

Student Equity Plan Summary

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Details

Assurances

- 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 ([Education Code 78222](#)).

Progress & Success

Process & Schedule

BCC has worked diligently over the past few years to increase reporting capabilities. Starfish Early Alert has been fully implemented, counselors, staff and faculty are able to run reports. Student Success and Equity, the Enrollment Management Committee along with the Office of Institutional Research will be jointly responsible for analyzing cohort reports and determining if students are reaching their educational goals. The Student Success and Equity Committee meets bi-monthly to evaluate the data and put into practice any interventions needed. Evaluation for program goals will occur as part of the yearly program review process, SLO evaluation and norming.

Success Criteria

Barstow Community College has established a Student Success and Equity Committee (SSEC) to centralize the institution's focus on student achievement and equitable outcomes for all. Importantly, the SSEC is part of the institution's governance structure. Membership of the committee comes from all constituent groups and campus departments. The SSEC is responsible for creation and moderating of the Student Equity Plan. The SSEC will meet monthly to evaluate progress made on the goals and facilitate interaction between committees, departments, college administrators, faculty and programs related to matriculation and equity to reach the identified goals. To make better informed decision the committee will work with the institutional research department to collect, analyze and share data. This will enable the committee to assess activities, address issues and expand on practices that are working towards student success.

Executive Summary

<http://www.barstow.edu/Student-Equity-plans.html>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	5637	6483	+15.01%
Transferred to a Four-Year Institution	418	502	+20.1%
Retained from Fall to Spring at the Same College	1846	2400	+30.01%
Completed Both Transfer-Level Math and English Within the District in the First Year	55	110	+100%
Attained the Vision Goal Completion Definition	336	404	+20.24%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Transferred to a Four-Year Institution	9	19	+111.11% ▶▶◀
Disabled	Male	Transferred to a Four-Year Institution	2	0	- ◀▶
Black or African American	Female	Transferred to a Four-Year Institution	29	38	+31.03% ▶▶◀
Some other race	Female	Transferred to a Four-Year Institution	9	13	+44.44% ▶▶◀
Hispanic or Latino	Male	Transferred to a Four-Year Institution	40	51	+27.5% ▶▶◀
More than one race	Male	Transferred to a Four-Year Institution	6	0	- ◀▶
Some other race	Male	Transferred to a Four-Year Institution	2	0	- ◀▶
Foster Youth	Female	Transferred to a Four-Year Institution	5	0	- ◀▶
LGBT	Female	Transferred to a Four-Year Institution	5	0	- ◀▶
Black or African American	Female	Enrolled in the Same Community College	639	759	+18.78% ▶▶◀
American Indian or Alaska Native	Female	Enrolled in the Same Community College	30	46	+53.33% ▶▶◀
Foster Youth	Female	Enrolled in the Same Community College	122	146	+19.67% ▶▶◀
Foster Youth	Male	Enrolled in the Same Community College	64	78	+21.88% ▶▶◀
Veteran	Female	Enrolled in the Same Community College	35	45	+28.57% ▶▶◀
Veteran	Male	Enrolled in the Same Community College	96	112	+16.67% ▶▶◀
Black or African American	Male	Retained from Fall to Spring at the Same College	101	116	+14.85% ◀▶
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	5	+400% ▶▶◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	5	+400% ▶▶◀
Black or African American	Female	Attained the Vision Goal Completion Definition	18	32	+77.78% ▶▶◀
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	1	0	- ◀▶
White	Male	Attained the Vision Goal Completion Definition	28	36	+28.57% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	1	0	- ◀▶
LGBT	Female	Attained the Vision Goal Completion Definition	5	0	- ◀▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Filipino	Female	Attained the Vision Goal Completion Definition	1	0	- ◀▶
Black or African American	Male	Attained the Vision Goal Completion Definition	18	23	+27.78% ▶▶
Asian	Male	Attained the Vision Goal Completion Definition	1	0	- ◀▶
Foster Youth	Female	Attained the Vision Goal Completion Definition	3	0	- ◀▶
Veteran	Male	Attained the Vision Goal Completion Definition	4	0	- ◀▶
Filipino	Male	Transferred to a Four-Year Institution	0	0	- ◀▶
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	0	0	- ◀▶
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	0	- ◀▶

Additional Categories

No population groups selected.

Activities

Access

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College

Retention

Brief Description of Activity

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

Related Metrics

- Black or African American : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College

Transfer Level Math/English Completion in First Year

Brief Description of Activity

Support district wide efforts to provide professional development on course acceleration and AB705, marketing to expose students, staff and faculty to AB705, and increase promotion of Math/English bridge courses and supplemental learning resources. Equity Activities: Increase targeted marketing of AB705, Math/English bridge courses and supplemental learning resources to Black/African American populations. Leverage Barstow College Promise Program to target the Black/African American high school seniors to ensure they are accurately placed into transfer level Math/English courses with the correct supports by utilizing multiple measures assessments. Collaborate with the Teaching and Learning Support Center (TLSC) to design and implement Math/English tutoring hubs for Black/African American populations.

Related Metrics

- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

Transfer to a Four Year Institution

Brief Description of Activity

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

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Some other race : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

Attained the Vision Goal Completion Definition

Brief Description of Activity

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

Related Metrics

- Black or African American : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Overall : All : Attained the Vision Goal Completion Definition



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