

## Barstow College - Student Equity Plan (2022-25) CERTIFIED

Workflow: Preview

### 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

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## Equity Plan Reflection

### 2019-22 Activities Summary

- Access
- Retention
- Transfer Level Math/English Completion in First Year
- Transfer to a Four Year Institution
- Attained the Vision Goal Completion Definition

### Key Initiatives/Projects/Activities \*

- **Access**
  - Expansion of OER and low-cost textbooks across the disciplines
  - Expansion of non-credit courses
  - Free Chromebooks and hotspots
- **Retention**
  - Wrap around learning and technical support (tutoring, library, Chromebooks, Canvas support, workshops) in person and virtually through Cranium Café
  - Counseling and Mental Health services in person and virtually

- Faculty professional development activities (Best Practice, All Division, Faculty Hour) that emphasize ways to support and retain students
- Use of Hyflex and other modalities to stay connected to students
- **Transfer-level math and English**
  - Adhere to AB705 with direct access to transfer level math and English courses
  - Offered co-requisite, non-credit bridge courses for transfer-level math and English courses
  - Provide wrap around support through the creation of a writing center, math center, and ESL success center within the larger Teaching and Learning Support Center (TLSC)
  - Created contextualized math courses (MATH 5: College Math for Liberal Arts Majors, MATH 6: Mathematical Concepts for Elementary Teachers, and MATH 7: Contemporary Mathematics for Technical Fields)
  - Schedule first and second nine-week sections of math, English, and ESL to accelerate completion
- **Transfer**
  - Creation of 21 ADTs with guaranteed transfer to CSU System
  - Articulation agreements with private colleges and universities to address the needs of our military population
- **Attained the Vision Goal Completion Definition**
  - Began Auto-awarding certificates
  - Began implementation of Auto Grad software to gather data of students who were close to completion for outreach efforts
  - Added CDCP certificates for a quicker journey to employment
- **Guided Pathways**
  - Focus on equity within the Guided Pathways framework through professional development
  - Negotiated faculty Pathway Leads to provide support for each Guided Pathway
  - In Service 2022 (GP presentation with focus on pillars, roles, equity)
  - Administration and Academic Senate collaborated to identify six broad pathways

#### **Evidence of Decreased Disproportionate Impact \***

There was no evaluation of the prior plan so evidence could not be provided to show activities decreased disproportionate impact. However, the following populations did see a decrease in disproportionate impact:

#### **Access:**

- American Indian or Alaska Native : Female
- Foster Youth : Female
- Foster Youth : Male
- Veteran : Female
- No longer DI Veteran : Male

#### **Transfer Level Math/English Completion in First Year**

- Black or African American : Female
- Black or African American : Male

#### **Transfer to a Four Year Institution**

- Disabled : Female
- Black or African American : Female
- Some other race : Female
- Hispanic or Latino : Male

### Attained the Vision Goal Completion Definition

- Black or African American : Female
- No longer DI White : Male

### 2022-25 Planning Efforts \*

Through the lens of inquiry, BCC is reimagining our 2022-25 efforts. Planning with intentionality and equity-minded purpose to support students is a primary focus. As evidenced in the previous section, the Institution has been engaged in equity-focused activities, projects, and initiatives, which will allow continued review, reflection, assessment, adjustment, and addition when needed to ensure structural inequities are addressed, all voices are heard, and decision-making is data driven.

### Pandemic Acknowledgement

- × Interrupted Work Fully
- × Catalyzed Work
- × Delayed Work

### Executive Summary URL \*

[https://live-barstow.pantheonsite.io/sites/default/files/media/pdf\\_document/2019/2019-2022%20BCC%20Student%20Equity%20Plan%20Executive%20Summary\\_05012019-2.pdf](https://live-barstow.pantheonsite.io/sites/default/files/media/pdf_document/2019/2019-2022%20BCC%20Student%20Equity%20Plan%20Executive%20Summary_05012019-2.pdf)

## Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	×	✓	×	×	×
Economically Disadvantaged	×	×	×	✓	×
First Generation	×	✓	×	×	×
Black or African American Females	✓	×	×	×	×
Black or African American Males	×	×	✓	×	✓

## Successful Enrollment

## Black or African American Females

### Structure Evaluation: Friction Points

#### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

The college has a multi-step matriculation process which includes: application, FAFSA submission, orientation, guided self-placement, counseling and registration. Students are largely expected to complete this process on their own unless they reach out for assistance. The application process alone is quite cumbersome and to a certain subset of students, seeking help may be an action they are not willing to take, especially for those populations who have experienced racist and discriminatory structures and interactions. Black/African American females are one such group that may be reluctant to reach out for assistance with any part of the process. Additionally, the college does not currently follow up with students who have applied but not registered to assist with the process. The expectation for students to complete the entire process alone is somewhat unrealistic as a review of the college website shows that multiple links to information are out-of-date or broken. Additionally, a lack of on-campus childcare is a problem for many of our students and is a barrier to registering and taking courses.

### Structure Evaluation

#### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Structure Evaluation: Necessary Transformation to Reach Ideal

#### Necessary Transformation to Reach Ideal \*

A clear and concise matriculation process that can be easily followed with multiple points along the way for human intervention if necessary. Students would be reached out at different points. Childcare resources would be provided to students who may need assistance if opening an onsite childcare center is not feasible.

## Action

### Action Steps \*

Area of Inquiry: contact Black/African American female applicants who did not complete the process to register to fully understand their experiences. What were the barriers? What could the institution have done to break down those barriers? We will have employees reach out to these students via telephone to have these conversations. The qualitative data will be analyzed and findings will be shared with the SEA committee to decide action plans for years two and three. Additionally, committee members will go through the entire matriculation process, from application to registration, to gather information on where the process is broken and where information needs to be updated and/or added. Childcare resources will be gathered so that supports can be shared with students.

## Chancellor's Office Supports

### Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

### Explanation of Supports Needed

Professional development is needed across the entire campus regarding equity, diversity and inclusion with the goal of changing the culture from looking at the student as the problem to looking at the institution and its role in the student's success or lack thereof.

## Completed Transfer-Level Math & English

### Black or African American

## Structure Evaluation: Friction Points

### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for

our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### **Friction Points: Current Structure \***

The completion of transfer-level math and English is a two-part problem. First, students must register in the transfer-level courses in the first year and second, they must successfully pass those courses. Students are placed in the appropriate transfer-level math and English courses using guided self-placement however, with math, depending on the student's major, there are multiple options. Counselors play a vital role in helping guide students to the correct courses and also in encouraging them and showing them the resources available to succeed in the courses once they are enrolled. The college is suffering in terms of its student to counselor ratio which has a negative effect on student success. The recommended ratio is 1:370; the current ratio is 1:875. The low number of available counselors currently puts students on a three-week waiting list to get an appointment; appointments are required and drop-in appointments are not available. Additionally, students must take the initiative to reach out for counseling and other assistance such as tutoring, faculty office hours, and other resources; the college is not reaching out specifically to these students. Seeking counseling assistance may be an action that Black/African American students are not willing to take, as they have generally experienced racist and discriminatory structures and interactions throughout their educational journeys. The college may also need to focus on the basic needs of this population such as transportation; if they cannot get to class they either will not register or will not succeed.

## **Structure Evaluation**

### **Current Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### **Ideal Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

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

### **Necessary Transformation to Reach Ideal \***

An expansion of counseling and student advising support is necessary so that students are able to get the assistance they need more quickly. More frequent counseling appointments, in-class faculty guidance and support along with direct outreach by staff to share resources will help students get necessary courses to continue on their academic/career pathway while also providing just-in-time supports like tutoring. Fostering a

caring and equitable campus culture will also contribute to students' confidence in reaching out for help, whatever their needs are.

## Action

### Action Steps \*

Area of Inquiry: Contact Black/African American students who did not take transfer-level math and/or English in their first year. What were the barriers? What could the institution have done to break down those barriers? Contact Black/African American students who did not successfully pass transfer-level math and/or English. What were the barriers? What could the institution have done to break down those barriers? We will have employees reach out to these students via telephone to have these conversations. The qualitative data will be analyzed and findings will be shared with the SEA committee to decide action plans for years two and three.

## Chancellor's Office Supports

### Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

### Explanation of Supports Needed

Professional development is needed across the entire campus regarding equity, diversity and inclusion with the goal of changing the culture from looking at the student as the problem to looking at the institution and its role in the student's success or lack thereof.

## First Generation

### Structure Evaluation: Friction Points

#### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*



The completion of transfer-level math and English is a two-part problem. First, students must register in the transfer-level courses in the first year and second, they must successfully pass those courses. Students are placed in the appropriate transfer-level math and English courses using guided self-placement however, with math, depending on the student's major, there are multiple options. Counselors play a vital role in helping guide the students to the correct courses and also in encouraging them and showing them the resources available to succeed in the courses once they are enrolled. The college is suffering in terms of its student to counselor ratio which has a negative effect on student success. The recommended ratio is 1:370; the current ratio is 1:875. The low number of available counselors currently puts students on a three-week waiting list to get an appointment; appointments are required and drop-in appointments are not available. Additionally, students must take the initiative to reach out for counseling and other assistance such as tutoring, faculty office hours, and other resources; the college is not reaching out specifically to these students.

Navigating college and the processes that go with that is much more difficult for first generation students who do not have supportive family members to guide them through; this is new, unexplored territory with a map that is not always easy to read. If they do not reach out or know who to reach out to, they are often off course. The college needs to be the supportive family member. Additionally, there is a lack of bilingual materials available to students and their families regarding the college's processes. Students whose first language is not English have a much more difficult time navigating the processes.

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

The college needs additional counseling support so that students are able to get assistance right away, as needed. Students should meet with a counselor at least once per semester so that the correct courses are taken and so that students can be directed towards just-in-time supports. Students should be contacted by staff on a regular basis to offer supports and help them navigate their educational journey, so they do not feel lost in this new territory. All published materials should be available in multiple languages.

## Action

### Action Steps \*

Area of Inquiry: Hold focus groups for first generation students who did not take transfer-level math and/or English in their first year. What were the barriers? What could the institution have done to break down those barriers? Contact first generation students who did not successfully pass transfer-level math and/or English. What were the barriers? What could the institution have done to break down those barriers? We will have employees reach out to these students via telephone to have these conversations. The qualitative data will be analyzed and findings will be shared with the SEA committee to decide action plans for years two and three. All published materials will be translated into multiple languages beginning with Spanish as almost half of our students are Hispanic.

## Chancellor's Office Supports

### Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

### Explanation of Supports Needed

Professional development is needed across the entire campus regarding equity, diversity and inclusion with the goal of changing the culture from looking at the student as the problem to looking at the institution and its role in the student's success or lack thereof.

## Persistence: First Primary Term to Secondary Term

### Black or African American Males

## Structure Evaluation: Friction Points

### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

### Friction Points: Current Structure \*

Black/African American males are not represented in the faculty; they feel misunderstood by a faculty that is a majority white. BCC's students do not see themselves in the leadership or faculty on campus and that discourages them. Additionally, basic needs are oftentimes unmet, which results in students failing a semester and becoming unmotivated to progress. Transportation and a lack of evening courses are also a barrier for these students.

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

Hiring processes need to be reviewed to ensure that we are promoting positions to a large enough audience so that our hiring pools are more reflective of our student body. Students should be contacted by staff on a regular basis to offer supports and assist with basic needs. There should also be in-class support from faculty to ensure students feel that they are able to ask for help. This will contribute to students feeling more comfortable reaching out for help, whatever their needs are.

## Action

### Action Steps \*

Area of Inquiry: Contact Black/African American male students who did not return after their first primary term. What were the barriers? What could the institution have done to break down those barriers? What was their educational goal? We will have employees reach out to these students via telephone to have these conversations. The qualitative data will be analyzed and findings will be shared with the SEA committee to decide action plans for years two and three.

## Chancellor's Office Supports

### Supports Needed

- × Field Guidance & Implementation

- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

#### Explanation of Supports Needed

Professional development is needed across the entire campus regarding equity, diversity and inclusion with the goal of changing the culture from looking at the student as the problem to looking at the institution and its role in the student's success or lack thereof.

## Transfer

### Economically Disadvantaged

#### Structure Evaluation: Friction Points

##### Friction Points

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##### Friction Points: Current Structure \*

Barstow Community College is a small, rural, high poverty community where many are more concerned with meeting their basic needs than getting an education. The insular nature of this community keeps people from looking outside to better opportunities because their support system is very localized. The cost of relocating and the cost of living in a larger city is expensive. It is also difficult for students to see themselves at a four-year school. Additionally, there is no local public university; students must commute 65 miles or more to attend a public university without relocating. They can attend a private university but they will incur the debt that goes with it. The other option is to attend online but this limits their program options, financial aid and student supports. University applications cost money. Application fee waivers exist but this limits where they can apply to. Often students do not know about the waiver. The college does not do a good enough job educating students and their families on the financial support and myriad of resources available to students who transfer.

#### Structure Evaluation

##### Current Structure

- ✗ Instruction

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### **Ideal Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

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

### **Necessary Transformation to Reach Ideal \***

Students should be informed of transfer opportunities from the very beginning of their educational journey. As 70% of our students qualify for the CCPG fee waiver, transfer workshops and resources should be designed around economically disadvantaged students. College-specific informational resource packets should be created and disseminated to all students. Student field trips to universities should be offered frequently with an emphasis on speaking with students of a similar background who have successfully transferred and learning about supports available to students.

## **Action**

### **Action Steps \***

Area of Inquiry: Contact students who had a goal of transfer, that did complete an associate's degree but did not transfer. What were the barriers? What could the institution have done to break down those barriers? We will create a survey and reach out to these students through phone, email and address. The data will be analyzed and findings will be shared with the SEA committee to decide action plans for years two and three.

## **Chancellor's Office Supports**

### **Supports Needed**

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

### **Explanation of Supports Needed**

Professional development is needed across the entire campus regarding equity, diversity and inclusion with the goal of changing the culture from looking at the student as the problem to looking at the institution and its role in the student's success or lack thereof.

## Completion

### Black or African American Males

#### Areas of Completion

##### Areas of Completion \*

- × Adult Ed/Noncredit Completion
- × Certificate Completion
- ✓ Degree Completion

#### Structure Evaluation: Friction Points

##### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

##### Friction Points: Current Structure \*

Black/African American males are not represented in the faculty; they feel misunderstood by a faculty that is a majority white. Our students do not see themselves in the leadership or faculty on campus and that discourages them. Additionally, basic needs are oftentimes unmet, which results in students failing a semester and becoming unmotivated to progress. Transportation and a lack of evening courses are also a barrier for these students.

#### Structure Evaluation

##### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)

× Other

### **Ideal Structure**

× Instruction

× Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

× Other

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

### **Necessary Transformation to Reach Ideal \***

Hiring processes need to be reviewed to ensure that we are promoting positions to a large enough audience so that our hiring pools are more reflective of our student body. Students should be contacted by staff on a regular basis to offer supports and assist with basic needs. There should also be in-class support from faculty to ensure students feel that they are able to ask for help. This will contribute to students feeling more comfortable reaching out for help, whatever their needs are. Programming needs to appeal to this group of students so that what we offer aligns with their educational and personal goals whether it be skills building for employment gains or transferring to a university to further their education.

## **Action**

### **Action Steps \***

Area of Inquiry: Complete an analysis of course taking patterns of our Black/African American male students. What are their educational goals? How many units are they taking before they stop-out? How many semesters are they attending before they stop-out? Are there specific courses they are failing out of? The data will be analyzed and findings will be shared with the SEA committee to decide action plans for years two and three.

## **Chancellor's Office Supports**

### **Supports Needed**

× Field Guidance & Implementation

✓ Technical Assistance/Professional Development

× Data & Research

× Policy & Regulatory Actions

× Technology Investments & Tools

× Proof of Concept Pilots

× Strategic and Operational Communication

### **Explanation of Supports Needed**

Professional development is needed across the entire campus regarding equity, diversity and inclusion with the goal of changing the culture from looking at the student as the problem to looking at the institution and its role in the student's success or lack thereof.

# Student Support Integration Survey

## 1. Previous Equity Efforts

### 1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

The BRASS program was created for for male students of color to provide resources to promote academic integrity, personal development, and social interaction between minority males at Barstow Community College. The group allows male students of color to have a place for open dialogue to increase retention and graduation rates.

The STEP program's vision is to increase the number and proportion of students who commit to transfer as an educational goal, especially disproportionately impacted populations. BCC also hosts workshops for AB540 students. These workshop topics include resources for students, knowing their rights in regards to transferring and funding their education.

ACCESS also hosts workshops and programs for students with disabilities throughout the year. These workshops provide professional development for faculty, staff, and administrators to work with students with disabilities.

## 2. Guided Pathways

### 2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

In alignment with the equity-focused Guided Pathways framework, Barstow Community College has implemented several equity practices to remove barriers, empower learners, increase socioeconomic and career mobility, foster unconditional belonging, and create systemic change. The following examples illustrate the alignment of these efforts to the Guided Pathways Pillars:

#### Clarify the Path

- Marketing materials and advertisements in Spanish to attract Spanish speaking students
- Outreach events hosted by the FAO to increase FASFA participation
- Workshops for AB540 students during the Undocumented Student Action week
- Use of an integrated CVC-OEI course design rubric with locally developed online equity rubric applied to all online and hybrid courses
- Help Students Choose and Enter a Path
- Zero cost non-credit CDCP (Career Development and College Preparation) programs
- Accelerated CTE program targeted to underrepresented groups, unemployed, low income, and working adults with direct job placement

#### Help Students Stay on the Path

- Access to technology: free Chromebooks and hotspots, destigmatizing tutorial services for male students
- "Just-in-time" embedded Canvas tutorials in every online class
- An increase in the number of faculty adopting ZTC textbooks and the inclusion of a ZTC indicator icon on the class schedule
- Basic Needs program that promotes equitable access to food, housing, mental health services, and critical on and off- campus resources to maximize student success in achieving educational goals



- Creation of virtual LGBTQ+ support group within the Mindful Space online environment

Ensure Students are Learning

- Destigmatizing tutorial services for male students, specifically Black Males
- The Barstow Community College Student Transfer Enhancement Program (STEP) is a support program within the Transfer & Career Center designed to enhance the transfer of students. STEP's goal is to provide students with the necessary knowledge to make informed decisions in their development of a plan that ensures a successful transition from BCC to a four-year university.
- BRASS (Brothers Reaching Academic Success and Service) program for male students of color, that provides resources to promote academic integrity, personal development and social interaction between minority males at Barstow Community College

### 3. General Accessibility

#### 3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

The TLSC provides students with hotspots and laptops to increase access in technology for students in the community. The DEITC (Distance Education and Instructional Technology) committee actively looks at ensuring ADA compliance in regards to our online modality for students with disabilities.

ACCESS provides individual accommodations, alternate text orders, and assistive technology. Some of the more common accommodations and services include:

- Specialized Smart Pen and C-Pen training
- Kurzweil3000 training
- Bookshare services and training
- Testing accommodations (tests scan and read)
- Scribe and notetaking services
- Mobility assistance
- Providing alternate media for Textbooks and uploading OER books into Kurzweil3000.
- Liaison to the Department of Rehabilitations

### 4. Financial Aid

#### 4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

BCC recognizes the importance of financial aid in ensuring student success and completion as students who have unmet financial needs are less likely to successfully complete their courses and programs of study. To this end, the Financial Aid Office (FAO) hosts annual Fund your Future events at all local high schools to promote FAFSA completion and ensure that students are aware of Cal Grant opportunities prior to important deadlines. In addition, the FAO collaborates with other departments to promote financial aid awareness and has done presentations on:

- Fund Your Future
- Scholarship Workshops
- Dream Act Info Session
- Financial Aid: What You Need to Know

The FAO has partnered with the Public Information Officer (PIO) to produce marketing for social media including loan awareness, emergency aid opportunities, scholarship applications, work study availability, FAFSA application reminders, etc. These are all new avenues of connecting with students that were not used prior to the pandemic.

BCC has trained the Welcome Center staff to assist students in FAFSA applications and the FAFSA is treated as an onboarding item like the admission application and orientation to increase the number of students submitting.

**4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.**

The FAO has been understaffed which has resulted in not enough personalized assistance to students. BCC is in the final hiring stages and will have all staff in place by December 1, 2022. This is crucial to ensuring students complete the financial aid application process. With staffing issues rectified, the FAO will introduce call campaigns for all enrolled students who have not completed their financial aid package or have not yet applied.

The FAO has issues with significant email traffic and students emailing repeatedly. BCC recently implemented a ticketing system to more efficiently assist students who need assistance with the application process.

**4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.**

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.

Yes

**4.3.1 (Yes) Please Describe Additional Student Aid Provided \***

- California Promise Grant
- Promise Program Waiver
- Cal Grant A
- Cal Grant B
- Cal Grant C
- Chafee Grants
- Student Success Completion Grant (SSCG)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Veterans' Benefits and Programs
- Finish Line Emergency Scholarships
- Federal Direct Loans
- Federal Work Study
- Scholarships

## 5. Basic Needs

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

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

### 5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

- Food pantry
- Produce market
- Daily breakfast, lunch, and snacks
- CalFresh application assistance
- Hygiene supplies
- Clothing closet
- Past due rent/utilities
- Moving costs/security deposits
- Monthly housing costs

### 5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

BCC plans to improve the accessibility of existing basic needs resources, strengthen them, and expand its capacity to serve more students by extending food pantry hours (Barstow and Fort Irwin campuses) to reduce conflicts with student schedules so that more students can have access. BCC regularly markets through social media and direct emails the hours of the food pantry and produce market but there are plans to do more targeted marketing to special program populations through cooperation with the FAO and Special Programs and Services.

### 5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

All currently enrolled BCC students are eligible and have access to our Food Pantry, Produce Market, Hygiene Supplies and Clothing Closet. Breakfast, lunch, and snacks are available daily and fresh produce is offered once a month. Furthermore, students can receive up to seven full-sized hygiene items monthly and five articles of clothing weekly. BCC's basic needs area has received support from several funding sources in the past two years. Hunger-Free Campus allocation as well as our Barstow College Foundation have donated funds to support the food pantry, including our Drive-thru pantry events during the height of the COVID-19 pandemic. Another community partner, New Hope Village (Barstow's local homeless shelter/organization), has donated commodities to our food distributions for BCC students. Prior to the pandemic, collaboration with Community Action Partnership of San Bernardino (CAPSBC) and acting as a Salvage Partner BCC was able to visit warehouses and take whatever non-perishables, food, and supplies available that would benefit BCC students and offer these during our campus distribution times. CalFresh application assistance to ensure all students have access to public benefits for which they are likely eligible.

## 6. Zero-Textbook Cost

### 6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

There have been many discussions about ZTC textbooks in the Curriculum Committee meeting. There have also been two workshops provided by the ASCCC OERI committee for the faculty at BCC. The outcome of these workshops has caused an increase in faculty adopting ZTC textbooks. Currently BCC has 82 courses approved for OER.

## 7. LGBTQ+ Supports

### 7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Barstow Community College plans to:

- Increase professional development and training on serving LGBTQ+ students
- Revitalize LGBTQ+ club on campus
- Increase LGBTQ+ students access to mental health services on campus
- Track LGBTQ+ students' success rates
- Implement a statement of support of LGBTQ+ students into course syllabi
- Establish a process for outreach and engagement to LGBTQ+ students
- Create a supportive and safe campus climate for LGBTQ+ students
- Create a safe space on campus for LGBTQ+ students

## 8. Mental Health Supports

### 8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

The college has made great headway in addressing this as an unmet need by opening up a mental health center on campus called The Mindful Space in 2020. The overarching foundational tasks of The Mindful Space are to address the unmet mental health needs of students, provide for trainings on mental health and wellness, act as an informational hub for mental health services for the college community, and to expand the reach and connection to the community of Barstow. The main service that BCC currently provide to address this need is individual psychotherapy for students (full or part time) which is provided in a variety of ways such as face to face, video, and telephone. This allows for students to access mental health care regardless of where they are located. Our other core services are: coaching through the use of a self-help program called SilverCloud, support groups for the LGTBQ students, crisis intervention walk in hour, disciplinary support services, and ADA assessment for mental health disability accommodation. To further expand and grow our mental health program The Mindful Space added services to address needs that were identified in year one of the program. These services were necessary to start to reach out to individuals who might not otherwise have access to mental health services. An additional service added in 2021 to students was psychiatric evaluations for psychotropic medication through Mantra Health. This was necessary as students found it difficult to access a psychiatrist in the Barstow community. BCC also added a referral service program, CareSolace, that is open to staff, faculty, students, their children and their families. This was necessary as BCC recognized early on that although students can be seen for psychotherapy in The Mindful Space there was still a limit on capacity for others seeking help. CareSolace finds service providers in the state who will see an individual based upon their insurance coverage, sliding scale, or free community care. BCC plans to expand The Mindful Space by creating MOU's with three organizations within our local community, Indian Health Care, The Family Resource Center, and TAY-Victor Treatment Program. BCC provide consultations to

community members and anyone needing mental health information. The Mindful Space also presents at local conferences, presents on mental health awareness topics to the public, and gives professional development directly to staff/faculty.

## 9. Institutional Planning

### 9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

BCC's Strategic Plan expires in 2024 and efforts to write a new plan are underway. During the strategic planning process, BCC will be focused on identifying institutional practices that create disparities in academic achievement for students.

### 9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

BCC is working on creating a process for constituent groups to request the use of categorical funding such as Strong Workforce Program (SWP), Basic Needs, Mental Health, Food Pantry, and LGBTQ+ Support to support equity efforts. The process will require the requestor to describe how the use of the funds will support efforts and will help track activities on campus.

### 9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

BCC recognizes the importance of the student voice in advancing institutional goals and as such has passed a resolution granting the Student Trustee and advisory vote as a standing member of the Board of Trustees.

During the next year, BCC will actively engage with students through surveys and focus groups to gain perspective and a better understanding of their experiences.

## Certification

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12/15/2022 11:28 AM PST

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12/16/2022 12:49 PM PST

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12/15/2022 09:57 AM PST

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12/15/2022 09:57 AM PST



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