

Please note that this report is submitted in NOVA and this version is solely for internal review and will not be forwarded to the state in its current format (e.g., title, headings, subheadings). Once the report has been approved through shared governance, the Student Equity and Success Committee will develop a public facing- version.

Repetitive information is a result of different sections required for NOVA inputting. The committee has reviewed areas of repetitive information and feels it is still needed.

SEAP 2025 – 2028

Section 1: Student Equity Plan Reflection

Key Learnings

Through the 2022–2025 Student Equity Plan cycle, the college has learned that closing equity gaps requires coordinated, sustainable, and trauma-informed practices that extend beyond isolated efforts. Analysis of the five metrics (access, retention, transfer-level English/math, completion, and transfer) revealed that equity gaps are often rooted in fragmented supports, financial insecurity, inconsistent milestone achievement, and the absence of unified collegewide strategies.

A critical lesson is the importance of minimizing student harm by avoiding the need for them to retell their stories multiple times. Students have expressed that repeating their personal histories, particularly those involving trauma, can be re-traumatizing and discouraging. This insight has underscored the college’s need to move toward integrated case management systems, like CRM¹ Advise, so that information is shared appropriately across departments and services. Although CRM Advise was not implemented during this cycle, the stakeholders have learned that its adoption would be helpful to provide holistic, coordinated care.

The college also recognized that while faculty, classified professionals, and managers all engaged in equity efforts within their own areas, the absence of consistent senior leadership and dedicated funding limited the ability to align these efforts into a sustainable, collegewide framework. Leadership turnover disrupted momentum and prevented scaling of promising practices. This has taught the institution the necessity of stable structures, long-term investment, and intentional coordination to sustain progress.

Three key cultural and institutional shifts have emerged as most impactful:

Trauma-Informed Practices: A growing awareness that equity work requires supporting the whole student, acknowledging lived experiences, and approaching services with compassion and care.

¹ CRM Software: CRM Advise is a tool that enables counselors to track student performance and provide timely interventions.

Shared Responsibility: Faculty, classified professionals, and managers demonstrated commitment in their spheres; moving forward, these efforts must be intentionally connected under collegewide goals.

Sustainability: The college has learned that meeting equity targets cannot depend on temporary funding or leadership cycles. Structures must be embedded into the institution to ensure continuity and impact. To ensure these equity practices, the Student Equity and Success Committee will engage the college through the shared governance process to develop metrics and procedures for ongoing changes.

These lessons position the college to build durable, equity-centered practices that support the whole student, minimize harm, and ensure institutional responsibility for reducing gaps across all metrics.

Plan Continuity

As the college transitions from the 2022–2025 Student Equity Plan cycle to the 2025–2028 plan, several effective practices stand out that will be continued and scaled. These practices not only address the root causes of equity gaps but also create continuity and momentum for sustained progress.

Intentional Academic Support through Supplemental Instruction and Tutoring

The college has seen the positive impact that intentional supplemental instruction, and embedded tutors have on student success. Moving forward, the college will re-examine these supports to identify how they can be scaled up and expanded across disciplines, offered through multiple modalities. To sustain impact, the college will also explore additional professional development opportunities for faculty, staff, and peer personnel, particularly around trauma-informed practices and strategies to support the whole students. These trainings will be part of a revised vision for cultivating ecosystems of support that center equity and belonging.

Strengthening Cross-Campus Collaboration

While leadership transitions limited some coordinated efforts, the last cycle highlighted the deep commitment of faculty, staff, and managers to equity work within their spheres of influence. Various campus programs have demonstrated the power of embedding equity support directly into academic and student life spaces: Associated Student Government (ASG) Student Lounge, the Meditation room, the Math Success Center; the Writing Center; the Math, Engineering, Science, Achievement (MESA) Center; Umoja; TRIO; Extended Opportunities Programs and Services (EOPS); the Hawks Support Center (formerly the First Year Support Center); Supplemental Instruction and Embedded Tutoring (SIE); the Science, Teaching, and Resource Center (STAR) Center; the Hawk's Nest, Basic Needs Center; the Veterans Resource Center and the Continuing Education Student Welcome Centers as well as the Rising Scholars Center. Moving forward, the college will continue to integrate these programs by building cross-unit collaborations to ensure consistency.

Early Academic Planning and Milestone Monitoring

Through reflection efforts to promote Comprehensive Student Education Plans (CSEPs), we found inconsistencies within our charge to ensure new students have an education plan on file. This has led to engaging in dialog and planning to effectively serve students with a CSEP by expanding transfer workshops and integrating counseling touchpoints into classrooms to strengthen persistence and improve transfer readiness for disproportionately-impacted populations. These practices will be a “transfer culture” on campus and will be carried forward, with additional scaling planned once CRM Advise is implemented to streamline milestone tracking.

Together, these discoveries reflect a more substantial institutional commitment to equity that will guide the 2025–2028 Student Equity Plan. By continuing to center intentional academic support, sustain cross-campus collaboration, and expand proactive educational planning, the college will build on its progress and develop more sustainable structures to eliminate disproportionate impact and achieve Vision 2030 goals.

Section 2: Executive Summary

Student Equity And Achievement Program Executive Summary

2025–2028 Cycle

Santiago Canyon College (SCC) continues its institutional commitment to closing equity gaps and supporting disproportionately-impacted student populations through the Student Equity and Achievement (SEA) Program and the 2025–2028 Student Equity Plan. In alignment with Vision 2030 and Guided Pathways, this report provides a narrative summary of student groups for whom goals have been set, the targets established to eliminate disproportionate impact, institutional initiatives that will be implemented to achieve these goals, resource investments and expenditures, and an assessment of progress made during the 2022–2025 plan cycle.

Based on the Planning and Program Group (PPG-1) methodology and disaggregated student outcome data, SCC has identified several student groups who continue to experience disproportionate impact across enrollment, transfer-level course completion, persistence, completion within three years, and transfer metrics. These groups include Black or African American students, Latiné students, White students (within the Successful Enrollment metric), first-generation students, economically disadvantaged students and adults, Latiné and economically disadvantaged male students, LGBTQIA2s+-students, homeless students, veterans, students with disabilities (DSPS), foster youth, and justice-involved or justice-impacted learners. Target outcomes for each group have been defined to reduce and ultimately eliminate performance gaps. For example, goals have been established to increase enrollment yields for Black and White applicants; improve completion of transfer-level English and mathematics within the first year for Black, Latiné, first-generation, homeless, LGBTQIA2s+, and female

students; improve persistence for economically disadvantaged, first-generation, male, veteran, and Filipino male students; increase the three-year completion rates for male, first-generation, LGBTQIA2s+, financially disadvantaged, and Latiné male students; and close transfer gaps for Latiné and economically disadvantaged populations. These goals align with statewide equity expectations and reflect local labor market and demographic realities.

To accomplish these outcomes, SCC will advance a comprehensive portfolio of initiatives intentionally designed to minimize student harm, reduce structural barriers, and increase academic momentum. The college will strengthen proactive academic planning by embedding Comprehensive Student Education Plans (CSEPs) into orientation, onboarding, and first-term counseling interventions, supported by CRM Advise alerts that automatically identify students who have not yet completed a plan. Transfer-level course completion will be supported through expanded supplemental instruction, embedded tutoring in gateway math and English courses, extended learning center hours, including virtual offerings, and continued implementation of AB 1705 corequisite supports. Persistence strategies will leverage affinity-based outreach, motivation campaigns in collaboration with student leaders, wellness-related academic skills and workshops that provides intrusive, relationship-based support. Completion efforts will focus on pathway clarity, degree audits, priority counseling appointments, Zero-Cost Degree (ZCD) scheduling, and targeted interventions for near-completers. Transfer initiatives will be advanced through multilingual family engagement nights, Canvas-based transfer readiness hubs, predictive analytics for students nearing 45 transferable units, and providing optional opportunities for faculty-embedded transfer messaging in gateway and capstone courses. Basic needs and wellness supports, including the Hawk's Nest food pantry, clothing closet, Student Health and Wellness Center, and the Continuing Education Student Welcome Center, will continue to be integrated into all initiatives to stabilize the conditions necessary for academic persistence.

These actionable strategies will be resourced through SEA Program allocations and categorical partnerships. Institutional investment in personnel has remained critical to success, as student-facing roles—including tutors, academic support specialists, counselors, and classified supports—represent one of the most impactful way to address equity gaps. According to certified NOVA expenditure reports, SCC's 2023–2024 SEA allocation totaled \$4,846,756, with expenditures of \$4,098,326, leaving \$748,430 unspent at the time of reporting. Given carryforward protocol, these funds were able to be utilized in the 24-25 year. The majority of expenses were for instructional and non-instructional salaries, along with mandated employee benefits.

In the previous reporting year (2022–2023), SCC's SEA allocation totaled \$4,893,918, of which 100% was expended across two years of funding, with the majority again supporting personnel and benefits necessary for academic support, outreach, and tutoring infrastructure.

This expenditure pattern is consistent with the college's approach of investing resources directly into personnel who mitigate barriers and foster high-touch student support.

During the 2022–2025 plan cycle, SCC made notable progress in improving conditions for disproportionately impacted populations; however, several challenges persisted. Students, particularly those with foster, trauma, or first-generation backgrounds, expressed frustration with repeatedly retelling their personal histories while accessing various services, highlighting the need for case management and data integration. Leadership turnover during the cycle slowed the development of collegewide equity frameworks, and several promising practices remained siloed within individual departments. Despite these challenges, supplemental instruction, learning center support, and affinity center programming demonstrated promise.

The 2025–2028 plan cycle responds directly to these lessons learned. SCC will scale a holistic ecosystem approach to equity that integrates affinity centers, counseling, learning centers, supplemental instruction, embedded tutoring and basic needs support under shared outcomes. The college will explore a framework to institutionalize student success support, implement CRM Advise-enabled data sharing, embed CSEP engagement into first-term milestones, and expand culturally-responsive programming in collaboration with community-facing partners. Additionally, structural reforms, including expanding dual enrollment, Continuing Education-to-credit transition pathways, bidirectional pathways for student transitions between credit and Continuing Education and Credit for Prior Learning, will accelerate completion for adults, working learners, veterans, and justice-impacted populations. These strategies will ensure continuity into the new cycle while guarding progress from future leadership transitions or external disruptions.

For questions, further information, or data requests related to this narrative and the implementation of the Student Equity and Achievement Program, inquiries may be directed to:

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Through data-informed interventions, intentional collaboration, and strategic investment in SEA resources, Santiago Canyon College remains committed to dismantling structural barriers, advancing a culture of belonging, and ensuring that all students, not just those who arrive college-ready, achieve equitable outcomes in access, persistence, completion, and transfer.

Section 3: Student Populations Experiencing Disproportionate Impact

Data Submitted via Nova

Section 4: Successful Enrollment

Metric #1 – Successful Enrollment (300C)

DI Student Population	Baseline % or Rate	Baseline # Students	% Increase to Eliminate DI	# Students to Eliminate DI	% Increase to Fully Close Gap	# Students to Fully Close Gap
Black or African American	13.10%	131	1.40%	15	3.50%	36
White	11.50%	632	6.50%	359	8.50%	469

Successful Enrollment measures the proportion of applicants who express intent to enroll and those who actually enroll at SCC in the same year. The baseline data show enrollment disparities for Black or African American students (13.1%) and White students (11.5%). To eliminate DI, Black students would need a 1.4% increase (15 students) and White students a 6.5% increase (359 students). To fully close the gap, increases of 3.5% (36 students) and 8.5% (469 students), respectively, are needed.

Students show interest in the college through enrollment for many reasons, such as encouragement from high schools, parental pressure, and multiple applications. These interests do not always result in enrollment; further investigation is needed to understand if this is a barrier or a circumstance out of our control to ensure the following strategies are effective and an efficient use of campus resources.

SCC will respond to enrollment disparities by leveraging Continuing Education partnerships to support adult learners and outreach for high school dual enrollment. The college will monitor enrollment “melt” through strategic enrollment management practices, target stop-out students with personalized re-engagement campaigns and formalize associate degrees for Transfer (ADT)-aligned pathways with district K–12 partners. These actions are designed to reduce barriers at the entry point and support equitable onboarding.

At Santiago Canyon College, we are committed to meeting the diverse needs of all current and potential students, including adult learners, working professionals, caregivers, and parents that are students. Recognizing that educational pathways are not always linear, we strive to design programs and services that honor the lived experiences, responsibilities, and aspirations of our community members.

Our approach integrates both credit and continuing education (non-credit) opportunities, ensuring that every learner, whether pursuing a degree, career advancement, personal enrichment, or foundational skill-building, can access a pathway that is flexible, affordable, and supportive. Through intentional scheduling, hybrid and online modalities, comprehensive student services, and family-friendly environments, we strive to remove barriers that may limit participation.

We further commit to centering equity and belonging in all outreach and engagement efforts by listening to student voice, fostering partnerships with community organizations, and creating spaces where adult learners and student parents feel seen, valued, and supported in achieving their goals. Our goal is to ensure that every potential student, regardless of background or circumstance, finds a meaningful place within the SCC learning community and the confidence to persist, complete, and thrive.

Key Strategies: Baseline data show enrollment gaps for Black or African American students (13.1%) and White students (11.5%). These groups require targeted strategies to fully close gaps.

Expand Outreach & Onboarding

Engage in collaborative effort across the college, including Credit and Continuing Education, K–12 districts, and adult schools to meet the diverse needs of the varying demographics at our college; highlighting those that are disproportionately-impacted. SCC will plan meaningful and intentional engagement of students' support systems to create a strong sense of community. These outreach events, such as Family Night, will be an opportunity to invite those from our feeder schools and the broader community to highlight our campus, student support services, and centers.

The Student Equity and Success Committee (SESC) will work collaboratively through the matrix of shared governance to plan and monitor these outreach strategies, assess practices, and pivot when needed based on the sense of belonging for students disproportionately-impacted.

Reduce Enrollment Melt

The enrollment melt refers to the enrollment trend of destabilization to stabilization as students settle in on their course selections. They may enroll in a course and drop either because financial aid did not come through, or they found another course that meets their personal needs (i.e., schedule or pathway towards degree completion). Our key strategy will be to implement proactive tracking of “applied but not enrolled” students, offering timely counseling, financial aid, and basic needs outreach that help guide students to stabilized enrollment prior to the start of the semester.

SESC will collaborate with division leaders from Academic Affairs, Continuing Education, and Student Services to analyze the implications of cross-enrollment melt. This cooperation aims to understand the patterns of cross-enrollment to melt and develop clear solutions that address student needs. This may involve clarifying available resources in the college and ensuring personnel are informed and aware.

Stop-Out Reengagement

The college will conduct campaigns connecting former applicants to flexible entry points, leveraging student success support and basic needs integration.

Santiago Canyon College (SCC) recognizes that many students who begin their educational journey with us face life circumstances that interrupt their progress. These students, often referred to as “stop-outs” represent a diverse cross-section of our community and bring with them valuable experiences, aspirations, and potential that remain essential to our college’s mission of equitable access and completion. To reengage these students, SCC will launch a comprehensive and equity-minded Stop-Out Reengagement Campaign designed to remove barriers, rebuild trust, and reintroduce former applicants and students to a welcoming pathway back to college. These activities will be led according to the shared governance crosswalk (pending collegial consultation approval) to determine best practices to meet student needs.

Section 5: Completed Both Transfer-Level

Metric #2 – Completed Both Transfer Level Math & English in Year 1 (501C)

DI Student Population	Baseline % or Rate	Baseline # Students	% Increase to Eliminate DI	# Students to Eliminate DI	% Increase to Fully Close Gap	# Students to Fully Close Gap
Black or African American	12.50%	34	1.90%	6	5.80%	16
Female	16.30%	335	1.30%	27	3.30%	68
First Generation	15.10%	186	2.00%	25	4.00%	50
Hispanic	15.80%	260	1.50%	25	3.50%	59
Homeless	12.50%	63	3.30%	17	6.20%	32
LGBT	11.80%	45	3.50%	14	6.80%	26

Additional Goals

This metric measures the proportion of first-time students completing both transfer-level Math and English within the first year. Baseline data shows Black or African American (12.5%), Female (16.3%), First Generation (15.1%), Hispanic (15.8%), Homeless (12.5%), and LGBT students (11.8%) are disproportionately-impacted. Closing the gap requires increases ranging from 1.3% to 6.8%, affecting between 6 and 68 students across these groups.

SCC's strategies include optional opportunities for Professional Development to share Universal Design for Learning (UDL) practices and sustained supplemental instruction, embedded tutoring, and peer mentoring. Disaggregated AB 1705 dashboards will guide improvements and accountability, ensuring responsive interventions for students navigating transfer-level gateway courses.

Building off the current assessment practices from our learning centers across the college, the college will work to create a clear data dictionary to be able to ensure alignment and sustainability. The goal of this will be to create a measurable guideline for an effective review of all desirable outcomes that are comparable across centers.

Baseline data identifies equity gaps for Black or African American, Female, first-generation, Latiné, Homeless, and LGBTQIA2s+ students². Faculty reflections highlight the success of embedded tutoring in English, the Writing Center's expanding role, placement reforms, and math co-requisite supports. These practices demonstrate SCC's intentional shift toward equitable, student-centered instruction and resource integration.

For all of the listed strategies below, SESC will use the shared governance crosswalk provided in the appendix (pending shared governance approval) for guidance on responsibility of the work for ensuring content experts and student services jointly support these deliverables of high-quality content that centers equity. In addition, SESC will use the shared governance crosswalk (pending approval) in coordination with departments to develop clear metrics that establish identifiable trends for success. SESC will use this evidence to ensure practices are proving to diminish equity gaps.

Expand Embedded and Supplemental Supports

Grow supplemental instruction and the embedded tutoring program in English and Math, with intentional recruitment of disproportionately-impacted students as peer tutors.

Increase sections with embedded tutors and supplemental instruction, focusing on gateway courses.

Provide ongoing tutor training and professional development to ensure equity-minded pedagogy and strong alignment with faculty goals.

Strengthening Equity-Minded Pedagogy and Communities of Practice

Support faculty through optional professional development opportunities such as Communities of Practice, curriculum audits, and DECIDE training to strengthen culturally-responsive teaching.

Implement co-requisite and support courses aligned with AB 1705 requirements and furthering student success.

Investigate and report best practice in interdisciplinary learning communities paired with Math and/or English.

Enhance Resource Accessibility and Belonging

Expand Writing Center and Math Success Center hours (including online and Friday offerings) and integrate them more fully with campus Promise and First Year programs.

Launch targeted workshops addressing math strategies.

² The committee has selected to use LGBT for already collected data and to reference LGBTQIA2s+ to be inclusive.

Increase the number of campus workshops that explore reading and writing fundamentals.

Develop additional workshops that include a broader mental health focus and wellness integration, supporting topics such as math anxiety and writing confidence. Workshops can also assist students in understanding the value and limitations of using AI for their assignments.

Use technology such as digital badging and CRM Advise communications to encourage participation and celebrate academic milestones.

Section 6: Persistence First Primary Term to Second Term

Metric #3 – Persistence: First Primary Term to Secondary Term (453C)

DI Student Population	Baseline % or Rate	Baseline # Students	% Increase to Eliminate DI	# Students to Eliminate DI	% Increase to Fully Close Gap	# Students to Fully Close Gap
Black or African American	52.70%	119	1.80%	5	8.30%	19
Economically Disadvantaged Male	54.60%	574	5.10%	54	8.10%	86
Filipino Male	47.60%	30	0.08%	1	13.10%	9
First Generation	47.90%	583	15.70%	192	18.60%	227
LGBT	54.20%	168	1.40%	5	6.90%	22
Male	57.10%	1008	4.10%	73	6.40%	113
Veteran	49.60%	61	2.50%	4	11.30%	14
White	57.30%	666	1.80%	22	4.70%	55

Persistence measures students continuing from their first to second primary term. At SCC, DI populations include Black or African American (52.7%), Economically Disadvantaged Male (54.6%), Filipino Male (47.6%), First Generation (47.9%), LGBT (54.2%), Male (57.1%), Veteran (49.6%), and White students (57.3%). Improvements of 1.4% to 18.6% are required to eliminate gaps, affecting between 5 and 227 students.

Santiago Canyon College (SCC) will strengthen persistence and completion of outcomes by expanding intentional professional learning opportunities that support all disproportionately-impacted student groups. Through our participatory governance structure, SCC will offer the campus community collaborative professional development opportunities centered on equity-minded pedagogy, culturally responsive practices, and inclusive student engagement strategies.

Faculty learning communities and enrollment management collaborations will promote proactive outreach such as registration reminders, and affinity-based programs, which will provide personalized in-reach and comprehensive support. Expanded career services and academic planning will ensure early clarity of academic and career pathways, and the integration of basic needs, wellness, and financial aid resources will help stabilize students navigating barriers beyond the classroom.

Together, these efforts reaffirm SCC's commitment to cultivating an environment where every student, particularly those who have been historically marginalized, feels supported, valued, and equipped to thrive.

Data-Informed, Proactive Outreach (72 words / 500 words)

The following strategies will be integrated into the work of student onboarding and outreach across both credit and continuing education, with a specific focus on outreach and inreach strategies.

Leverage CRM Advise to send nudges about registration, counseling, and events through email/text, with tailored reminders for disproportionately-impacted groups.

Track students who drop mid-semester and re-engage them with tailored enrollment support for the following term.

Use affinity centers and the Continuing Education Student Welcome Centers to provide culturally relevant outreach and follow-up for at-risk students.

Motivation Campaigns

For the strategies below, we will leverage our affinity centers to engage student populations. The responsibility to oversee these strategies will be in accordance with shared governance.

The college will engage in partnership with student leaders on developing motivation practices to enhance persistence and retention that in hope will garden a stronger sense of belonging and inclusion at the college.

The college will collaborate with student leaders to develop a "Letter to My Future Self" campaign where first-term students write personal reflections about their goals, struggles, and motivations, which are returned to them in the first two weeks of their second term to reinforce belonging and persistence.

Belonging, Engagement, and Academic Planning

Counseling and Student Services will expand Comprehensive Student Education Plan completion in the first term, tied to ongoing career services for undecided students.

The SESC will support events to connect ESL, DI, and continuing education students to reduce isolation and strengthen belonging. This will be a joint venture strengthening our transition pathways between continuing education and credit.

Section 7: Completion

Metric #4 – Completion within 3 Years (619C)

DI Student Population	Baseline % or Rate	Baseline # Students	% Increase to Eliminate DI	# Students to Eliminate DI	% Increase to Fully Close Gap	# Students to Fully Close Gap
Economically Disadvantaged Male	8.20%	102	0.00%	1	2.10%	26
First Generation	6.30%	55	2.20%	20	4.20%	37
Hispanic Male	6.50%	54	1.90%	17	3.90%	33
LGBT	5.70%	16	1.50%	5	4.20%	12
Male	7.40%	158	2.20%	47	4.20%	89

Completion measures degree and certificate attainment within three years. At SCC, DI populations include Economically Disadvantaged Male (8.2%), First Generation (6.3%), Hispanic Male (6.5%), LGBT (5.7%), Male (7.4%), and White Male (7.5%). Eliminating gaps requires increases of 0.5% to 4.2%, impacting 1 to 89 students, depending on the group.

Strategies will target first-generation students and disproportionately-impacted males with intentional advising to ensure awareness of our campus resources, such as Hawk's Nest, scholarships, and financial aid. SCC will expand Zero-Cost Degree (ZCD) pathways, maintain accurate program maps, and align scheduling to remove structural barriers. Enhanced identity-affirming programming through affinity spaces will create stronger communities of belonging. These efforts will be paired with strengthened degree/certificate messaging and support services so that students see the value in timely completion.

Completion data continues to show equity gaps for Latiné, Male, first-generation, and LGBTQIA2s+ students. While SCC has strong foundations in the Hawk Support Center, Counseling, Transfer Center, Basic Needs, and affinity centers, barriers persist, particularly around outreach, tracking undecided majors, and tailored programming for DI groups.

Targeted Academic & Counseling Supports

The Counseling Department will offer targeted counseling appointments and proactive degree audits for disproportionately-impacted students that are not a part of a special program.

Interested departments may coordinate faculty–counselor collaboration to ensure DI students receive timely guidance on course sequencing and graduation petitions.

Through shared governance, the college will strive to pilot cognitive support coaching (executive function, test-taking strategies, mental health balance) to address completion barriers tied to stress and burnout.

Pathways, Programs, and Incentives for DI Students

The Counseling Departments will develop credit–continuing education to transition pathways, enabling students to move seamlessly between Continuing Education certificates and credit programs that count toward degrees. This strategy will focus on creating a bidirectional process in which students have a clear process to move between Continuing Education and credit programs.

In accordance with the shared governance crosswalk (pending approval), the college will expand completion-focused programs such as STEM Summer Bridge, Summer Advantage Academy, CROSSroads, and family-focused outreach nights at Santiago Canyon College and feeder schools.

SESC will explore ways we can leverage current work to create a digital and physical completion map showing where SCC graduates transfer or work, allowing new students to see the pathway that role models who “look like them” have taken.

A Focus on Completion

The Counseling department will use degree audits and transcript evaluation methods to provide automated alerts for students nearing completion. This strategy will focus on expanding efficiency in the work to support student populations experiencing disproportionate impacts.

The Counseling department and Student Support Services will provide completion incentives (e.g., recognition events, or scholarships) for equity-identified students who finish their programs. Student Support Services will coordinate these efforts.

Section 8: Transfer to a Four Year

Metric #5 – Transfer to a Four-Year (620C)

DI Student Population	Baseline % or Rate	Baseline # Students	% Increase to Eliminate DI	# Students to Eliminate DI	% Increase to Fully Close Gap	# Students to Fully Close Gap
Economically Disadvantaged	30.50%	376	0.20%	3	2.80%	35
Hispanic	28.10%	193	1.90%	13	5.20%	36

This metric measures the proportion of students transferring to a four-year institution. Baseline data highlights equity gaps for Economically Disadvantaged (30.5%) and Hispanic students (28.1%). Eliminating gaps requires an increase of 0.2% (3 students) for economically disadvantaged students and 1.9% (13 students) for Latiné students. To fully close the gap, increases of 2.8% and 5.2% are needed, respectively.

SCC will respond by reducing financial and structural barriers through basic needs expansion (food, housing, technology), scaling OER/ZTC adoption, and expanding device lending programs. Transfer support will be embedded into optional faculty and staff trainings, ensuring all campus personnel understand equity-centered transfer pathways. Financial aid literacy workshops, including recurring aid comparison sessions, will empower students to make informed choices and navigate the complex transition to four-year universities.

Transfer data continues to reveal gaps for DSPS, economically disadvantaged males, first-generation, Latiné and male students. While SCC has a robust foundation of transfer supports, including application workshops, university rep appointments, Transfer Fairs, summer bridge programs, and articulation-counselor collaborations, persistent disparities show that structural and cultural barriers remain.

Targeted and Technology-Enhanced Supports

The Counseling Department and Student Support Services will:

Launch a Transition Readiness course beginning Fall 2026 for Promise and near-transfer students, equipping them with application, financial aid, and career readiness skills.

Leverage CRM Advise and predictive analytics to identify students with 45+ transferable units, send nudges, and flag those at risk of missing deadlines.

³ The committee has selected to use LGBT for already collected data and to reference LGBTQIA2s+ to be inclusive.

Deploy a Transfer Success Hub in Canvas, paired with mobile notifications, to ensure all students (including those who do not visit the Transfer Center) receive consistent transfer information.

Faculty, Staff, and Family Engagement

Through collaboration, the college will build a campus-wide “Transfer Culture” by informing all faculty and staff of key deadlines, resources, and transfer milestones so they can proactively guide students. This strategy will further enhance the connectivity between Continuing Education and credit as the first step in transfer as well as enhance the community ties SCC shares with the four-year institutions.

The Counseling Department will encourage instructional faculty to utilize SCC’s Transfer Center to partner with faculty teaching gateway and capstone courses to embed 15-minute transfer check-ins or mini-lessons, normalizing transfer planning.

The Transfer Center will coordinate a family-inclusive transfer nights in multiple languages to demystify transfer requirements, celebrate transfer milestones, particularly supporting first-generation and multilingual households, and provide students and families with diverse options to participate (i.e online, mornings/evenings/ weekends, etc.). VP of Student Services will coordinate a partnership between onboarding departments such as Counseling and Student Support Services, specifically the transfer center to facilitate this event.

Equity-Centered Interventions for DI Groups

Provide specialized case management for DI groups (DSPS, first-gen, Latiné, economically disadvantaged males) through progress tracking, early interventions, and personalized follow-up from Transfer Center specialists.

Collaborate with the Career Center to support undecided students in major selection and transfer institution matching.

Expand outreach for CSU Transfer Success Pathway (TSP) and UC/CSU TAG programs, ensuring disproportionately-impacted students secure guaranteed or priority transfer pathways.

Section 9: Intensive Focus on Populations Experiencing DI

Section 10: Student Education Plans

Academic Year Cohort (include summer and	Total Number of Enrolled	# of Students Who Received a Comprehensive	% of Students Who Received a Comprehensive	# of Students Who Received a Comprehensive	% of Students Who Received a Comprehensive
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winter sessions if applicable)	Students in Cohort	Ed Plan by End of First Primary Term	Ed Plan by End of First Primary Term	Ed Plan by End of First Academic Year	Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	4189	298	7%	378	9%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1330	18	1%	23	2%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	3543	267	8%	404	11%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1671	14	1%	19	1%

At Santiago Canyon College (SCC), completion of Comprehensive Student Education Plans (CSEPs) is a critical equity priority, as data shows persistent gaps in early planning. For the Fall 2022 cohort, only 7% of students received a CSEP by the end of their first term and 9% by the end of their first year. Similar results were evident in Spring 2023 (1% term, 2% year), Fall 2023 (8% term, 11% year), and Spring 2024 (1% term, 1% year). These outcomes highlight the need for intentional interventions to support student momentum and close equity gaps. Using PPG-1 methodology, disproportionately-impacted groups include Black or African American students, Latiné students, first-generation students, foster youth, veterans, DSPS students, and economically disadvantaged populations.

To address these gaps, SCC is advancing a multi-pronged approach that leverages technology, affinity-based outreach, and early onboarding reforms. Strategies are designed both to close gaps for disproportionately-impacted groups and to ensure that all students complete a CSEP by the end of their first academic year.

Technology and Tracking – SESC will collaborate with Institutional Effectiveness & Research, and Credit and Continuing Education Counseling Departments, each semester to identify non-exempt cohorts of first-time students. Counselors and support staff will use CRM Advise to identify first-time cohorts each term, code and monitor CSEP appointments, and deploy proactive alerts for students with no plan on file.

- Code all CSEP appointments in CRM Advise for accurate monitoring and reporting.
- Partner with the Institutional Effectiveness & Research to identify new first-time student cohorts each term.
- Deploy proactive CRM Advise alerts such as “No CSEP on File” to connect DI students who are not a part of a special program with counselors before the end of their first semester.

Affinity-Based Outreach – Deliver targeted CSEP workshops and presentations at Umoja, the B.L.A.C.K. Center, TRIO, Dreamers Resource Center, First Year Support Center, and during cultural heritage events. This work will be housed and overseen by Enrollment and Engagement Services.

- Deliver CSEP workshops and presentations in Umoja courses, at the B.L.A.C.K. Center, TRIO, Dreamers Resource Center, and the Hawk Support Center.
- Align CSEP events with campus-wide cultural programming (e.g., Hispanic Heritage Month, Black History Month, Transfer Fairs) to strengthen relevance and participation.
- Provide in-class presentations that would create a wider network to engage DI populations and with follow-up workshops designed for DI populations.

Onboarding and Early Engagement – Embed CSEP scheduling into orientation and express registration workshops campaigns (email, text messages, etc.) and pilot a one-unit counseling course that introduces academic planning in the first term.

- Embed CSEP scheduling directly into orientation to ensure new students connect with counselors early with the goal of soft launching in Spring 2026 to create a baseline for this practice.
- Integrate CSEP appointments into express registration campaigns, allowing students to complete a plan immediately after course enrollment.
- Pilot a one-unit counseling course focused on educational planning, ensuring every new student is introduced to academic roadmaps in their first term.

Expanded Access for All Students – Provide CSEP services through collaboration within our campus community. Based on the data provided by Institutional Effectiveness & Research, outreach to students who are not highlighted within the DI groups and or a special population, such as students who identify as refugees and students impacted by immigration enforcement, to ensure they are provided with CSEP and accessing the needed services to reach their academic goals. This work will be housed and overseen by Counseling and Student Support Services.

- Offer CSEP services across multiple service points
- Ensure that CSEP coding is aligned across service groups.
- Embed career exploration and CSEP completion into personal growth and student success courses.
- Expand follow-up appointments and online access to reduce barriers to plan completion.

These strategies align with Vision 2030 Goal 3: Equity in Support and Outcome 6: Reduce Units to Completion by embedding equity-focused planning into the first semester, scaling student-centered supports, and ensuring that all students, especially those from disadvantaged populations, have a clear academic roadmap that accelerates completion and transfer.

Section 11: Vision 2030 Coordination

Aligning SEA Program and Equity-Centered Efforts with the Guided Pathways Framework

The college is committed to aligning the Student Equity and Achievement (SEA) Program with the California Community Colleges Guided Pathways framework as required by Education Code 78222, 88920, and 88921. Guided Pathways centers the student experience in decision-making and provides the structure needed to achieve Vision 2030 goals through institutional redesign, equity-focused practices, and comprehensive student support.

To ensure alignment, the college will continue implementing strategies that integrate SEA-funded initiatives across the Guided Pathways pillars. Structural redesign will incentivize all new students to complete a Comprehensive Student Educational Plan (CSEP) within their first semester, with the secondary goal of completion by the end of the first academic year. CRM Advise will code CSEP appointments, raise alerts for students without a plan, and track outcomes by disproportionately-impacted (DI) populations to close equity gaps.

Equity-centered onboarding will connect new students to CSEP appointments through orientations, early welcome campaigns, registration day initiatives, and express enrollment. Students will also be able to complete educational planning through a one-unit counseling course paired with foundational coursework, further embedding planning into the academic experience.

Support for the whole student will be delivered by integrating SEA-funded affinity centers (Umoja, B.L.A.C.K., Dreamer's Resource Center, TRIO, Hawks Nest food pantry and wellness services) and the Continuing Education Student Welcome Center with developed success teams. Counselors and staff will provide workshops, drop-in advising, and targeted outreach while embedding culturally-responsive practices. Basic Needs funded resources will be integrated into this approach, such as the Hawks Nest food pantry, and wellness services will be connected to these supports to remove barriers to persistence.

Proactive outreach will take place through campus presentations, classroom visits, heritage month activities, and major-specific workshops. Students will have multiple access points for scheduling, including drop-in, eSARS online scheduling⁴, and direct links provided through placement and registration.

⁴ eSARS is a scheduling platformed used for scheduling student appointments with college personal; used across the district

Finally, continuous improvement will be supported through collaboration with Institutional Effectiveness & Research to identify students without a CSEP, assess progress toward equity goals, and refine interventions. Data will guide student success teams and strengthen alignment of SEA strategies with Guided Pathways.

Through these actions, the college ensures equity-centered SEA initiatives are embedded into Guided Pathways, preparing all students, particularly those most impacted for transfer, meaningful employment, and long-term economic mobility.

Student Financial Aid Administration

In coordination with the Financial Aid Department, the college is implementing a plan to maximize financial aid receipt and systematically increase FAFSA and California Dream Act Application (CADAA) completion, with particular focus on disproportionately-impacted (DI) student populations. These efforts align with the Student Equity Plan's broader goals of removing financial barriers to access, persistence, and completion.

The college will leverage technology and early outreach to ensure students are connected to financial aid resources. CRM Advise and student information systems will be used to track FAFSA/CADAA completion rates, identify students who have not applied, and generate proactive outreach campaigns. New student orientation and Early Welcome activities will embed financial aid education, while counselors, outreach staff, and affinity centers will provide direct support to guide students through the application process.

Targeted equity-centered initiatives will focus on DI populations, including Black and Latiné, students, foster youth, undocumented students, and veterans. The Financial Aid Department will collaborate with Umoja, B.L.A.C.K., TRIO, Dreamers' Resource Center, Guardian Scholars, and the Veterans Resource Center to host application workshops, drop-in sessions, and culturally-responsive presentations. Staff will provide multiple modalities, bilingual and evening/weekend support to meet the needs of working students and families.

The college will also integrate financial aid awareness into high-impact campus events, such as heritage month celebrations, transfer fairs, and club rush, ensuring FAFSA/CADAA promotion reaches a broad audience. Emergency aid and basic needs resources (Hawks Nest food pantry, clothing closet, and TimelyCare wellness supports) will be paired with financial aid services to provide all-encompassing support that reduces the impact of financial insecurity on persistence.

To sustain progress, continuous improvement efforts will include data reviews by the Student Equity and Success Committee in partnership with Institutional Effectiveness & Research to monitor completion and award rates, identify equity gaps, and refine interventions. Additional communication campaigns will emphasize the importance of maintaining eligibility for Pell Grant, Cal Grant, Student Success Completion Grant, and campus-based aid programs.

Through these strategies, the college will normalize FAFSA/CADAA completion as an institutional expectation, increase overall financial aid participation, and ensure DI student

populations are fully supported in accessing resources that promote equitable educational outcomes and long-term economic mobility.

Students with Disabilities (DSPS)

In coordination with the Disabled Students Programs and Services (DSPS), the college will proactively support efforts to eliminate disproportionate impact and achieve the goals identified in this Student Equity Plan. DSPS is a critical partner in ensuring that students with disabilities have equitable access to education, resources, and support services that promote persistence, retention, and completion.

The college will continue to expand early connection and onboarding practices for students with disabilities. This includes outreach during orientation, registration campaigns, and campus events, where DSPS staff will provide information about available services, accommodations, and pathways to academic planning. DSPS will work closely with Counseling to ensure that students complete Comprehensive Student Educational Plans (CSEPs) early in their academic journey, with accommodation(s) and support built into the plan.

To strengthen equity, DSPS will increase proactive academic support and faculty engagement. Faculty and staff will receive regular professional development on universal design for learning (UDL), accessible teaching practices, and inclusive classroom strategies. DSPS specialists will collaborate with instructional divisions to align accommodation(s) with curriculum requirements, ensuring students can fully participate in both in-person and online learning environments. Holistic student support will be emphasized through integration with SEA-funded programs and affinity centers. DSPS staff will partner with basic needs services (Hawks Nest food pantry and wellness resources), Umoja, TRIO, Veterans Resource Center, learning centers and Dreamers' Resource Center to ensure students with disabilities who also identify with other disproportionately impacted populations receive intersectional support. Access to technology, assistive devices, and alternative testing arrangements will continue to be prioritized to reduce barriers.

The program will also focus on data-informed improvement. In partnership with Institutional Effectiveness & Research, DSPS will analyze outcomes for students with disabilities, including persistence, transfer, and completion rates, disaggregated by race/ethnicity and other equity factors. Findings will be used to refine interventions, expand academic coaching, and advocate for additional resources.

Through these coordinated strategies, the college's DSPS program and the Continuing Education Student Welcome Center will play a central role in advancing equity by ensuring students with disabilities are fully supported in reaching their academic and career goals, thereby eliminating disproportionate impact and fostering a culture of inclusion and belonging.

Extended Opportunity Programs and Services (EOPS) / CalWORKs

In coordination with the EOPS and CalWORKs programs, the college is committed to eliminating disproportionate impact and advancing the goals identified in this Student Equity Plan. Both programs are central to ensuring that first-generation, low-income, and students who are parents have equitable access to the resources and support necessary for persistence, retention, and completion.

The college will strengthen early outreach and onboarding for eligible students by embedding EOPS and CalWORKs staff in orientations, registration campaigns, and first-year experience programs. Targeted efforts will identify and connect disproportionately-impacted (DI) students, including Black, Latiné, foster youth, and student parents with application support and priority enrollment into counseling and academic planning services. Comprehensive Student Educational Plans (CSEPs) will be created early in the first semester, with follow-up appointments systematically scheduled to track progress and address barriers.

Wraparound support will remain a cornerstone of both programs. EOPS and CalWORKs will provide individualized counseling, peer mentoring, book vouchers, childcare resources, transportation assistance, and direct connections to basic needs services such as the Hawks Nest food pantry and TimelyCare. These supports will be integrated into Guided Pathways student success teams to ensure that academic planning and personal support are aligned with students' educational and career goals.

The college will expand collaborative partnerships across affinity centers and SEA-funded programs to ensure intersectional support for students served by EOPS and CalWORKs who may also identify as undocumented, veterans, or students with disabilities. Joint workshops and culturally-responsive programming will reinforce belonging and provide direct access to resources such as financial aid workshops, transfer advising, and employment readiness sessions.

Professional development for faculty and staff will enhance understanding of the unique barriers faced by student-parents and economically disadvantaged students, emphasizing strategies that embed empathy, flexibility, and equity into classroom and support practices.

Finally, data-informed decision-making will guide continuous improvement. In collaboration with Institutional Effectiveness & Research, EOPS and CalWORKs will monitor persistence, transfer, and completion outcomes, disaggregated by DI populations, and refine services based on identified gaps.

Through these strategies, EOPS and CalWORKs will play a critical role in advancing equity, reducing financial and structural barriers, and ensuring disproportionately-impacted students achieve their educational, transfer, and workforce goals.

NextUp / Foster Youth

In coordination with NextUp and foster youth support programs, the college is committed to eliminating disproportionate impact and meeting the equity goals identified in this Student Equity Plan. Recognizing the unique challenges faced by current and former foster youth—including housing and food insecurity, limited family support, and complex system navigation—

the college will provide proactive, wraparound services that promote persistence, retention, transfer, and degree/certificate completion.

Early outreach and onboarding will remain a priority. NextUp staff will partner with outreach, admissions, and counseling to identify foster youth at entry, ensuring immediate connection to services. Orientation sessions will integrate foster youth-specific workshops, and staff will assist students with the timely completion of the FAFSA or CADAA, Cal Grant, and Chafee Grant applications. Comprehensive Student Educational Plans (CSEPs) will be created within the first semester, with follow-up appointments scheduled to monitor academic progress and support long-term planning.

Thorough student support will be delivered through case management, intrusive advising, and tailored workshops. NextUp and foster youth programs will provide book vouchers, transportation assistance, meal cards, emergency aid, and access to the Hawks Nest basic needs center. Students will also be connected to housing resources, counseling, and wellness services, as well as TimelyCare, to address barriers beyond academics.

Academic integration and success strategies will include dedicated study sessions, tutoring referrals, and priority enrollment support. Workshops will address transfer planning, career exploration, financial literacy, and self-advocacy skills. Collaboration with affinity centers such as Umoja, TRIO, Dreamers' Resource Center, and the Veterans Resource Center will ensure foster youth who also identify with other disproportionately-impacted populations receive intersectional and culturally-responsive support.

Faculty and staff engagement will be encouraged through professional development opportunities focused on trauma-informed practices, resilience-building, and strategies for supporting students with foster experience.

Finally, data-informed practices will guide continuous improvement. The college will partner with Institutional Effectiveness & Research to track foster youth outcomes, persistence, retention, transfer, and completion, disaggregated by race/ethnicity and other equity factors. Findings will inform resource allocation, refine programming, and strengthen coordination with county agencies and community-based organizations.

Through these strategies, NextUp and foster youth support programs will provide intentional, equity-centered services that reduce barriers, close equity gaps, and create pathways for foster youth to achieve academic success and long-term economic mobility.

Programs for Veterans (Veterans Resource Center)

In coordination with the Veterans Resource Center (VRC), the college will proactively support equity-focused efforts to eliminate disproportionate impact and achieve the goals identified in this Student Equity Plan. Recognizing the unique challenges veterans face—including navigating benefits, balancing family and employment responsibilities, and transitioning from military to civilian and academic life—the VRC provides wraparound services that promote persistence, retention, transfer, and completion.

Early outreach and onboarding are central to the plan. All new student-veterans will be identified through admissions and flagged in the CRM Advise to ensure timely connection to VRC services. During orientation and registration, VRC staff will guide VA education benefits, priority registration, and Comprehensive Student Educational Plan (CSEP) completion. The goal is for student-veterans to complete a CSEP in their first semester, with targeted follow-up appointments to support academic and career planning.

Support services will include case management, academic counseling, tutoring referrals, and a dedicated space for peer-to-peer mentoring. Veterans will have access to emergency aid, food, and clothing support through the Hawks Nest, and wellness resources such as TimelyCare. Workshops will address financial literacy, career development, and transfer pathways to ensure veterans are prepared for long-term success.

The VRC will expand culturally-responsive and community-based connections. Programming will integrate with other affinity centers (Umoja, Dreamer's Resource Center, Pride, TRIO, DSPS) to serve veterans who also identify with other disproportionately-impacted populations. Partnerships with local veteran-serving organizations will provide additional resources for housing, employment, and mental health services.

Faculty and staff professional development will promote understanding military culture, trauma-informed practices, and strategies for supporting veterans with disabilities, ensuring a welcoming and inclusive campus environment.

Finally, data-driven improvement will guide services. In partnership with Institutional Effectiveness & Research, the VRC will track persistence, retention, completion, and transfer outcomes for veterans, disaggregated by race/ethnicity, gender, and service branch. This data will inform continuous program adjustments and resource allocation.

Through these strategies, the Veterans Resource Center will advance equity by ensuring student-veterans have the guidance, resources, and support necessary to achieve their educational, career, and economic mobility goals.

Justice-Involved and Justice-Impacted Students

The college is committed to advancing equity and eliminating disproportionate impact by expanding access and success for justice-involved and justice-impacted students. This term is adopted across the state and refers to those who have been in prison, jail, or juvenile hall systems. Recognizing the systemic barriers these students face, including stigma, interrupted education, limited financial resources, and reentry challenges, the college will implement coordinated strategies to ensure educational opportunities are accessible, supportive, and aligned with pathways to transfer, employment, and economic mobility.

A key component of this work is the Rising Scholars Program, launched at Santiago Canyon College in Fall 2018 (formerly Project RISE), which was established to serve formerly incarcerated and justice-impacted students. The program was developed following earlier

outreach efforts that began in 2016 when Continuing Education counselors started visiting classrooms across the five Orange County jails to provide educational information and pathways to college. Since its launch, Rising Scholars has grown to serve more than 100 active participants and continues to expand as more students self-identify and seek support. The program provides educational, career, and personal counseling; specialized services for college enrollment, financial aid, and successful transition to campus; warm hand-offs to on-campus student support programs; referrals to community resources for wrap-around needs; tailored workshops and events; and case management to support student retention and completion.

Structural changes will include designating staff within Student Services to coordinate support for justice-involved students and serve as liaisons to correctional facilities, reentry organizations, and community partners. Through the Rising Scholars Program, staff currently maintain partnerships with Orange County jails, Juvenile Hall facilities, probation and parole departments, and community-based reentry organizations. These efforts support students who may have experienced incarceration in a jail, juvenile hall, or prison facility, whether for short-term or long-term sentences, and who range in age from 18 to over 60 years old. Many students are referred through probation, parole, or community partners, while others first encounter SCC through courses offered in Orange County jails and juvenile halls before enrolling on campus.

CRM Advise tracking will be expanded to better code justice-involved students, monitor progress, and flag needed interventions such as Comprehensive Student Educational Plan (CSEP) completion, financial aid application, or tutoring support. As the Rising Scholars program continues to grow, the college is also working with Information Technology to incorporate supplemental questions into CCC Apply to allow students to self-identify and access appropriate services earlier in the onboarding process.

Onboarding and outreach initiatives will continue to bring college services into correctional facilities, juvenile detention centers, and community-based reentry programs. Staff and Continuing Education counselors conduct in-person and virtual workshops on enrollment, placement, financial aid, and educational planning. For students entering directly from incarceration, orientations and registration campaigns include tailored sessions on accessing resources, navigating technology, and connecting to counseling through the Rising Scholars Program. These efforts also include strengthening the partnership with Orange County Juvenile Hall facilities to ensure youth transitioning from the juvenile justice system have a clear pathway into higher education.

Classroom-based engagement will be a core strategy. Faculty will partner with counselors and Rising Scholars program staff to embed academic planning and resource awareness directly into class presentations, assignments, and syllabi. Targeted classroom visits in English, math, and general education courses will highlight CSEP completion, tutoring, and transfer resources. Faculty will receive professional development on trauma-informed practices, restorative approaches, and inclusive pedagogy to foster a supportive learning environment for justice-involved students.

Support services will ensure justice-involved and justice-impacted students are connected to financial aid, including Pell Grants, Cal Grants, and emergency aid. Basic needs resources

(Hawk's Nest food pantry, transportation assistance, clothing closet, and wellness services) will be paired with case management through Rising Scholars to address barriers beyond the classroom. The college will also continue providing restorative and reentry-focused opportunities such as expungement clinics and community-based resource events to support students navigating legal and social reintegration.

Culturally-responsive programming and affinity partnerships will connect students to Umoja, NextUp, Dreamer's Resource Center, TRIO, Rising Scholars, and other equity-based initiatives for peer mentoring, community-building, and academic workshops.

Continuous improvement will be driven by collaboration with Institutional Effectiveness & Research to disaggregate data on persistence, completion, and transfer for justice-involved and justice-impacted students. Regular reviews will inform targeted interventions, scaling of successful practices, and advocacy for additional resources.

Through these strategies, including the continued development of the Rising Scholars Program, the college will expand access, strengthen in-class and out-of-class engagement, and create a supportive ecosystem that empowers justice-involved and justice-impacted students to persist, complete, and thrive in their educational and career goals.

Economically Disadvantaged Adults

For the purpose of alignment with this plan, "low-income adults" will be referred to as economically disadvantaged adults in this section. The college recognizes that these adults face significant barriers to access and completion, including financial insecurity, work and family responsibilities, and limited prior educational experiences. To eliminate disproportionate impact and meet the goals identified in this Student Equity Plan, the college will implement equity-centered strategies that combine structural redesign, targeted outreach, and holistic support.

Structural redesign of student support services will include embedding financial aid and basic needs access through onboarding and ongoing student services. The Financial Aid Office, in partnership with Student Services, will conduct proactive campaigns to increase FAFSA/CADAA and Cal Grant completion among economically disadvantaged adult learners. CRM Advise and Institutional Effectiveness & Research will be used to identify economically disadvantaged students, track engagement, and monitor completion of Comprehensive Student Educational Plans (CSEPs), with a goal of plan completion in the first semester.

Onboarding and outreach initiatives will focus on flexible and accessible entry points. Orientations (in-person, virtual, multiple languages and evening/weekend options) will include targeted information on financial aid, academic planning, and adult learner supports. Outreach will also occur during community events, workplace partnerships, and affinity center programming to connect adult learners directly to counselors and resources.

Classroom-based engagement will encourage faculty to add information on CSEP completion, tutoring, and financial aid resources into syllabi and presentations. Faculty will also receive

opportunities for professional development on serving adult learners, including trauma-informed pedagogy, culturally-responsive teaching, and strategies for balancing adult students' work/life responsibilities with academic expectations.

Wraparound supports will be expanded through collaboration with EOPS, CalWORKs, NextUp, and the Hawks Nest Basic Needs Center. Students will receive access to food, transportation, childcare, emergency aid, and wellness services, paired with case management and academic counseling. CalWORKs will provide employment readiness training, while career services will support transitions to living-wage jobs and further education.

Pathways and persistence strategies will include major-specific workshops, one-unit counseling courses, corequisite support courses, supplemental instruction and embedded tutoring in gateway courses to improve completion of transfer-level English and math. Registration day campaigns and express registration will ensure that adult learners are both enrolled in classes and connected to academic planning and financial aid resources.

Continuous improvement will be supported through data review with Institutional Effectiveness & Research to disaggregate outcomes by age, income, and race/ethnicity, veterans, LGBTQIA2s+, DSPS, and first generation. Results will guide refinement of services, scaling of successful practices, and identification of additional interventions to close equity gaps.

Through these strategies, the college will expand access, reduce financial and structural barriers, and create pathways for economically disadvantaged adult learners to persist, transfer, and achieve economic mobility.

Credit for Prior Learning (CPL)

The college is committed to the equitable expansion of Credit for Prior Learning (CPL) as a strategy to accelerate completion, reduce time to degree, and close equity gaps for disproportionately-impacted (DI) student populations. Recognizing that many students (especially adult learners, veterans, working parents, and justice-involved students) bring valuable prior learning and life experience, the college will expand structural supports, faculty engagement, and outreach to ensure equitable access to CPL opportunities.

Structural changes will include the development of clear CPL policies, streamlined petition processes, and integration of CPL information into onboarding and counseling. CRM Advise and student records systems will be updated to track CPL requests, awards, and outcomes, with disaggregated data used to monitor equity gaps. Faculty and counselors will collaborate to ensure that CPL is embedded into Major Academic Pathways, allowing students to understand how prior learning can apply directly to degree and transfer requirements.

Outreach and onboarding initiatives will embed CPL education into orientations, registration campaigns, and counseling sessions. Targeted campaigns will inform DI populations, such as veterans, foster youth, working adults, and students of color, about their eligibility for CPL

through military training, industry certifications, work experience, and prior coursework. Affinity centers (e.g., Umoja, Veterans Resource Center, CalWORKs, Dreamers' Resource Center) will partner with counselors to host CPL information sessions and workshops.

The CPL committee will continue to support faculty writing criteria for CPL with professional development opportunities on assessment, portfolio evaluation, and culturally-responsive recognition of learning gained outside traditional academic settings. When offered, faculty will be encouraged to embed CPL information into class syllabi and discuss opportunities with students to normalize CPL as a standard practice.

Holistic support will ensure students who apply for CPL are simultaneously connected to counseling, financial aid, and basic needs services. Counselors will guide students through both the CPL process and Comprehensive Student Educational Plan (CSEP) development, ensuring that credit awarded shortens the path to completion while maintaining alignment with transfer and career goals.

Continuous improvement will include regular review of CPL outcomes with Institutional Effectiveness & Research to track the number of credits awarded, time-to-degree reduction, and completion rates, disaggregated by DI populations. Findings will inform scaling of CPL practices across additional disciplines and pathways.

Through these strategies, the college will advance the equitable expansion of CPL, ensuring that disproportionately-impacted students receive recognition for their prior learning, accelerate their educational journey, and achieve transfer, employment, and economic mobility.

Dual Enrollment

The college is committed to advancing the Vision 2030 ninth-grade strategy, which calls for all California high school students to complete at least 12 units of dual enrollment credit before graduation. Recognizing that dual enrollment is a proven strategy to improve college readiness, increase degree and transfer attainment, and reduce equity gaps, the college will expand equitable access and success in dual enrollment, particularly for disproportionately-impacted (DI) student populations.

The college will focus on strengthening partnerships with continuing education and K–12 districts, ensuring that dual enrollment opportunities are embedded within high school master schedules and are accessible to all students, not just those already on advanced academic tracks. The college will work with school partners to align pathways with California's A–G requirements, transfer pathways, and career technical education (CTE) programs, ensuring dual enrollment coursework is both meaningful and stackable. CRM Advise and institutional data systems will track participation and outcomes, disaggregated by race/ethnicity, income, and first-generation status, to identify gaps and refine outreach.

Onboarding and outreach initiatives will prioritize DI students by offering targeted workshops for students and families, bilingual information sessions, and culturally-responsive counseling support. College staff will conduct presentations in classrooms, at Family Night, and during

community events to build awareness of dual enrollment as a cost-saving and opportunity-expanding strategy. Affinity centers and Student-Equity and Achievement-funded programs will also engage in outreach to ensure dual enrollment participation reflects the diversity of the community.

In accordance with our shared governance model, in-class engagement and instructional support will ensure that faculty teaching dual enrollment courses have training opportunities in culturally-responsive and equity-minded pedagogy. Faculty will integrate counseling touchpoints into courses, such as information on Comprehensive Student Educational Plans (CSEPs), financial aid, and transfer resources. Embedded tutors, supplemental instruction leaders, and peer mentors will be provided, where possible, to support academic success for DI students. Engaging support from our current Continuing Education staff and faculty to understand how the current practice of Student Transition and Registering Services (STARS) could provide continuity of care for our Dual Enrollment DI students.

Comprehensive support services will include access to technology loans, tutoring, and academic advising to help high school students succeed in college-level coursework. The college will also provide intentional transition planning to ensure students who participate in dual enrollment courses seamlessly matriculate into the community college and continue along their chosen academic or career pathway.

Continuous improvement will involve regular collaboration with Continuing Education, K–12 partners, and Institutional Effectiveness & Research to evaluate enrollment, retention, and completion outcomes in dual enrollment programs. Results will inform scaling strategies and resource allocation, ensuring equity remains central.

Through these strategies, the college will expand dual enrollment opportunities, reduce barriers for disproportionately-impacted populations, and ensure more students graduate high school prepared to persist in higher education, transfer, and enter the workforce with momentum toward economic mobility.

Strong Workforce Program (SWP) / Perkins

In alignment with Vision 2030 Goal 1: Equity in Success, the college will leverage the Strong Workforce Program (SWP) and Perkins Program to expand equitable workforce and economic development opportunities. Vision 2030 calls for increasing the number of California community college students who earn a living wage, particularly through strategies that enhance access for economically disadvantaged learners and disproportionately-impacted (DI) populations. The college will align SWP and Perkins initiatives with SEA Program equity goals to ensure that students enter, persist, and succeed in high-demand, living-wage career pathways.

Structural coordination will include integrating SWP and Perkins planning with the SEA Program framework. Career Education (CE) programs will embed equity metrics—such as enrollment, retention, and completion disaggregated by race/ethnicity, income, gender, and age—into program review and resource allocation. CRM Advise will be used to track student progress

and raise alerts for DI students needing additional support, including Comprehensive Student Educational Plans (CSEPs).

Access and outreach initiatives will target DI populations by promoting CE and workforce programs in high schools, adult schools, reentry programs, and community-based organizations. Bilingual and culturally-responsive outreach campaigns will highlight the affordability and career potential of CE programs. In contrast, SWP and Perkins-funded career specialists will conduct presentations in Umoja, TRIO, Dreamers' Resource Center, Veterans Resource Center, and other affinity spaces.

Work-based learning and career readiness will be scaled to ensure all students, especially DI populations, have access to internships, apprenticeships, job shadowing, and employer site visits. Career services and SWP/Perkins-funded faculty coordinators and staff will work with local industry partners to align curriculum with workforce needs and expand living-wage employment pipelines.

Comprehensive supports will pair SWP and Perkins programs with SEA-funded services, ensuring that students in CE pathways also receive access to financial aid, basic needs resources, and academic counseling. Case management will support students balancing work, school, and family obligations.

Continuous improvement will involve collaboration with Institutional Effectiveness & Research to monitor wage outcomes, credential completion, and transfer to bachelor's degree programs. Findings will guide program expansion, employer partnerships, and equity-focused interventions.

Through these strategies, the college will ensure that SWP and Perkins programs not only advance Vision 2030 workforce goals but also integrate seamlessly with our SEA Plan to eliminate disproportionate impact, expand access to high-quality training, and support equitable economic mobility for all students.