



Barstow Community College 2025-28 Student Equity Plan Executive Summary

Introduction

The 2025-28 Student Equity Plan for Barstow Community College (BCC) utilizes college-based research to examine student equity data. The Student Equity and Achievement (SEA) Committee focused on each of the 5 identified metrics, setting goals and identifying strategies for eliminating disproportionate impact and closing equity gaps. The five indicators are identified as: Successful Enrollment, Completion of Transfer-Level Math & English, Persistence, Completion, and Transfer to a 4-Year College or University.

Barstow Community College ensures active involvement of all campus groups by prioritizing broad engagement and amplifying student voice throughout the development of the Student Equity Plan (SEP). The College has embedded inclusive practices into equity planning processes to support and uplift affinity groups and historically marginalized populations, including Black, Latinx, Asian/Pacific Islander, LGBTQIA+, foster youth, veterans, justice-impacted students, and students with disabilities. By centering identity and lived experiences as strengths, the initiative cultivates belonging and encourages participation in identity-based organizations and targeted support services.

To reach disproportionately impacted populations more systematically, BCC collaborates with programs such as Extended Opportunity Programs and Services (EOPS), Foster Youth Services, Disability Support Programs and Services (DSPS), and Veteran Services. Through structured listening sessions and programming with these partners, the College captures the unique barriers and priorities of students from diverse racial, socioeconomic, and identity backgrounds, including first-generation and economically disadvantaged students. Student leadership is directly embedded into governance structures. The Commissioner of Diversity and Equity from the Associated Student Government (ASG) serves as a standing member of the Student Equity and Achievement (SEA) Committee, contributing to data analysis, goal setting, and strategy development.

Feedback collected through forums, affinity initiatives, and listening sessions is systematically disaggregated by demographic groups and integrated into the ongoing refinement of the SEP. These comprehensive strategies demonstrate BCC's commitment to embedding student voice, ensuring resource allocation and programming remain data-informed, responsive, and reflective of its diverse student population. By sustaining inclusive dialogue and accountability, the College reinforces shared responsibility as a cornerstone of its 2025-2028 equity mission.

Review of 2022-2025 Student Equity Plan

In reflecting on the 2022-2025 Student Equity Plan cycle, Barstow Community College has deepened its understanding of the root causes of disproportionate impact and equity gaps through disaggregated data analysis, student voice, and equity-focused professional learning. For the Successful Enrollment metric, BCC met its target outcome for increasing enrollment among Black/African American females through a research-based, campus-wide initiative.

During the fall 2024 In-Service, Dr. Darla Cooper and RP Group colleagues presented the African American Transfer Tipping Point study, including findings specific to BCC students. Faculty, staff, and administrators then participated in tailored breakout sessions that addressed barriers such as probation stigma, microaggressions, and inequitable counseling access. These dialogues surfaced systemic inequities and generated actionable strategies.



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One outcome was the redesign of the Academic Probation process into the RESET Support Program, which reframes probation through a holistic five-pillar framework: Reignite, Engage, Strengthen, Elevate, and Thrive. RESET has shifted institutional culture by embedding equity-minded practices into probation policies and centering student growth. The Shades of Sisters (SOS) cohort further advanced belonging and leadership development for women of color, affirming that identity-based programming improves persistence.

Similarly, first-generation programming, including the inaugural First Gen Viking Day, storytelling campaigns, and a dedicated webpage, helped normalize the first-gen experience, build social capital, and connect students to wraparound supports. The Find Your Anchor campaign introduced the Multicultural and Equity Communities landing page, creating a digital hub of resources and belonging for students, staff, and faculty.

At the institutional level, Tableau dashboards increased accountability by making disaggregated equity data accessible to governance bodies and planning groups. These tools enabled timely adjustments to strategies and fostered transparency in progress monitoring. Building on this foundation, BCC has also learned the importance of connecting academic planning to career pathways.

The following table shows expenditures from the 2022-2025 Student Equity Plan:

Object Code	Category	2022-23	2023-24	2024-25
1000	Academic Salaries	\$ 243,537	\$ 209,972	\$ 305,043
2000	Classified & Other Nonacademic Salaries	\$ 479,335	\$ 504,222	\$ 715,949
3000	Employee Benefits	\$ 277,719	\$ 365,771	\$ 544,515
4000	Supplies & Materials	\$ 4,644	\$ 10,512	\$ 8,981
5000	Other Operating Expenses & Services	\$ 40,504	\$ 75,568	\$ 126,455
6000	Capital Outlay	\$ -	\$ 381	\$ 2,194
7000	Other Outgo	\$ 16,166	\$ 36,400	\$ 63,031
Total		\$ 1,061,905	\$ 1,202,827	\$ 1,766,167

Successful Strategies Carried Forward into the 2025-2028 SEP

Barstow Community College has identified several strategies from the 2022-2025 Student Equity Plan cycle that will be intentionally carried forward into the 2025-2028 plan. These discoveries represent cultural shifts and structural practices that have strengthened the College's equity framework and will guide future development and implementation.

The following strategies from the 2022-2025 Student Equity Plan will be intentionally carried forward into the 2025-2028 plan:



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1. Race-Conscious Professional Learning and Communities of Practice

The 2024 In-Service, anchored by the African American Transfer Tipping Point study, demonstrated the power of professional learning grounded in race-specific research and role-based dialogue. By equipping administrators, faculty, counselors, and classified professionals with strategies to address barriers such as probation stigma, microaggressions, and inequitable counseling access, BCC fostered a culture of shared responsibility for equity. Building on this model, Communities of Practice are being established as ongoing spaces for dialogue, shared learning, and the co-creation of equity-minded strategies, ensuring that equity work extends beyond one-time events into sustained institutional practice.

2. Identity-Affirming Programs and Belonging Campaigns

Programs such as the RESET Program and SOS have shown that targeted, identity-affirming supports transform outcomes while reshaping institutional culture. RESET reframes probation through a holistic, growth-oriented five-pillar framework, while SOS builds leadership and belonging among women of color. Similarly, first-generation programming including the inaugural First Gen Viking Day, storytelling campaigns, and a dedicated webpage, has normalized first-gen identity, connected students to wraparound supports, and built social and educational capital. The Find Your Anchor campaign, tied to the Multicultural and Equity Communities landing page, further extended this work by offering a digital hub of stability, resources, and belonging for students, staff, and faculty. Collectively, these initiatives demonstrate how identity-affirming and visibility-building programs expand inclusion and persistence across multiple student populations.

3. Data-Informed Planning and Guided Pathways Tools

The adoption of Tableau dashboards has provided real-time, disaggregated data on enrollment, retention, completion, and transfer. Embedding these tools into program review, Communities of Practice, and governance processes has increased transparency, strengthened accountability, and ensured equity goals are integrated into strategic planning. Building on this foundation, BCC will implement DegreeWorks Student EdPlans and Program Mapper during the 2025-2028 cycle. These tools will help students connect their academic choices to career goals, provide clear pathways to completion, and align supports with equity priorities, further institutionalizing Guided Pathways practices in service of equity.

These discoveries, professional learning tied to Communities of Practice, identity-affirming programs and campaigns, and data-informed planning integrated with guided pathways tools, will provide continuity between planning cycles. They ensure that the 2025-2028 Student Equity Plan builds on proven successes while embedding equity as a shared, campus-wide responsibility.

2025-2028 Goals and Strategies for Eliminating Disproportionate Impact and Closing Equity Gaps

BCC will implement a comprehensive, data-informed process for the ongoing review and evaluation of the Student Equity Plan (SEP) Goals and Strategies for eliminating disproportionate impact and closing equity gaps. The Student Equity and Achievement (SEA) Committee will work with the college's Office of Institutional Research (OIR) to develop an activities-based implementation plan, aligned with the college's common equity goals and broader Strategic Plan.



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The SEA Committee, in collaboration with the Office of Institutional Research, will review metrics, outcomes, and progress reports in an ongoing way using Tableau analytics to identify persistent equity gaps and highlight opportunities for targeted intervention. To ensure institutional integration, these reviews will be woven into program review, strategic planning, enrollment management, and resource allocation processes.

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	8.4%	15	2.5%	5	6.5%	12
White	8.7%	150	8.4%	147	10.4%	181
Completed Both Transfer-Level Math & English - DI Student Populations						
First Generation	12.2%	50	1.2%	5	4.4%	19
Hispanic Male	10.3%	18	0.8%	2	5.3%	10
Completion - DI Student Populations						
Black or African American	14.4%	19	0.7%	1	6.7%	9
Econ Disadvantaged Male	14.5%	41	4.2%	12	8.3%	24
First Generation Male	14.7%	23	1.1%	2	6.7%	11
Hispanic Male	14.1%	22	1.8%	3	7.3%	12
Male	13.4%	47	7.6%	27	11.3%	40
White Male	12.8%	10	0.6%	1	8%	7
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	25.1%	85	1.8%	6	6.3%	22
First Generation	21.4%	40	2.9%	6	8.9%	17

Table 1. Summary of Disproportionately Impacted (DI) Student Populations at BCC



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Key Strategies to Advance Successful Enrollment Goals — Disproportionately Impacted Student Populations

- Create initiatives such as Coffee with the College to meet prospective students and families in community spaces, with targeted engagement for Asian, White, and other underserved populations to remove access barriers and promote equitable enrollment.
- Implement the Viking Prep Program through the Welcome Center, partnering with local high schools to guide students through the Steps to Success for enrollment, ensuring disproportionately impacted students have seamless pathways from high school to college.
- Strengthen the Welcome Center as a one-stop hub for enrollment support, while expanding culturally relevant curriculum such as Introduction to Asian American Studies and Introduction to Native American Studies to validate student identities and increase enrollment.
- Expand dual enrollment opportunities with local high schools, ensuring disproportionately impacted students earn college credit early, build confidence in their ability to succeed, and transition seamlessly into BCC after graduation.
- Strengthen direct pipelines into the Promise Program through the Welcome Center by coordinating with high school counselors and families, ensuring affordability and access for disproportionately impacted students, with an emphasis on rural and low-income communities.
- Provide intrusive case management from application through registration, assigning Welcome Center staff to track and support disproportionately impacted students step by step, reducing procedural barriers and preventing drop-off before enrollment is completed.

Key Strategies to Advance Successful Enrollment Goals — Overall Student Population

- Scale the Welcome Center into a comprehensive enrollment hub that provides all students with access to application assistance, financial aid workshops, advising, and technology support, ensuring equitable entry points for the entire student population.
- Develop user-friendly online enrollment tools, including guided “Steps to Success” modules and real-time support via chat or text, to reduce barriers for all students, especially those balancing work, family, or distance challenges.
- Strengthen partnerships with local employers, faith-based organizations, and community agencies to promote college enrollment opportunities broadly, ensuring all populations are reached through trusted networks beyond the campus.

Key Strategies to Advance Successful Completion of Transfer-Level Math & English — Disproportionately Impacted Student Populations

- Offered embedded tutoring, peer mentors or academic coaches in math and English courses, plus, provide mental health counseling, food assistance and transportation support for all impacted students.
- Provide Culturally Responsive Pedagogy training for Faculty. Provide culturally responsive training to staff and administrators.
- Develop first year experience program and robust orientation.



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Key Strategies to Advance Successful Completion of Transfer-Level Math & English — Overall Student Population

- Implement an early alert system that flags academic, financial, and personal risk indicators and connects DI students with targeted support services, including tutoring, counseling, special programs and basic needs.
- Launch annual equity institutes and yearlong Communities of Practice to train Math and English faculty in culturally responsive pedagogy, inclusive assessment, and strategies for reducing racial equity gaps.

Key Strategies to Advance Student Persistence Goals — Disproportionately Impacted Student Populations

- BCC will expand embedded tutoring in all transfer-level math and English courses, paired with professional development for faculty and tutors in culturally responsive practices that address equity gaps. Faculty will engage in ongoing training focused on inclusive pedagogy and high-engagement online teaching strategies, particularly relevant for DI students who rely on online modalities.
- BCC will fully implement an early alert system to identify and support students at risk of withdrawal. Students flagged will be connected proactively with counselors, advisors, and faculty. Wraparound referrals will link persistence interventions with the Teaching and Learning Support Center (TLSC), DSPS, Promise, Library, RESET, and other programs to provide holistic academic, technological, and personal support that advances digital inclusion and overall student success.
- BCC will require DegreeWorks Student Education Plans for 100% of new students by the end of their first term. A program mapping tool will be embedded into orientation and advising, allowing students to see course sequences and career outcomes more clearly. Guided Pathways teams composed of counselors, advisors, and faculty will monitor persistence and intervene early to support students in their pathways.
- BCC will expand access to wellness services, including mental health counseling, peer support groups, and wellness workshops, with a goal of increasing student engagement in academic counseling and mental health/wellness services by 20% by 2028. Intentional partnerships between TLSC, Library, RESET, Promise, DSPS, and other special programs will align academic, wellness, and cultural supports, ensuring students experience coordinated, equity-minded care across campus.
- BCC will continue the Find Your Anchor campaign and Multicultural & Equity Communities page to create a digital hub of resources and belonging for students, staff, and faculty. Cohort-based programs such as SOS and First Gen Viking Day will be sustained and scaled, building identity-affirming spaces that strengthen persistence for DI students.
- BCC will work to provide identity affirming spaces like Umoja, Puente and a cultural center to support our black, Latinx and indigenous students.

Key Strategies to Advance Completion Goals — Disproportionately Impacted Student Populations

- Use degree audit tools to proactively identify DI students close to completion and connect them with counselors and support teams to remove final barriers to degree/certificate attainment.
- Embed culturally relevant curriculum in student success and career planning to increase retention and guide DI students toward timely completion and educational outcomes.



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- Develop and promote clear ADT pathways with structured counseling, especially for Hispanic male and first-generation students.
- Strengthen completion by embedding basic needs referrals (food, housing, tech support, financial aid) into counseling, tutoring, and advising sessions so students receive both academic and personal support in one coordinated plan.
- Reduce financial barriers and improve course persistence by expanding Zero Textbook Cost (ZTC) pathways and integrating high-quality, culturally relevant Open Educational Resources (OER) across disciplines.

Key Strategies to Advance Completion Goals — Overall Student Population

- Adopt a program mapping tool to provide students with clear, visual degree and certificate roadmaps that link coursework with transfer and career outcomes, reducing confusion and delays.
- Scale use of DegreeWorks to ensure all students have individualized, up-to-date Student Education Plans that track progress and flag when interventions are needed.
- Establish early career assessments tied to academic planning to help students align majors, coursework, and long-term goals, fostering motivation and timely completion.
- Offer regular workshops for all students on degree planning, ADT pathways, and transfer requirements to ensure clarity and reduce delays to completion.

Key Strategies to Advance Transfer Goals — Disproportionately Impacted Student Populations

- Strengthen the Transfer Center's outreach and advising through expanded partnerships with CSU, UC, and independent/private institutions.
- Leverage identity-affirming programs (RESET, SOS, Promise, First Gen Viking Day, and Find Your Anchor) to foster persistence through to transfer, with emphasis on disproportionately impacted populations.
- Scale embedded tutoring in transfer-level math and English and use an early alert system to increase throughput in gateway courses that are critical for transfer readiness.
- Establish Communities of Practice for faculty and staff to strengthen transfer-promoting pedagogy and culturally responsive practices.
- Expand cross-campus partnerships (TLSC, Library, Promise, DSPS, and special programs) to align academic, wellness, and cultural supports with transfer milestones.

Key Strategies to Advance Transfer Goals — Overall Student Populations

- Expand Associate Degree for Transfer (ADT) options and require proactive counseling or workshops for students with 30+ units. DegreeWorks and Program Mapper will be integrated to ensure every student has a clear, transferable pathway aligned with CSU, UC, or private universities.
- Explore institutionalizing a credit-bearing Transfer Academy course paired with mentoring programs. These supports will provide structured, scalable transfer preparation, university connections, and peer support for all students, with added benefit to first-generation and DI populations.
- Implement electronic transcript delivery and ensure CSUGE, IGETC, and Cal-GETC certifications are included on official transcripts. These structural improvements will reduce delays, increase efficiency, and support equitable transfer outcomes across the entire student population.



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Student Populations Experiencing DI for Intensive Focus

BCC will provide intensive focus on two key student populations: First-Generation Students, and Black/African American Students. College goals for First-Generation Students include raising the persistence rate to 70%, improving transfer rates by 8.9% (22 students), increasing throughput to 20%, and embedding first-generation identity into institutional culture.

College goals for Black/African American Students include raising the persistence rate to 70%, improving transfer rates to meet Vision 2030 goals, increasing retention and completion in Math & English, and a campus culture where equity, belonging, and Black Student success are institutionally embedded.

Key Strategies to Advance Goals for First-Generation Students

- Simplify enrollment, orientation, financial aid, and advising through intentional integration of DegreeWorks and program mapping tool.
- Institutionalize Transfer Academy, a credit-bearing course embedding transfer prep into the curriculum.
- Expand proactive advising via Guided Pathways teams (counselor, advisor, faculty triads).
- Develop mentoring programs pairing students with faculty/staff/alumni who were first-gen.
- Integrate early alerts to identify at-risk first-gen students and connect them with TLSC, DSPS, RESET, Library.
- Embed financial literacy workshops and Promise Program advising into first-year experience.
- Scale cohort-based interventions (wraparound support, embedded tutoring in math/English)

Key Strategies to Advance Goals for Black/African American Students

- Reframe probation and retention structures through programs like RESET to affirm growth and belonging.
- Examine policies for hidden bias (probation language, course placement, disciplinary policies).
- Scale culturally affirming professional development for faculty/staff (building from RP Group collaboration and African American Transfer Tipping Point study).
- Expand Shades of Sisters (SOS) and develop parallel identity-affirming cohorts for Black/African American men.
- Institutionalize faculty/staff Communities of Practice to share and scale race-conscious pedagogy and advising strategies.
- Embed mentorship programs connecting Black/African American students with faculty, staff, alumni, and community leaders.
- Increase access to early alert interventions and embedded tutoring in transfer-level math/English.
- Leverage Find Your Anchor and the Multicultural & Equity Communities landing page to provide visible, centralized supports and physical spaces on campus.

Student Education Plans for DI Student Populations

Students most in need of structured guidance disproportionately reach the first-term/first-year milestones without a comprehensive, career-aligned plan, undermining persistence, throughput, and transfer. BCC has developed an action plan to embed CSEP creation earlier (first term), integrate career counseling/assessment, and scale DegreeWorks within Guided Pathways and Promise supports.



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Key Strategies to Advance Goals for Comprehensive Education Planning

- **Mandatory First-Term CSEP Completion:** Require all new students to complete a CSEP by the end of their first primary term through onboarding, orientation, and proactive counseling outreach.
- **Embedded Career Counseling and Assessment:** Integrate career assessments and structured career counseling into onboarding and first-year experience courses so that education plans are explicitly tied to career interests and transfer goals.
- **Guided Pathways Integration:** Embed DegreeWorks, Student EdPlans, and program maps into counseling, advising, and instruction to ensure that students can visualize full program roadmaps connected to careers.
- **Counseling Outreach and Case Management:** Implement Guided Pathways teams (counselor, advisor, faculty) with proactive scheduling for DI students flagged by early alerts to ensure they are not overlooked.
- **Promise Program Alignment:** Expand the Promise Program to guarantee first-semester CSEP development for Promise students, ensuring equity in both financial and academic planning supports.
- **Cross-Campus Coordination:** Strengthen partnerships across TLSC, Library, DSPS, and RESET to provide referrals and holistic supports during the CSEP process.

Strategic Budget Priorities

Barstow Community College has developed a strategic budget to meet the goals and strategies in the 2025-2028 Student Equity Plan. Funded activities have been prioritized by the SEA Committee to align with the college's Strategic Plan and the Chancellor's Office Vision 2030 priorities. The 2025-2028 SEP will fund the following academic and support services to help eliminate disproportionate impact and close equity gaps:

- Student Success Advisors and Counseling Faculty
- In class/out of class learning tools (embedded tutoring, supplemental instruction, tutors, etc.)
- Professional development for staff, faculty, and management
- Communities of Practice and Culturally Responsive Teaching and Learning Workshops
- Student engagement activities (Anchor events, Shades of Sisters, First-Gen Viking Day, etc.)
- Transfer and Career Readiness activities
- Software (Pathify, DegreeWorks, Program Mapper, etc.)
- Research pertaining to Student Equity and DI groups

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