



Student Equity and Achievement

2025-28 Student Equity Plan Planning Resources and Development Template

Deadline to Submit and Certify in NOVA: **November 30, 2025**

Questions? Please contact seaprograminfo@cccco.edu.

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

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PRELUDE

With a new Student Equity Plan cycle, our system finds itself with a new opportunity and sense of excitement to advance and refine our commitments to racial equity across our California Community Colleges (CCCs). With CCCs serving one in five community college students nationwide, nearly 70% of whom are students of color, we have a unique position to drive substantial and transformative change. The 2025–2028 Student Equity Plan process invites us to build on our past successes and explore innovative strategies to create more inclusive and equitable institutions. Reflecting on the progress made over the last three years with the 2022–2025 Student Equity Plan cycle, we must not only celebrate our achievements, but also focus on how we can sustain and amplify these efforts. We want to acknowledge all of your hard work and willingness to serve the students of the CCCs while encouraging you all to continue to innovate and dream. Together we can make the change we want to see, and this planning cycle can help us do that.

Our vision for this next cycle transcends mere regulatory requirements or templates. It represents a dynamic, ongoing process aimed at addressing systemic inequities and fostering transformational change. We should approach this plan as a continuous journey of improvement, rather than a static document. Our sustained and amplified efforts are crucial to the success of this plan, its proposed strategies for action and possibilities for student equity. As we engage with this new cycle, let's recognize that our roles are interconnected. We need to collaborate with our campus colleagues, empower our students, and develop a strategic roadmap to drive meaningful progress. The success of this equity plan relies on the strength of the coalition we build. Through collective action, we can effectively challenge and dismantle inequitable policies, structures, and practices. Our unity and shared goals of racial equity are our greatest strength.

While California education code and planning guidelines provide a structured framework, achieving real progress requires a steadfast commitment to transformational change. By embedding racial equity into the core of our institutional practices, policies, and culture, we can foster an environment where all students – especially those from racially minoritized and marginalized communities – can fully realize their potential and achieve their educational goals. As we move forward, we encourage you to integrate this plan with your current campus Guided Pathways frameworks. This integration will help us take a campus-wide strategy that addresses racial disparities as students navigate and experience our campuses. Let us seize this opportunity to not only envision but also enact meaningful and lasting change that will enhance the educational experience for all our students with a heightened focus on racially minoritized and marginalized students. Together, we can make a profound difference in their lives and in the future of our institutions.

Below are relevant resources we recommend you review before you get started in addition to your college's 2022–25 Student Equity Plan.

- [State of California Education Code 78220 – Student Equity Plan](#)
- [State of California Education Code 78222 – SEA Program](#)
- [State of California Education Code 88921 – Guided Pathways](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [Vision 2030: A Roadmap for California Community Colleges](#)
- [Diversity, Equity, Inclusion and Accessibility Glossary of Terms](#)
- [Student Equity Plan 2025–28 Metrics](#)
- [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Student Equity Plan Tools and Resources – Community College HigherEd Access Leadership Equity Scholarship \(CCHALES\)](#)
- [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025–28 Student Equity Plans](#)

In addition to these materials, you will find an editable student equity plan template. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccco.edu. Thank you to everyone for your care and commitment to student equity and achievement.

In solidarity,

2025–28 Student Equity Plan Task Force

CCCCO	CCC Practitioners
James Todd, Assistant Vice Chancellor, Chair of Task Force Jenny Saechao, Program Specialist Chris Ozuna, Research Data Specialist II Rujun Yang, Research Data Specialist I Michael Tran, Program Analyst Justine Pereira, Program Analyst	Ajani Byrd, SEA At-Large-North, Foothill College Roxanne Byrne, SEA At-Large-South, Santa Barbara City College Candace Jones, CBO, Pasadena City College Henan Joof, CSSO, LA Trade Technical College Deborah Knowles, CCCC (4CS), Sacramento City College Todd Scott, CIO, Victor Valley College Sabrina Sencil, RP Group, Consumnes River College Jessica Shadrick, ASCCC, Fresno City College Robert L. Stewart, Jr. ASCCC, Los Angeles Southwest College Jennifer Zellet, CEO, Antelope Valley College
CCC Partners	CCC Students
Sara Adan, Manager of Research Data, Foundation for CCC Lisa Gwyn, Guided Pathways, Foundation for CCC Antonio Ramirez, Guided Pathways, Foundation for CCC Priscilla Pereschica, Policy Specialist, Foundation for CCC Eric Felix, CCHALES – San Diego State University	Ivan Hernandez, SSCCC, Diablo Valley College Joshua Simon, SSCCC, Lemoore College

SECTION 1: DETAILS

GUIDANCE

The 2025–28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025–28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program([Education Code 78222](#)). Before you move on to writing your 2025–28 Student Equity Plan, it is important to reflect and review your college's 2022–25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

1. Please attest to the following assurances and answer its associated question:

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals. (2,500 characters max)

Saddleback College ensures that the Student Equity Plan (SEP) reflects the voices and perspectives of the entire campus community by intentionally engaging students, faculty, staff, and administrators in a collaborative process. Equity planning is embedded within participatory governance and student engagement structures through inclusive representation and campus-wide consultation.

The Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee brings together representatives from the Academic Senate, Classified Senate, Associated Student Government, affinity groups, Instruction, Student Services, and Administrative Services; ensuring that a wide range of perspectives informs every discussion.

To launch the planning and writing process for the 2025–28 SEP, a cross-campus team attended the 2025 Student Equity Planning Workshop. Building on this experience, the team implemented a “Student Equity Plan Roadshow,” which featured the *Blooming Flowers* activity. This exercise gathered an inventory of initiatives across campus, identifying equity efforts that are already established and scaled (“Flowers”), those in early development (“Roots”), and new ideas for exploration (“Seeds”). The roadshow was shared with key groups, including Consultation Council, DEIA Committee, Classified Senate, Chairs and Deans Council, VPSS Manager’s Meeting, and during Fall 2025 Flex Week.

The SEP framework was designed to represent all constituent groups, including Instruction, Student Services, and Administrative Services, to ensure inclusivity and clarity of roles across the campus community.

Recognizing that students are at the heart of equity work, the college actively centers their voices in planning and decision-making. Strategies include providing voting seats for students on the DEIA Committee and other governance bodies, allowing their lived experiences to directly shape institutional priorities and equity-focused initiatives.

Through these practices, Saddleback College ensures the SEP is more than a compliance document; it is a living framework that reflects the collective wisdom of the campus community and elevates student voice as the driving force behind equity and inclusion.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [*Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025–28 Student Equity Plans*](#) provides information on race-consciousness strategies and student equity planning. (2500 characters max)

Saddleback College is committed to taking a race-conscious approach in the development of the 2025–28 Student Equity Plan (SEP) by intentionally examining how systemic and structural barriers impact student experiences and outcomes. Rather than relying solely on generalized equity strategies, the college will center race as a critical lens through which data, policies, and practices are evaluated and redesigned.

This commitment begins with the use of disaggregated data to identify and address disproportionate impact across racial and ethnic groups. The college will track student equity metric outcomes and will explore how institutional practices may create barriers for all students with a focus on disproportionately impacted student groups. These findings will guide the prioritization of goals and strategies in the SEP.

Race-consciousness is also embedded in participatory processes. The Diversity, Equity, Inclusion and Accessibility (DEIA) Committee, which includes student leaders, affinity groups, faculty, staff, and administrators, will ensure that discussions about equity explicitly surface and address the experiences of disproportionately impacted students. Intentional outreach to student affinity groups and cultural organizations will create opportunities for students to share their lived experiences, which will directly shape planning and implementation.

Professional learning is another core strategy. Faculty, staff, and administrators will continue engaging in professional development focused on DEIA, culturally responsive teaching, and equity-minded practices. This learning will help ensure that race-consciousness is not limited to planning documents and is actively reflected in classroom instruction, student services, and campus culture.

Finally, the college will apply an intersectional lens, recognizing that while race remains a central factor in equity work, it intersects with other identities including gender, socioeconomic status, and ability status. By naming and addressing race explicitly while honoring these intersections, the SEP will reflect a holistic, student-centered framework for advancing equity.

Through these commitments, Saddleback College will ensure that the SEP is not race-neutral, and instead explicitly acknowledges and addresses the ways race and systemic barriers shape student outcomes, with the goal of eliminating racial equity gaps and creating a more just and inclusive campus.

- ✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Please describe the process you will implement to **ensure ongoing local review and evaluation** of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place. (2,500 characters max)

Saddleback College will implement a structured and transparent process for ongoing local review and evaluation of the Student Equity Plan (SEP) to ensure alignment with institutional equity goals and to drive continuous improvement.

Evaluation Process

The Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee will lead the exploration of disaggregated student data, promising practices, and research to inform recommendations for each equity metric. These recommendations will be forwarded to the Student Success Coordinating Committee (SSCC), which will convene broad-based discussions with membership that include representatives from each of the five schools within the institution. Together, the DEIA Committee and SSCC will report findings, discussions, and recommended strategies to Consultation Council (CC) for consideration and adoption.

Strategies adopted throughout the 2025–28 cycle will be integrated into the internal Student Equity Plan, which will function as a live document to track evolving practices and ensure transparency. The DEIA Committee will partner with the Office of Planning, Research, and Accreditation (OPRA) to select and refine appropriate evaluation tools.

Continuous Improvement

Progress will be assessed using both quantitative and qualitative evidence, including student outcome data, focus groups, and climate surveys. Findings will be used to refine strategies, inform resource allocation, and address barriers. The iterative structure ensures that student experiences, research-based practices, and institutional accountability guide the SEP's evolution.

Schedule

- **End of Each Semester (December & May):** Data and strategies review through DEIA Committee; Discussions with broad membership through SSCC.
- **Annually by June 30th:** Joint DEIAC/SSCC report to CC summarizing recommendations, discussions, and adopted strategies, shared with senates, Associated Student Government, and posted publicly.
- **Fall 2026, 2027, 2028:** DEIAC will conduct formal evaluations of the impact of SEP goals, using OPRA-developed evaluation tools.
- **Every Three Years:** Comprehensive analysis will inform the next SEP cycle, incorporating lessons learned and evidence-based strategies.

Through this cycle of exploration, dialogue, and evaluation, Saddleback College ensures that its SEP is compliant and a living, race-conscious framework for advancing equity and supporting student success.

SECTION 2: CONTACTS

2. The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

- ✓ Project Lead (College Equity Lead is recommended) [Dr. Susana Castellanos, Director of College Equity, Inclusion and Access](#)
- ✓ Alternate Project Lead [Dr. Jennifer LaBounty, Vice President of Student Services](#)
- ✓ Approver: Chancellor/President [Dr. Elliot Stern, President](#)
- ✓ Approver: Chief Business Officer [Rodrigo Garcia, Vice President of Administrative Services](#)
- ✓ Approver: Chief Instructional Officer [Tram Vo-Kumamoto](#)
- ✓ Approver: Chief Student Services Officer [Dr. Jennifer LaBounty, Vice President of Student Services](#)
- ✓ Approver: Academic Senate President [Dr. Dan Walsh, Academic Senate President](#)
- ✓ Approver: Guided Pathways Coordinator/Lead [Kari Irwin, Assistant Dean, Career and Technical Education](#)
- ✓ Additional Alternate Project Lead (optional) [Not Applicable](#)

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022–25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022–25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer–Level Math and English, Persistence, Transfer, and Completion). In the 2023–24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022–25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

For Reference: In NOVA there will be a link to your most recent 2023–24 SEA Annual Report.

3. Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022–25 Student Equity Plan cycle, please answer the following questions:

- a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022–25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? **Please share 2–3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022–25 Student Equity Plan.** (2500 characters max)

Through the implementation of our 2022–25 Student Equity Plan, Saddleback College has gained a deeper understanding of the root causes of equity gaps across disproportionately impacted populations. Analysis of disaggregated data, paired with student voice, has shown that systemic barriers contribute significantly to gaps in equity metrics. In response, the college has taken intentional institutional actions to restructure our systems and strengthen our culture of equity.

One major action has been the restructuring of the college into five academic schools. This model establishes a cohort system that allows students to engage with a defined learning community from the start. Each school provides tailored onboarding, specialized programming, and integrated services throughout the academic year. By embedding equity-focused practices into each school, students benefit from a more coherent, personalized, and supportive pathway that reduces the risk of being lost in large, generalized systems.

The college also launched a Success Coaches model within each school in collaboration with Deans and Counselors. Success Coaches provide proactive, holistic support, while Deans and Counselors ensure academic and career guidance are aligned with equity goals. This coordinated, team-based approach fosters early intervention, strengthens student belonging, and creates multiple layers of support for students who might otherwise face barriers in navigating complex college systems.

Finally, the establishment of the Office of College Equity, Inclusion, and Access in July 2023 has been pivotal in embedding equity across the institution. This office serves as the hub for equity-driven planning, professional learning, and accountability, ensuring that equity remains central to decision-making. It has created space for campus-wide conversations, built capacity for race-conscious practices, and elevated the visibility of equity as a shared institutional priority.

Collectively, these actions (restructuring into schools, embedding the Success Coach model, and creating the Office of Equity) represent systemic and cultural shifts that have advanced the college's ability to close gaps. They are fostering stronger student connections, more equitable access to resources, and a culture in which equity is not peripheral but foundational to institutional success.

- b. Based on your response above, what is working well that your college plans to continue into this upcoming 2025–28 Student Equity Plan? Please share 2–3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025–28 Student Equity Plan. (2500 characters max)

As Saddleback College transitions from the 2022–25 Student Equity Plan to the 2025–28 plan, we recognize that several initiatives and structural changes have proven highly effective and will continue forward. Three key institutional practices, including the restructuring of academic programs into five schools, the Success Coaches model, and the establishment of the Office of College Equity, Inclusion, and Access, have created a strong foundation for equity-focused work and will remain central to our strategies. Each of these efforts has fostered greater belonging, increased alignment of services with student needs, and provided an infrastructure that directly addresses barriers to persistence and completion.

To build upon this progress, the college will continue to organize strategies by “wing” including Instruction, Student Services, and Administrative Services. This structure provides clarity and accountability, ensuring that equity is not viewed as the responsibility of one department and rather as a shared, college-wide commitment. By aligning equity goals across the three wings, the college will be able to sustain coordinated action and leverage expertise across divisions to address systemic barriers.

Additionally, the governance and accountability process led by the Diversity, Equity Inclusion, and Accessibility (DEIA) Committee, Student Success Coordinating Committee (SSCC) and Consultation Council (CC) will remain central to the next plan. This structure clarifies roles with the goal of improved communication and transparency around equity strategies and decision-making. Moving forward, the DEIA Committee will analyze data and best practices, and SSCC will facilitate discussion with broad representation from all five schools to consider adopting recommendations and strategies. This cycle will ensure that equity efforts remain both collaborative and institutionally accountable.

Finally, the college will strengthen its partnership with the Office of Planning, Research and Accreditation (OPRA) to create an impact evaluation tool and assessment framework. This will allow the campus to measure effectiveness, refine approaches in real time, and maintain accountability to close equity gaps.

This will provide continuity across equity plans and will guide the 2025–28 cycle by reinforcing what works: a student-centered structure, a culture of accountability, and commitment to embedding equity into all aspects of the institution.

SECTION 4: EXECUTIVE SUMMARY

4. Executive Summary

GUIDANCE: Per Education Code 78220 (c), the Student Equity Plan **must be adopted** by the governing board of the community college district and **include an executive summary**. The Chancellor of the California Community Colleges is required to publish all executive summaries and send it to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision(b) that so requests, and additional individuals and organizations as deemed appropriate.

As your college plans and develops the 2025–28 Student Equity Plan, please keep in mind the required elements of the executive summary listed below. The executive summary is a summary of your Student Equity Plan and is a public-facing document.

Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

- **Student groups for whom goals have been set**
- **Goals set for these student groups**
- **Initiatives that the community college or district will undertake to achieve these goals**
- **Resources that have been budgeted for that purpose** (referring to goals/key strategies in this 2025–28 Student Equity Plan)
- **Community college district official to contact for further information**
- **Detailed accounting of how funding was expended** (expenditures from 2022–25 Student Equity Plan)
- **Assessment of the progress made in achieving identified goals** (goals/outcomes from 2022–25 Student Equity Plan)

IMPORTANT: Please review the following regulations and guidelines prior to completing your Executive Summary:

- [Education Code 78222 \(a\)\(1\)\(2ABC\)](#)
 - a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all of the following:
 - (A) Implementing activities and practices pursuant to the California Community College **Guided Pathways Grant Program**.
 - (B) Ensuring students **complete their educational goals and a defined course of study**.
 - (C) Providing **quality curriculum, instruction, and support services** to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.
- Per [Education Code 78221](#), SEA allocated funds are for the “purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section [78220](#).”
- Per [Education Code 78220 \(e\)\(1\)\(2\)\(3AB\)](#), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student’s ability to persist in the student’s course of study. Please read [Education Code 78220 \(e\)\(1\)\(2\)\(3AB\)](#) for more details and information on the definition of “eligible student” and “emergency student financial assistance”.
- Please review [Student Equity and Achievement \(SEA\) Program Expenditure Guidelines \(cccco.edu\)](#).

Please enter the URL to your college’s 2025–28 Executive Summary in the box below:

Insert 2025–2028 Executive Summary URL Link (required)

Executive Summary will be posted on the College website after Board Approval. Link will be provided.

Please upload a pdf copy of your college’s 2025–28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

PDF Upload: (required)
Document Attached.

SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

GUIDANCE: The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025–28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group – all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)

For further information on the Metric and DI Population Summary table, see this resource: [Student Equity Plan 2025–28 Metrics](#)

			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
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year				
Successful Enrollment – DI Student Populations						
American Indian/Alaska Native	1.6%	10	17.7%	112	19.7%	124
Asian	16.3%	200	2.4%	30	4.5%	56
Black or African American	12.2%	33	4.5%	13	8.4%	23
White Female	18.1%	609	1%	32	3%	101
Completed Both Transfer-Level Math & English – DI Student Populations						
Econ Disadvantaged Female	18.7%	202	0.9%	10	3.2%	35
Female	18.7%	407	2.9%	64	5%	109

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
First Generation	12%	122	9.9%	101	11.9%	121
Hispanic	16.9%	231	4.2%	58	6.2%	84
LGBT	12.6%	36	5.2%	15	9.1%	26
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Asian	64.1%	254	3.9%	16	8.6%	34
First Generation	65.9%	586	4.5%	40	7.6%	68
Foster Youth	58.1%	36	1.7%	2	14%	9
LGBT	59.8%	159	7%	19	12.9%	35
Completion - DI Student Populations						
Asian	17.1%	76	2.8%	13	6.2%	28
DSPS	17.8%	79	1.9%	9	5.5%	25
First Generation	15.2%	173	7.8%	89	9.9%	112
Hispanic	20.2%	273	1.5%	21	3.6%	49
LGBT	17.1%	51	1.8%	6	6.1%	19
Male	20.2%	450	2.8%	64	4.9%	110
Transferred to a Four-Year - DI Student Populations						
Asian	20.1%	43	9.1%	20	14.5%	32
First Generation	19.9%	76	12.2%	47	16.1%	62

SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. <https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportionate impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (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*
Overall Student Population	20.4%	2781	N/A	N/A	N/A	N/A
American Indian/Alaska Native	1.6%	10	17.7%	112	19.7%	124
Asian	16.3%	200	2.4%	30	4.5%	56
Black or African American	12.2%	33	4.5%	13	8.4%	23
White Female	18.1%	609	1%	32	3%	101
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

GOALS:

SUCCESSFUL ENROLLMENT EQUITY GOALS. There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment, as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (*Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation*)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022–25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

✓ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

No, our college does not have additional goals

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
<i>Example: In our local strategic master plan, we have a goal of increasing successful enrollment with equity for our student veterans by 25% by Spring of 2028.</i>

Eliminate the 5% achievement gap in Successful Enrollment for Black/African American students.

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of your disproportionately impacted prospective student populations and identify what key strategies, especially across academic and student affairs, are needed to address equity in enrollment. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT- Disproportionately Impacted Student Population(s)

Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.

Example: Ensure, track, monitor, and evaluate intentional onboarding and career services for student veterans, including the promotion of credit for prior learning.

Instruction Wing:

The DEIA Committee will collaborate with OPRA to analyze data on Successful Enrollment and identify gaps among student populations within each of the five schools. The DEIA Committee will research and recommend best practices to SSCC to facilitate discussions aimed at adopting strategies to achieve equity goals and eliminate gaps for DI student populations. Initial discussions will focus on the question: “*Are there student population representation gaps within each school?*”

Student Services Wing:

The Office of Outreach and Strategic Partnerships supports enrollment through its Enrollment Coach model, providing personalized assistance and helping bilingual non-credit students transition to credit courses. In alignment with Saddleback College’s framework, the office will launch a Call Center to coordinate outreach, streamline communication, and advance equity efforts to close gaps for disproportionately impacted student populations.

Administrative Services Wing:

Facilities & Maintenance Operations support student success by addressing barriers such as accessibility, signage, and wayfinding. Architects conducted field surveys to inform the ADA Transition Plan, which guides improvements. Facilities Administration will create a corrective action plan to enhance accessibility, including ADA-compliant classrooms and elevators, and will form a workgroup to improve wayfinding and signage for an inclusive campus environment.

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If **yes**, click ‘Yes’ and enter a brief description of the additional strategies. (500 characters max for each strategy) If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)

✓ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT – Overall Student Population (if applicable)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Not applicable

SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.
<https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with **CB25 Course-General-Education-Status** as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA

Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (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*
Overall Student Population	21.2%	923	N/A	N/A	N/A	N/A
Econ Disadvantaged Female	18.7%	202	0.9%	10	3.2%	35
Female	18.7%	407	2.9%	64	5%	109
First Generation	12%	122	9.9%	101	11.9%	121
Hispanic	16.9%	231	4.2%	58	6.2%	84
LGBT	12.6%	36	5.2%	15	9.1%	26
+ ADD ADDITIONAL STUDENT POPULATION(S) <u>(OPTIONAL):</u>						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric - NSA Students](#)*

GOALS:

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS. There are two related goals for Completed Transfer-Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English – as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion of Transfer-level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success: Outcome 1—Completion*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022–25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

✓ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
<i>Example: In our local strategic master plan, we have a goal of increasing with equity the Transfer-Level Math and English completion rate for our overall student population from 76% to 85% by Spring 2028.</i>
Eliminate the 9% gap for Black/African American, the 8% gap for First-Generation, and the 1% gap for Hispanic/Latinx students in Completion of Transfer-Level Math and English.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS – *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in completing Transfer-Level Math and English. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)
<i>Example: Establish and deploy data-driven systematic case management and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>
Instruction Wing: The DEIA Committee will collaborate with OPRA to analyze data on completion of Transfer-Level Math and English. The Committee will research best practices and present recommendations to SSCC, to review findings and guide discussions on adopting strategies that advance equity goals and close gaps for DI student populations. Initial discussions will center on the question: “<i>What can each school—not just STEM or HSS—do to ensure all students successfully complete math and English?</i>”
Student Services Wing: The Learning Assistance Program offers tutoring services in multiple modalities. The program collaborates with Basic Needs, Health Center, MESA, CISL, EOPS, and athlete success initiatives to provide targeted support. The Learning Assistance Program will continue implementing strategies designed to support the successful completion of transfer-level math and English within students’ first academic year, with focus on addressing academic support for DI student groups.
Administrative Services Wing: Facilities, Maintenance, and Operations play a critical role in ensuring that learning spaces meet the diverse needs of all students. The College will continue to regularly assess classroom spaces to ensure that all learning environments are equitable and supportive. These efforts aim to remove barriers to learning, provide resources tailored to student success, and improve completion rates for transfer-level Math and English courses within the first year.
+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each goal) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)

✓ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH — Overall Student Population (if applicable)
<i>Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase completion for the overall student population.</i>
Not Applicable

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.cccco.edu/resources/40> (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA

Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (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*
Overall Student Population	71.9%	2963	N/A	N/A	N/A	N/A
Asian	64.1%	254	3.9%	16	8.6%	34
First Generation	65.9%	586	4.5%	40	7.6%	68
Foster Youth	58.1%	36	1.7%	2	14%	9
LGBT	59.8%	159	7%	19	12.9%	35
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

GOALS:

PERSISTENCE EQUITY GOALS. There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022–25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

✓ **Yes, our college has additional goals.** (*bottom text box opens in NOVA*)

No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
<i>Example: In our local strategic master plan, we have a goal of increasing with equity our overall persistence of first primary term to secondary term from 72% to 85% by Spring 2028.</i>
Eliminate the 12% gap for Black/African American, and the 5% gap for First-Generation students in Fall-to-Spring Persistence.

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS – Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Persistence. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)
<i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>
Instruction Wing: DEIA Committee will partner with OPRA to analyze Persistence data and identify student populations who enrolled and completed their first semester but did not return for the subsequent term. The Committee will research best practices and present recommendations to SSCC and lead discussions on adopting strategies to close gaps for DI student populations. Initial discussions will center on the question: “Which student population(s) did not return for a second term?”
Student Services Wing: The central focus of Student Services is advancing equity and access, particularly for DI students. Through continuous assessment of programs, intentional student touchpoints, and cross-campus collaboration, Student Services will continue to identify and remove barriers to academic persistence. This wing will continually seek innovative ways to streamline services, improve accessibility, and create a culture where all students, regardless of background, can thrive.
Administrative Services Wing: Facilities, Maintenance & Operations play a pivotal role in promoting persistence by creating campus spaces that reflect and affirm the identities of students we serve. The College will continue ongoing assessments of campus spaces to ensure accessibility, comfort, and opportunities for student expression, making the physical environment an integral part of supporting student belonging and success.
+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. (500 characters max for each strategy) If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)

✓ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE – Overall Student Population (if applicable)
<i>Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students’ listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.</i>
Not Applicable

SECTION 9: METRIC - COMPLETION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years.
<https://datavista.cccco.edu/resources/41> (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (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*
Overall Student Population	22.8%	1099	N/A	N/A	N/A	N/A
Asian	17.1%	76	2.8%	13	6.2%	28
DSPS	17.8%	79	1.9%	9	5.5%	25
First Generation	15.2%	173	7.8%	89	9.9%	112
Hispanic	20.2%	273	1.5%	21	3.6%	49
LGBT	17.1%	51	1.8%	6	6.1%	19
Male	20.2%	450	2.8%	64	4.9%	110
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

GOALS:

COMPLETION EQUITY GOALS. There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1. Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022–25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

✓ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
<i>Example: In our local strategic master plan, we have a goal of increasing with equity the completion rate for our students with disabilities by 40% by Spring of 2028.</i>
Eliminate the 9% gap for Black/African American, the 9% gap for First-Generation, and the 2% gap for Hispanic/Latinx students in award Completion.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)
<i>Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.</i>
<i>Example: Establish “equitable enrollment management group,” focused on interrogating the course schedule according to course completion, course length, time offered, and establish course patterns that will increase equity access and success—e.g., short-term course scheduling, night-time and online completion cohorts, etc.</i>
Instruction Wing: DEIA Committee will collaborate with OPRA to analyze Completion data within the College’s five schools. The Committee will research best practices and present recommendations to SSCC and facilitate discussions to adopt strategies that advance equity goals and close gaps for DI student populations. Initial discussions will focus on the question: “What are schools currently doing, or could they do, to ensure students have access to the courses they need to complete on time?”
Student Services Wing: Academic counseling is a cornerstone strategy for improving student completion. By offering individualized, culturally responsive guidance, counselors help students navigate the complex pathways to academic success. Academic counseling will continue to systematically assess student outcomes and respond with targeted interventions aimed at eliminating gaps for DI students.
Administrative Services Wing: Facilities, Maintenance & Operations play a critical role to ensure classrooms are equipped with flexible furnishings that accommodate diverse learning and instructional strategies. IT enhances the experience by providing technology and digital resources that support learning. Campus Police contribute by maintaining a safe and secure learning environment. Coordinated efforts will continue to provide an environment where students can thrive academically.
+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)

✓ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR COMPLETION – Overall Student Population (if applicable)
<i>Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.</i>
Not Applicable

SECTION 10: METRIC – TRANSFERRED TO A FOUR-YEAR

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

<https://datavista.cccco.edu/resources/42> (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (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*
Overall Student Population	33.1%	691	N/A	N/A	N/A	N/A
Asian	20.1%	43	9.1%	20	14.5%	32
First Generation	19.9%	76	12.2%	47	16.1%	62
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

GOALS:

TRANSFER EQUITY GOALS. There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment*)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- ✓ *Yes, our college has additional goals. (bottom text box opens in NOVA)*
No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
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<i>Example: In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our overall student population from 34% to 45% by Spring 2028.</i>

Eliminate the 11% gap for First-Generation, and the 3% gap for Hispanic/Latinx students in Transfer.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER GOALS – *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Transfer. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
<i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>
Instruction Wing: DEIA Committee will partner with OPRA to analyze transfer data and identify DI students within the College’s five schools. The Committee will research best practices and present recommendations to SSCC and lead discussions to adopt strategies that advance equity goals and close gaps for disproportionately impacted (DI) student populations. Initial discussions will center on the question: “ <i>Are there course offering gaps that limit transfer to students’ top-choice schools?</i> ”
Student Services Wing: The Transfer Center offers dedicated staff and counselors to guide students in understanding transfer information, requirements, and processes, equipping them with knowledge and strategies to strengthen their competitive edge when applying to transfer. The College will continue to maintain and expand these services, with a focused goal of supporting DI students ensuring they have guidance, resources, and opportunities to successfully transfer to four-year institutions.
Administrative Services Wing: Facilities, Maintenance & Operations, IT, and Campus Police play a critical role in the college experience that promotes student engagement and transfer. Through coordinated efforts, these lead areas will continue to work together with a deliberate focus in providing adequate facilities, IT resources, and a safe learning environment, ensuring equitable access to resources and opportunities that increase their competitive edge for transfer to four-year universities.
<i>+ Click to Add Additional Key Strategies (OPTIONAL)</i>

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)

✓ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR TRANSFER – Overall Student Population (if applicable)
<i>Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.</i>
Not Applicable

5. TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the 'Transfer' metric is of the utmost importance for this 2025–28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree*, September 2024, California State Audit, pg1)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. **Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*** (2500 characters max)

The College remains deeply committed to eliminating transfer achievement gaps for diverse and disproportionately impacted (DI) student populations through the comprehensive support and outreach provided by the Transfer Center. Dedicated staff and counselors guide students through essential transfer information, requirements, and processes, equipping them with the knowledge and confidence needed to strengthen their competitiveness for transfer to four-year universities.

To further remove financial and structural barriers, the Transfer Center provides CSU application coupon codes to eligible students (covering one CSU application fee) and will begin offering UC application vouchers this year to cover one UC application fee for students applying for Fall 2026 admission. These initiatives directly reduce financial obstacles that often limit transfer opportunities for DI students.

In addition, the Transfer Center enhances exposure and access through campus tours and collaborative visits, including this semester's trip to UC Irvine with the NextUp/Guardian Scholars Program and participation in the HBCU Caravan Tour at Fullerton College. Future visits to additional campuses are planned to expand students' sense of belonging and connection to four-year institutions.

The Transfer Center also utilizes innovative tools and data-driven approaches to improve outreach and student success. The Transfer Center Dashboard will be used to strategically reach out to students about services, deadlines, and events. Through the UC Data Sharing Project (UC Success) and the CSU ADT eVerify Project (CSU Success), the Transfer Center partners with the UC and CSU systems, as well as Admissions & Records evaluators, to follow up with students who may be missing requirements, ensuring timely completion and eligibility for transfer.

Together, these efforts strengthen equity and access, providing DI students with the targeted support, resources, and guidance necessary to successfully transfer to four-year institutions. The College will continue to expand these intentional practices to close transfer achievement gaps and ensure that all students can realize their educational and career goals.

**Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success: Outcomes 2d and 2e—Baccalaureate Attainment* includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

6. ***GUIDANCE:*** After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. ***(minimum of one population is required, maximum of three)***

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)
1. Hispanic / Latinx
2. Black / African American
3. First Generation

Note: The following two questions will be repeated for each of the populations colleges selected above.

a. Current Challenges/Barriers (for Hispanic/Latinx Students)

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

Current challenges and barriers for Hispanic/Latinx students experiencing disproportionate impact at the college may stem primarily from structural and institutional gaps in coordination, communication, and shared accountability. While there are numerous equity-focused programs and services designed to support student success, there is no unifying framework or structure that clearly defines how all employees (faculty, staff, and administrators) contribute to eliminating equity achievement gaps for Hispanic/Latinx students. This lack of a cohesive, campus-wide approach leads to uneven engagement in equity efforts and limits the ability to measure collective progress.

Although various departments and programs across the college provide valuable services for disproportionately impacted students, including Hispanic/Latinx students, these efforts often operate independently. The absence of centralized coordination results in duplication of services, inconsistent communication, and missed opportunities to leverage cross-departmental strengths. This fragmentation can create confusion for students seeking support and reduces the overall efficiency and impact of institutional equity initiatives.

Additionally, awareness of the Student Equity Plan and its goals remain limited among college employees. Many staff and faculty are unfamiliar with the specific strategies and objectives designed to close equity gaps for Hispanic/Latinx students. Without a clear understanding of the plan's priorities or how their roles align with its implementation, employees are less likely to intentionally integrate equity-minded practices into their daily work.

Together, these challenges underscore the need for a coordinated institutional framework that unites all equity-related efforts, clarifies roles and responsibilities, and increases campuswide understanding of the Student Equity Plan. Building this shared structure and awareness is essential to ensuring consistent, sustainable progress toward equitable outcomes for Hispanic/Latinx students.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

The college's action plan to achieve identified goals across all five metrics is guided by an intentional, campuswide framework that integrates equity into every level of institutional practice. The 2025–2028 Student Equity Plan (SEP) is structured around the three core institutional wings (Instruction, Student Services, and Administrative Services) to clearly define high-level roles and responsibilities for each area in eliminating equity achievement gaps. This structure ensures that equity work is a shared, collective responsibility embedded within the college's culture and decision-making processes.

1) Addressing and Overcoming Challenges and Barriers

To address existing challenges, such as the lack of a unified framework connecting all employees to equity goals and inconsistent coordination across equity programs, the college will implement a cross-functional structure that aligns equity efforts under a cohesive institutional model. The Diversity, Equity, Inclusion and Accessibility (DEIA) Committee will serve as the primary coordinating body for equity advancement. It will partner closely with the Office of Planning, Research and Accreditation (OPRA) to review disaggregated data by metric and DI group, identifying trends, barriers, and opportunities for improvement.

By systematically reviewing data for each metric, the DEIA Committee will generate data-informed recommendations for closing gaps. These recommendations will be presented to the Student Success Coordinating Committee (SSCC), a cross-divisional body with representatives from all five instructional schools to ensure that proposed solutions are practical, scalable, and integrated across academic and student affairs. This shared governance approach will help overcome silos and foster a unified institutional response to equity challenges.

2) Implementation of Specific Strategies and Measures of Success

The DEIA Committee and SSCC will jointly lead to the design and monitoring of targeted strategies that reflect the needs of each DI student population. Strategies will include:

- Embedding equity-focused professional learning within instructional and student services departments to strengthen cultural competency, inclusive teaching practices, and holistic student support.
- Aligning equity programming across departments to reduce duplication, streamline services, and ensure consistency in student experiences.
- Using data dashboards and regular progress reviews to monitor performance on all five metrics and to adapt interventions in real time.
- Integrating Student Equity Plan goals into program review and planning cycles, ensuring that departments set measurable outcomes that contribute to institutional equity goals.

Success will be defined by measurable reductions in equity gaps across the five metrics, increased collaboration between departments, and greater employee engagement in equity initiatives. Additionally, visible increases in DI student participation, retention, and completion will demonstrate the college's progress toward institutional transformation.

3) Resources, Structures, and Support to Accomplish the Plan

To effectively implement this plan, the college will leverage existing governance and operational structures while enhancing communication, accountability, and professional learning systems.

- The DEIA Committee will coordinate data review, professional development, and awareness campaigns to maintain transparency and alignment across the college.
- OPRA will provide data infrastructure, analytic support, and reporting needed for evidence-based decision-making.
- SSCC will serve as the bridge between data analysis and institutional action, ensuring that recommendations are vetted, resourced, and implemented through shared governance processes.
- Continuous updates will be presented at the Consultation Council, where college leadership, governance groups, and constituency representatives will review progress, provide input, and ensure institutional accountability.

The DEIA Committee will also prioritize increasing campus-wide awareness of the Student Equity Plan and its progress. Through regular communication updates, presentations, and professional learning sessions, all employees will understand how their roles contribute to student success and equity advancement.

This cyclical process of data review, collaborative planning, action, and evaluation will embed equity into the fabric of institutional operations. As new programming and services are developed, the internal Student Equity Plan will be continuously updated to reflect emerging needs, best practices, and successful interventions. Ultimately, the college aims to institutionalize equity as a core driver of planning, resource allocation, and decision-making; ensuring that every student, particularly those from disproportionately impacted groups, has equitable opportunities to achieve their academic and career goals.

c. Current Challenges/Barriers – (for Black/African American Students)

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

Current challenges and barriers for Black/African American students experiencing disproportionate impact at the college may be largely rooted in structural and institutional gaps in coordination, communication, and shared accountability. While various departments and programs across the college provide valuable services for disproportionately impacted students, including Black/African American students, these efforts often function independently. The absence of a centralized framework results in duplication of services, inconsistent communication, and missed opportunities to leverage cross-departmental strengths. This fragmentation can create confusion for students seeking support and reduce the overall effectiveness and reach of equity initiatives.

Additionally, awareness of the Student Equity Plan and its goals remain limited among college employees. Many staff and faculty are unfamiliar with the specific strategies and objectives designed to close equity gaps for Black/African American students. Without a clear understanding of the plan's priorities or how their individual roles contribute to its implementation, employees are less likely to intentionally integrate equity-minded practices into their daily work.

Together, these challenges highlight the need for a coordinated institutional framework that unites all equity-related efforts, clarifies roles and responsibilities, and strengthens campuswide understanding of the Student Equity Plan. Establishing this shared structure and awareness is critical to ensuring consistent, sustainable progress toward equitable outcomes for Black/African American students.

d. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

The college's action plan to achieve the identified goals across all five metrics for Black/African American students is grounded in a campuswide framework that embeds equity into all institutional practices. The 2025–2028 Student Equity Plan (SEP) is structured around the three institutional wings (Instruction, Student Services, and Administrative Services) to clearly define roles and responsibilities for each area in closing equity gaps. This framework ensures that eliminating disparities for Black/African American students is a shared, institution-wide priority.

1) Addressing and Overcoming Challenges and Barriers

Black/African American students often face systemic barriers, including historical inequities in access, underrepresentation in academic programs, and cultural disconnection from college systems. To address these challenges, the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee will collaborate with the Office of Planning, Research, and Accreditation (OPRA) to examine disaggregated data by metric for Black/African American students. This analysis will

identify gaps in enrollment, retention, completion of transfer-level courses, transfer, and degree/certificate completion, as well as inform strategies to address underlying structural and cultural barriers.

The DEIA Committee will forward data-informed recommendations to the Student Success Coordinating Committee (SSCC), which includes representatives from all five instructional schools, ensuring that solutions are cross-functional, practical, and designed to have a collegewide impact. This model helps overcome silos, aligns equity strategies, and ensures coordinated implementation across academic and student affairs.

2) Implementation of Specific Strategies and Measures of Success

To support Black/African American students, the college will implement targeted strategies across academic and student services, including:

- Culturally responsive teaching and learning practices, supported through professional development for faculty to enhance engagement and academic success.
- Holistic and embedded counseling services, including mentoring, coaching, and guided pathways support, to help students navigate academic planning, transfer, and career preparation.
- Targeted outreach and retention programs, such as student success workshops, learning communities, and peer support networks that foster a sense of belonging and build academic confidence.
- Ongoing data monitoring, using dashboards and regular review cycles, to track progress across all five metrics and adjust interventions as needed.

Success will be demonstrated by measurable reductions in equity gaps, improved retention and completion rates, higher participation in support programs, and stronger engagement and belonging among Black/African American students.

3) Resources, Structures, and Support to Accomplish the Plan

The college will leverage existing structures and resources while enhancing accountability and alignment for Black/African American student success:

- The DEIA Committee will coordinate data analysis, awareness campaigns, and professional learning, ensuring that equity goals remain visible and actionable.
- OPRA will provide robust data infrastructure, reporting, and analytics to guide evidence-based planning and decision-making.
- The SSCC will translate recommendations into actionable strategies, coordinating across divisions to ensure equitable access to programs and services.
- Progress will be continuously reported at Consultation Council, providing opportunities for leadership, governance groups, and staff to evaluate outcomes and adjust strategies, as necessary.

Additionally, the DEIA Committee will increase awareness of the SEP and its progress through regular communications, presentations, and professional development sessions, emphasizing the role of all employees in advancing equity for Black/African American students.

This ongoing cycle of data-informed planning, collaborative implementation, and continuous evaluation will embed equity into the college's operations, fostering an environment where Black/African American students have equitable access to academic opportunities, guidance, and support. The college's ultimate goal is to institutionalize equity, ensuring that these students can achieve academic success, transfer, and career readiness at rates comparable to their peers.

e. Current Challenges/Barriers – (for First Generation Students)

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

Current challenges and barriers for First-Generation students experiencing disproportionate impact at the college are primarily linked to structural and institutional gaps in coordination, communication, and shared accountability. While various departments and programs across the college provide valuable services for disproportionately impacted students, including First-Generation students, these efforts often operate independently. The lack of a centralized framework results in duplicated services, inconsistent communication, and missed opportunities to leverage cross-departmental strengths. This fragmentation can create confusion for students navigating support systems and limits the overall effectiveness of equity-focused initiatives.

Additionally, awareness of the Student Equity Plan and its goals remain limited among college employees. Many staff and faculty are unfamiliar with the specific strategies and objectives designed to close equity gaps for First-Generation students. Without a clear understanding of the plan's priorities or how their roles align with its implementation, employees are less likely to intentionally incorporate equity-minded practices into their daily work.

Together, these challenges underscore the need for a coordinated institutional framework that aligns all equity-related efforts, clarifies roles and responsibilities, and increases campuswide understanding of the Student Equity Plan. Building this shared structure and awareness is essential for ensuring consistent, sustainable progress toward equitable outcomes for First-Generation students.

f. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

The college's action plan to achieve the identified goals across all five metrics for First-Generation students is grounded in a campuswide framework that integrates equity into every institutional practice. The 2025–2028 Student Equity Plan (SEP) is organized around the three primary wings (Instruction, Student Services, and Administrative Services) to define clear roles and responsibilities for each area in supporting First-Generation students' success. This framework ensures that equity is a shared responsibility embedded within the college's culture, policies, and decision-making processes.

1) Addressing and Overcoming Challenges and Barriers

First-Generation students often face structural, social, and informational barriers, including unfamiliarity with college systems, limited access to guidance, and reduced social capital. To address these challenges, the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee will collaborate with the Office of Planning, Research, and Accreditation (OPRA) to review disaggregated data by metric for First-Generation students. This process will identify equity gaps in enrollment, retention, transfer-level course completion, and degree/certificate completion.

Recommendations for addressing these gaps will be forwarded to the Student Success Coordinating Committee (SSCC), which includes representatives from all five instructional schools. The SSCC will review and adapt strategies to ensure they are practical, scalable, and responsive to the unique needs of First-Generation students. This collaborative model mitigates fragmentation and ensures that interventions are consistent across academic and student affairs.

2) Implementation of Specific Strategies and Measures of Success

To support First-Generation students, the college will implement strategies that target both academic and non-academic barriers:

- Proactive counseling and mentoring programs, embedded in both instructional and student services, to guide students in early course selection, degree planning, and academic goal setting.
- Targeted outreach and onboarding, including workshops, orientation programs, and peer mentoring, to provide First-Generation students with clear pathways and essential information about college resources.
- Equity-focused professional development for faculty and staff to strengthen understanding of the unique needs of First-Generation students and to foster culturally responsive teaching and advising practices.
- Ongoing data monitoring using dashboards to track progress across all five metrics, enabling timely interventions and continuous improvement.

Success will be demonstrated by measurable reductions in equity gaps for First-Generation students across the five metrics, higher retention and completion rates, increased participation in college programs, and stronger integration into the campus community.

3) Resources, Structures, and Support to Accomplish the Plan

The college will leverage existing governance and operational structures to support First-Generation students while enhancing communication, accountability, and professional learning systems:

- The DEIA Committee will coordinate data analysis, professional learning, and campus awareness campaigns to maintain alignment across the institution.
- The Office of Planning, Research, and Accreditation (OPRA) will provide robust data infrastructure and analytic support for evidence-based planning.
- The Student Success Coordinating Committee (SSCC) will ensure that recommendations for First-Generation student success are implemented across academic and student affairs and integrated into institutional planning cycles.
- Regular updates will be presented at Consultation Council, ensuring leadership and constituency groups remain informed and accountable for progress.

Additionally, the DEIA Committee will increase campuswide awareness of the SEP and its specific initiatives for First-Generation students through presentations, communications, and professional development sessions. This ongoing cycle of data-informed planning, collaborative implementation, and continuous evaluation will ensure that First-Generation students have equitable access to resources, guidance, and opportunities that support their academic and career goals.

Ultimately, the college seeks to institutionalize equity for First-Generation students by embedding supportive practices into every aspect of college operations, fostering an environment where all students can succeed and thrive.

SECTION 12: STUDENT EDUCATION PLANS

GUIDANCE: Per [Education Code 78222 \(b\)\(4\)](#), *as a condition of the receipt of SEA funds*, districts shall “provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.” Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, **especially in concert with strategic enrollment management**, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: “decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).” - [Vision 2030: A Roadmap for California Community Colleges \(page 10\)](#)

Using **local college data**, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.

Comprehensive Student Education Plans = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student’s declared course of study. (**Current MIS Data Element Dictionary SS09 for Student Credit Education Plan**).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student’s declared course of study along with all required courses and other requirements needed to complete each term to achieve the student’s declared course of study (i.e., degree, certificate, transfer, apprenticeship).*

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2880	1388	48%	1699	59%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	3117	1466	47%	1775	57%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	484	154	32%	167	35%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	674	171	25%	182	27%

7. Using local college data and the CCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. (2,500 characters max)

Analysis of local college data using the CCCCCO Percentage Point Gap Minus One (PPG-1) methodology indicates that first-generation and Latinx students are experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the first primary term and first academic year. While all students with a qualifying educational goal are required to complete a first-semester education plan before enrolling in classes, data show that some populations face barriers to timely completion.

To address these gaps, the college has implemented targeted outreach and counseling interventions focused on early engagement and access. Counselors provide direct services at all area high schools within Capistrano Unified School District (CUSD) and Saddleback Valley Unified School District (SVUSD) during both the fall and spring semesters. This proactive approach specifically targets first-generation and Latinx 12th graders, who are often the first in their families to navigate college systems.

Through collaboration with high school counseling teams, the college identifies students who may benefit from early academic planning and invites them to enroll in Counseling 100, a course designed to guide students through career exploration, educational planning, and college success strategies. This early intervention ensures that students complete their first-semester education plan before enrolling, meeting the requirement while building foundational skills for persistence and transfer.

Despite these efforts, PPG-1 analysis continues to highlight equity gaps among first-generation and Latinx populations, suggesting the need for additional culturally responsive outreach, expanded counseling availability, and stronger integration between K-12 and college systems. Ongoing evaluation of education plan completion rates, disaggregated by demographic group, will continue to inform strategic adjustments to close these gaps and ensure that all students, particularly those historically underrepresented in higher education, have equitable access to comprehensive education planning and long-term academic success.

8. **Summarize key strategies** (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. (2,500 characters max)

The college has implemented a series of intentional and equity-minded strategies to ensure disproportionately impacted (DI) student populations receive a comprehensive education plan early in their academic journey, with an emphasis on completion within the first semester and by the end of the first academic year.

Counselors provide embedded counseling during the first two weeks of all English 1A with support classes (ENGL C1000) to ensure that first-generation students understand the importance of engaging with counseling services and developing a comprehensive education plan early. This proactive approach allows counselors to reach students in their classrooms and guide them in aligning their academic goals with course selection and educational planning.

Additionally, counseling support is provided for AESL students, ensuring that students developing English proficiency receive guidance and access to educational planning resources tailored to their needs. The college continues to prioritize Promise Program for students, requiring and supporting them through counseling appointments that reinforce timely completion of comprehensive education plans.

To increase engagement, the college hosts “Week of Welcome (WOW)” workshops each fall and spring, specifically designed to orient and support first-generation students. These workshops emphasize the importance of academic planning, available support services, and ongoing communication with counselors throughout the student journey.

In recognition of emerging student needs, the college has expanded efforts to support Asian American and Native American Pacific Islander (AANHPI); affiliated first-time college students, ensuring these students receive tailored outreach and counseling support during their first term.

Beginning spring 2025, the college also launched a collaboration with Phoenix House to reach formerly incarcerated, system-impacted, and first-generation students, providing direct counseling and planning services to ensure these students receive comprehensive education plans early and have the tools necessary to persist and succeed.

Collectively, these strategies demonstrate the college’s ongoing commitment to proactively addressing equity gaps and ensuring that all DI student populations receive timely and comprehensive educational planning support critical to their long-term success.

9. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure **all students receive a comprehensive education plan early in their journey** – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility. (2,500 characters max)

Beginning in Academic Year 2025–26, the college will implement a new structural requirement ensuring that all students with an educational goal of earning a certificate, associate degree, or transferring to a four-year institution must have a comprehensive student education plan completed by the end of their second semester. This will build upon the college’s existing efforts to promote early planning and student success and represents a proactive shift from the previous requirement, which only applied once students reach 15 degree-applicable units.

To operationalize this change, the college implemented an automated process to identify students who meet the threshold and place a “Comprehensive Education Plan Alert” on their records. This alert requires students to meet with a counselor to develop their comprehensive education plan before continuing registration. Counselors work collaboratively with students to ensure their plans align with academic and career goals, including transfer or employment pathways.

The counseling department continues to refine this process through data-informed monitoring and collaboration with instructional divisions and student services. Targeted communication campaigns, proactive counseling outreach, and group advising sessions help ensure students understand the importance of educational planning early in their academic journey. The college will also continue to utilize intrusive counseling strategies to contact and support students who have not yet completed their comprehensive student education plans, prioritizing timely follow-up to remove registration barriers.

At the conclusion of Spring 2025, the college had students remaining with an active Comprehensive Education Plan Alert. This ongoing monitoring allows the college to assess progress toward full compliance, identify students needing additional support, and make adjustments to ensure equitable access to counseling services and comprehensive planning. Collectively, these initiatives support the college’s mission to guide all students, especially those pursuing degree and transfer goals toward completion, transfer, employment, and long-term economic mobility.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

[GUIDANCE: Education Code 78220 \(a\)\(4\)](#) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.**

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

10. GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code [88920](#) and [88921](#).

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework. (2,500 characters max)

The college continues to fully embrace the integration of the Student Equity and Achievement (SEA) Program into institutional structures that guide resource allocation and collegewide planning. Alignment with the Student Equity Plan is a key criterion that the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee uses when making funding recommendations to the College Resource Committee. Additionally, all Student Equity Plan metrics are integrated into the College Strategic Plan, ensuring that progress toward equity goals is regularly monitored and evaluated by the Planning and Institutional Effectiveness Committee.

To strengthen alignment, the college will continue to streamline planning efforts among the Student Equity Plan, the College Strategic Plan, and the Guided Pathways Work Plan. This integration minimizes redundancy and fosters more cohesive discussions across committees, supporting a unified institutional focus on equitable student success.

Through the process of integrating the Student Equity Plan into the college’s planning and decision-making structure, the college identified that many planning discussions occurred in silos. Collecting updates on action steps proved time-consuming, and duplicative conversations emerged across different committees and email communications. These insights highlight opportunities to further streamline planning processes, improve communication, and increase efficiency.

The college also recognizes that applying a one-size-fits-all rubric to assess the alignment of resource requests with the Student Equity Plan presents challenges. Continuous improvement discussions within college councils and committees will focus on enhancing clarity, consistency, and efficiency in evaluating equity alignment.

Looking forward, the college will review existing planning structures to identify opportunities to reduce duplication of effort and ensure that all necessary voices are included in centralized, coordinated conversations. Given that competing responsibilities and limited time are common barriers to sustainability, improving efficiency in planning and communication will be an important next step in advancing equity-centered, Guided Pathways-aligned institutional transformation.

11. STUDENT FINANCIAL AID ADMINISTRATION

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.). (2,500 characters max)

In coordination with the Financial Aid Department, the college implements a holistic, equity-focused strategy to maximize financial aid receipt and increase FAFSA/CADAA completion, with particular attention to disproportionately impacted student populations. Outreach and awareness campaigns are central to this approach. Students receive annual reminders via email, text, and social media about application openings and deadlines, along with personalized reminders for those who have not yet completed applications. On-campus financial aid events and information sessions, as well as workshops at local feeder high schools and community agencies, ensure broad access to guidance and support.

Targeted workshops are offered for programs such as EOPS, Puente, Foster Youth, and CalWORKs, focusing on first-generation, low-income, and Hispanic/Latinx students. Year-round FAFSA/CADAA completion workshops are available both in-person and virtually, with bilingual Spanish assistance to remove language barriers. Materials are provided in multiple languages to support non-English-speaking households. Virtual Zoom hours further enhance accessibility for students' balancing work, family, or other commitments.

The Financial Aid Department also actively promotes federal, state, and campus aid programs, including Pell Grants, Cal Grants, emergency aid, scholarships, and work-study opportunities; ensuring students are aware of and able to access all available resources. Through these comprehensive efforts, the college systematically supports students in securing financial aid, removing barriers to application completion, and fostering equitable access to higher education success.

12. STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with the DSPS program, the college is committed to advancing equity and eliminating disproportionate impact for disproportionately impacted (DI) student populations identified in this Student Equity Plan. DSPS plays a proactive role in outreach, counseling, and continuous program improvement to ensure students with disabilities, particularly Hispanic/Latinx, First-Generation, and Black/African American students are supported in their educational journey.

Culturally Responsive Outreach & Engagement: DSPS will collaborate with Student Equity and campus partners to ensure services are visible and accessible at major campuswide events such as Becoming a Bobcat Day, where incoming students and families can learn about available accommodations and supports. To reduce stigma and demystify disability services, DSPS staff will also conduct targeted outreach at local feeder high schools, offering workshops and presentations in collaboration with counselors, families, and community partners.

Equity-Minded Counseling and Academic Support: DSPS counselors will continue providing holistic counseling and educational planning to help students navigate both academic requirements and their unique accommodation needs. Recognizing the intersectional challenges faced by DI students, DSPS will strengthen partnerships with equity-focused initiatives such as EOPS, CalWORKs, CARE, and the Promise Program to ensure students benefit from cross-referrals, integrated case management, and a shared support network that fosters belonging and success.

Data-Informed Program Improvements: The college will work with OPRA to disaggregate DSPS data by race/ethnicity, first-generation status, and other equity indicators to identify service and outcome gaps. Findings will be used to inform staff about training, resource allocation, and continuous improvement efforts that directly respond to equity concerns.

Through these strategies, DSPS ensures that its services not only meet compliance requirements but also actively advance the college's equity goals by promoting access, inclusion, and equitable student achievement outcomes.

13. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with the Student Equity and Achievement Program (SEAP), Saddleback College's EOPS and CalWORKs programs will proactively support institutional efforts to eliminate disproportionate impact through comprehensive outreach, retention, and culturally responsive practices.

Targeted Outreach and Enrollment:

EOPS collaborates with OPRA, A&R, and Financial Aid to identify eligible DI students who qualify for the CCPG but have not yet applied to EOPS, followed by targeted email and phone outreach campaigns. The programs partner with campus initiatives such as the Basic Needs, Student Success Center, and Transfer Center to cross-refer students and present EOPS information during events and workshops. To enhance accessibility, bilingual intake materials in Farsi and Spanish are being developed. EOPS also ensures visibility at college-wide events like Welcome Week and Registration Days, with targeted messaging for first-generation students. Enrollment data is reviewed quarterly in partnership with OPRA to refine outreach approaches and increase enrollment of eligible DI students by 5%.

Enhanced Student Success and Retention:

EOPS and CARE implement Intentional and Intrusive Retention Counseling as part of early alert efforts, with faculty and counseling leading coordinating interventions. Appeal Workshops address MRC dismissals through refresher orientations and on-the-spot appeal processing. Parenting Scholars participate

in a “Schedule Next Contact” pilot to streamline appointments and prevent compliance-related dismissals. Expanded case management and early intervention strategies aim to improve fall-to-fall retention by 5%.

Comprehensive Support Services:

Students receive a full range of support including counseling, career assessment vouchers, personal development workshops, priority registration, textbook and transportation assistance, financial grants, CSU/UC fee waivers, and graduation regalia. CARE students receive all EOPS benefits, plus educational supply grants, and specialized workshops. These programs directly align with SEAP priorities to reduce equity gaps by addressing financial barriers and providing critical resources that promote persistence and completion.

Optimized Budget Utilization:

Quarterly budget reviews ensure funding is maximized for high-impact services such as emergency grants, textbook vouchers, and transportation assistance. The programs employ a zero-based budgeting approach to optimize impact, expand professional development for staff, and enhance student technology access through lending programs and software resources.

Alignment with Guided Pathways:

EOPS and CARE align with all four Guided Pathways pillars by helping students clarify academic and career goals, establish educational plans, remain on track through proactive counseling, and monitor progress with mid-semester check-ins and intentional interventions to ensure learning and success.

Culturally Responsive and Equity-Minded Practices:

All counselors meet Education Code requirements for cultural competency and apply inclusive, asset-based approaches that recognize systemic barriers. The programs provide Social Diversity & Awareness workshops to promote belonging and dismantle stigma.

Contribution to Institutional Goals:

As state-mandated programs, EOPS and CARE advance the Student-Centered Funding Formula by promoting full-time enrollment, persistence, and completion among CCPG-eligible students, directly contributing to institutional performance metrics and equitable student outcomes.

14. NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with the college’s equity initiatives, the NextUp and Foster Youth programs are proactively implementing strategies to eliminate disproportionate impact and meet the goals identified in the Student Equity Plan.

Proactive Outreach and Enrollment:

The programs collaborate with county child welfare agencies, foster family agencies, and Independent Living Programs to identify eligible foster youth from disproportionately impacted (DI) populations. In partnership with Saddleback College admissions and high school counselors at feeder schools, staff streamline referrals for foster youth applying to the college. Targeted, multilingual marketing materials are being developed to highlight NextUp services and encourage participation. The programs aim to increase

enrollment from 14 students (2024–2025 baseline) to 21 students by 2028–2029, with a focus on recruiting from DI populations.

Enhanced Retention Strategies:

NextUp will implement intentional and intrusive retention counseling as part of the college’s early alert framework, ensuring consistent engagement and intervention. A new “Schedule Next Contact” system will help prevent missed appointments and program dismissals by pre-scheduling subsequent meetings at each contact. The program collaborates with Financial Aid and Basic Needs offices to provide access to emergency funds, housing support, and CalFresh assistance to address barriers to persistence. These efforts aim to reduce the number of students stopping out from 50% (10 students) to 20% (4 students) by 2027–2028.

Expanded Community Partnerships:

The program will continue participation in CCC Region 8 NextUp coordinator meetings and statewide foster youth education conferences to exchange best practices and strengthen regional support. Partnerships will be expanded to at least five additional campus programs, including the C.A.R.E. Corner, Student Success, Transfer Center, and Student Health & Wellness, ensuring coordinated and holistic support. Community partnerships will also be developed with agencies such as the Orange County Social Services Agency, Court Appointed Special Advocates (CASA), and transitional housing providers, increasing foster youth-focused engagement opportunities from five to twenty-five by 2028–2029.

Trauma-Informed and Culturally Responsive Support:

The programs provide trauma-informed counseling and specialized case management that acknowledge the unique challenges foster youth face due to placement disruptions and systemic inequities. Financial assistance, including book grants, start-up grants, and continuing student grants will help eliminate financial barriers. Wraparound services will create pathways to educational success and long-term self-sufficiency.

Addressing Equity Gaps and Resource Needs:

Recognizing that foster youth often intersect with DI populations based on race, ethnicity, and socioeconomic background, NextUp focuses on removing systemic barriers and addressing unmet basic needs contributing to attrition. To sustain these efforts, the college seeks to increase NextUp staffing with a full-time counselor and dedicated program specialist, as well as administrative capacity to manage Title 5 compliance and cost allocation for shared EOPS and NextUp services.

15. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

Military-affiliated students align closely with the College’s equity plan, as many fall within disproportionately impacted groups. While tracking outcomes for this population is still evolving, particularly with the Banner transition. We have made significant strides over recent years. Nationally, student veterans represent a diverse population, and college-specific data (2023) shows that Hispanic/Latinx and Black/African-American veterans are overrepresented compared to the overall student body. Additionally, 62% of student veterans using VA educational benefits are first-generation

college students. Our long-term goal is to fully integrate veterans into broader equity initiatives through joint events and targeted funding to close achievement gaps for these diverse and non-traditional learners.

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To support these goals, the Veterans Resource Center (VRC) has focused on diversifying its counseling staff. Recent hires include counselors with experience in the Army, Navy, and Marine Corps, who have experience working with DI student populations and are bilingual. Tailored counseling and peer mentoring have been proven to improve retention and completion. One key initiative has been increasing access to DSPS services through accommodations appointments within the VRC, historically accessed by only 20% of veterans.

We also provide transfer-focused support through multiple workshops each year, including university tours led by veteran staff, the Warrior-Scholar Project, and the Veterans Round Table, modeled after La Casa's men of color support group. These events prioritize first-generation and non-traditional students and encourage faculty participation.

The Saddleback Veterans Club strengthens community and equity engagement, recognized as a Student Veterans of America Chapter of the Year Finalist. The club created a dedicated executive cabinet position focused on DEIA, currently held by a first-generation student, while a student trustee, also a veteran, exemplifies leadership among military-affiliated students.

Finally, the Women Veterans Project hosts women-focused and family-friendly events, increasing engagement and ensuring the VRC is an equitable, welcoming space for all veterans and their families. Through these coordinated efforts, the VRC actively addresses disproportionate impacts, supports historically underrepresented groups, and advances the College's equity goals for military-affiliated students.

16. JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

To increase access and success for justice-impacted students, particularly those within disproportionately impacted populations, the College has implemented several targeted strategies through the Rising Scholars program. A key structural initiative is the partnership with Phoenix House through the Counseling Department, providing a counseling course directly onsite. This initiative has expanded significantly, serving 89 students (more than double the initial 42), demonstrating the College's commitment to removing barriers to education for justice-impacted students.

Academic counseling support is another cornerstone of our approach. Justice-impacted students receive dedicated counseling to develop individualized educational plans, connect with campus resources, and navigate course selection to ensure academic progression. These students also receive priority registration, allowing timely access to critical courses and reducing obstacles to program completion.

In addition to academic support, the College offers expungement clinics to help justice-impacted students address legal barriers that may affect their life and career goals. These clinics provide critical guidance in navigating the expungement process, aligning legal support with educational attainment and long-term success.

Collectively, these initiatives, including expanded onsite educational opportunities, targeted academic counseling, priority registration, and legal support are designed to holistically support justice-impacted students. By continuing and scaling these activities, the College ensures equitable access, fosters student persistence, and actively works to close opportunity and success gaps for disproportionately impacted populations.

17. LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max).

To increase access and success for low-income adult learners, our college has implemented a comprehensive Basic Needs Center designed to address the critical non-academic barriers that disproportionately impact student success. The Center provides immediate access to essential resources, including a food pantry and a clothing closet, while offering individualized case management to connect students to additional campus and community support.

Recognizing the unique challenges faced by low-income adult learners, the Basic Needs Center also administers an emergency grant process to support students experiencing crises such as eviction, homelessness, medical emergencies, or past-due bills. This process is designed to be proactive and responsive, ensuring that students receive timely assistance to remain enrolled and engaged in their academic programs.

A key component of this approach is collaboration with Financial Aid and special programs, including EOPS, VETS Center, Promise Program, CalWORKs, Rising Scholars, and Basic Needs. This coordination ensures that emergency resources are allocated efficiently and equitably, preventing over-awarding while addressing each student's specific unmet needs. By leveraging the strengths of multiple departments and programs, the college maximizes access to essential resources and minimizes duplication of services.

Through these structural initiatives, collaborative processes, and student-centered support strategies, the college actively works to eliminate barriers that disproportionately affect low-income adult learners. This integrated approach not only supports immediate needs but also fosters persistence, retention, and academic success among disproportionately impacted student populations. The Basic Needs Center serves as a critical hub for connecting students to holistic support, ensuring that financial and basic needs challenges do not impede their educational goals.

18. CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Saddleback College will advance the equitable expansion of Credit for Prior Learning (CPL) through coordinated structural, instructional, and outreach strategies that remove barriers and improve access for DI students.

Strengthen Infrastructure and Processes:

CPL will strengthen its infrastructure through the work of a dedicated CPL Workgroup that will review and refine current practices to ensure compliance, consistency, and accessibility. Key efforts include expanding articulation tables for Joint Services Transcripts (JST) and military training, clarifying Title 5 eligibility interpretations. The VETS Program is in the process of uploading nearly 800 JSTs into the Chancellors' Office MAP system in fall 2025. Additionally, the CPL portfolio assessment and submission will be operationalized through Canvas, providing a centralized, user-friendly platform for portfolio review, submission, and documentation.

Build Awareness, Support, and Faculty Engagement:

The College will develop a comprehensive campus-wide professional development campaign focused on increasing awareness of CPL benefits. This will include “train-the-trainer” workshops, FAQ resources, and professional learning opportunities.

Targeted Outreach and Marketing for DI Populations:

Outreach will focus on adult learners, veterans, and working professionals through partnerships with United Domestic Workers (UDW), our five instructional schools, and regional workforce agencies. Targeted marketing featuring a dedicated CPL webpage, updated brochures, and Program Mapper integration will highlight the benefits of CPL, such as reduced time to degree, cost savings, and increased employment opportunities.

Data-Informed Implementation and Continuous Improvement:

CPL expansion will be guided by data collection and analysis to evaluate student outcomes, employment, and wage gains, ensuring equitable results across DI populations. Continuous feedback from students, faculty, and community partners will inform process improvements and policy refinements. Collaboration with the Academic Senate, department chairs, counseling, and marketing teams will institutionalize CPL practices, embedding them into orientations, education plans, and advising processes. These integrated efforts will expand CPL opportunities beyond military credit to include industry certifications, prior work experience, and portfolio-based assessments, broadening access and advancing equity across all academic and career programs.

19. DUAL ENROLLMENT

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." – *Vision 2030: A Roadmap for California Community Colleges (page 2)*

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2,500 characters max)

Saddleback College is advancing a comprehensive strategy to expand equitable access to Dual Enrollment (DE) through the development of integrated pathways, the reduction of barriers to participation, the creation of targeted support structures, and sustained strategic planning with K-12 partners. These efforts align directly with Vision 2030's ninth-grade strategy and are designed to increase opportunities for disproportionately impacted (DI) student populations.

Comprehensive Pathway Development: The College offers three types of pathways that create clear and inclusive on-ramps for higher education. Career Education Pathways embed certificate and workforce-aligned courses directly into high school bell schedules in fields such as Automotive Technology, Business, Culinary Arts, Computer Information Management, Horticulture, and Medical Assisting. General Education Pathways extend transfer-level offerings in English, Math, Sociology, Humanities, Spanish, Arabic, and other disciplines in afterschool formats to broaden access to university transfer opportunities. In addition, the College & Career Counseling pathway ensures smooth transitions by offering COUN 100 to high school seniors each spring, equipping them with college knowledge and planning skills.

Reducing Barriers to Access: To remove systemic and logistical barriers, all DE courses are tuition-free, offered at partner high school campuses to eliminate transportation challenges, and tailored to meet the needs of each district. Saddleback's partnerships with a diverse set of districts, including CUSD, SVUSD, LBUSD, IUSD, OUSD, and California Online Public School, ensure that programming is responsive to local demographics and equity gaps.

Targeted Support Infrastructure: Recognizing that academic preparation and guidance are essential for DI populations, the College has expanded DE teams to include guidance specialists, career counselors, outreach staff, and Saddleback College counselors who hold office hours on high school campuses each semester. A single point-of-contact system further ensures that students can easily connect with academic and support services, creating a safety net that increases persistence and success.

Strategic Planning Activities: To sustain and scale these initiatives, Saddleback conducts annual planning and recruitment cycles with K-12 partners. Current innovations include the implementation of a Middle College High School model in collaboration with CUSD, development of new Health Science pathways through a Medical Terminology course, and recognition of student achievement through a graduation cord awarded to high school graduates who earn 12 or more DE units.

Through these structural investments, Saddleback College is not only meeting the Vision 2030 goal of ensuring all California students graduate from high school with at least 12 dual enrollment units. It is also centering equity in design and delivery so that DI student populations have both the access and support needed to thrive.

20. STRONG WORKFORCE PROGRAM/PERKINS

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” – *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

As part of Goal 1: Equity in Success, the College’s Strong Workforce Program (SWP) and Perkins Program will closely coordinate with the Student Equity and Achievement (SEA) Program to advance Vision 2030’s call for Equitable Workforce and Economic Development. Our collective efforts are intentionally designed to increase equitable access, completion, and attainment of living-wage employment for disproportionately impacted (DI) populations.

Focus on Equity & DI Populations

The College prioritizes support for Perkins-identified DI students (including low-income, Hispanic/Latinx, foster youth, students with disabilities, veterans, and first-generation students) by closing equity gaps in CTE enrollment, completion, and workforce outcomes.

High-Tech/High-Touch Approaches

To increase educational access, programs are expanding dual enrollment and early college pathways to engage low-income learners earlier in their educational journeys. Technology enhanced resources, such as labor market dashboards, career navigation platforms, and online learning modules, are paired with high-touch supports such as personalized advising, tutoring, mentoring, and case management. Additionally, the College is building capacity for online and hybrid CTE instruction, increasing access for working adults and students with barriers to attendance.

Customized Educational & Training Opportunities

CTE pathways are being aligned with regional labor market needs, ensuring students gain skills that lead to high-demand, living-wage employment. Stackable credentials and certificates provide flexible entry and exit points for students balancing academic, work, and family responsibilities. Employer partnerships are being strengthened to expand apprenticeships, internships, and other work-based learning opportunities that connect students directly to careers.

Student Support and Retention

SEA-funded academic and student support services (such as counseling, financial aid outreach, and basic needs programs) are integrated with Perkins and SWP initiatives. The College is scaling career readiness workshops, job placement services, and employer networking with an equity focus to ensure all students, especially DI populations, persist and succeed.

Data-Driven Improvement

Using Perkins accountability indicators, Data Vista, and regional labor market information; the College continuously monitors whether DI students are persisting, completing, and earning living wages. Findings guide cycles of continuous improvement to strengthen interventions.

Future Focus Areas

This year, two coordinated priorities are emphasized: (1) expanding equitable work-based experiential learning through internships, apprenticeships, and mentorships, with a new Samueli Foundation grant supporting employer reimbursement for paid opportunities; and (2) expanding equitable dual enrollment to ensure underrepresented students gain access to early college credit opportunities, accelerating their pathways to living-wage careers.

Through these integrated efforts, SWP, Perkins, and SEA are advancing Vision 2030's goal of increasing through equity the number of students who achieve socio-economic mobility and earn a living wage.

21. ADDITIONAL PROGRAMS (OPTIONAL)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Not applicable.

SECTION 14: PREVIEW AND SUBMISSION PROCESS

GUIDANCE: In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "Submit" status to "Certified" status which means your plan is fully certified and completed. **THANK YOU!**