Barstow Community College
Student Equity Plan
Executive Summary

Introduction

The Student Equity Plan for Barstow Community College utilizes college based research to examine our college equity data. The Student Success and Equity Committee (SSEC) focused on each of the five identified success metrics looking at the disproportionate impact on educational outcomes based on updated equity research using 2015-2016, 2016-2017 and 2017-2018 data. The five indicators are identified as: access, retention, transfer to 4 year institutions, completion of transfer level math and English, and earned credit certificate over 18 units, associate degree, and CCC bachelor's degree.

The Barstow Community College Student Equity Plan has been aligned with the college's Strategic and Enrollment Management Plan. As such, considerable focus will be dedicated to ensuring successful integration and goal achievement. The Student Equity Plan outlines a single overarching goal of focusing relentlessly on students end goals and always designing with the student in mind while requiring high expectations of students and pairing those expectations with high support services to ensure all student populations achieve their educational and career goals.

The College will continue to coordinate the integration of programs with other equity related categorical programs including Veterans, Foster Youth, DSPS, EOPS/Care, CalWorks and VTEA. The Student Success and Equity Committee will continue to have diverse representation to ensure the equity planning process involves many college stake holders. Collaborating with stake holders helps the Student Success and Equity Committee provide the necessary tools to ensure all our diverse students have the same opportunity to achieve their goals.

The Student Success and Equity Committee explored existing programs and services that serve our targeted groups to determine activities and intervention needed to address the equity gap. In a series of meeting during fall 2018 and spring 2019, the committee identified barriers and approaches to meeting the needs of the disproportionately impacted groups. Through integrated planning work groups faculty, staff, administrators and students determined the key activities that will lead to reducing the inequity in achievement.

In our 2019-2022 Student Equity Plan, we identified groups that were disproportionately impacted according to the five student success metrics and then selected targeted groups to our equity initiatives. The tables below show all of the targeted student groups for each success metrics.

Goals, Activities, Budget Resources
Access Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	5637	6483	15%
Female American Indian / Alaskan Native	30	46	53%
Female Black or African American	639	759	19%
Female Veteran	35	45	29%

Male Veteran	96	112	17%
Female Foster Youth	122	146	20%
Male Foster Youth	64	78	22%

Activities that support the Access Goals:

- Support district wide enrollment management strategies to ensure they are equitable and based upon the core priorities of student's needs, access and success.
- Design and implement process and practices that will increase the percentage underrepresented populations of students who complete the matriculation process and successfully enroll.
- Leverage existing programs including YESS and VETS to increase targeted outreach to foster youth and veteran populations.
- Collaborate with K-12 and community partners to increase the delivery of information of Barstow Community College programs and services including financial aid, advising, support programs, matriculation steps and registration support for underrepresented populations.

Retention Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	1846	2400	30%
Male Black or African American	101	116	15%

Activities that support the Retention Goals:

- Support district wide designing and implementation of processes, practices and tools to enhance learning inside and outside of the classroom.
- Systematically use Starfish Early Alert to assist students with success in the classroom by providing just in time feedback with kudos, flags and referrals.
- Implement degree planner software to efficiently provide each student with personalized, step by step road maps of courses needed to complete their educational goal.
- Increase the promotion of enrollment timelines and priority registration to increase retention from fall to spring.
- Explore and create affordable course materials through OER strategies for an equitable college experience for all students.
- Increase the number of African American males who participate in the Brothers Reaching Academic Success and Service (BRASS) program.
- Increase faculty and staff participation in professional development pertaining to teaching and supporting men of color in community college.
- Create a Starfish Early Alert Cohort for Black/African American males to assist the BRASS faculty and staff with providing students just in time referrals to available learning support resources.

Transfer to 4 Year Institution Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	418	502	20%
Disabled Females	9	19	111%
Female Black or African American	29	38	31%
Female Some Other Race	9	13	31%
Male Hispanic or Latino	40	51	28%

Activities that support the Transfer to a Four-Year Institution Goals:

- Support district wide professional development on transfer resources to provide campus wide support for students with a goal of transfer.
- Implement degree planner software to efficiently provide each student with a personalized, step by step road map of courses needed to complete their educational goals.
- Implement degree audit software to streamline the process of awarding certificates and degrees.
- Increase marketing to encourage full time students to finish college faster by completing 15 units each semester or 30 credits a year to increase on-time graduation.
- Increase the number of disproportionately impacted students who join the Student Transfer Enhancement Program (STEP) to ensure they achieving and celebrating critical milestones throughout their educational journey to transfer
- Collaborate with DSPS to expose Disabled Females to 4 year institutions and the DSPS services available.
- Collaborate with Financial Aid to provided targeted advising to disproportionately impacted students on the financial aid opportunities and programs at 4 year institutions.

Completion of Transfer Level Math and English Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	55	110	100%
Male Black or African American	1	5	400%
Female Black or African American	1	5	400%

Activities that support the Completion of Transfer Level English and Math Goals:

- Support district wide efforts to provide professional development on course acceleration and AB705, marketing to expose students, staff and faculty to AB705, and increase promotion of Math/English bridge courses and supplemental learning resources.
- Increase targeted marketing of AB705, Math/English bridge courses and supplemental learning resources to Black/African American populations.

- Leverage Barstow College Promise Program to target the Black/African American high school seniors to ensure they are accurately placed into transfer level Math/English courses with the correct supports by utilizing multiple measures assessments.
- Collaborate with the Teaching and Learning Support Center (TLSC) to design and implement Math/English tutoring hubs for Black/African American populations.

Earned Credit Certificate Over 18 Units, Associate Degree, CCC Bachelor's Degree Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	336	404	20%
Male Black or African American	18	23	28%
Female Black or African American	18	32	78%
Male White	28	36	29%

Activities that support the Earned Credit Certificate Over 18 Units, Associate Degree, CCC Bachelor's Degree Goals:

- Support district wide efforts to develop pathways to certificates and degrees to facilitate an increase of students to who credit certificates over 18 units and associate degrees.
- Implement degree planner software to efficiently provide each student with a personalized, step by step road map of courses needed to complete their educational goals.
- Implement degree audit software to streamline the process of awarding certificates and degrees.
- Leverage Barstow College Promise Program to target the Black/African American and White Male high school seniors to expose them to Barstow Community College certificates, degrees and services offered to financially support their higher education goals.
- Collaborate with the Teaching and Learning Support Center (TLSC) to design and implement Math/English tutoring hubs for Black/African American populations.
- Increase faculty and staff participation in professional development pertaining to teaching and supporting students of color in community college.
- Assess certificate and degree completion by discipline area and by Student Equity group and provide division dean(s) with findings.

Budgeted Resources

Barstow Community College has strategically budgeted for activities in the 2019-2022 Student Equity plan and will, in part fund:

- Classified Staff and Counseling Faculty
- Direct to Student Aid (textbooks, transportation, classroom supplies, basic needs) for DISP
- In class/out of class learning tools (embedded tutoring, supplemental instruction, tutors, etc.)
- Professional development
- Marketing material
- Software (Hobsons Starfish, DegreeWorks, etc.)
- Research pertaining to Student Equity and DI groups

Assessment of Progress Made

2015-2019 Equity Plan Expenditures

Object Code	Category	2015-16	2016-17	2017-18*	2018-19*
1000	Academic Salaries	$73,102	$66,170	$77,513	$89,752
2000	Classified and Other Nonacademic Salaries	$58,426	$77,049	$74,988	$101,187
3000	Employee Benefits	$39,527	$31,348	$39,328	$43,055
4000	Supplies & Materials	$6,704	$38,266	$36,489	$17,631
5000	Other Operating Expenses and Services	$55,118	$35,844	$89,630	$85,000
6000	Capital Outlay	$52,498	$23,756	$650	0
7000	Other Outgo	$67,207	$59,951	$66,495	$48468
	Total	$352,582	$332,384	$385,093	$385,093

* Estimates: Colleges have two full years to expend the Student Equity allocation.

2015-2017 Equity Plan Goals & Progress

Goals	Progress
Access: Explore partnerships internally and externally that improve campus connections with Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males. Review SSSP Core Services Processes for Equity Barriers	The Student Success and Equity department has explored external partnerships with local K-12 feeder schools and implemented a High School Outreach team. The team targets Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males to provide awareness of college programs and services. Internally, a Brother Reaching Academic Success and Service (BRASS) program was created to help male students of color achieve success in their academic, living and learning environment. The group meets monthly to engage in discuss resources available to them through Barstow Community College and other local agencies.

| **Course Completion:** Develop focused dialogue with faculty and staff about nterventions, including expanding campus use and knowledge of the early alert system.

Augment support for online/DE by hiring a dean and increase counselor support dedicated to focusing on and improving outcomes for distance education students.

Establish targeted interventions for disproportionate groups**.** | Student Success and Equity purchased Hobsons Starfish and began the implementation process with the Early Alert System. One course will begin testing Early Alter in October 2017, with 4 other courses going live in spring 2018 with full implementation scheduled for fall 2018.

A job description was Board approved in December 2015 for a Dean of Distance Education and Learning Support Services. The position was hired in the spring 2016.

An Early Alert System has been purchased and will be fully implemented by fall 2018. The data received from the Early Alter System will allow for targeted interventions for disproportionate groups. For Fall 2016 the course success rate for face to face courses was 78.3% and for Distance Education courses it was 64.6%
Annual data is included in the fact book. In addition, in Fall 2017 we set up online tutoring, counseling and online student support services for our special programs. |
|---|---|
| **ESL and Basic Skills Course Completion:** Partner with Basic Skills and Distance Education Committees to create interventions for underprepared target groups, especially distance education students.

Identify delivery methods and processes impeding satisfactory completion for target populations.

Support sustainable long term progress for DE target students. | Basic Skills, Distance Education and Student Success and Equity have representatives on each committee. This allows for dialog on all three platforms. The committees work to establish best practices and potential interventions for the target groups in Basic Skills, Equity and Distance Education.

We do not have the information disaggregated but since we introduced English 50X our accelerated English class we had the following results. ENGL 50 had a success rate of 64.1% while ENGL 50X had a success rate of 70.5% so the acceleration is showing improvements in student success. This goal will be addressed further through Goal #2, #3, #4 and #5 of the 2017-19 plan.

This goal was not addressed during the 2015-2017 plan cycle but will be addressed through Goal #4 and #5 of the 2017-19 plan. |
| **Degree and Certificate:** Investigate and identify momentum points to degree and certificate completion and implement interventions which will tip students improved completion.

Research barriers to degree | There were some processes in Banner that were prohibiting students from effectively enrolling in courses that were offered in nine week sequences during an 18-week term. These issues were corrected, and the revised process should help students to persist through the accelerated nine week models.

The Basic Skills Committee reviewed placement, including |

completion including coordination and sequencing of courses, and delivery mode. Combine with SSSP efforts to build education plans that take into account the manner and modes of delivery that are most appropriate for the target group populations	placement into ACSK courses. Multiple measures were proposed to improve student success. English began discussion of combining its two lowest levels, which will eliminate a course in the sequence.
Transfer: At the time of enrollment build and create value in transfer/bachelorette education, while further reinforcing the importance at key momentum points along the transfer pathway.	The Transfer and Career Center and the Student Success and Equity Department, developed an action plan that established: • New and improved communication and intervention for target populations that conveys the importance of bachelorette attainment and opportunities for transfer. • Reviewed transfer processes and identified any barriers to transfer for target groups.
College and District Wide Initiatives: *Foster Youth:* Working with local community groups and agencies servicing foster youth Supporting success with programs and services through EOPS and local Aid For School (AFS) programs that offer holistic and intrusive advising and support Review and support services to ensure successful navigation and completion of college processes *Economic Disadvantage:* Improving and developing data collection Continued research of issues facing	The Financial Aid Technician II acts as the Foster Youth Services Initiative liaison with outside organizations. They work with the Foster Kinship Care Education Program to increase access for foster youth students. The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal voucher, book vouchers and classroom supplies. As of the end of Spring 2017 all of the AFS had transitioned to EOPS or graduated. Equity funds are allocated to assist EOPS with offering holistic and intrusive advising and support. The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal voucher, book vouchers and classroom supplies. As of the end of Spring 2017 all of the AFS had transitioned to EOPS or graduated.

Economically Disadvantaged students, including: • Support systems • Processes • Course delivery methods Continue to support Economically Disadvantaged students through the AFS program *Distance Education:* Hiring a Dean of Distance Education Augmenting current counseling staff with an additional focus on Distance Education students Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education.	A job description was Board approved in December 2015 for a Dean of Distance Education and Learning Support Services. The position was hired in the spring 2016. Part time counselors were hired and placed at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses at those locations and distance education. During the spring 2017 semester the counseling department was reorganized.

<table>
<tr><td colspan="2">2015-16</td><td colspan="2">2016-17</td></tr>
<tr><td>Counselors</td><td>Location</td><td>Counselors</td><td>Location</td></tr>
<tr><td>1 FT</td><td>Ft Irwin</td><td>1 FT</td><td>Ft Irwin</td></tr>
<tr><td>4 FT</td><td>General</td><td>1 PT</td><td>Ft Irwin</td></tr>
<tr><td>1 PT</td><td>General</td><td>4 FT</td><td>General</td></tr>
<tr><td>1 FT</td><td>EOPS</td><td>1 PT</td><td>General</td></tr>
<tr><td>1 PT</td><td>EOPS</td><td>2 FT</td><td>EOPS</td></tr>
<tr><td>1 PT</td><td>DSPS</td><td>1 PT</td><td>EOPS</td></tr>
<tr><td></td><td></td><td>1PT</td><td>DSPS</td></tr>
<tr><td></td><td></td><td>1PT</td><td>CTE</td></tr>
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Student Success and Equity is represented on the Distance Education committee and vice versa. This collaboration has allowed both committees to identify and develop area of improvement in online education including creating Student Success Canvas modules to provide resources for Distance Education students.

2017-2019 Equity Plan Goals & Progress

Goals	Progress

Access
Evaluate the 3SP core services; and outreach to increase enrollment of all established DI populations. Improve access for all DI populations
	• Targeted Community Events (fall 2018/Spring 2019)
	   ○ Cesar Chavez Event
	   ○ Darnell Moore
	   ○ Black History Month-Viewing of 13th
	   ○ Viewing of Unlikely
	   ○ Fong Tran
	   ○ Dr. Victor Rios
	• Created marketing material for BRASS, STEP, Food Pantry, Transfer Center, VETS, YESS (foster youth)
	• Collaborated with Institutional Research to create a reliable data collection process for DI populations

Course Completion Increase the overall course completion rates among the African American group, from 62.6% to 73% within 2 years.	• Implemented Starfish Early Alert. Piloted Spring 2018, soft roll out Fall 2018. Assessing and creating action plan to improve results. • Goal has not been met. Overall course completion rates among the African American group fluctuated slightly from 2015-16 at 62%, 2016-17 at 59% to 2017-2018 at 60%.
Basic Skills Completion: Math Increase the percentage from the 2016-2017 academic year of males, older students, African-American and American Indian/Alaskan Native and foster youth students in Basic skills math courses who complete a transfer level course in math within their first year from the 2016-2017 academic year.	• Implemented Multiple Measure to ensure students placed in higher level courses per AB 705 • Developed Math resources in NROC. • 2019 Spring Pilot of 4 week Math Bridge Courses which lead Transfer Level Math. • Encouraged students through marketing efforts to register for Math acceleration in which a student can take a prerequisite course and subsequent course in the same 18 week semester and AB705 • Developed a tracking process through Starfish so targeted groups are effectively served • Reviewed data from past 3 years of Summer Bridge Programs to create Bridge Courses that lead to transfer level courses. • The male population experienced an increase in completing a transfer level course in math from 10% in 2016-2017 to 14% in 2017-2018. There was insufficient data to calculate the other DI population groups.
Basic Skills Completion: English Increase the percentage from the 2016-2017 academic year of males, 20 to 24, 30 to 34 and 40+, All Ethnicities except	• Implemented Multiple Measure to ensure students placed in higher level courses per AB 705 • Developed English resources in NROC. • 2019 Spring Pilot of 4 week English Bridge Courses which lead Transfer Level Math. • Encouraged students through marketing efforts to register for English 50X acceleration in which a student can take a prerequisite course and subsequent course in the same 18 week semester and AB705 • Developed a tracking process through Starfish so targeted groups are effectively served

Asian/Filipino and Students with disabilities students in Basic skills English courses who complete a transfer level course in the English.	• Reviewed data from past 3 years of Summer Bridge Programs to create Bridge Courses that lead to transfer level English courses. There was insufficient data to calculate the other DI population groups
Basic Skills Completion: ESL Increase the percentage from the 2016-2017 academic year of females, Ages 20 +, and Asian/Filipino students in Basic skills ESL courses who complete a transfer level course in the English	• Implemented Multiple Measure to ensure students placed in higher level courses per AB 705 • Assisted instruction in scaling and marketing the English 50 X acceleration courses in which a student can take a prerequisite course and subsequent course in the same 18 week semester and AB705 • There was insufficient data to calculate the DI population group
Degree/Certificate Completion Increase the percentage from the 2016-2017 academic year of students who complete a degree and/or certificate, especially students from the subgroup populations of ages up to 34, American	• Implemented Multiple Measure to ensure students placed in higher level courses per AB 705 • Informed students about the importance of a comprehensive education plan. • Faculty updating curriculum and pathways to begin implementation of Starfish Degree Planner and Degreeworks Degree Audit. • Expanded and enhanced evening and distance counseling services by using Confer Zoom for online and phone appointments and placed a counselor once a week during evening hours in the Teaching and Learning Support Center to meet with students. • Used Student Ambassadors to follow up with students and schedule counseling appointments for students who need to update education plans. • Developed tracking process through Starfish so targeted groups are effectively served.

Within the first cell:

DI Populations	English	
	16-17	17-18
Hispanic	14%	23%
White	0%	11%
19 or less	24%	29%
20-24	8%	8%

Indian/Alaskan Native, Hispanic, White and Foster Youth.	Populations		Certificate		Associates		ADT	
	Year		1617	1718	1617	1718	1617	1718
	Overall		34	48	243	255	75	67
	Male		18	26	0	0	0	14
	Female		16	22	145	162	58	53
	Foster Youth		0	0	0	0	67	0
	Disable Students		0	0	10	18	0	0
	Veterans		0	48	13	0	0	0
	Black or African American		0	0	31	25	0	0
	Hispanic or Latino		14	19	92	103	43	30
	White		11	14	90	88	18	15
	LGBT		34	48	0	0	0	0

Transfer Improve transfer rates of all students, in particular All ages except 35 to 39, all ethnic groups except Asian/Filipino, disabled students and Foster Youth	• Developed a communications strategy to guide students through transfer. • Enhanced Transfer Center's profile and awareness through advertising, transfer tents, campus tours, creating of a STEP group, newsletters and additional transfer days. • Faculty is developing and refine ADTs and improve articulation with local degrees including UC/CSU Pathways

	Transferred to CSU or UC	Transferred to Private College in-state	Transferred to any out-of-state Institution
2015-2016	139	130	270
2016-2017	141	114	170
2017-2018	Data not available		

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Student Equity and Achievement Program Produced: 03/03/2023 03:59 PM PST Lisa Holmes

Barstow College - Student Equity Plan (2022-25): Certified

Details

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American Females
1-year outcome: Improve by 4.5% over the baseline to 13.8%
2-year outcome: Improve by 9% over the baseline to 18.3%
3-year outcome: Improve by 14% over the baseline to 23.3%

Completed Transfer-Level Math & English

Black or African American
1-year outcome: Improve by 5% over the baseline to 10.2%
2-year outcome: Improve by 10% over the baseline to 15.2%
3-year outcome: Improve by 14.8% over the baseline to 20%

First Generation
1-year outcome: Improve by 2.3% over the baseline to 17.3%
2-year outcome: Improve by 4.6% over the baseline to 19.6%
3-year outcome: Improve by 7% over the baseline to 22%

Persistence: First Primary Term to Secondary Term

Black or African American Males
2-year outcome: Improve by 5.6% over the baseline to 49.6%
2-year outcome: Improve by 11.2% over the baseline to 55.2%
3-year outcome: Improve by 16.8% over the baseline to 60.8%

Transfer

Economically Disadvantaged
1-year outcome: Improve by 2% over the baseline to 22.8%
2-year outcome: Improve by 4% over the baseline to 24.8%
3-year outcome: Improve by 5.9% over the baseline to 26.7%

Completion

Black or African American Males
1-year outcome: Improve by 4% over the baseline to 5.9%
2-year outcome: Improve by 8% over the baseline to 9.9%

3-year outcome: Improve by 12.2% over the baseline to 14.1%

District Contact Information Form

Equity Plan Reflection

Student Populations Experiencing Disproportionate Impact and Metrics

Successful Enrollment

Completed Transfer-Level Math & English

Persistence: First Primary Term to Secondary Term

Transfer

Completion

Student Support Integration Survey

Certification

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12/15/2022 11:28 AM PST

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