Student Equity Plan
2025–28

ALLAN
HANCOCK
COLLEGE
CHANGING *the* ODDS

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

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

While California education code and planning guidelines provide a structured framework, achieving real progress requires a steadfast commitment to transformational change. By embedding racial equity into the core of our institutional practices, policies, and culture, we can foster an environment where all students, especially those from racially minoritized and marginalized communities, can fully realize their potential and achieve their educational goals. As we move forward, we encourage you to integrate this plan with your current campus Guided Pathways frameworks. This integration will help us adopt 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 changes that will enhance educational experiences for all our students with a heightened focus on racially minoritized and marginalized students. Together, we can make a profound difference in their lives and in the future of our institutions.

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

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

- [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#)

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

In solidarity,

2025-28 Student Equity Plan Task Force

CCCCO	CCC Practitioners
• James Todd, Assistant Vice Chancellor, Chair of Task Force • Jenny Saechao, Program Specialist • Chris Ozuna, Research Data Specialist II • Rujun Yang, Research Data Specialist I • Michael Tran, Program Analyst • Justine Pereira, Program Analyst	• Ajani Byrd, SEA At-Large-North, Foothill College • Roxanne Byrne, SEA At-Large-South, Santa Barbara City College • Candace Jones, CBO, Pasadena City College • Henan Joof, CSSO, LA Trade Technical College • Deborah Knowles, CCCCS (4CS), Sacramento City College • Todd Scott, CIO, Victor Valley College • Sabrina Sencil, RP Group, Consumnes River College • Jessica Shadrick, ASCCC, Fresno City College • Robert L. Stewart, Jr. ASCCC, Los Angeles Southwest College • Jennifer Zellet, CEO, Antelope Valley College
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Guidance:

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

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

Assurances:

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

☒ I have read the legislation Education Code 78220 and Education Code 78222 am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

☒ I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

☒ I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

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

> Allan Hancock College is deeply committed to fostering an inclusive environment that prioritizes the active involvement of all groups on campus in developing the student equity plan. This commitment is reflected through collaborative efforts, intentional strategies, and student-centered approaches that ensure equitable opportunities for academic and personal success for all students.
>
> To ensure the participation of diverse campus groups, the college has established clear pathways for collaboration. The Student Equity and Success Committee comprises faculty, staff, students, and administrators from both academic and student services. The committee plays a pivotal role, working

in close alignment with the Student Services Council, Student Learning Council, Academic Senate, and DEIA/EEO committee to design, implement, and monitor programs and services that address equity gaps. These committees include representatives from faculty, staff, and students ensuring that the affinity groups on campus are invited to provide insights based on their unique experiences, contributing to a well-rounded equity plan.

The college employs specific strategies to actively involve student voices in shaping the equity plan. The Associated Student Body Government (ASBG) is central to this approach, emphasizing the importance of peer-led initiatives and student advocacy. ASBG representatives regularly collaborate with college administrators and faculty to ensure that students' perspectives are not only heard but integrated into institutional policies and practices. This partnership enables students to play an active role in identifying barriers to success and proposing solutions that are relevant to their needs.

One of the key strategies the college deploys to leverage student voices involves creating opportunities for meaningful engagement. Equity-focused student forums/summits and focus groups are organized throughout the year, allowing students from diverse backgrounds to share their experiences and offer feedback on equity related challenges and initiatives. Students have been instrumental in the writing of the student equity plan. We go and present to the ASBG and other clubs and organizations. Input gathered from these interactions is directly incorporated into the equity plan, ensuring that the goals and strategies reflect the lived experiences of students.

Transparency and accountability are key principles in the college's approach to equity. The Student Success and Equity Committee meets the third Tuesday of every month throughout the school year to maintain continuous engagement. The committee meets to assess the progress of the equity plan track outcomes, and propose adjustments based on evolving needs. Updates are shared with Student Services Council, Student Learning Council, ASBG and Academic Senate to ensure that all groups remain informed and invest in the process.

Allan Hancock College strives to create an equity-driven culture where every student can thrive. By actively involving all campus groups and deploying strategies to prioritize student voice, the college ensures that its institutional equity goals are not just aspirational but deeply grounded in the experiences and contributions of its diverse community. This collaborative and student-centered approach reflects the college's commitment to equity, inclusion, and success for all.

☒ I have read the legislation Education Code 78220 and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"

☒ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

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

Allan Hancock College is unwavering in its commitment to racial equity and is actively embedding the principles outlined in the statewide equity framework into our institutional culture. We recognize that achieving racial equity requires intentional, sustained, and system-wide efforts. Guided by a vision for transformative change, we are focusing on the following key strategies:

We center racial equity in our Student Equity Plan and institutional mission. Through public acknowledgments of the historical and ongoing impacts of racism, we are committed to dismantling systemic barriers faced by racially minoritized students. Our work is grounded in a student-centered vision that prioritizes student voice and experience. Student representatives on shared governance committees, equity/DEIA forums, and ASBG led initiatives ensure that racially minoritized students are co-creators in both planning and evaluating equity strategies. Equity is not treated as a temporary project but as a long-term commitment woven into the fabric of our policies, culture, and institutional identity.

We understand that equity must be resourced to be realized. Equity leaders at Hancock are provided with discretion over SEA funds and are empowered to align budget decisions with equity priorities. We are building institutional capacity through investments in professional development, basic needs infrastructure, and enhanced student support services. Our commitment includes leveraging our Hispanic Serving Institution (HSI) status and pursuing grant opportunities that elevate the experiences of racially minoritized students. These efforts reflect our belief that tangible, sustained resources are essential to move from equity talk to equity action.

We are building a culture of inquiry and accountability by using disaggregated data, especially by race and ethnicity, to guide our decisions and illuminate areas for intervention. Institutional researchers play a significant role throughout our equity planning process, from goal setting to outcomes assessment. We aim to foster a cycle of reflection and adaptation, with mechanisms in place to document progress and make data-informed adjustments. Culturally responsive practices, innovative pedagogies, and technology-driven equity tools are all part of our approach to meeting students where they are and supporting their success in real time.

Racial equity is a shared responsibility across all campus roles, including faculty, staff, students, and administrators. We cultivate collaboration through shared governance, cross-departmental teams, and inclusive planning processes. Equity is infused into our professional development, onboarding, and strategic planning activities to ensure coherence and collective ownership. Safe and structured spaces for dialogue allow for honest conversations around race, privilege, and belonging. We ask every member of our community to reflect on their personal role in advancing racial equity and recognize that transformation begins with both systems and individuals.

Allan Hancock College understands that equity work is not a one-time initiative but a lifelong institutional commitment. With courage, collaboration, and shared accountability, we will continue working to ensure that our students, especially those historically excluded, have equitable access to opportunity, support, and success.

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

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

To ensure ongoing local review and evaluation of how Allan Hancock's Student Equity Plan advances institutional equity goals and supports continuous improvement, the college will establish a systematic annual process.

Every year, by June 30, the college will conduct a comprehensive review of the student equity plan. This includes assessing the effectiveness of strategies implemented to address equity gaps and measuring progress toward the common equity goals. The findings of this evaluation will then be presented to the Board of Trustees and the Academic Senate. These presentations will serve as critical opportunities to highlight achievements, discuss challenges, and propose adjustments to the equity plan based on data-driven insights.

The evaluation process emphasizes transparency and accountability by involving key stakeholders from across the campus community. The results and updates are shared with the Student Services Council, Academic Senate, ASBG and Student Learning Council. These updates encourage feedback and dialogue, fostering a collective commitment to equity goals and ensuring that all voices are heard.

To support continuous improvement, the college integrates feedback from these updates into the equity plan. This iterative approach allows the institution to adapt its strategies and initiatives in response to emerging needs, ensuring that equity efforts remain effective and relevant.

Through this annual review and evaluation process, Allan Hancock College reaffirms its dedication to equity, inclusion, and student success, while fostering a culture of continuous learning and collaboration.

SECTION 2: CONTACTS

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)

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

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

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

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

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

During the 2022–2025 Student Equity Plan, Allan Hancock College has developed a deeper understanding of the systemic and institutional root causes of equity gaps for disproportionately impacted students, especially first-generation and Hispanic/Latine male students. These students are navigating systems that were not built with their lived experiences in mind. Equity gaps in enrollment, completion, and transfer are not due to student deficits but reflect structural barriers that limit access, belonging, and success.

We have learned that traditional onboarding processes assume students possess "college knowledge." First-generation students often lack familial guidance through key milestones like registration or financial aid, and navigating these systems alone creates invisible barriers that contribute to early attrition. For many Hispanic/Latine male students, financial pressure is a major factor. They often work to support family income, and while tuition may be free, the cost of books, food, transportation, and housing can still jeopardize persistence.

Institutional culture and curriculum frequently center dominant norms that do not reflect students' cultural identities or linguistic strengths. This disconnect can impact engagement. Cultural narratives around independence and masculinity may also influence reluctance to seek support when services are framed in transactional or stigmatizing ways.

In response, three equity strategies have been implemented:

Expanded Financial and Basic Needs Support
The Hancock Promise and new Promise 2 initiative have helped remove financial barriers. When combined with emergency aid, Basic Needs services, and the Food Share program, these supports allow students to stay enrolled and focus on their education.

Equity-Driven Pedagogical Shifts
Faculty are transforming curriculum and grading practices through culturally sustaining pedagogy and inclusive, race-conscious professional learning.

Embedded Academic Support
Tutoring and mentoring services have been expanded to include embedded tutoring with an emphasis on connecting students to resources, fostering a sense of belonging, and normalized help-seeking behaviors.

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

Based on our 2022–25 Student Equity Plan, Allan Hancock College (AHC) has identified several impactful equity strategies that we plan to continue and deepen in the 2025–28 cycle. Through our efforts to dismantle structural barriers and advance racial equity for disproportionately impacted students, particularly first-generation and Hispanic/Latine male learners, we have made critical discoveries that will shape our future work.

Integrated Financial and Basic Needs Support Is Foundational to Equity
Financial insecurity continues to be one of the most persistent barriers to student success. The Hancock Promise and the expansion into Promise 2 that provides a second year of free tuition to students who complete transfer-level math and English and 24 units have created powerful incentives for persistence and completion. Combined with emergency aid, Basic Needs support, and Food Share services, these strategies have proven effective at keeping students enrolled and engaged. AHC will continue to invest in these holistic supports as a foundational equity practice.

Cultural Teaching and Equity-Minded Professional Learning Must Continue
Our investment in equity-focused professional development has empowered faculty to reimagine pedagogy through inclusive curriculum design, equity-minded grading, and culturally affirming classroom practices. Allan Hancock College will continue to offer professional learning opportunities to transform classroom experiences.

Student Support Is Key to Belonging
Embedded academic support has helped normalize help-seeking and strengthen community. This support will be central to our student success efforts moving forward.

Looking Ahead: Building a First Year Experience Program
These discoveries have led us to design a structured, equity centered First Year Experience (FYE) program for implementation in the next cycle. The FYE will integrate Summer Bridge, proactive counseling, mentoring, and success workshops to support first-generation and Hispanic/Latine male students from entry to completion.

Guidance:

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

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

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

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

Important:
Please review the following regulations and guidelines <u>prior to completing your Executive Summary</u>:

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

- Please review [Student Equity and Achievement (SEA) Program Expenditure Guidelines](ccco.edu) (cccco.edu).

Please enter the URL to your College's 2025-28 Executive Summary in the box below:

https://www.hancockcollege.edu/ie/studentequityexecsummary.php

SECTION 5 STUDENT POPULATIONS EXPERIENCE DISPROPORTIONATE IMPACT

Guidance:

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

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

Disproportionate Impact (DI) Definition:

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

Disproportionate Impact (DI) Calculation:

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

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

For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

Allan Hancock College DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	GOAL 1: Eliminate DI		GOAL 2: Fully Close Equity Gaps	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment						
n/a	n/a	n/a	n/a	n/a	n/a	n/a
Completed Math and English						
Econ Disadvantaged	12%	277	4%	97	6%	142
First Generation	13%	160	0%	2	2%	28
Hispanic	12%	240	2%	37	4%	76
Persistence First Primary Term to Secondary Term						
Econ Disadvantaged Male	66%	573	1%	8	4%	36
First Generation Male	62%	300	4%	18	8%	38
Hispanic Male	65%	473	2%	13	5%	38
Male	65%	700	4%	41	7%	72
Completion						
Econ Disadvantaged Male	15%	165	3%	38	5%	61
First Generation Male	13%	82	4%	24	6%	40
Hispanic Male	15%	128	3%	23	5%	44
Male	14%	184	5%	63	7%	88
Transferred to a Four-Year						
Econ Disadvantaged	25%	231	6%	55	9%	81
First Generation	22%	107	3%	17	7%	35
Hispanic	23%	159	3%	23	7%	45
Male	23%	117	1%	5	5%	24

Allan Hancock College's Student Equity Plan centers on four disproportionately impacted (DI) groups, males, Hispanic/Latine, first-generation, and economically disadvantaged students. However, our institutional data and equity analysis reveal that students at the intersection of these identities experience the greatest barriers to success. The Venn diagram below illustrates how these identities overlap, with the most impacted subgroup being Hispanic/Latine, first-generation, economically disadvantaged males.

AHC Student Equity Plan
Disproportionately Impacted Groups
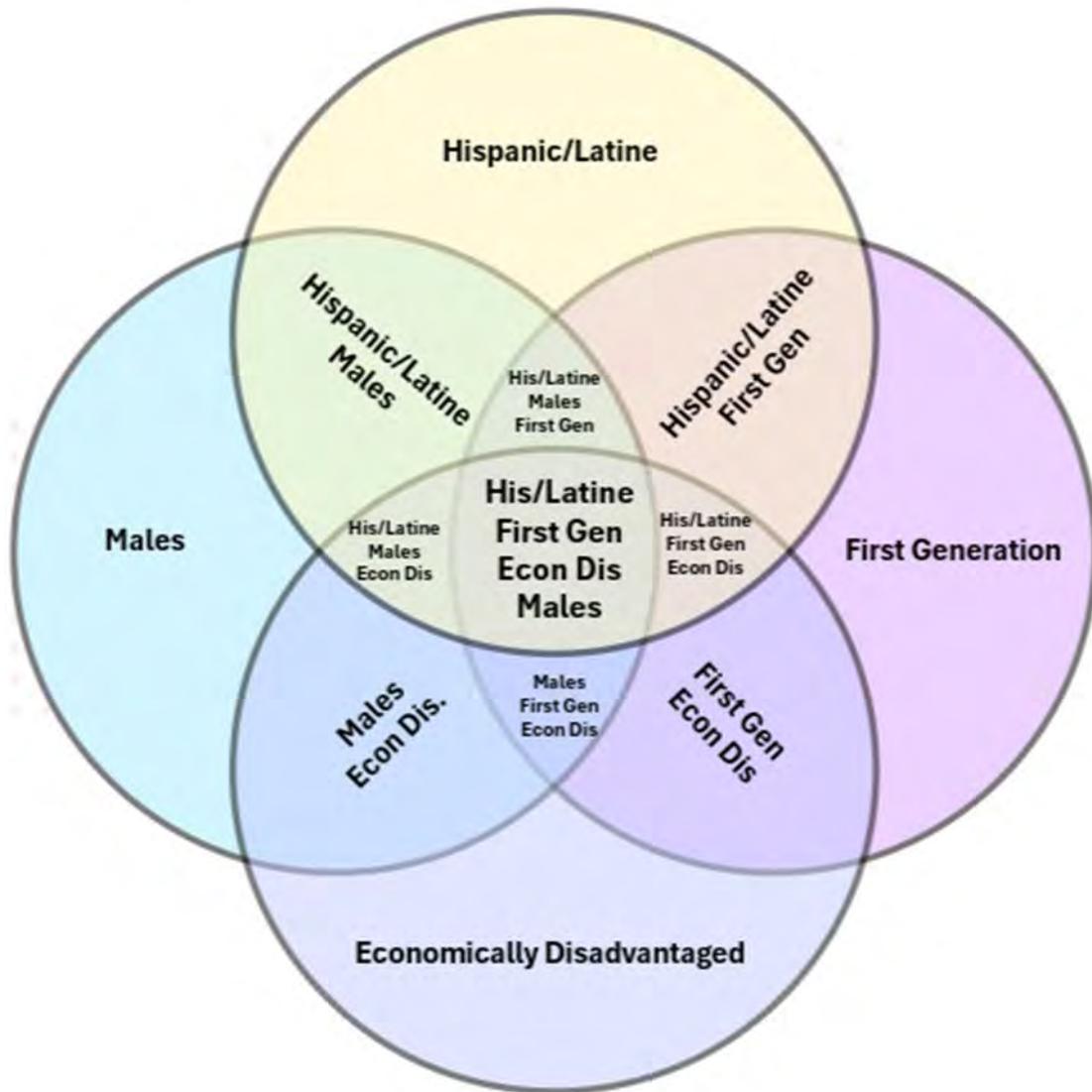
Hispanic/Latine

Hispanic/Latine
Males

Hispanic/Latine
First Gen

His/Latine
Males
First Gen

Males

His/Latine
Males
Econ Dis

His/Latine
First Gen
Econ Dis
Males

His/Latine
First Gen
Econ Dis

First Generation

Males
Econ Dis.

Males
First Gen
Econ Dis

First Gen
Econ Dis

Economically Disadvantaged

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

Guidance:

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

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

MIS Definition for Successful Enrollment:

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

Successful Enrollment metric is calculated as follows:

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

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

			GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
Student Population	**Successful Enrollment** % of students for 2022-23 (Baseline Year)	**Successful Enrollment** # of students for 2022-23 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	23%	2207	N/A	N/A	N/A	N/A

(Table title: SUCCESSFUL ENROLLMENT DATA)

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

GOALS:

SUCCESSFUL ENROLLMENT EQUITY GOALS

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

ADDITIONAL GOALS

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

- **Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. *([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4— Student Participation](#))*
- *Benchmark*: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

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

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

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

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

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

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

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

Strategy 1: To support increased Successful Enrollment and early engagement, the college may consider implementing a culturally responsive First-Year Experience (FYE) program, specifically designed to support male, Hispanic/Latine, first-generation, and economically disadvantaged students.

A strong practice would be to begin the FYE before the start of the term and include components such as summer activities, family orientation, peer mentoring, and early SEP development. These culturally responsive touchpoints can help foster a sense of belonging, clarify academic pathways, and build early academic momentum, particularly for students with intersecting equity identities.

Strategy 2: To support improved Successful Enrollment and first-term persistence, the college may consider redesigning outreach and onboarding communications to better serve male, Hispanic/Latine, first-generation, and economically disadvantaged students.

A recommended practice is to conduct a campus-wide review of onboarding materials to ensure clarity, cultural relevance, and accessibility. This may include simplifying messaging, expanding text-based outreach, and integrating digital navigation training into orientation. These efforts can help students with intersecting equity identities build confidence, access resources, and foster a sense of belonging from the outset of their college journey.

Strategy 3: To support early college awareness and increased Successful Enrollment, the college may consider expanding TK-12 readiness partnerships with an emphasis on supporting male, Hispanic/Latine, first-generation, and economically disadvantaged students.

A promising approach could include strengthening collaboration with feeder schools through curriculum alignment, hosting annual counselor summits, and engaging in culturally responsive outreach. These efforts may help demystify the college-going process, build trust with students and families, and encourage early academic planning, especially for students with intersecting equity identities.

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

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

Guidance

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

MIS Definition for Transfer Level Math and English:

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

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

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	**% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)**	**# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)**	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	13.6%	376	N/A	N/A	N/A	N/A
Econ Disadvantaged	12.4%	277	4.3%	97	6.3%	142
First Generation	12.5%	160	0.01%	2	2.1%	28
Hispanic	12.4%	240	1.9%	37	3.9%	76
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**						

Goals

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS

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

ADDITIONAL GOALS

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

- **Vision 2030 Outcome:** Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion*)
- *Benchmark*: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

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

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

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

Guidance

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

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)

Strategy 1: To support increased completion of transfer-level Math and English in the first year, the college may consider building interdisciplinary faculty support teams with a focus on disproportionally impacted students.

A recommended practice is to encourage collaboration among English, Math, English Language Development, and Counseling faculty and staff to reflect on and share effective, equity-minded practices. Focus areas may include culturally responsive grading, early assessments, inclusive language, attendance and drop policies, and timely feedback. The college may also explore opportunities to align professional learning with local high schools to strengthen continuity in messaging and instructional practices.

Strategy 2: To support course persistence and academic confidence, the college may consider expanding access to embedded academic support and identity-affirming peer mentorship for disproportionally impacted students.

A promising practice includes offering tutoring after hours, online, and in embedded formats through the Academic Resource Center, English Language Development Center, MESA/STEM Center, and Math Center. The college may also explore providing peer mentorship opportunities both inside and outside the classroom, with intentional efforts to recruit mentors and tutors who reflect the lived experiences of disproportionately impacted students. These approaches can normalize help-seeking, build academic confidence, and create culturally affirming learning environments.

Strategy 3: To support timely completion of transfer-level Math and English, the college may consider aligning First-Year Experience (FYE) programming with key academic milestones disproportionally impacted students.

Suggested practices include embedding tutoring within Math and English courses, integrating assignments that connect students to the English Language Development, Math, and Writing Centers, and creating milestone support teams to monitor academic progress. The college may also explore hosting events and programming within the FYE to build community, encourage help-seeking, and foster a strong sense of belonging for disproportionately impacted students.

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

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

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

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

Guidance:

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

MIS Definition for Persistence:

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

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

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	**Persistence % of students for 2021-22 (Baseline Year)**	**Persistence # of students for 2021-22 (Baseline Year)**	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	68.1%	1569	N/A	N/A	N/A	N/A
Econ. Disadvantaged	65.6%	573	.09%	8	4%	36
First Gen. Male	62%	300	3.5%	18	7.8%	38
Hispanic Male	64.6%	473	1.7%	13	5.1%	38
Male	64.6%	700	3.8%	41	6.6%	72
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**						

Goals

PERSISTENCE EQUITY GOALS

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

ADDITIONAL GOALS

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

- **Vision 2030 Outcome:** Increase with equity, the number of California community college students who complete a meaningful educational outcome. *([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))*
- *Benchmark*: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

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

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

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

Guidance:

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

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)
Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.
Strategy 1: To support increased persistence, the college may consider promoting early completion of Comprehensive Student Education Plans (CSEPs) for disproportionally impacted students. A good practice is to partner with programs that serve disproportionately impacted students to provide proactive guidance, early outreach, and integrate SEP milestones into the First-Year Experience (FYE) structure. The college may also explore strategies to ensure students begin their first year with a clear understanding of academic pathways, available support services, and campus resources to help them stay on track.

Strategy 2: To support increased persistence, the college may consider establishing a branded and collaborative First-Year Experience (FYE) program tailored to the needs of disproportionally impacted students.

A recommended approach includes embedding proactive counseling, peer mentorship, and affinity-based connections (such as the Men's Success Group) into the FYE structure to help students navigate college systems and build a sense of belonging. The college may explore offering free textbooks, tutoring, and milestone-based incentives, such as campus swag or scholarships, to reduce financial barriers and motivate engagement.

Participation in the FYE could involve completion of a Comprehensive Student Education Plan (CSEP), use of embedded tutoring, and regular milestone tracking. To encourage help-seeking, students may be guided to visit key support services like academic centers and mental health counseling.

In addition, the college may continue leveraging its rebranded Early Alert system to identify and support students at risk of stopping out earlier in the semester. Reviewing instructor drop policies for equity and analyzing drop survey data can further inform persistence-focused strategies and continuous improvement for disproportionately impacted student populations.

Strategy 3: To support persistence and promote a sense of belonging, the college may consider expanding efforts to connect disproportionally impacted students to paid campus opportunities.

Programs such as Work Experience Education (WEE) and Federal Work-Study (FWS) may be leveraged to provide meaningful on-campus employment and internships that support both financial stability and deeper engagement with the campus community. These roles can offer students opportunities to explore career interests, build transferable skills, and develop supportive relationships with faculty, staff, and peers.

Hiring disproportionately impacted students into visible campus roles may also foster belonging, normalize help-seeking, and reinforce students' identities as college-going individuals. When combined with mentorship, academic support, and engagement in campus activities, paid positions can serve as a powerful tool for increasing term-to-term persistence.

Strategy 4: To support persistence and reduce instructional barriers for disproportionately impacted students, the college may consider expanding professional development opportunities focused on inclusive teaching and equity-minded grading.

These opportunities may center on creating culturally affirming learning environments for male, Hispanic/Latine, first-generation, and economically disadvantaged students, particularly those with intersecting identities. Current offerings, such as Humanizing and Grading for Equity sessions, provide faculty with tools to reflect on their classroom practices and examine how grading policies may affect student belonging and success.

Suggested areas for continued development include culturally responsive pedagogy, equitable assessment design, and inclusive communication strategies. By fostering collaboration and reflective practice, the college can support faculty in improving student engagement, promoting equity, and strengthening persistence from term to term.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population?

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

SECTION 9: METRIC – COMPLETION

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

Guidance:

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

MIS Definition for Completion:

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

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

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	17.9%	482	N/A	N/A	N/A	N/A
Econ. Disadvantaged Male	14.8%	165	3.3%	38	5.4%	61
First Gen. Male	13.1%	82	3.7%	24	6.4%	40
Hispanic Male	14.6%	128	2.6%	23	4.9%	44
Male	14.4%	184	4.8%	63	6.8%	88
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						

Goals

COMPLETION EQUITY GOALS

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

ADDITIONAL GOALS

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

- **Vision 2030 Outcomes:** (I) Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. *(<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment</u>)*
- **Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

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

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

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

Guidance:

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

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)
Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on 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.

Strategy 1: To support increased certificate and degree completion, the college may consider building a proactive counseling engagement and intervention system targeting courses with high withdrawal rates.

A recommended approach includes offering early-term counselor introductions in high-drop-rate courses both in person and via Canvas to normalize help-seeking and promote early completion of Comprehensive Student Education Plans (CSEPs). The college may also explore embedding just-in-time interventions into the student portal's course drop process. These may include messaging that encourages students to consult with a counselor or instructor before withdrawing, along with an option to request outreach from a retention specialist.

Such strategies can help students better understand the academic and financial implications of course withdrawal, stay connected to support resources, and remain on track toward their academic goals, especially for disproportionately impacted students such as male, Hispanic/Latine, first-generation, and economically disadvantaged students.

Strategy 2: To support increased certificate and degree completion, the college may consider embedding early career exploration into onboarding and First-Year Experience (FYE) programming for students who are unsure about their academic pathway.

Although all students declare a major at application, many, particularly male, Hispanic/Latine, first-generation, and economically disadvantaged students, enter college without a clear understanding of their long-term academic and career goals. A recommended practice is to use summer onboarding and fall FYE activities to help identify students who are undecided or uncertain, and to engage them in career assessments, exploration of real-world job applications and salary data, and guided reflection on academic strengths and interests.

These activities may support students in making a more informed decision about their academic path and completing a Comprehensive Student Education Plan (CSEP) by the end of their first term. Embedding career exploration within the FYE structure can foster a sense of purpose, increase motivation, and contribute to stronger completion outcomes for disproportionately impacted students.

Strategy 3: To support certificate and degree completion, the college may consider expanding alternative scheduling options through its Strategic Enrollment Management (SEM) plan and the implementation of Ad Astra.

Recommended strategies include developing consistent evening course pathways, increasing the availability of 8- and 12-week short-term courses to support students who enroll late or return mid-semester, and expanding online and hybrid offerings to reduce barriers to access. These

flexible formats are especially beneficial for disproportionately impacted students who often balance work, caregiving, or other responsibilities. Clearly communicating these scheduling options and aligning them with academic and student support services will help students make informed enrollment decisions, sustain momentum, and progress toward certificate and degree completion.

Strategy 4: To support certificate and degree completion, the college may consider strengthening digital literacy and technology support disproportionally students.

A systematic approach to advancing students' digital literacy should include education, training, and professional development. Recommended strategies include embedding digital literacy skill-building within the college's learning management system (e.g., Canvas), exploring the development of co-requisite courses that reinforce technology skills critical to academic success, and integrating digital tool practice into course assignments to normalize tech-related learning needs.

Additionally, the college may offer campus-sponsored workshops that support students' confidence in navigating digital platforms and provide professional development opportunities for faculty on incorporating digital literacy instruction. Peer-to-peer partnerships and support hubs such as the library, Career Center, and MESA/STEM Center can also serve as access points for hands-on technology assistance delivered by trained staff or student workers. These strategies aim to reduce digital barriers, foster belonging, and help disproportionately impacted students stay engaged and on track toward completion.

Strategy 5: Launch a "15 to Finish" completion grant to support students within 15 units of earning a degree.

To support completion among disproportionately impacted students, the college may consider offering targeted financial assistance for students who are close to completing a certificate or degree. This support could be available to students with a Comprehensive Student Education Plan (CSEP) on file to help ensure a clear path to completion.

This targeted financial support may help re-engage students who have stopped attending or dropped out due to financial barriers that prevented continued enrollment. Reducing these barriers may support students in reenrolling, persisting through their final semesters, and completing their academic goals.

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

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

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

☒ *No, our college does not have additional goals.*

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

Guidance:

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

MIS Definition for Transferred to a Four-Year:

Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. https://datavista.cccco.edu/resources/42 (620C)

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

			GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	**% of Transfer Students** for 2018-19 (Baseline Year)	**# of Transfer Students** for 2018-19 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	25.4%	266	N/A	N/A	N/A	N/A
Econ. Disadvantaged	24.5%	231	5.8%	55	8.5%	81
First Gen.	21.7%	107	3.4%	17	7%	35
Hispanic	23.1%	159	3.3%	23	6.5%	45
Male	23%	117	.9%	5	4.6%	24

Goals:

TRANSFER EQUITY GOALS

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

ADDITIONAL GOALS

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

- **Vision 2030 Outcomes:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (*Vision 2030: A   Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e - Baccalaureate Attainment*)
- *Baseline* **Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.
- *Stretch* **Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

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

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

☒ *No, our college does not have additional goals.*

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

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.
Strategy 1: To support increased transfer rates, the college may consider promoting early completion of Comprehensive Student Education Plans (CSEPs) through structured first-year touchpoints for disproportionately impacted students. A strong practice includes engaging students in targeted first-year activities such as participation in First-Year Experience (FYE) programming, online transfer readiness modules, and early academic planning workshops that are designed to clarify transfer goals and align coursework with university pathways. These early interventions may help students connect with counseling services, understand transfer requirements, and build the academic momentum necessary for successful transfer within two to three years.
Strategy 2: To support increased transfer success, the college may consider providing first-year or second-year opportunities for disproportionately impacted students to build university financial literacy and scholarship readiness. Suggested practices include offering workshops or embedding course modules that focus on understanding university-level financial aid packages, budgeting for transfer, and identifying and

applying for scholarships. These efforts may help reduce financial anxiety, increase confidence in navigating the cost of university attendance, and support long-term academic planning for students who are transfer-directed.

Strategy 3: To support increased transfer rates among disproportionately impacted students, the college may consider implementing a sustained transfer awareness campaign that promotes structured university pathways such as the Transfer Admissions Guarantee (TAG).

This campaign may focus on male, Hispanic/Latine, first-generation, and economically disadvantaged students, particularly those who may be unfamiliar with transfer processes or university options. Recommended strategies include building partnerships with local high schools, integrating TAG and transfer information into onboarding and First-Year Experience (FYE) programming, and encouraging faculty to share transfer opportunities within the classroom.

These efforts may help demystify the transfer process, increase student confidence in pursuing a four-year degree, and ensure that students with intersecting equity identities receive support throughout their transfer journey.

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

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

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

Transfer Emphasis:

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

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

While all student success metrics are critical to student achievement, transfer is of the utmost importance for Allan Hancock College during the 2025–28 Student Equity Plan cycle. At Allan Hancock College, this challenge is reflected in our local data. Although the college has made modest gains—improving transfer rates from 20% in 2014–15 to 28% in 2019-20, we remain significantly below systemwide targets.

A combination of structural, geographic, economic, and cultural factors contributes to the college's below-target transfer outcomes:

- No nearby CSU and Cal Poly SLO's lack of TAG participation limit streamlined transfer options.
- High housing costs and family obligations make relocating for university unfeasible for many students.
- Economic ties to the farming industry and caregiving responsibilities keep students rooted locally.
- First-generation and Hispanic/Latine male students often enter college unaware of transfer pathways and requirements.
- Concerns about university affordability deter even academically eligible students from transferring.

Allan Hancock College's equity-driven strategies are designed to remove some of these barriers, address student needs, and create transparent pathways for student success, particularly for disproportionately impacted (DI) populations such as first-generation, low-income, Hispanic/Latine, and male students. Promoting early academic planning through Comprehensive Student Education Plans (CSEPs) can provide students with a clear roadmap for meeting degree and transfer requirements. The First-Year Experience (FYE) program is well-positioned to offer proactive counseling, peer mentorship, and access to learning centers and affinity-based groups such as the Men's Success Group, fostering early engagement and connection. Financial literacy and scholarship readiness workshops are recommended during the first year to help students better understand university costs and long-term planning. A focused transfer admissions campaign delivered through social media, workshops, and timely reminders can increase awareness of TAG and other university pathways. Canvas can be used strategically to communicate transfer timelines, financial aid information, and application deadlines where students already engage. Connecting students to paid campus opportunities and encouraging the use of tutoring and academic support services can further promote confidence, a sense of belonging, and readiness to transfer successfully.

*_Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e—Baccalaureate Attainment_ includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Guidance:

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

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)
Male students from equity-priority groups, including first-generation, Hispanic/Latine, and low-income.

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

Current Challenges/Barriers

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

Allan Hancock College recognizes that several existing institutional structures pose persistent barriers to male students from equity-priority groups, including first-generation, Hispanic/Latine, and low-income students. A key structural challenge is the 50% law (California Education Code § 84362), which mandates that at least half of general fund expenditures be allocated to classroom instruction. While intended to prioritize direct instruction, this law restricts the college's ability to invest in non-instructional support personnel such as counselors, tutors, and technology specialists. This limits our capacity to scale essential services that support disproportionately impacted (DI) students in navigating systems, accessing resources, and persisting toward completion and transfer.

Additionally, the college's onboarding and communication practices often assume familiarity with college processes, which may alienate first-generation male students. Overly formal or passive language can feel impersonal and create a disconnect before students even set foot on campus. Furthermore, many DI students who fall outside eligibility criteria for targeted programs like EOPS+, LAP, CAN, or MESA/STEM often begin college without structured transitional support.

Student voice is also underrepresented in decision-making processes. More intentional inclusion of DI students in shared governance and policy development could lead to more responsive practices. A lack of early connection to college, particularly for students from local high schools, contributes to summer melt and weakens early engagement with financial aid, academic planning, and orientation.

The college also struggles to attract and retain peer mentors and student ambassadors, in part due to low wages. Competing opportunities in the private sector, particularly for male students of color, make it difficult to sustain support networks that reflect and serve the student body. Finally, without a structured Summer Bridge program, many DI students lack early exposure to academic expectations, peer mentoring, and support services that could improve belonging and momentum.

Addressing these barriers will require a sustained commitment to equity-minded resource allocation, intentional outreach, culturally responsive communication, and student leadership development that centers the lived experiences of our most impacted populations.

Action Plan for Ideal Institution

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

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

To address the disproportionate impact experienced by first-generation, Hispanic/Latine, and low-income male students across all five Student Equity Plan metrics, enrollment, retention, transfer, completion of transfer-level English and math, and certificate/degree completion, Allan Hancock College has developed a comprehensive, equity-centered action plan that targets structural barriers, promotes culturally responsive practices, and builds a cohesive support ecosystem.

Overcoming Structural and Cultural Barriers
The college will take deliberate action to address institutional barriers that hinder student success. To offset staffing constraints tied to the 50% law (California Education Code § 84362), the college will leverage SEA and other categorical funds to expand student-facing support roles, including counselors, librarians, and technology staff. The college will also invest in student leadership development to amplify the voices of Hispanic/Latine and first-generation male students in governance and planning processes.

To address onboarding and transitional gaps, the college will launch an equity-focused summer program for students not served by programs like EOPS+, LAP, or MESA/STEM. This program will include orientation, academic readiness activities, and early connections to peer mentors and student services. Partnerships with local high schools will be strengthened through formal MOUs, coordinated outreach timelines, and shared data to ensure early engagement and smoother transitions. Recognizing the role of economic barriers, the college will re-evaluate student employee compensation and prioritize hiring DI students as peer mentors and ambassadors.

Strategies Across Academic and Student Affairs
The college's flagship strategy is the implementation of a robust, branded First-Year Experience (FYE) program. The college will seek funds for a dedicated supervisor to oversee the FYE, which will serve as a hub for early SEP completion, proactive advising, embedded tutoring, Canvas and technology orientation, financial literacy training, and milestone tracking. Learning communities will integrate math, English, and counseling, supporting early academic success.

Academic and student affairs will collaborate on aligning FYE with core student services (basic needs, mental health, financial aid, and career exploration) to provide a seamless, high-touch experience. Outreach teams will engage high school seniors through in-school events, family-centered financial aid workshops, and orientation programming to promote direct enrollment into FYE.

Tutoring and mentoring will be scaled to meet demand, and additional support like textbook loans, transportation assistance, and emergency aid will be embedded in FYE and promoted through trained

student ambassadors. The college will expand Canvas-based messaging and use Starfish and SignalVine to streamline communications, track engagement, and issue early alerts.

Resources, Structures, and Indicators of Success
This action plan is driven by data-informed, student-centered practices. The Office of Institutional Effectiveness will disaggregate outcomes by gender, race/ethnicity, and first-generation status to monitor progress and guide continuous improvement. DI students will participate in focus groups and program evaluations to shape implementation.

Faculty and staff will engage in ongoing professional development on culturally responsive pedagogy, equity-minded grading, and trauma-informed communication. Learning communities will provide space for reflective practice and cross-departmental collaboration.

Success will be measured by:

- Increased FAFSA/CADAA completion among DI male students
- Higher enrollment, retention, and SEP completion for FYE participants
- Growth in transfer-level math and English completion in the first year
- Improved certificate/degree and transfer rates for DI students
- Increased representation of DI males in peer leadership and mentoring roles

The college will rely on SEA funds, community partnerships (e.g., CalSOAP, TK–12 districts, local nonprofits), and integrated technology platforms to sustain this plan. Implementation will be coordinated by cross-functional equity teams and championed by peer mentors who reflect the identities of the students served.

Guidance:

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

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

Definitions:

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

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

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

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

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	**# of Students who Received a Comprehensive Ed Plan** by end of First Primary Term	**% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan** by End of First Primary Term	**# of Students who Received a Comprehensive Ed Plan** by end of First Academic Year	**% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan** by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2,671	949	36%	1,160	43%

Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	2,660	1,010	38%	1,207	45%

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

Hispanic/Latine males

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

Strategy 1: To support early goal setting and degree completion, the college may assign academic plan templates based on students' declared majors at the point of enrollment.
This practice can serve as an initial framework for first-time students, particularly those who are first-generation, Hispanic/Latine, male, or economically disadvantaged, who may be unfamiliar with course planning or institutional pathways. Academic plan templates can help demystify the scheduling process and promote timely decision-making related to transfer, certificate, or degree requirements. When paired with proactive counseling and early SEP development, these templates may increase clarity, reduce excess unit accumulation, and improve early academic momentum for disproportionately impacted students.

Strategy 2: To promote timely degree and transfer planning, the college may consider using registration holds to encourage early completion of Comprehensive Student Education Plans (CSEPs).
One recommended practice is to place a registration hold for students who have not completed a CSEP by the time they reach 15 units or enter their third semester. This strategy can prompt early engagement with counseling and academic planning services, especially for first-generation, Hispanic/Latine, male, and economically disadvantaged students who may be less likely to seek support proactively. When paired with personalized outreach and advising, registration holds can help ensure students receive the guidance needed to stay on track for completion and make informed choices aligned with their academic and career goals.

Strategy 3: To support persistence and degree completion, the college may require student workers to maintain an up-to-date Comprehensive Student Education Plan (CSEP).
This practice can help ensure that students employed on campus, many of whom are first-generation, Hispanic/Latine, male, or low-income, remain connected to academic advising and maintain a clear path toward their educational goals. Requiring an active CSEP as a condition of campus employment may promote early intervention, encourage proactive planning, and reinforce a culture of goal-setting and accountability among student workers. This strategy also provides an opportunity to integrate work-based support with academic success structures, fostering stronger retention and completion outcomes for disproportionately impacted students.

DI Group Specific:

Strategy 4: To support early and sustained academic planning, the college may embed Comprehensive Student Education Plan (CSEP) development into FYE-linked and Summer Bridge coursework for disproportionately impacted students.
In collaboration with instructional faculty, academic planning activities can be integrated into course assignments, allowing students to complete an initial CSEP during their first term and revisit it each semester as their academic and career goals evolve. This strategy normalizes goal-setting in the classroom and provides built-in support for students who may be less familiar with college systems. By embedding CSEP development into structured coursework, the college can increase planning consistency, reduce access barriers to counseling, and strengthen long-term completion and transfer outcomes for disproportionately impacted students.

Strategy 5: To promote equitable student success, the college may provide professional development on the role of Comprehensive Student Education Plans (CSEPs) in supporting disproportionately impacted students.
Training opportunities may focus on helping faculty and staff understand the impact of early academic planning on persistence, completion, and transfer outcomes. Sessions could include strategies for normalizing the CSEP process, integrating academic planning conversations into classroom instruction and student services, and identifying opportunities to connect students to counselors and peer mentors. By increasing campus-wide awareness and engagement in academic planning, the college can create a more cohesive support system that empowers disproportionately impacted students to stay on track and achieve their goals.

Strategy 6: To support continuous improvement and equitable planning outcomes, the college may expand access to academic planning data across departments, with a focus disproportionately impacted student.
Making Comprehensive Student Education Plan (CSEP) completion data more widely available, disaggregated by race/ethnicity, gender, and income status, can help identify gaps in academic planning and inform timely, targeted interventions. Increased transparency and cross-departmental collaboration around CSEP data may support more proactive outreach, resource alignment, and shared accountability for student success, particularly among disproportionately impacted populations.

Strategy 7: To close completion and transfer gaps, the college may strengthen academic planning practices for newcomer students, particularly those who are disproportionately impacted students, who must fulfill AB 540 eligibility requirements.
This includes reviewing current advising procedures for students who are no longer enrolled in high school but still need to meet the physical presence or time-based eligibility components of AB 540. Ensuring equitable access to Comprehensive Student Education Plans (CSEPs), academic advising, and planning tools can help these students stay on track for degree or transfer while navigating complex residency requirements. Culturally responsive and linguistically accessible support will be essential to empowering newcomer students to persist and succeed.

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

To ensure all students, particularly first-generation, Hispanic/Latine, low-income, and male students, receive a Comprehensive Student Education Plan (CSEP) early in their academic journey, the college may implement a series of coordinated strategies that build awareness, foster engagement, and embed academic planning into key milestones. These efforts should prioritize the delivery of a CSEP within a

student's first semester, and no later than the end of their first academic year, to promote equitable outcomes and support meaningful progress toward transfer, employment, and long-term economic mobility.

One recommended strategy is a targeted campaign to increase student engagement with DegreeWorks. This may include step-by-step guides, live and recorded workshops, and short instructional videos distributed through the student portal, email, social media, and in-class announcements. The goal is to help students actively understand and interact with their education plans, while normalizing academic planning as a core element of student success.

The college may also continue and expand institution-wide campaigns such as "SEPtember" and "March Toward Your Future," which promote CSEP completion during key points in the academic year. These efforts could involve classroom visits, peer mentor engagement, pop-up advising events, and incentive-based participation to increase visibility and motivation. By embedding academic planning into multiple campus touchpoints, the college reinforces a culture of preparation, purpose, and persistence, particularly for disproportionately impacted students.

GUIDANCE:

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

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

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

GUIDED PATHWAYS

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

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

> To embed equity and align the SEA Program with Guided Pathways, our college is implementing and sustaining key strategies focused on the student journey:
>
> - **Clarifying Paths**: We map academic programs to Areas of Interest (AOIs) and provide AOI-aligned counseling and targeted career exploration to help students connect their interests to clear academic and career goals.
> - **Enhancing Planning & Progress Monitoring**: Visual Program Maps integrated into DegreeWorks, combined with efforts to boost SEP completion, allow students to easily see their required coursework, track progress, and make informed decisions.
> - **Improving Access & Belonging**: We enhance the student experience through tailored communications (Student Journey Messaging), welcoming orientations (Week of Welcome), a comprehensive student-services guide, ensuring easier access to resources.
>
> Collectively, these actions streamline the student experience, provide consistent, personalized support, and dismantle barriers to promote equitable success. Our commitment extends to fostering an equity-

minded campus through continuous faculty and staff professional development initiatives like Hancock Explores Workshops, the Teaching & Learning Book Club, and Hancock Hangouts.

STUDENT FINANCIAL AID ADMINISTRATION

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

To maximize financial aid receipt and increase FAFSA/CADAA completion, particularly among disproportionately impacted student populations, our college will continue a comprehensive, equity-focused approach. Through the Hancock Promise, outreach staff will visit all feeder high schools to host events, workshops, and in-class presentations that support students in completing their financial aid applications. Additionally, we will collaborate closely with CalSOAP to identify and assist students who have registered for classes but have not yet completed their FAFSA or CADAA. The district will also run targeted reports to identify DI students who have outstanding financial aid forms and conduct direct follow-up to ensure they receive the necessary guidance and support to complete the process.

STUDENTS WITH DISABILITIES (DSPS)

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

In coordination with the Learning Assistance Program (DSPS), the college will continue to proactively support efforts to eliminate disproportionate impact by fostering an inclusive and informed campus environment for students with disabilities. DSPS plays a vital role in the institution's broader equity efforts by ensuring students receive equitable access to instructional, technological, and support services.

The program will collaborate with faculty and staff across campus to provide ongoing professional development focused on the diverse needs and lived experiences of disproportionately impacted students within the program. These trainings are designed to increase awareness, reduce barriers, and promote more inclusive teaching and service delivery practices.
In alignment with AB 2821, the college will begin integrating Disability Access and Compliance Training into onboarding and ongoing professional development for college personnel in advance of the 2026–27 implementation deadline. This work complements existing equity goals and reinforces the institution's commitment to universal access and culturally responsive support for students with disabilities.

Recognizing the importance of continuous improvement, DSPS will also implement regular assessment strategies - including surveys to capture student and staff perceptions of the program's effectiveness. This feedback will inform program enhancements, guide professional development content, and ensure that support structures evolve in response to the needs of the students served.
By elevating the visibility of the Learning Assistance Program and embedding its practices into the college's broader equity framework, Allan Hancock College affirms its commitment to ensuring that students with disabilities are fully included in institutional planning, welcomed in all spaces, and supported in achieving their academic and personal goals.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

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

In coordination with our EOPS and CalWORKs programs, the college will continue to proactively support efforts to eliminate disproportionate impact and advance equity goals identified in the Student Equity Plan. These programs will regularly analyze student success outcome data for disproportionately impacted groups to inform and improve services. Additionally, EOPS and CalWORKs will continue to advocate for their students by providing professional development across campus, increasing awareness and fostering a more supportive and equitable learning environment.

These programs will also work collaboratively with counseling, financial aid, and basic needs services to ensure that first-generation, Hispanic/Latine, and parenting students receive holistic and timely support. Cross-departmental coordination will help address barriers related to childcare, housing, transportation, and work-school balance, which often disproportionately affect CalWORKs and EOPS students. By aligning program-level strategies with the broader goals of the Student Equity Plan, EOPS and CalWORKs play a critical role in ensuring students persist, complete, and successfully transition to career or transfer pathways.

NextUp/FOSTER YOUTH

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

In coordination with our NextUp and Foster Youth support programs, the college will continue to proactively address disproportionate impact and support the goals outlined in the Student Equity Plan. These programs are actively represented on the Student Success and Equity Committee, ensuring that the experiences and perspectives of foster youth are included in institutional planning and decision-making processes.

Through this representation, NextUp and Foster Youth support staff will continue to advocate for targeted resources, share disaggregated data to inform equity efforts, and collaborate across departments to implement initiatives that improve academic outcomes and holistic support for current and former foster youth. Efforts may include expanding access to emergency aid, mental health services, and basic needs, and increasing visibility of available resources through student communications, peer support, and orientation activities. These strategies are designed to foster a greater sense of belonging and stability, which are essential to promoting persistence, completion, and long-term success for foster youth students.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

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

In coordination with the Veterans Resource Center, the college will continue to proactively support efforts to eliminate disproportionate impact and advance the goals outlined in the Student Equity Plan. The veteran student population is actively represented on the Student Success and Equity Committee, ensuring their voices, needs, and lived experiences are considered in campus-wide equity planning and decision-making.

The Veterans program will continue to collect and disaggregate student success data, with particular attention to outcomes for Hispanic/Latine male veterans and other disproportionately impacted student veterans. This data will inform targeted outreach strategies, help identify potential barriers to persistence and completion, and guide the development of supportive programming. Efforts may include expanded access to academic advising, career counseling, mental health resources, and basic needs services. By centering the experiences of student veterans within institutional equity efforts, the college affirms its commitment to creating inclusive, supportive pathways for academic and personal achievement.

JUSTICE-IMPACTED STUDENTS

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

To expand access and increase success for justice-impacted students, particularly those identified as disproportionately impacted in the Student Equity Plan, the college will implement a range of targeted, equity-informed strategies. These efforts are designed to address both systemic barriers and individual needs, ensuring justice-impacted students are supported throughout their educational journey. Planned strategies may include providing dedicated counseling services tailored to the academic, personal, and reentry-related needs of justice-impacted students, as well as organizing university field trips and career exploration activities that build awareness of transfer opportunities and long-term planning. The college will also continue to offer professional development for faculty and staff focused on understanding the unique experiences of justice-impacted students and implementing inclusive, trauma-informed practices. Together, these efforts support the college's broader goal of fostering a more inclusive and supportive environment, one where justice-impacted students are empowered to persist, complete, and thrive.

LOW-INCOME ADULTS

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

To increase access and success for low-income adult learners, particularly those identified as disproportionately impacted in the Student Equity Plan, the college will continue to expand and strengthen its Community Education programs. These efforts are designed to address the unique barriers adult learners often face, including competing work and family responsibilities, financial insecurity, and limited familiarity with college systems.

Key strategies may include enhancing counseling and orientation services specifically tailored to adult learners, with an emphasis on connecting students to financial aid, basic needs support, and academic

planning resources. Outreach efforts will also focus on increasing awareness of noncredit-to-credit pathways and workforce-aligned programs that promote career mobility and economic stability.

By providing targeted support and building intentional connections to campus and community resources, the college affirms its commitment to ensuring that low-income adult learners are welcomed, informed, and empowered to persist and complete their educational goals.

CREDIT FOR PRIOR LEARNING

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

To support the equitable expansion of Credit for Prior Learning (CPL), particularly for disproportionately impacted student populations such as first-generation, Hispanic/Latine, and adult learners, the college has established a dedicated CPL workgroup to lead and coordinate this effort. The goal is to ensure CPL opportunities are accessible, inclusive, and aligned with the college's broader commitment to student equity and success.

The workgroup will focus on streamlining CPL processes, reducing administrative barriers, and creating clear, student-friendly guidelines for earning credit through prior learning assessments, military training, industry certifications, and work-based experience. Strategies may also include targeted outreach to underrepresented student groups, integration of CPL information into counseling and onboarding, and professional development for faculty and staff to support the validation of diverse learning experiences.

By expanding access to CPL, the college aims to accelerate time to completion, reduce educational costs, and increase credential attainment, particularly for students who bring valuable lived and professional experience to their academic journey.

DUAL ENROLLMENT

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

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

Strategy 1: Strengthen Dual Enrollment Through Equitable K–12 and College Partnerships
Allan Hancock College remains committed to expanding and sustaining dual enrollment opportunities through a student-centered and equity-driven CCAP (College and Career Access Pathways) framework. These strategies are designed to reduce barriers, promote college readiness, and improve outcomes for disproportionately impacted students, including first-generation, low-income, English learners, foster youth, and students of color.

Strategy 2: Build Strong K–12 and College Partnerships

The college will formalize new CCAP agreements beginning in Fall 2025, clearly outlining shared responsibilities, equity goals, and student support priorities. Joint CCAP committees, composed of AHC and K–12 partners, will meet regularly to review disaggregated data, align curriculum, and exchange promising practices. CCAP course offerings will be aligned with local high school pathways and the college's Guided Pathways framework to support seamless transitions into credit-bearing programs. Monthly collaboration meetings with each high school will continue to ensure ongoing communication, responsiveness, and shared accountability.

Strategy 3: Prioritize Equity and Access
 The college will continue targeting underserved student populations across local districts, including those at SMJUHSD and LUSD high schools. To remove systemic barriers, the college has eliminated GPA and standardized testing requirements that have historically limited access. CCAP courses will be scheduled during the high school day and in flexible formats, including before/after school and through distance education, to increase participation. Culturally responsive outreach, multilingual family engagement, and simplified enrollment processes (including a revised board policy removing the CCAP appeals requirement) are central to ensuring broad and equitable access.

Strategy 4: Design Inclusive and Aligned Course Offerings
 AHC will collaborate with K–12 partners and faculty to design CCAP pathways that include transferable general education and workforce-aligned courses reflecting student interests and labor market demand. Faculty support will focus on ensuring all CCAP offerings contribute toward certificates, degrees, or transfer. Embedded counseling or college success support will be integrated where possible to help prepare students for college-level rigor. The college may also explore hiring K–12 counselors as part-time AHC counseling faculty and AHC instructors as CCAP mentors to support students and instructors at school sites.

Strategy 5: Support Students Holistically
 Comprehensive onboarding will be offered at the start of each term and may include orientation, educational planning, and academic advising tailored for CCAP students. The college will provide scheduled in-person and virtual support to address common questions and create a centralized CCAP website with resources for students, parents, and partners. Embedded tutoring, supplemental instruction, and peer mentoring will be used to promote persistence and success. Ongoing teacher training will be offered in varied modalities to support high school faculty and ensure the continued delivery of rigorous, relevant coursework.

Strategy 6: Use Data to Drive Equity and Improvement
 The college will collect and analyze disaggregated data on CCAP enrollment, course success, and completion to identify equity gaps and inform improvement strategies. Annual equity audits will be conducted to assess course-level outcomes and access within both general education and CTE pathways. These insights will be used to guide continuous improvement efforts and support collaborative accountability between AHC and K–12 partners.

Strategy 7: Engage and Empower Students and Families
 The college will host joint AHC–K–12 information sessions to demystify CCAP and college-going processes. Student and family voices will be included in program design and evaluation through surveys administered via CCAP courses. The college will celebrate student milestones through recognition events, certificates, and campaigns such as Pathways to Success, which bring together students, educators, and industry leaders.

Strategy 8: Ensure Institutional Commitment and Sustainability
 To support the growth and sustainability of CCAP, the college will work with K–12 partners to expand administrative and operational capacity for staffing, scheduling, and outreach. Professional

development will be provided to K–12 and college faculty focusing on dual enrollment pedagogy and equity–minded instructional practices. The college will continue to seek sustainable funding through apportionment, grants, and in-kind contributions; while also identifying ongoing staffing needs to meet expanding student demand and ensure the long-term success of the CCAP model.

STRONG WORKFORCE PROGRAM/PERKINS

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

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

Allan Hancock College is committed to aligning equity-focused initiatives across Student Equity and Achievement Program (SEAP), Career Technical Education (CTE), and Strong Workforce Program (SWP) to ensure that disproportionately impacted students, including first-generation, low-income, housing-insecure, justice-impacted, foster youth, English learners, and students of color, have equitable access to career pathways, workforce preparation, and economic mobility.

The college may integrate SEAP equity goals into CTE and SWP planning through coordinated governance structures such as the Resource Allocation Committee (RAC), ensuring shared accountability for equitable student outcomes. Regional labor market data from Centers of Excellence will be used to align workforce equity efforts with high-demand, high-wage careers. Regular collaboration between SEAP, CTE, SWP, counseling, financial aid, and student services will help ensure strategic resource alignment and targeted student support.

The college will use disaggregated data to identify equity gaps in CTE participation and develop outreach efforts that prioritize underserved student populations. This may include expanding equity-centered CCAP pathways into CTE programs through high school partnerships, and launching multilingual, culturally relevant marketing campaigns that highlight opportunities in priority industries. Outreach specialists, student ambassadors, and staff who reflect the language and cultural backgrounds of the communities served will be trained to support students from initial contact through enrollment.

SEAP funds may be leveraged to provide wraparound services that address non-academic barriers to success, including transportation assistance, food security, emergency micro-grants, textbook vouchers, and childcare referrals. Embedded counseling, career guidance, and case management will be offered within CTE courses to provide high-touch support. Peer mentorship programs and retention outreach will be expanded to support at-risk students. Noncredit bridge programs and pre-apprenticeship opportunities may be offered to build career readiness and confidence, particularly for adult learners and returning students.

CTE course and program design will continue to reflect equity-minded practices, with a focus on short-term, stackable certificates aligned with industry-recognized credentials. Programs will be offered in flexible formats, including evening, weekend, and hybrid/online options,to meet the needs of working learners. Academic and career support such as embedded tutoring and job readiness

workshops will be integrated into coursework. Faculty will continue to implement culturally responsive pedagogy to foster inclusive, affirming learning environments across all CTE programs.

The college will continue to partner with employers through SWP to develop paid internships, apprenticeships, and job shadowing opportunities, with a focus on removing financial barriers through equity stipends for under-resourced students. Employer partners will also be engaged in building inclusive hiring pipelines that connect CTE completers, particularly those from disproportionately impacted populations, to meaningful, living-wage careers.

Shared metrics across SEAP, CTE, and SWP will be developed and tracked through tools such as Data Vista and the college's Visual Analytics Repository (VAR). Key indicators will include access, retention, completion, and job placement, disaggregated by student population. Equity dashboards and student voice will inform continuous improvement, and the college will evaluate and share outcomes transparently to foster institutional accountability and progress toward workforce equity goals.

ADDITIONAL PROGRAMS (OPTIONAL)

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

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

SECTION 14: PREVIEW AND SUBMISSION PROCESS

Guidance:

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

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

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