students success stories and celebrate African American/Black students' accomplishments.
- Create a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus.
- Develop processes for providing recognition for Student Education Plan achievements for African American/Black students.
- Provide funding and support to increase the number of students attending culturally specific leadership conferences for African American/Black students.
- Provide disaggregated data by ethnicity/race for all student services appointments.
- Develop processes for targeted outreach to African American/Black students for counseling and support services.
- Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to students.

☐ **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

Crafton Hills College needs to improve its recruitment and retention processes to increase the number of African American/Black faculty, staff and administration as well as improve the use and weight of the equity question in the application process.

Other:

Craton Hills College is also building an equity dashboard to have real time data to better support African American/Black students. Our college is developing curriculum to train practitioners to become data coaches–individuals possessing data literacy skills (e.g., familiarity with procedures for calculating disproportionate impact) and the ability to facilitate evidence-based dialogue concerning the closing of equity gaps in the classroom and access of student support services.

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process,

policy, practice, and/or culture toward a more equity-minded one?

Crafton currently has the structures in process for the necessary transformation to occur. However, one area that could help with implementing DEI strategies is for additional changes to occur in the bargaining agreements to help make the use of DEI data in evaluations more of a reality.

Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

Our action steps center on the key themes stemming from campuswide dialogue specifically on the topic of increasing the completion of African American students. The themes are as follows:

☐ **Instruction**

Develop structures and processes designed to enhance African American/Black students' connection to the college–their connection to faculty, staff, and other students.

- Establish African American/Black studies courses or programs.
- Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.
- Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.
- Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).
- Identify African American students that have yet to complete their educational plans and using Starfish and partnerships with their instructors to connect them with the Counseling Department.
- Identify barrier courses for African American students and deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

The actions steps tied to this theme include:

- Develop a Summer Bridge program and explore Learning Communities like an UMOJA program, a mentoring program (including faculty/staff-to-student mentoring, peer-to-peer mentoring, and external internships with local agencies).

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- Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student retention to completion. Activities will include one that connects prospective students with current students.
- Continue to regularly schedule cultural events that celebrate African American/Black heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).

Metric: Transfer

Crafton Hills College has identified Hispanic/Latinx students as being Disproportionate Impacted to transferring to a four-year institution.

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.

Structure Evaluation: Current Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Based on the most recent data available, in 19-20, the observed PPG-1 value was -3.4%; this illustrates a -0.7-percentage point change and widening of that equity gap. The minimum number of Latinx students that would need to transfer to a four-year institution to no longer be identified as disproportionately impacted is twelve. Forty-three Latinx students would need to transfer to a four-year institution for all ethnicity groups to achieve this metric at the same rates (i.e., close this equity gap).

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

☐   **Instruction**

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

When asked, "to what extent do you feel you **matter** in each of the following types of classes at your institution."

56.3% (n=63) of Latinx students indicated that in classes taught by *Caucasian or White professors*, they felt they strongly or mostly mattered.

In contrast, 70.4% (n=64) of Latinx students indicated that in classes taught by *professors of color*, they felt they strongly or mostly mattered.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

The University Transfer Center and Counseling department analyzed our student success data and determined that a change in how we serve students is needed. Our data found that students tend to meet with counselors during their first 15 units to complete educational plans and again after they have completed at least 46+ units and are preparing for transfer or degree completion. Additionally, data suggests that persistence and retention rates drop when students are between 16-45 units.

Therefore, the Counseling department is currently planning a new Guided Pathways model that will focus on transforming our current student load into a caseload model where student groups will be divided into completed unit counts (0-15, 16-29, 30-45, and 46+). This model will align our efforts with Guided Pathways and with Student Equity efforts to place a greater emphasis in reaching out to our most disproportionately impacted groups which include Hispanic/Latinx and African American/Black students.

☐ Other

STRUCTURE EVALUATION: Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to transform this process, policy, practice, or culture toward a more equity-minded one?

☐ **Instruction**

Equity and Inclusion Within Program Review and SLOs

We have recently instituted changes to our program review process that require programs to speak to how the program's curriculum, learning outcomes, and course outcomes address equity, inclusion, and any observed disproportionate impact. In fact, these requirements are codified in rubric that the program review committee uses to evaluate the merits of a program's plan. Only plans satisfactorily addressing these facets in their plans are approved and eligible for our college's resource prioritization process. Additionally, 2022-2023 marks the first year we are collecting student-level SLO data, allowing faculty to examine learning/skill attainment in their classes by ethnicity. We will be instituting additional planning processes, including ones tied to professional development, shared governance, data coaching, and program review to maximize the use of such information.

Classroom Equity Reports and the USC Race and Equity Center

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We recently launched data equity reports that allow faculty to access race/ethnicity data for specific classes that they teach, including enrollment, success, and withdrawal data. We have coupled such data availability with extensive training via our partnership with the USC Race and Equity Center. That partnership, in place since 2020, has empowered both full-time and part-time faculty with the strategies necessary to examine data for equity gaps–and more importantly–employ well-researched strategies in the classroom to reduce and eliminate such gaps. Our next steps are to build an interactive dashboard further enhancing the access and usability of equity data and, with the help of the USC Race and Equity Center, continue training faculty on how to address equity for Latinx/Hispanic students in the classroom.

To facilitate a shift to equitable outcomes for Latinx/Hispanic students Crafton's primary focus needs to be in the classroom. Historically, we have focused on support services, general professional development, but we have not put enough of an emphasis on the classroom strategies, and where students most often encounter in the College. Based on this approach, the friction points and the current structure have the most identified areas for improvement. In general, Crafton is seeking to make dramatic improvements in specifically addressing DEI strategies implemented in the classroom, the Course Outline of Record, syllabi, and access to data and research-based strategies.

Our college has an active partnership with the USC Race and Equity Center (since 2020), which has resulted in a myriad of professional development and training activities for our college's faculty and staff. Such training has even been offered during multiple all-campus meetings and has included classroom-based training for faculty that entails examining disaggregated data and responding to observed race-based equity gaps. However, there is still opportunity to expand our reach to additional faculty and staff across the college, and for further expanding the scale at which we create supportive and inclusive environments for our Latinx/Hispanic students.

Crafton is also improving its Course Outlines of Records (CORs) by providing specific guidance on incorporating DEI strategies for all courses taught at Crafton and that are incorporated into the syllabi.

Utilize and continue to include embedded tutors in Math and English. Training on working with Latinx/Hispanic students. Target embedded tutors for DI students, Latinx/Hispanic students enrolled in Math and English courses. In addition, Crafton will target resources to courses that have higher than average Latinx enrollment and provide researched best practices to specifically help Latinx/Hispanic students.

- Increase Supplemental Instruction and embedded tutoring for Math and English courses with high Latinx/Hispanic enrollment.
- Establish list of courses that have higher success rates for Latinx students.
    - Integrate these courses into student educational plans and our campus Guided Pathways initiative.
- Further, increase Supplemental Instructors who are Latinx/Hispanic and tutoring groups that are remotely delivered in both synchronous and asynchronous courses.
- Improve signage to get Latinx/Hispanic students in STEM and Tutoring Centers.
- Specifically, message and text Latinx/Hispanic students to access STEM and Tutoring Centers.

- Facilitate group activities focused on Latinx/Hispanic success in Transfer Level Math/ English in the classroom, through our support services, and campus wide.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase the percentage of Hispanic/Latinx students transferring to a four-year institution. The areas of focus to increase transfer rates are listed below:

- The University Transfer Center will plan Hispanic/Latinx Transfer Events, conduct transfer outreach activities to target Hispanic/Latinx students and their families to learn more about CHC support and academic programs. Four-year college students will connect with prospective CHC transfer students.
- Outreach will proactively assist our Hispanic/Latinx students in completing transfer application process.
- Crafton Hills College will promote information about CHC's agreements with CSU's and UC (University of California).
- Crafton Hills College plans to create a website for Hispanic/Latinx students to find resources, support, and activities for them.
- Crafton Hills College plans to examine what our Hispanic/Latinx students see that relate to their culture on campus. i.e., Food, pictures, curriculum to increase a sense of belonging. Transfer Fair occurred in conjunction and in collaboration with the opening of Hispanic Heritage Month Celebration to create a greater sense of belonging and transfer awareness for Latinx students.

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

☐ **INSTRUCTION**

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic increasing the transfer of Hispanic/Latinx students.

- Increase diversity, equity and inclusion strategies implemented in the classroom by instruction
- Increase access to class rosters with ethnicity for classes taught by instructors
- Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi
- Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience
- Provide research based instructional strategies to increase equity outcomes in the classroom

- Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms
- Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data
- Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures
- Provide more professional development specifically designed to serve Latinx/Hispanic students
- Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students

☐ **WRAP-AROUND SERVICES**

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic increasing the transfer of Hispanic/Latinx students.

- Create targeted outreach plan for Hispanic/Latinx parents at our local feeder high schools in both English and Spanish. These efforts will include inviting current students and their families to open houses/transfer fair nights that offer attendees popular Hispanic foods coupled with information about our successful programs, such as EOPS (Extended Opportunity Programs and Services) and Financial Aid.
- Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.
- Develop student connecting activities for Hispanic/Latinx students with peers or alumni that can offer them insight and mentoring on a range of matters relating to the process of transferring and/or the benefits of transferring. This will include holding career fairs with Hispanic/Latinx panelists that can speak to navigating the myriad of challenges of transferring and to the value of doing so, including students from nearby universities and colleges. Completion Coaches who are Crafton alumni will serve as support, promote, and help students navigate the transfer process.
- Provide disaggregating data for counseling appointments by ethnicity to identify Hispanic/Latinx students not having yet developed an educational plan. This will include recruiting students to the Transfer Fair and to transfer-related field trips by identifying courses with high Latinx enrollment (including career technical education courses).

- Create Dashboard to implement Guided Pathways Counseling model to allow Counselors to readily access real time data and monitor ed plan towards completion.

STUDENT SUPPORT INTEGRATION SURVEY

This section is optional; you may choose to respond to as many of the prompts below as you would like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500-character max)

The Guided Pathways effort at Crafton Hills College, led by the Guided Pathways Taskforce, includes alignment and integration of college equity initiatives and programs – in both Student Services and Instruction – with the college's goals under the statewide Vision for Success program. Two Guided Pathways faculty leads work with administrators to align goals and facilitate cross-functional conversations with faculty, students, staff, and administrative participants. The focus is to achieve the Vision for Success and Guided Pathways goals. The faculty lead facilitates monthly meetings in efforts and regularly updates the college's Institutional Metrics, Vision for Success, and Guided Pathways workplan goals as progress is made.

Our college's equity efforts align with achieving our Guided Pathways goals in multiple areas including our work towards developing Career and Academic Pathways (CAPs) our version of meta majors. CAPs serve as a starting point for students' academic and career exploration and are housed on the Crafton Hills College website and integrated into our application. Through this project we have also developed three-year and two-year program maps to help students identify the courses they must complete. This work will help bridge the equity gap for both African American/Black and Hispanic/Latinx students by providing a clearer path and educational plan towards timely degree completion and/or transfer.

Additionally, to help our African American/Black and Hispanic/Latinx students identify a major or career early we have incorporated PAIRIN through our Guided Pathways initiatives. PAIRIN is a Starfish-based module designed to help students explore career paths that align with their work experience and interest. PAIRIN offers career assessments, recommended career paths, and job trends with salary information. The Career Center also utilizes the Myers-Briggs Type Indicator (MBTI) and the Strong/Holland Interest Inventory to help students determine the most suitable

career paths. This Guided Pathways project looks to bridge the equity gap that exists with both African American/Black and Hispanic/Latinx students in identifying a major and career path early.

FINANCIAL AID

FAFSA (Free Application for Federal Student Aid) Participation

Share up to three strategies your college plans to implement to increase FAFSA participation

and completion on your campus.

The Financial Aid office will be working on strategies to increase FAFSA participation. We will increase participation by students through the import process. Students identified as submitting a FAFSA but have not applied to CHC will be sent an email encouraging them to apply. We also plan to hold additional FAFSA and Dream App lab sessions beginning October 1st. During peak times we will also have our computer lab open throughout the day to allow students access to a computer. We will continue to advertise one-on-one on our website and through flyers.

Finally, we plan to increase FAFSA participation by sending automated emails for Fall beginning in March and extending them through July. By changing the student communication timeline all students will be captured. Students making last-minute decisions on school selections may complete their files for priority disbursements. Currently, emails go out once a week for five weeks once the FAFSA is imported into Colleague. All students that submitted their FAFSA from October 1 to mid-March receive their last notification for missing items by mid to late April. We need to close the gap between April and August to remind students of missing paperwork.

PELL Grant Participation

Share up to three strategies your college plans to implement to increase Pell Grant

recipient participation and completion on your campus.

In addition to the strategies to increase FAFSA participation, which will have a direct impact on the increase in Pell recipients, we will continue to provide real-time self-service capabilities and auto-packaging to expedite the financial aid process for students. We will begin the annual set-up for self-service in mid-Fall to ensure we are ready to launch the following academic year in early to mid-March.

We will continue to work closely with counseling to ensure we continue to have a high approval rate of Term Dismissal Appeals. This will allow students to remain on financial aid during their final semester(s) at CHC. In addition, we will create a streamlined process for Term Dismissal by creating a Laserfiche form and process.

Financial Aid will also increase Pell's participation by continuing to participate in presentations to counseling and other departments to help bring awareness and educate all areas on SAP and financial aid processes. Outreach responsibilities will be distributed amongst two Financial Aid Coordinators to better serve our campus and community.

Additional Aid for Students

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Description of Additional Aid

The Financial Aid Office will provide State Aid, such as Cal Grant, Student Success Completion Grant, Chafee Grant, Dreamer Service Incentive Grant (DSIG), State Fiscal Recovery Funds (SFRF), Emergency Financial Aid – Supplemental (Dreamers), Cal Kids, Golden State Grants, scholarships (which will also include Foundation scholarships), Federal Work-Study, and Federal Direct Loans. We will also disburse funds for Finish Line Scholarships, College Corp. Program, LAEP (Learning Aligned Employment Program), and any other program that requires disbursements to students.

BASIC NEEDS

Has your college established a Basic Needs Center and designated a staff person as a coordinator?

☐   Yes

Services

What services are you providing, or do you plan to provide in your college's Basic Needs Center?

The Crafton Hills College Basic Needs Center currently provides a variety of services to support the long-term ecosystem of student needs. Resources for food, housing, clothing, technology, and mental health services are the core elements addressed in the Center. For example, students can request weekly "Grab & Go" meal kits with food for up to six people as well as single serving items on a daily basis free of charge. If students qualify, the Center also offers assistance applying to public benefits including the CalFresh Program, federally known as the Supplemental Nutrition Assistance Program (SNAP), which issues monthly electronic benefits that can be used to buy most foods at various markets and food stores. Additionally, students are exposed to a series of food literacy workshops and enjoy access to the campus community garden.

With regards to student shelter, the Basic Needs Center has partnerships with local homeless shelters, homelessness response systems, and other social services. Organizations such as the

Windsor Center and Central City Lutheran Mission offer both short term and long term housing (respectively) for students who qualify. Similarly, these community partners extend crisis assessment and stabilization services to those in need.

Since housing and employment can be interrelated, the Basic Needs Center gives students multiple avenues to access clothing options. Those interested in securing professional attire can visit the campus Career Closet to obtain clothing for interviews, career fairs, and/or networking events free of charge. For students interested in maintaining their "everyday" wardrobe, the Basic Needs Center will soon be able to grant prepaid vouchers for use at a local laundry mat.

The understanding and use of technology are considered critical workplace skills. To ensure students are well equipped in this area, the Basic Needs Center connects them with services aimed at providing free Chromebooks, hotspots, and charging chords to students as they pursue their educational goals.

Finally, the Basic Needs Center serves as liaison to mental health programs. This is done with the goal of helping students achieve academically and have access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community.

The Crafton Hills College Basic Needs Center services include:

- Resources for housing, food, clothing, technology, mental health services
- Support students accessing Cal Fresh and other public benefits
- Partnerships with local homelessness response system and other social services
- Partnership with campus Financial Aid office to ensure students are receiving maximum aid available
- Connection with Mental Health Services

How do you plan on increasing participation in your college's Basic Needs Center?

Crafton Hills College is committed to helping students engage, learn, and advance. However, students who face challenges of meeting their most basic needs, such as food, housing, financial stability, and overall wellness, are at an inequitable disadvantage. Crafton Hills College has services in place that have already begun addressing these needs, such as food insecurities. COACH Cupboard, established in 2015, initially received 99% of its donations from staff and students. Today, we continue to receive donations in this manner but also benefit from coordinated efforts with local programs like Community Action Partnership, Redlands Family Service, faith-based organizations, and corporate to family-owned retailers who help to provide students with much needed grocery and meal services.

We recognize that our population of students seeking services to address their food insecurities, are often facing greater challenges and are frequently a part of our marginalized student population:

- Economic inequality
- Housing
- LGBTQ+

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- Mental and physical health
- Racial/ethnic inequality

Crafton can increase participation in our Basic Needs Center in the following manners:

- Using data from our financial aid and admissions application to identify students with a potential need for support. Provide all students with Basic Needs Office information in their initial admissions letter (email).
- Identify any barriers that prevent students from receiving aid from qualifying for services, like CalFresh/CashAid, etc.
- Networking amongst departments to leverage our existing resources, creating a smooth process for our students to access services.
- Ensure that student's financial aid is not negatively impacted due to the receipt of emergency funding utilized to address a student's basic needs, such as the distribution of grocery gift cards.
- Present on current services offered through the Basic Needs Office with staff during in-service. Work with our instructional faculty to promote the Basic Needs Center on their syllabi and Canvas shells when appropriate.
- Maximize marketing by setting up promotional flyers by key departments, such as Learning Resource Center, Financial Aid, student store, student food prep areas, Veterans Resource Center, etc. Share our services through digital campaigns in platforms such as Instagram and Eventbrite to connect with the College's online followers. As well as having information about the CHC Basic Needs program being mentioned in weekly Crafton Now emails that are distributed to students.
- Extending outreach to community agencies, such as local Workforce Development providers, county agencies, and community programs to leverage services from multiple agencies in support of student success.

Our Basic Needs Office recognizes the need to use a comprehensive approach for student success. It is a shared responsibility between on-campus services and community agencies. The implementation of a Basic Needs Center creates a central hub for students to access these shared resources and services without the stigma of having to explain their challenges or trauma an innumerable number of times to multiple programs.

Food Pantry

The Basic Needs Center operates the food pantry, which is open daily, along with the establishment of small pantries around campus that provide access to food for students. The office also assists students with registering for Cal-Fresh food support and distributes food vouchers that students can use to purchase food at a local restaurant. Students also have an opportunity to receive a voucher that allows them to go to a local farmers market that provides fresh produce, dry goods, and canned items.

In addition to food support, Crafton Hills College offers students an Omnitrans bus pass that allows students to ride public transit free each semester. The college continues to explore opportunities to assist students with food, housing, and transportation insecurity issues.

ZERO-TEXTBOOK COST PROGRAM

In Spring 2016, the CHC AS passed a resolution supporting classes utilizing OER/ZTC. Between 2016-21, a total of thirty-two classes in nine disciplines were developed utilizing OER/ZTC resources. For comparison, Fall 2021, 34 sections (16 classes) as OER/ZTC.

In Fall of 2021, Student Equity Funds were utilized to promote and incentivize faculty to research, evaluate, and consider adopting OER/ZTC in their classes. The strategy invited faculty to examine, research, and revise their course materials utilizing OER/ZTC resources. The rationale showed the clear link to student equity and improvement in student access to education when financial barriers are eliminated for course materials. A small honorarium was offered for faculty to engage in the research process and work collaboratively amongst their disciplines and departments to share ideas. An OER (Open Educational Resources) Liaison faculty leadership position was created, and faculty were assisted by. Twenty-four faculty in nineteen disciplines responded and sixty-nine new courses were developed with OER/ZTC (a 115.6% increase) which included 16 new disciplines for OER/ZTC.

 Below are the success metrics:

- Spring 2022: 95 sections of twenty-eight classes
    - An increase of 179% in section # & 75% class # from FA21
- From Spring 2022: sections increase from 95 to 228 (140% increase) and class increase from 28 to 93 (232.1% increase)
- From Fall 2021 to FA2022: section increase from 34 to 228 (570.6% increase) and class increase from 16 to 93 (481.3% increase)
    - Increase in disciplines with OER/ZTC courses from 9 to 25 (177.8% increase)

An ambitious goal for this project was to have at least five degree or certificate programs where students can complete with OER/ZTC options. Due to the tremendous faculty work, that goal was surpassed. Crafton now has a total of 12 degrees/certificates that are fully OER/ZTC (8 degrees, 4 certificates).

To help maintain permanence, the OER Liaison position was continued. Also, a site was with guidance and links to OER resources for faculty and a repository was developed for CHC faculty to discuss and upload resources in OER Commons.

LGBTQ+ Support

- Through partnerships with on-campus, local, and national organizations, Crafton Hills College aims to provide information and resources to meet the fundamental needs and aspirations of our LGBTQ+ community. For example, the campus PRIDE Club provides a supportive environment for lesbian, gay, bisexual, and transgender (LGBTQ+) students. It also offers a safe space for those who are perceived by others to be LGBTQ+, are questioning their identity, have LGBTQ+ friends or family members, or just care about LGBTQ+ issues to explore and learn.

- The college spearheads activities centered around LGBTQ+ Programming to affirm our queer community and increase awareness of related civil rights. Campus events highlighting the importance of the annual National "Coming Out" Day celebrate the courage required for individual authenticity. Similarly, the current "One Book, One College" campuswide reading selection for the 22/23 academic year is *This Is How It Always Is*. This fictional novel by Laurie Frankel addresses topics such as transgender youth, gender dysmorphia, and the struggles of a modern family as they help their child express their gender identity. During the year, the college hosts discussion groups, documentary screenings, a book signing with the author, and Safe Space training at campus in-services to facilitate meaningful conversations. Activities like these also help create a campus climate focused on decreasing homophobia, transphobia, and oppression.

- As with other monthly cultural heritage celebrations, the college includes "Gay-Pril," a month-long series of events highlighting the LGBTQ+ experience during the month of April in their annual diversity calendar. Lectures on the overlaps between gender identity and spirituality, the proper use of pronouns, and history of drag culture are some of the opportunities the campus community provides on campus.

- Additionally, Crafton Hills College has campus policies and practices in place to help support LGBTQ+ students. Our intent is to create and maintain environments that ensure full inclusion and prohibit discrimination. The Preferred Name Policy helps students change their name on class rosters, grade rosters, and the like. The College has an All-Gender Restroom Map for the campus community. The College website has a Safe Space and Safe Space Allies webpage that offers resources and contact information on faculty, classified staff, and managers who have completed a Safe Space Allies training, and that have committed to attending Safe Space Ally meetings and have given their permission to be listed. Our hope is that by aligning policy, practice, programming, and pedagogy, LGBTQ+ students will feel supported as they explore and develop their LGBTQ+ identities.

MENTAL HEALTH

The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Crafton Hills College mental health services will expand to improve outreach, engagement, and quality of care for underserved populations.

- Use data to identify health care disparities
- Make available in Spanish, mental health services, and outreach
- Strengthen the impact of CHC mental health programs by advancing behavioral health equity

Crafton Hills College is offering BIPOC (Black Indigenous People of Color) Therapeutic Support Group. Therapeutic Support Group is a weekly gathering committed to providing an open space to talk about how past and present events impact mental health in the BIPOC community. Members will be encouraged to share their life experiences and connect with other supportive community members and allies. Additionally, group members will discuss liberation, empowerment, self-expression, and the development of healthy relationships. With this group, we hope to achieve improved mental health and community building through safe discussion of disparities, mental health consequences, and committed action. In development is a similar group with the focus on LGBTQ+ student populations.

CHC mental health services works collaboratively with the Basic Needs Center in promoting the importance of addressing basic needs as part of promoting mental health. For many students, mental health concerns were inextricably tied to lack of housing, employment, and poverty. Early intervention initiatives will include partnerships with social services including employment and housing assistance.

GENERAL ACCESSIBILITY

The Student Accessibility Services (SAS) Office will continue to provide one-on-one training to instructional faculty on how to ensure students receive access to course content via ADA-compliant live captioning and transcription.

To ensure funding for ADA-compliant live captioning and transcription, SAS has and will continue to obtain funding through the Distance Education Captioning and Transcription Grant (DECT).

Technology and Educational Support Services (TESS) has and will continue to fund various assistive technologies (e.g., Kurzweil, JAWS, Zoom Text) to ensure students have equal access to course content.

During the Spring 2022 semester, SAS hosted a Parent-Student Transition to College Night for prospective Crafton students currently participating in high school special education and their parents to proactively inform them about the disability laws that apply in college, how to apply for and request academic accommodations from SAS, assistive technology, alternate media, priority registration, etc. The purpose of the event was to facilitate their transition to Crafton, acquaint them with SAS staff, and enhance their opportunity for academic success. This will be an annual event.

SAS has and will continue to partner with the Outreach Department to conduct presentations at local high schools to inform prospective CHC students who are eligible for SAS of the academic accommodations and services that are available to them.

SAS hosted an on-campus event for staff members from the East Valley Special Education Local Plan Area (EV SELPA) which is a consortium of local school districts that ensure quality education programs and services are available throughout the region to meet the needs of special education students. EV SELPA serves as an important partner in referring graduating high school students who will be eligible for accessibility services at Crafton Hills College.

Integrated Budgeting

The college has established an institutional process to leverage resources and support equity work as part of the developmental budget process, annual program review process and integrated planning process. While the student interventions mentioned in this report are supported in part by state Student Equity funds, additional funding that is listed below was integrated to support our equity efforts:

- Guided Pathways
- Basic Needs Center
- LGBTQ+ Grant
- Retention and Outreach Grant
- General Funds
- Office of Instruction
- Office of Student Services
- President's Office activities
- Crafton Hills College Student Body

A sizable portion of the Student Equity funds allocated to the college are dedicated to personnel, while remaining funds are distributed through the developmental budget process and program review process. Through this process, departments submit resource requests for equity funding to support disproportionately impacted students. The Instructional and Student Services Vice Presidents review the requests and allocate funds, based on program goals.

Total SEA (Student Equity and Achievement) (Student

$2,375,371

Equity and Achievement) Allocation Amount

Expenditure Type	Amount
1000 - Instructional Salaries	$764,118
2000 - Non-Instructional Salaries	$754,541
3000 - Employee Benefits	$578,270

4000 - Supplies and Materials	$9,500
5000 - Other Operating Expenses and Services	$267,442
6000 - Capital Outlay	$1,500
7000 - Other Outgo	$0
Total Expenditures	**$2,375,371**

Student Voice

Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

In preparation for the upcoming distribution of the Student Satisfaction survey, the Office of Institutional Effectiveness, Research, and Planning (OIERP) collaborated with the Student Senate to gather feedback on suggested edits and to help plan for the distribution of the survey in the Fall 2022 term. The Student Senate has developed a formalized student feedback process with the aim of increasing the number of students from signature programs (EOPS, SAS (Student Accessibility Services), Athletics and Honors) providing feedback. Furthermore, OIERP has shared the survey with the Academic Senate (AS). A representative from the SEA (Student Equity and Achievement) Committee will attend an upcoming AS meeting to gather suggestions on edits and ask faculty for their assistance in increasing student participation by posting an announcement on Canvas and other means. The focus on improving the response rate (i.e., student participation) is meant to garner a representative sample of students. Findings will be used to help inform decision-making based on students' feedback regarding satisfaction with various campus facets (e.g., communication, instruction, technology, student services, etc.). This will help advance our institution's efforts to use evidence in reaching students and connecting them with key resources and services.

Additionally, the findings stemming from the NACCC survey administered by the USC Race and Equity Alliance will continue to be shared with diverse groups on campus, such as (but not limited to): the Student Equity and Achievement Committee, Academic Senate, Classified Senate, Student Senate, Professional Development Committee, and through OIERP's Did You Know series. The current Leading from the Middle (LFM) team at Crafton, focused on embedding equity in Course Outlines of Record (CORs), has been presented with these findings. The purpose of sharing the feedback students have provided in the past (Focus Group 2019 and Student Voices 2020 study) and most recently through the 2021 NACCC survey is to illustrate the need to help our African American/Black and Hispanic/Latinx students feel a sense of belonging, increase representativeness in the classroom, and to review documents like the class syllabi or authors assigned for readings so that they reflect racial diversity. The LFM team plans to facilitate and help plan professional development workshops to begin the process of assisting faculty in embedding equity in their CORs. Taking the first step of embedding equity in the COR (Course

Outline of Record) will help advance our institution's continued efforts to engage our faculty through professional development on topics such as culturally responsive teaching.

Furthermore, OIERP revisited student feedback in Spring 2022 with a focus on identifying new findings. This analysis was redone by a student intern as they could use their student perspective to help in the identification of these new findings. Another focus in revisiting these findings was to identify recommendations that may not have been addressed; this step will necessitate collaboration across the campus community to ensure that it is still a current area of opportunity. Once those student recommendations have been identified, action steps will be developed to help address those outstanding areas of opportunity. By revisiting this work, communicating what areas of opportunity may still need to be addressed, and highlighting what changes were implemented based on student recommendations, this will help to advance our institution's efforts toward making more extensive use of available data while demonstrating to the campus and most importantly our students that we truly value their input and use it to improve their student experience.