Student Equity and Achievement Program

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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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
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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)

   ☐ 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)

   ☐ 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)

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)
- ☐ Alternate Project Lead
- ☐ Approver: Chancellor/President
- ☐ Approver: Chief Business Officer
- ☐ Approver: Chief Instructional Officer
- ☐ Approver: Chief Student Services Officer
- ☐ Approver: Academic Senate President
- ☐ Approver: Guided Pathways Coordinator/Lead
- ☐ Additional Alternate Project Lead (optional)

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)

    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)

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 2025-28 Executive Summary URL Link: (required)

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)

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

EXAMPLE ONLY
(See NOVA for your College's Metric and DI Populuation Summary)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year (see metric section for baseline year)	# of Students for Baseline Year (see metric section for baseline year)	GOAL 1 Eliminate Disproportionate Impact — % of Increase Needed to Eliminate DI	GOAL 1 — # of Students Needed to Eliminate DI*	GOAL 2 Fully Close Equity Gap — % of Increase Needed to Fully Close Equity Gap	GOAL 2 — # of Students Needed to Fully Close Equity Gap*
Successful Enrollment – DI Student Populations						
Black or African American	17.3%	57	4.6%	16	8.7%	29
White Female	21.6%	466	3.1%	68	5.1%	111
Female	24.5%	1,349	0.4%	23	2.4%	135
Completed Transfer-Level Math and English – DI Student Populations						
DSPS	7.6%	35	0.1%	1	2.5%	12
First Generation	8.0%	111	1.0%	15	3.0%	42
Hispanic	7.8%	133	1.8%	32	3.9%	67
Persistence: First Primary Term to Secondary Term – DI Student Populations						
Foster Youth	51.2%	43	6.0%	6	16.7%	15
Hispanic Male	63.7%	403	4.7%	7	4.7%	30
Homeless	46.2%	12	2.2%	1	21.5%	6
Completion – DI Student Populations						
Econ Disadvantage	9.0%	108	1.5%	18	3.5%	42
First Generation	8.2%	143	3.7%	65	5.7%	99
Transferred to a Four-Year – DI Student Populations						
Hispanic	21.7%	116	4.7%	25	8.2%	44
Male	24.3%	171	1.8%	13	5.0%	35

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 disproportional 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			N/A	N/A	N/A	N/A
DI: See NOVA						
DI: See NOVA						
DI: See NOVA						
Additional Student Population (see Note below)						
+ 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)
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.

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, underline 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 underline 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.
+ 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.

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			N/A	N/A	N/A	N/A
DI: See NOVA						
DI: See NOVA						
DI: See NOVA						
Additional Student Population (see Note below)						
+ 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 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.**

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

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
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.

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, <u>especially across academic and student affairs,</u> 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 <u>and</u> 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)
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.
+ 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.**

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

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, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence</u>. (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			N/A	N/A	N/A	N/A
DI: See NOVA						
DI: See NOVA						
DI: See NOVA						
Additional Student Population (see Note below)						
+ 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: <u>a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).</u> 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.**

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

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
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.

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)
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.
+ 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.**

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

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)

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			N/A	N/A	N/A	N/A
DI: See NOVA						
DI: See NOVA						
DI: See NOVA						
Additional Student Population (see Note below)						

COMPLETION DATA

+ 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.**

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

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
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.

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, underline 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)
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.
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.
+ 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.**

- o *Yes, our college has additional key strategies for the overall student population.* (bottom text box opens in NOVA)
- o *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR COMPLETION — Overall Student Population (if applicable)
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.

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, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer</u>. (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			N/A	N/A	N/A	N/A
DI: See NOVA						
DI: See NOVA						
DI: See NOVA						
Additional Student Population (see Note below)						
+ 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: <u>a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).</u> 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.**

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

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
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.

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, <u>especially across academic and student affairs</u>, 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 <u>and</u> 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)
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.
+ 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 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.**

- o *Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)*
- o *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable)
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.

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 <u>improve transfer</u> and meet related goals outlined in Vision 2030**.*
(2500 characters max)

*<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e—Baccalaureate Attainment</u> 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)

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

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

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?

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)					
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)					
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)					
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)					

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)

8. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the <u>identified disproportionately impacted (DI) student populations</u> 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)

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 <u>all students</u> 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)

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 competed 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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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!**