



California Community Colleges

DRAFT as of 10/11/24

Student Equity and Achievement Program

2025-28 STUDENT EQUITY PLAN

Planning Resources and Development Template

Deadline to Submit and Certified in NOVA: November 30, 2025

Questions? Please contact seaprograminfo@cccco.edu

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PRELUDE

With a new Student Equity Plan cycle, our system finds itself with new opportunity and sense of excitement to advance and refine our commitments to racial equity across our California Community Colleges (CCC). 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 Section 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](#)
- Building on Race-Conscious Planning and Sustaining Equity Efforts (will get link from Eric Felix when completed)
- WestEd document on DataVista and DI Calculations (will get link from WestEd when completed)
- [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)
- [Forming a Planning Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

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,

The 2025-28 Student Equity Plan Task Force

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SECTION 1: DETAILS

GUIDANCE

The 2025-2028 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 achievement 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 update, if needed, 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. The student equity plan will conclude with the 'Executive Summary' section to allow colleges to summarize their reflection of their 2022-25 student equity plan and the plans for their 2025-28 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 read and have 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 character max)

- ☐ I have read the legislation [Education Code 78220](#) and understands 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. Click on this link [Building on Race-Conscious Planning and Sustaining Equity Efforts](#) for information on race-consciousness strategies. (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 character 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 SEA Annual Report

3. Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-2025 Student Equity Plan cycle, please answer the following questions:

- a. What is working well that your college plans to continue? 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 character max)

- b. What has your college learned in terms of the root causes of the equity gaps for the student populations your college selected to focus on for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes would help your college foster and further a culture of equity? Please share 2-3 discoveries that will guide your development and implementation of the 2025-28 Student Equity Plan. (2500 character max)

SECTION 4: 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 increase needed to eliminate DI. 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.

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, see this reference guide: [CCCCO PPG-1 Methodology Notes 2022](#)

EXAMPLE ONLY

(See NOVA for your College's Metric and DI Population Summary)

Metric and DI Population Summary				
DI Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	College & System Goal: % of Increase Needed to Eliminate DI	*College & System Goal: # of Students Needed to Eliminate DI
Successful Enrollment - DI Student Population Goals				
Asian	2.8%	401	10%	41
Black or African American	2.0%	288	15%	44
Low-income students	1.9%	282	17%	48
Completed Transfer-Level Math and English - DI Student Population Goals				
Asian	1.5%	288	15%	44
Black or African American	1.9%	282	17%	48
Retention: First Primary to Secondary Term - DI Student Population Goals				
Asian	35%	158	22%	35
Black or African American	42%	250	35%	88
Completion - DI Student Population Goals				
Asian	23%	79	35%	28
Black or African American	32%	282	17%	48
Transfer - DI Student Population Goals				
Asian	18%	51	44%	23
Black or African American	21%	282	17%	48

SECTION 5: METRIC - SUCCESSFUL ENROLLMENT

Identified below, per the MIS definition and retrieved from DataVista, are the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric and the percentage of increase the college needs to achieve to eliminate the disproportionate impact for each DI student groups.

Please refer to the [CCCCO PPG-1 Methodology Notes 2022](#) if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among applicants who indicated an intent to enroll in the selected college in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student in the same community college in the selected year.
(Product Ops will insert hyperlink to MIS Definition if available on DataVista).

Vision 2030 supports the Successful Enrollment metric through the following goal and benchmark:

Vision 2030 Goal: 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.

STEP 1: ESTABLISHING EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s):

Guidance: Please review the table below, which includes a **baseline college and system goal of eliminating disproportionate impact in Successful Enrollment**.

If there are additional Vision 2030-aligned and/or local goals your college aims to achieve for any of the identified DI populations for Successful Enrollment, please enter a brief sentence for each goal under the ‘Additional Goal’ column. These additional goals may also be revised or renewed goals/target outcomes from your previous 2022-25 Student Equity Plan. (500 characters max for each goal) **If there are no additional goals, you may move on to the next step.**

SUCCESSFUL ENROLLMENT – Disproportionately Impacted Student Population Goals					
DI Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment (# of students) for 2022-23 (Baseline Year)	COLLEGE AND SYSTEM GOAL: Eliminate Disproportionate Impact		Additional College Goal(s) (if applicable) see Guidance above for instructions
			% of Increase Needed to Eliminate DI*	# of Students Needed to Eliminate DI*	
EXAMPLE: Veterans	2.8%	401	10%	41	<i>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>
See NOVA					
See NOVA					
(OPTIONAL) Additional DI Student Population (see ‘Note’ below)					

+ ADD ADDITIONAL DISPROPORTIONATELY IMPACTED 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. In NOVA, there will be a text box for you to add your additional DI Student Populations and it will get added to the DI table above.

If there are no additional student populations, please proceed to the next step.

* = The number of students needed to eliminate DI 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.

STEP 2: ESTABLISHING EQUITY GOALS - Overall Student Population

Guidance: Please review the table below, which includes a **baseline college and system goal of increasing Successful Enrollment with equity through eliminating disproportionate impact**. Achieving the goals for the disproportionate impacted populations stated above will support the increase of equitable Successful Enrollment for the overall student population. Are there additional Vision 2030-aligned and/or local goals your college aims to achieve during this student equity plan cycle (2025-28) to increase equitable Successful Enrollment for the overall student population? (500 characters max for each goal) **If yes, enter below. If no, proceed to next step.**

SUCCESSFUL ENROLLMENT – Overall Student Population Goals				
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	COLLEGE AND SYSTEM GOAL	Additional College Goal(s) for Increasing Overall Successful Enrollment with Equity (if applicable: see Guidance above for instructions) <i>(Example: In our local strategic master plan, we have a goal of increasing with equity our overall successful enrollment % from 60% to 80% by Spring 2028.)</i>
All Students	See NOVA	See NOVA	Baseline: Increase with Equity: Successful Enrollment for the Overall Student Population through Eliminating Disproportionate Impact	

STEP 3: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s)

Guidance: Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensuring equitable Successful Enrollment for the DI student population goal(s) developed above. (500 characters max for each strategy)

KEY STRATEGIES – Disproportionately Impacted (DI) Student Population(s)
<i>Example:</i> 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.
<i>Example:</i> Ensure, track, monitor, and evaluate intentional onboarding and career services for student veterans, including the promotion of credit for prior learning.
<i>Example:</i> Increase and strengthen connections with local LGBTQ+ community organizations to help with outreach and recruitment efforts.

STEP 4: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Overall Student Population

Guidance: The college and system baseline goal is to increase Successful Enrollment through eliminating disproportionate impact (DI), as well as to achieve other goals your college has identified. 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 equitable Successful Enrollment for the overall student population? (500 characters max for each strategy). **If yes, enter below. If no, proceed to next step.**

Additional Key Strategies for Overall Student Population (if applicable)
<i>Example:</i> To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreement with feeder schools to at least a total of 10 school districts by Spring 2028.

SECTION 6: METRIC - COMPLETED TRANSFER-LEVEL MATH AND ENGLISH

Identified below, per the MIS definition and retrieved from DataVista, are the disproportionately impacted (DI) student groups for your college for the Completed Transfer-Level Math and English metric and the percentage of increase the college needs to achieve to eliminate the disproportionate impact for each DI student group.

Please refer to the [CCCCO PPG-1 Methodology Notes 2022](#) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in selected student journey, the proportion who completed Transfer-Level Math and/or English in their first academic year of credit enrollment from their first term within the district, allowing for students who enrolled in credit ESL to complete Transfer-Level Math and English within three complete years from first term. (Product Ops – Insert hyperlink to MIS Definition if available on DataVista).

Vision 2030 supports the Transfer-Level Math and English metric through the following goal and benchmark:

Vision 2030 Goal: 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%.

STEP 1: ESTABLISHING EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s):

Guidance: Please review the tables below, which include a **baseline college and system goal of eliminating disproportionate impact in Transfer-Level Math and English completion rates.**

If there are additional Vision 2030-aligned and/or local goals your college aims to achieve for any of the identified DI populations, please enter a brief sentence for each goal under the ‘Additional Goal’ column. These additional goals may also be revised or renewed goals/target outcomes from your previous 2022-25 Student Equity Plan. (500 characters max for each goal) **If there are no additional goals, you may move on to the next step.**

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population Goals					
DI 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)	COLLEGE AND SYSTEM GOAL: Eliminate Disproportionate Impact		<u>Additional College Goal(s)</u> (if applicable) see Guidance above for instructions
			% of Increase Needed to Eliminate DI*	# of Students Needed to Eliminate DI*	
EXAMPLE: <i>Hispanic or Latino/a/x</i>	1.9%	282	17%	48	<i>In our local strategic master plan, we have a goal of increasing with equity the Transfer-Level Math and English completion rates for our Black or African American students by 20% by Spring of 2028.</i>
See NOVA					
See NOVA					
(OPTIONAL) Additional DI Student Population (see ‘Note’ below)					
+ ADD ADDITIONAL DISPROPORTIONATELY IMPACTED 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. In NOVA, there will be a text box for you to add your additional DI Student Populations and it will get added to the DI table above. **If there are no additional student populations, please proceed to the next step.**

* The number of students needed to eliminate DI 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: (Jenny will provide link to DataVista once its launched)

STEP 2: ESTABLISHING EQUITY GOALS - Overall Student Population

Guidance: Please review the table below, which includes a **baseline college and system goal of increasing Transfer-Level Math and English completion rates with equity through eliminating disproportionate impact**. Achieving the goals for the disproportionate impacted populations stated above will support the increase of equitable Transfer-Level Math and English completion rates for the overall student population. Are there additional local goals your college aims to achieve during this student equity plan cycle (2025-28) to increase equitable Transfer-Level Math and English completion for the overall student population? (500 characters max for each goal) **If yes, enter below. If no, proceed to next step.**

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH – Overall Student Population Goals				
	% 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)	COLLEGE AND SYSTEM GOAL	Additional College Goal(s) for Increasing Overall Transfer Math and English Completion with Equity (if applicable: see Guidance above for instructions) (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.)
All Students	See NOVA	See NOVA	Baseline: Increase with Equity – Transfer-Level Math and English Completion Rates for the Overall Student Population by Eliminating Disproportionate Impact	

STEP 3: KEY STRATEGIES TO ADVANCE EQUITY GOALS- Disproportionately Impacted (DI) Student Population(s)

Guidance: Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensuring equitable Transfer-Level Math and English completion rates for the DI student population goal(s) developed above. (500 characters max for each strategy)

Key Strategies Disproportionately Impacted (DI) Student Population(s)
Example: Establish and deploy data-driven systematic case management and student support outreach to improve completion of transfer-level Math and English for all the identified DI student groups.
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, and cross-campus relationship building to strategically increase completion for DI groups.

STEP 4: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Overall Student Population

Guidance: The college and system baseline goal is to increase the number of students completing Transfer-Level Math and English through eliminating disproportionate impact (DI), as well as to achieve other goals your college has identified. 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 of the number of students completing Transfer-Level Math and English for the overall student population? (500 characters max for each strategy). **If yes, enter below. If no, proceed to next step.**

Additional Key Strategies for Overall Student Population (if applicable)
<i>Example:</i> To help increase with equity the overall Transfer-Level Math and English completion rates, Math and English faculty and academic counselors will partner with Student Services and Tutoring to design proactive, systematic supports for students who are enrolled in Transfer-Level Math and English courses.

SECTION 7: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

Identified below, per the MIS definition and retrieved from DataVista, are the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric and the percentage of increase the college needs to achieve to eliminate the disproportionate impact for each DI student group.

Please refer to the [CCCCO PPG-1 Methodology Notes 2022](#) if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in selected student journey, the proportion who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution. (Product Ops – Insert hyperlink to MIS Definition if available on DataVista).

Vision 2030 supports Persistence through the following goal and benchmark:

Vision 2030 Goal: 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%.

STEP 1: ESTABLISHING EQUITY GOALS - *Disproportionately Impacted (DI) Student Population(s)*

Guidance: Please review the table below, which includes a **baseline college and system goal of eliminating disproportionate impact in First Primary Term to Secondary Term Student Persistence**.

If there are additional goals your college aims to achieve for any of the identified DI populations, please enter a brief sentence for each goal under the ‘Additional Goal’ column. These additional goals may also be revised or renewed goals/target outcomes from your previous 2022-25 Student Equity Plan. (500 characters max for each goal) **If there are no additional goals, you may move on to the next step.**

PERSISTENCE: First Primary Term to Secondary Term – Disproportionately Impacted Student Population Goals					
DI Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence (# of students) for 2021-22 (Baseline Year)	COLLEGE AND SYSTEM GOAL: Eliminate Disproportionate Impact		<u>Additional College Goal(s)</u> (if applicable) see Guidance above for instructions
			% of Increase Needed to Eliminate DI*	# of Students Needed to Eliminate DI*	
EXAMPLE: Homeless Students	35%	158	22%	35	<i>In our local strategic master plan, we have a goal of increasing persistence with equity for our homeless students 25% by Spring of 2028.</i>
See NOVA					
See NOVA					
(OPTIONAL) Additional DI Student Population (see ‘Note’ below)					
+ ADD ADDITIONAL DISPROPORTIONATELY IMPACTED 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. In NOVA, there will be a text box for you to add your additional DI Student Populations and it will get added to the DI table above. If there are no additional student populations, please proceed to the next step.					

* = The number of students needed to eliminate DI is only based on the baseline year 2023-24; 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.

STEP 2: ESTABLISHING EQUITY GOALS - Overall Student Population

Guidance: Please review the table below, which includes a **baseline college and system goal of increasing First Primary Term to Secondary Term Student Persistence with equity through eliminating disproportionate impact**. Achieving the goals for the disproportionate impacted populations stated above will support the increase of equitable student persistence for the overall student population. Are there additional local goals your college aims to achieve during this student equity plan cycle (2025-28) to increase equitable First Primary Term to Secondary Term Student Persistence for the overall student population? (500 characters max for each goal) **If yes, enter below. If no, proceed to next step.**

PERSISTENCE: First Primary Term to Secondary Term – Overall Student Population Goals				
	Persistence % of students for 2022-23 (Baseline Year)	Persistence # of students for 2022-23 (Baseline Year)	COLLEGE AND SYSTEM GOAL	<u>Additional College Goal(s) for Increasing Overall Persistence with Equity</u> (if applicable: see Guidance above for instructions) (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.)
All Students	See NOVA	See NOVA	Baseline: Increase with Equity - Persistence Rates for the Overall Student Population by Eliminating Disproportionate Impact	

STEP 3: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s)

Guidance: Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensuring equitable persistence for the DI student population goal(s) developed above. (500 characters max for each strategy)

Key Strategies – Disproportionately Impacted (DI) 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

STEP 4: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Overall Student Population

Guidance: The college and system baseline goal is to increase First Primary Term to Secondary Term Student Persistence through eliminating disproportionate impact (DI), as well as to achieve other goals your college has identified. 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 for the overall student population? (500 characters max for each strategy). **If yes, enter below. If no, proceed to next step.**

Additional Key Strategies for 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.

SECTION 8: METRIC - COMPLETION

Identified below, per the MIS definition and retrieved from DataVista, are the disproportionately impacted (DI) student groups for your college for the Completion metric and the percentage of increase the college needs to achieve to eliminate the disproportionate impact for each DI student group.

Please refer to the [CCCCO PPG-1 Methodology Notes 2022](#) if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in selected student journey, the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year. (Product Ops – Insert hyperlink to MIS Definition if available on DataVista).

Vision 2030 supports the Completion metric through the following goal and benchmark:

Vision 2030 Goal: 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%.

STEP 1: ESTABLISHING EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s)

Guidance: Please review the table below, which includes a baseline college and system goal of eliminating disproportionate impact in Completion.

If there are additional goals your college aims to achieve for any of the identified DI populations, please enter a brief sentence for each goal under the ‘Additional Goal’ column. These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. (500 characters max for each goal) **If there are no additional goals, you may move on to the next step.**

COMPLETION – Disproportionately Impacted Student Population Goals					
DI Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students who completed selected journey for 2019-20 (Baseline Year)	COLLEGE AND SYSTEM GOAL: Eliminate Disproportionate Impact		Additional College Goal(s) (if applicable) see Guidance above for instructions
			% of Increase Needed to Eliminate DI*	# of Students Needed to Eliminate DI*	
Example: Student with Disabilities	23%	79	35%	28	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.
See NOVA					
See NOVA					
(OPTIONAL) Additional DI Student Population (see ‘Note’ below)					
+ ADD ADDITIONAL DISPROPORTIONATELY IMPACTED 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. In NOVA, there will be a text box for you to type in your additional DI Student Populations and it will get added to the DI table above. If there are no additional student populations, please proceed to the next step.					

* = The number of students needed to eliminate DI 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.

STEP 2: ESTABLISHING EQUITY GOALS – Overall Student Population

Guidance: Please review the table below, which includes a college and system goal of increasing Completion with equity through eliminating disproportionate impact. It also specifies **Vision 2030 Goal 1, Outcome 1, Benchmark 1: “By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.”** Achieving the goals for the disproportionate impacted populations stated above will support the increase of equitable Completion for the overall student population. Are there additional local goals your college aims to achieve during this student equity plan cycle (2025-28) to increase equitable Completion for the overall student population? (500 characters max for each goal) **If yes, enter below. If no, proceed to next step.**

COMPLETION – Overall Student Population Goals				
	% of Students Completed selected journey for 2023-24 (Baseline Year)	# of Students who completed selected journey for 2023-24 (Baseline Year)	COLLEGE AND SYSTEM GOAL	Additional College Goal(s) for Increasing Overall Completion with Equity (if applicable: see Guidance above for instructions) (Example: In our local strategic master plan, we have a goal of increasing with equity the completion rate for our overall student population for our students with disabilities by 35% by Spring of 2028.)
All Students	See NOVA	See NOVA	Baseline: Increase with Equity - Completion for the Overall Student Population through Eliminating Disproportionate Impact Vision 2030 Goal 1, Outcome 1, Benchmark 1: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.**	

** Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion Benchmark

STEP 3: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s)

Guidance: Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensuring equitable completion rates for the DI student population goal(s) developed above. (500 characters max for each strategy)

Key Strategies – Disproportionately Impacted (DI) 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.

STEP 4: KEY STRATEGIES TO ADVANCE EQUITY GOALS – Overall Student Population

Guidance: The college and system baseline goal is to increase student Completion through eliminating disproportionate impact (DI), as well as to achieve other goals your college has identified. 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 for the overall student population? (500 characters max for each strategy). **If yes, enter below. If no, proceed to next step.**

Additional Key Strategies for 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.

SECTION 9: METRIC - TRANSFER

Identified below, per the MIS definition and retrieved from DataVista, are the disproportionately impacted (DI) student groups for your college for the Transfer metric and the percentage of increase the college needs to achieve to eliminate the disproportionate impact for each DI student group.

Please refer to the [CCCCO PPG-1 Methodology Notes 2022](#) if you would like information on how disproportionate impact is calculated

MIS Definition for Transfer: Among students in selected student journey, the number of students who earned 12 or more units at any time and at any college up to and including the selected year, who exited the community college system, and who enrolled in a four-year institution in the selected year. (Product Ops – Insert hyperlink to MIS Definition if available on DataVista).

Vision 2030 supports the Transfer metric through the following goal and benchmark:

Vision 2030 Goals: (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. (III) 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; Outcomes 2d, 2e, 2b—Baccalaureate Attainment*)

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

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%.

STEP 1: ESTABLISHING EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s)

Guidance: Please review the table below, which includes a **baseline college and system goal of eliminating disproportionate impact in Transfer**.

If there are additional goals your college aims to achieve for any of the identified DI populations, please enter a brief sentence for the additional goal under the ‘Additional Goal’ column. These additional goals may also be revised or renewed goals/target outcomes from your previous 2022-25 Student Equity Plan. (500 characters max for each goal) **If there are no additional goals, you may move on to the next step.**

TRANSFER – Disproportionately Impacted Student Population Goals					
DI Student Population	% of Transfer students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	COLLEGE AND SYSTEM GOAL: Eliminate Disproportionate Impact		<u>Additional College Goal(s)</u> (if applicable) see Guidance above for instructions
			% of Increase Needed to Eliminate DI*	# of Students Needed to Eliminate DI*	
EXAMPLE: <i>Student with Disabilities</i>	18%	51	44%	23	In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our students with disabilities by 50% by Spring of 2028
See NOVA					
See NOVA					
(OPTIONAL) Additional DI Student Population (see ‘Note’ below)					

+ ADD ADDITIONAL DISPROPORTIONATELY IMPACTED 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. In NOVA, there will be a text box for you to add your additional DI Student Populations and it will get added to the DI table above. **If there are no additional student populations, please proceed to the next step.**

* = The number of students needed to eliminate DI 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.

STEP 2: ESTABLISHING EQUITY GOALS - Overall Student Population:

Guidance: Please review the table below, which includes a **baseline college and system goal of increasing Transfer with equity through eliminating disproportionate impact**. It also specifies **Vision 2030 Goal 1, Outcomes 2d and 2e: increase with equity the number of California community college students who transfer to a UC, CSU or non-profit/private independent four-year institutions**. Achieving the goals for the disproportionately impacted populations stated above will support the increase of equitable transfer rates for the overall student population. Are there additional local goals your college aims to achieve during this student equity plan cycle (2025-28) to increase equitable Transfer for the overall student population? (500 characters max for each goal) **If yes, enter below. If no, proceed to next step.**

TRANSFER – Overall Student Population Goals				
	% of Transfer Students for 2021-22 (Baseline Year)	# of Transfer Students for 2021-22 (Baseline Year)	COLLEGE AND SYSTEM GOAL	Additional College Goal(s) for Increasing Overall Transfer with Equity (if applicable: see Guidance above for instructions) (Example of an Additional Goal: 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.)
All Students	See NOVA	See NOVA	Baseline: Increase with Equity-Completion for the Overall Student Population through Eliminating Disproportionate Impact Vision 2030 Goal 1, Outcomes 2d and 2e: Increase with equity: the number of California community college students who transfer to a UC, CSU or 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

STEP 3: KEY STRATEGIES TO ADVANCE EQUITY GOALS - Disproportionately Impacted (DI) Student Population(s)

Guidance - Disproportionately Impacted (DI) Student Population(s): Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensuring equitable Transfer for the DI student population goal(s) developed above. (500 characters max for each strategy)

Key Strategies – Disproportionately Impacted (DI) Student Population(s)
Example: Build data-driven, systematic case management centered on transfer processes and supports for all disproportionately impacted students, with an initial primary focus on students with disabilities.

STEP 4: KEY STRATEGIES TO ADVANCE EQUITY GOALS – Overall Student Population

Guidance: The college and system baseline goal is to increase student Transfer through eliminating disproportionate impact (DI), as well as to achieve other goals your college has identified. 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 for the overall student population? (500 characters max for each strategy).

If yes, enter below. If no, proceed to next step.

Additional Key Strategies for 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. Prioritization of personalized outreach and counseling will center on all disproportionately impacted students.</i>
<i>Example: Our college will implement data sharing and practices with local CSUs and UCs to enable the four-year institutions to provide proactive outreach, especially to disproportionately impacted students.</i>

4. 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”. The Chancellor’s Office encourages all colleges to interrogate and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. (*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*)

Because our state system and Vision 2030 are highly focused on increasing transfer rates with equity, please describe how and why your college strategies listed above for both DI and overall student populations will remove barriers, address student needs, create clear pathways and systems of belonging, and ultimately, improve transfer. (2500 characters max)

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SECTION 10: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

- 5. Guidance:** Listed below is a table with all the five metrics and the student populations experiencing DI within each metric. Of all the identified DI student populations, please identify the top 1-3 student population(s) your college will prioritize during the equity plan cycle (2025-28) and answer the question below for these identified populations. The identified 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 College will Prioritize (enter below)

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

a. Current Challenges/Barriers

What current structures, reflecting on institutional policies, processes, practices, and culture, are challenges/barriers for the identified student population experiencing DI your college at your college. (2500 character max)

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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 character max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented and what will success look like?
- 3) How will the progress of the action plan be measured, assessed and regularly communicated? Which campus programs/departments will be assigned as the lead to monitor, track and communicate the college's progress.
- 4) What resources, structures, and/or support needed to effectively accomplish this action plan?

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SECTION 11: 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.”

Using **local college data** please complete the Comprehensive Student Education Plans table below and then complete the two 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 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 who Received a Comprehensive Ed Plan by end of First Academic Year	Total % of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year	Using Local College Data and the CCCCO PPG-1 Methodology Notes 2022 , Identify and List Student Populations Experiencing Disproportionate Impact (DI) in Receiving a Comprehensive Education Plan. Click the following link for a tool to help calculate DI: <i>insert tool link here</i>
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)					

6. 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 character max)

7. 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 character max)

SECTION 12: 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.

Please also review [Vision 2030 A Roadmap for California Community Colleges](#) for information on systemwide outcomes, benchmarks, and strategies related to the programs and student groups in this section.

8. 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 character max)

9. 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 disproportionate impact 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 character max)

10. 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 character max)

11. 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 character max)

12. 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 character max)

13. 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 character max)

14. JUSTICE-IMPACTED STUDENTS

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

15. LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement (or continue) to increase success for low-income adult learners, especially among the identified disproportionate impact student populations within this Student Equity Plan. (2500 character max)

16. 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 disproportionate impact student populations within this Student Equity Plan. (2500 character max)

17. 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 (p2)*.

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 disproportionate impact student populations within this Student Equity Plan. (2,500 character max)

18. STRONG WORKFORCE PROGRAM/PERKINS

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to increase the success of the identified disproportionate impact student populations within this Student Equity Plan. (2500 character max).

SECTION 13: EXECUTIVE SUMMARY

19. Executive Summary

Guidance: Per Education Code 78220 (a)(7), 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.

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 items/sections:

- 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 initiatives/key strategies of this current plan)
- Community college district official to contact for further information
- Detailed accounting of how funding was expended (from the previous plan)
- Assessment of the progress made in achieving identified goals (from previous plan)

IMPORTANT: Please review the following resources 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 achievement 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.
- [Education Code 78221](#) indicates 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 URLs may be inaccessible.

PDF Upload: (required)

SECTION 14: PREVIEW AND SUBMIT

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, **please click submit to route** to all the individuals listed in the 'Contact' session for review and approval. Once all contacts have approved, 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!**

Counselor Liaison:

A counselor liaison builds and establishes ongoing communication between instruction and student services division on campus to include faculty, management, staff, and counseling faculty. The expectation is to collaborate with the various constituencies regarding curriculum/program changes, general updates, and provide the information to all counseling faculty.

The liaison serves as the point of contact between the divisions/departments and the counseling faculty. The following are key examples of liaison duties but not limited to; attend faculty/division meetings for updates, bring information back and share with counseling faculty, provide counseling updates to faculty at division meetings, Help promote new classes and new programs, serve as the main point of contact between the department(s) and counseling faculty.

Although liaison(s) are the point person(s) for the instructional divisions, often students are recommended to only see the liaison(s) for the division. Please note, should the lead liaison(s) for the division are booked with student appointments, students may see other counseling faculty for academic guidance.

Guided Pathways Budget Proposal

Purpose:

To enhance student success and retention at San Bernardino Valley College (SBVC), this budget proposal requests funds to support the Guided Pathways initiative by integrating dedicated counselor liaisons and student mentors. The addition of counselor liaisons will provide targeted guidance to students, ensuring they stay on track with their educational plans and receive personalized academic and career advice. Concurrently, student mentors will offer peer support, fostering a sense of belonging and motivation among their mentees, especially those from underrepresented communities. Allocating resources for these roles will strengthen the infrastructure of Guided Pathways, helping students overcome challenges, persist in their studies, and achieve their goals more effectively.

Rationale:

With \$500,000 remaining, this budget strategically focuses on maximizing support for student success by allocating resources where they are most needed. Funds will cover non-instruction hours for counselors to serve as liaisons for five of the six Career and Education Pathways, dedicating up to 20 hours per week to each pathway. This ensures students receive expert guidance while avoiding the higher costs of hiring full-time success coaches. Health, Wellness, and Athletics is excluded from this plan because it already has robust support systems in place, making additional liaison services less critical for this pathway. The budget also includes hiring student mentors for five pathways, fostering peer-to-peer support and engagement, and a full-time job developer for the Career Center to enhance workforce readiness and employment opportunities for students. This approach ensures resources are used efficiently while addressing key areas to improve retention and student outcomes.

Budget Allocation

Line Item	Amount	Quantity or Specifics	Term	Total
Liaison Hours	\$71/hr overload	15 hours a week for up to 5 counselors 1 per CAP	1 year	\$255,000
Peer Mentors	\$20/hr	20 hours a week for up to 5 Mentors 1 per CAP	1 year	\$100,000
Job Developer	\$100,000	1 (rough estimate that includes salary and benefits)	1 year	\$100,000
Marketing		Print, video, media buys, and event sponsorships		\$30,000
Misc.		Other possible costs		\$15,000