



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program Executive Summary

The Student Equity Plan for Barstow Community College utilizes college based research to examine our college equity data. The Student Success and Equity Committee (SSEC) focused on each of the five identified success indicators looking at the disproportionate impact on educational outcomes based on updated equity research using 2015-2016 data. The five indicators are identified as: Access, Course Completion, ESL/Basic Skills Completion, Degrees and Certificates, and Transfer. The data showed we had student populations that were disproportionately impacted.

Disproportionate impact occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)]

80% rule means: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.

Key findings in the study included:

1. Access
 - a. Male enrollment is still significantly lower than female enrollment.
 - b. All age groups are Disproportionately Impacted except for our reference group of 20-24 year olds.
 - c. Hispanics, African Americans, Pacific Islanders, American Indian/Alaskan Native, White
 - d. DSPS (Access students or students with disabilities) have a low enrollment rate about 2000+ in the community identify as having a disability but we have only enrolled 125 of that population.
 - e. Foster youth dropped out of the at risk population.
 - f. Veterans are disproportionately impacted
 - g. Economically disadvantaged are no longer showing as disproportionately impacted
2. Course Completion
 - a. African Americans are not completing their courses at Barstow Community College
 - b. Distance Education Course Completion:
 - i. 18-24 year olds are having the hardest time completing and being successful online
 - ii. African Americans, American Indian/Alaskan Native, Pacific Islanders are disproportionately impacted
3. Basic Skills
 - a. Math (Scorecard Data used – 2010-2011 cohort)
 - i. Males are disproportionately impacted
 - ii. Older students are disproportionately impacted
 - iii. African-American and American Indian/Alaskan Native are disproportionately impacted
 - iv. Students who identified as foster youth did not complete the sequence
 - b. Basic Skills English (Scorecard Data used – 2010-2011 cohort)



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- i. Males are disproportionately impacted
 - ii. 20 to 24, 30 to 34 and 40+ are disproportionately impacted
 - iii. All Ethnicities are disproportionately impacted except Asian/Filipino
 - iv. Students with disabilities are disproportionately impacted
 - c. ESL (Scorecard Data used – 2010-2011 cohort)
 - i. Females, ages 20+, Asian/Filipino, and White show Disproportionate Impact
 - ii. Very small cohort-difficult to determine DI populations
4. Degree/Certificate Completions
 - a. Ages up to 34, American Indian/Alaskan Native, Hispanic, White, Foster Youth are Disproportionately Impacted
5. Transfer
 - a. All ages except 35 to 39, all ethnic groups except Asian/Filipino, disabled students, and foster youth are all impacted. (please check the validity of this statement; typically disabled and foster youth have very low transfer rates)

In the spring of 2015, the College began to develop a new strategic plan with a strategic planning retreat. All five trustees and over 100 college participants including administrators, faculty, staff and students came together to draft strategic priorities that emphasizes reducing the achievement gap among disproportionately impacted groups.

Barstow Community College's Educational Success Strategic Priority is specifically aimed at closing these gaps. The goals are:

1. To provide student success support plan and equity plan information to the Enrollment Management and Curriculum Committees to facilitate making educational pathways accessible through course offering, course timing and research into student needs.
2. Promote improvements in the success of underprepared and/or at risk students through instructional support and college services.

The Student Success and Equity department is currently engaged in activities to improve the student outcomes when it comes to access, increasing fall to spring persistence rates, degree and certificate completion rates, transfer rates and to close the equity gap. A summary of our 2017-2018 equity goals and activities are as follows:



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2017-2018 Equity Goals

Success Indicator	DI Populations	Goals	Activities
Access	Males All Age Groups Hispanics, African Americans, Pacific Islanders, American Indian/Alaskan Native, White Foster youth Veterans	Evaluate the 3SP core services; and outreach to increase enrollment of all established DI populations. Improve access for all DI populations	<ul style="list-style-type: none"> Review and evaluate outreach plan to ensure effectiveness for targeted populations, including year round outreach Increase outreach and college awareness information for target groups by using multiple means of communication, such as social media, newspapers, TV, community events and open houses Use peer ambassadors for recruitment efforts Establish reliable data collection processes for all DI populations
Course Completion	African Americans	Increase the overall course completion rates among the African American group, from 62.6% to 73% within 2 years.	<ul style="list-style-type: none"> Develop tracking process through Starfish so targeted groups are effectively served Increase and enhance advising, early alert, and follow-up services through Starfish
Basic Skill Completion: Math	Males Older Students African-American and American Indian/Alaskan Native Foster Youth	Increase the percentage from the 2016-2017 academic year of males, older students, African-American and American Indian/Alaskan Native and foster youth students in Basic skills math courses who complete a transfer level course in math within their first year from the 2016-2017 academic year.	<ul style="list-style-type: none"> Implement Multiple Measure to ensure students placed in higher level courses per AB 705 Develop an Assessment Test Prep for Success workshop to encourage students to engage in available resources including NROC and Accuplacer Study Guides Encourage students through marketing efforts to register for Math acceleration in which a student can take a prerequisite course and subsequent course in the same 18 week semester Develop tracking process through Starfish so targeted groups are effectively served Review data from past 3 years of Summer Bridge Programs to determine if scaling is an option
Basic Skill Completion: English	Males 20 to 24, 30 to 34 and 40+ All Ethnicities except Asian/Filipino Students with disabilities	Increase the percentage from the 2016-2017 academic year of males, 20 to 24, 30 to 34 and 40+, All Ethnicities except Asian/Filipino and Students with disabilities students in Basic	<ul style="list-style-type: none"> Implement Multiple Measure to ensure students placed in higher level courses per AB 705 Develop an Assessment Test Prep for Success workshop to encourage students to engage in available resources including NROC and Accuplacer Study Guides



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		skills English courses who complete a transfer level course in the English.	<ul style="list-style-type: none"> • Assist instruction in scaling and marketing the English 50-X acceleration courses • Develop tracking process through Starfish so targeted groups are effectively served • Review data from past 3 years of Summer Bridge Programs to determine if scaling is an option
Basic Skill Completion: ESL	Females Ages 20+ Asian/Filipino	Increase the percentage from the 2016-2017 academic year of females, Ages 20 +, and Asian/Filipino students in Basic skills ESL courses who complete a transfer level course in the English	<ul style="list-style-type: none"> • Implement Multiple Measure to ensure students placed in higher level courses per AB 705 • Assist instruction in scaling and marketing the English 50 X acceleration courses • Develop a climate survey for ESL students to see what obstacles exist that prevent course completion
Degree/Certificate Completion	Ages up to 34 American Indian/Alaskan Native, Hispanic, White Foster Youth	Increase the percentage from the 2016-2017 academic year of students who complete a degree and/or certificate, especially students from the subgroup populations of ages up to 34, American Indian/Alaskan Native, Hispanic, White and Foster Youth.	<ul style="list-style-type: none"> • Implement Multiple Measure to ensure students placed in higher level courses per AB 705 • Inform students about the importance of a comprehensive education plan. • Begin Implementation phase of Starfish Degree Planner. • Expand and enhance evening and distance counseling services • Use Student Ambassadors to follow up with students and schedule counseling appointments for students who need to update education plans. • Develop tracking process through Starfish so targeted groups are effectively served
Transfer	All ages except 35 to 39 all ethnic groups except Asian/Filipino disabled students Foster Youth	Improve transfer rates of all students, in particular All ages except 35 to 39, all ethnic groups except Asian/Filipino, disabled students and Foster Youth	<ul style="list-style-type: none"> • Develop a communications strategy to guide students through transfer • Enhance Transfer Center’s profile and awareness through advertising and newsletter • Develop and refine ADTs and improve articulation with local degrees including UC/CSU Pathways



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2014-2017 Equity Plan Expenditures

Object Code	Category	2014-15	2015-16	2016-17
1000	Academic Salaries	\$39,516	\$73,102	\$66,170
2000	Classified and Other Nonacademic Salaries	\$25,308	\$58,426	\$77,049
3000	Employee Benefits	\$5,807	\$39,527	\$31,348
4000	Supplies & Materials	\$8,561	\$6,704	\$38,266
5000	Other Operating Expenses and Services	\$20,633	\$55,118	\$35,844
6000	Capital Outlay	\$0	\$52,498	\$23,756
7000	Other Outgo	\$113,942	\$67,207	\$59,951
	Total	\$213,767	\$352,582	\$332,384



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2015-2017 Equity Plan Goals & Progress

Goals	Progress
<p>Access: Explore partnerships internally and externally that improve campus connections with Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males.</p> <p>Review SSSP Core Services Processes for Equity Barriers</p>	<p>The Student Success and Equity department has explored external partnerships with local K-12 feeder schools and implemented a High School Outreach team. The team targets Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males to provide awareness of college programs and services.</p> <p>Internally, a Brother Reaching Academic Success and Service (BRASS) program was created to help male students of color achieve success in their academic, living and learning environment. The group meets monthly to engage in discuss resources available to them through Barstow Community College and other local agencies.</p>
<p>Course Completion: Develop focused dialogue with faculty and staff about interventions, including expanding campus use and knowledge of the early alert system.</p> <p>Augment support for online/DE by hiring a dean and increase counselor support dedicated to focusing on and improving outcomes for distance education students.</p> <p>Establish targeted interventions for disproportionate groups.</p>	<p>Student Success and Equity purchased Hobsons Starfish and began the implementation process with the Early Alert System. One course will begin testing Early Alter in October 2017, with 4 other courses going live in spring 2018 with full implementation scheduled for fall 2018.</p> <p>A job description was Board approved in December 2015 for a Dean of Distance Education and Learning Support Services. The position was hired in the spring 2016.</p> <p>An Early Alert System has been purchased and will be fully implemented by fall 2018. The data received from the Early Alter System will allow for targeted interventions for disproportionate groups. For Fall 2016 the course success rate for face to face courses was 78.3% and for Distance Education courses it was 64.6% Annual data is included in the fact book. In addition, in Fall 2017 we set up online tutoring, counseling and online student support services for our special programs.</p>
<p>ESL and Basic Skills Course Completion: Partner with Basic Skills and Distance Education Committees to create interventions for underprepared target groups, especially distance education students.</p> <p>Identify delivery methods and processes impeding satisfactory completion for target populations.</p> <p>Support sustainable long term progress for DE target students.</p>	<p>Basic Skills, Distance Education and Student Success and Equity have representatives on each committee. This allows for dialog on all three platforms. The committees work to establish best practices and potential interventions for the target groups in Basic Skills, Equity and Distance Education.</p> <p>We do not have the information disaggregated but since we introduced English 50X our accelerated English class we had the following results. ENGL 50 had a success rate of 64.1% while ENGL 50X had a success rate of 70.5% so the acceleration is showing improvements in student success.</p> <p>This goal will be addressed further through Goal #2, #3, #4 and #5 of the 2017-19 plan.</p> <p>This goal was not addressed during the 2015-2017 plan cycle but will be addressed through Goal #4 and #5 of the 2017-19 plan.</p>
<p>Degree and Certificate: Investigate and identify momentum points to degree and certificate completion and implement interventions</p>	<p>There were some processes in Banner that were prohibiting students from effectively enrolling in courses that were offered in nine week sequences during an 18-week term.</p>



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<p>which will tip students improved completion.</p> <p>Research barriers to degree completion including coordination and sequencing of courses, and delivery mode.</p> <p>Combine with SSSP efforts to build education plans that take into account the manner and modes of delivery that are most appropriate for the target group populations</p>	<p>These issues were corrected, and the revised process should help students to persist through the accelerated nine week models.</p> <p>The Basic Skills Committee reviewed placement, including placement into ACSK courses. Multiple measures were proposed to improve student success. English began discussion of combining its two lowest levels, which will eliminate a course in the sequence.</p>
<p>Transfer: At the time of enrollment build and create value in transfer/bachelorette education, while further reinforcing the importance at key momentum points along the transfer pathway.</p>	<p>The Transfer and Career Center and the Student Success and Equity Department, developed an action plan that established:</p> <ul style="list-style-type: none"> • New and improved communication and intervention for target populations that conveys the importance of bachelorette attainment and opportunities for transfer. • Reviewed transfer processes and identified any barriers to transfer for target groups.
<p>College and District Wide Initiatives:</p> <p><i>Foster Youth:</i></p> <p>Working with local community groups and agencies servicing foster youth</p> <p>Supporting success with programs and services through EOPS and local Aid For School (AFS) programs that offer holistic and intrusive advising and support</p> <p>Review and support services to ensure successful navigation and completion of college processes</p> <p><i>Economic Disadvantage:</i></p> <p>Improving and developing data collection.</p> <p>Continued research of issues facing Economically Disadvantaged students, including:</p> <ul style="list-style-type: none"> • Support systems • Processes • Course delivery methods <p>Continue to support</p>	<p>The Financial Aid Technician II acts as the Foster Youth Services Initiative liaison with outside organizations. They work with the Foster Kinship Care Education Program to increase access for foster youth students.</p> <p>The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal voucher, book vouchers and classroom supplies. As of the end of Spring 2017 all of the AFS had transitioned to EOPS or graduated. Equity funds are allocated to assist EOPS with offering holistic and intrusive advising and support.</p> <p>The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal voucher, book vouchers and classroom supplies. As of the end of Spring 2017 all of the AFS had transitioned to EOPS or graduated.</p> <p>A job description was Board approved in December 2015 for a Dean of Distance Education and Learning Support Services. The position was hired in the spring 2016.</p> <p>Part time counselors were hired and placed at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses</p>



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Economically Disadvantaged students through the AFS program	at those locations and distance education. During the spring 2017 semester the counseling department was reorganized.			
<i>Distance Education:</i>	2015-16		2016-17	
Hiring a Dean of Distance Education	Counselors	Location	Counselors	Location
Augmenting current counseling staff with an additional focus on Distance Education students	1 FT	Ft Irwin	1 FT	Ft Irwin
	4 FT	General	1 PT	Ft Irwin
	1 PT	General	4 FT	General
	1 FT	EOPS	1 PT	General
	1 PT	EOPS	2 FT	EOPS
	1 PT	DSPS	1 PT	EOPS
Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education.			1PT	DSPS
			1PT	CTE
	Student Success and Equity is represented on the Distance Education committee and vice versa. This collaboration has allowed both committees to identify and develop area of improvement in online education including creating Student Success Canvas modules to provide resources for Distance Education students.			



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