

Barstow College - Student Equity Plan (2022-25)

CERTIFIED

Workflow: Preview

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

BCC recognizes that it is the responsibility of all employees to recognize our own individual unconscious bias and as such has begun to offer trainings to staff. Faculty have attended trainings related to culturally responsive curriculum and classroom practices. Data was reviewed at the intersectionality of the different demographic populations to look for disproportionately impacted groups. However, much work needs to be done as an institution to systemically address structural perpetuation of inequities through curriculum, processes, and procedures.

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

Name	Responsibility	Institution	Email Address	Phone Number
Eva Bagg	Chancellor/President	n/a	ebagg@barstow.edu	(760) 252-2411
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Jennifer Rodden Ph.D.	Chief Instructional Officer	n/a	jrodden@barstow.edu	(760) 252-6824
Melissa Matteson	Academic Senate President	n/a	mmatteson@barstow.edu	
Clementina Macias	Guided Pathways Coordinator/Lead	n/a	cmacias@barstow.edu	

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

Student Populations Experiencing Disproportionate Impact and Metrics

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

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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

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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

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- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
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- × 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

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Student Support Integration Survey

Certification

Chancellor/President

Eva Bagg
Superintendent-President
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(760) 252-2411

Approved by Eva Bagg

12/15/2022 11:28 AM PST

Chief Business Officer

Deedee Garcia
Vice President of Administrative Services
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Approved by Deedee Garcia

12/16/2022 12:49 PM PST

Chief Instructional Officer

Jennifer Rodden Ph.D.
Vice President of Academic Affairs
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Approved by Jennifer Rodden Ph.D.

12/15/2022 09:57 AM PST

Chief Student Services Officer

No users have been assigned to this role.

Approved by Heather Minehart

12/15/2022 09:53 AM PST

Academic Senate President

Melissa Matteson

DSPS Counselor

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Approved by Rodolfo Duque

12/15/2022 10:51 AM PST

Guided Pathways Coordinator/Lead

Clementina Macias

Dean of Counseling and Student Success

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Approved by Jennifer Rodden Ph.D.

12/15/2022 09:57 AM PST



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