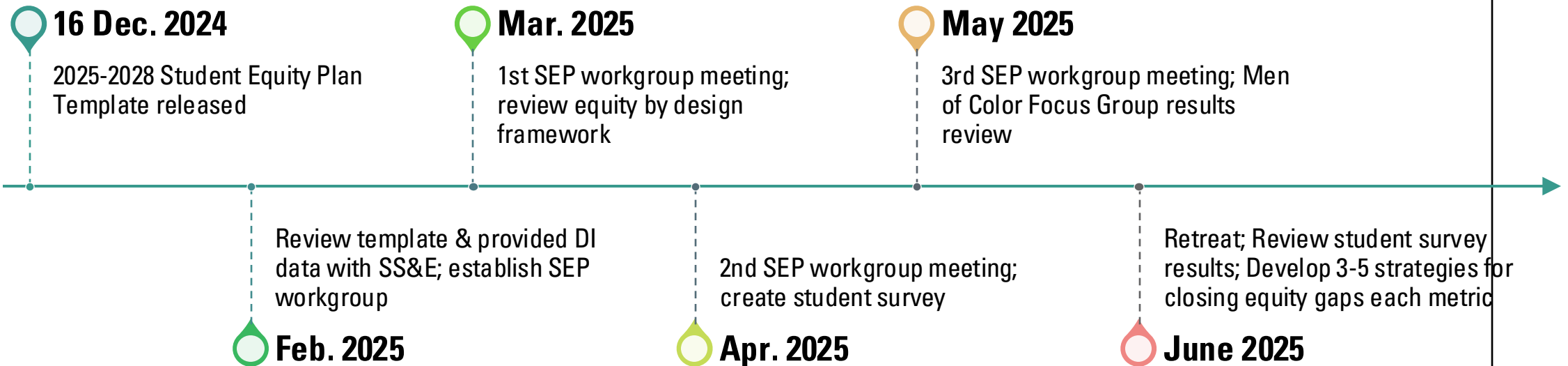


Student Equity Plan Draft

Academic Senate

10/6/2025

Review of Progress & Timeline

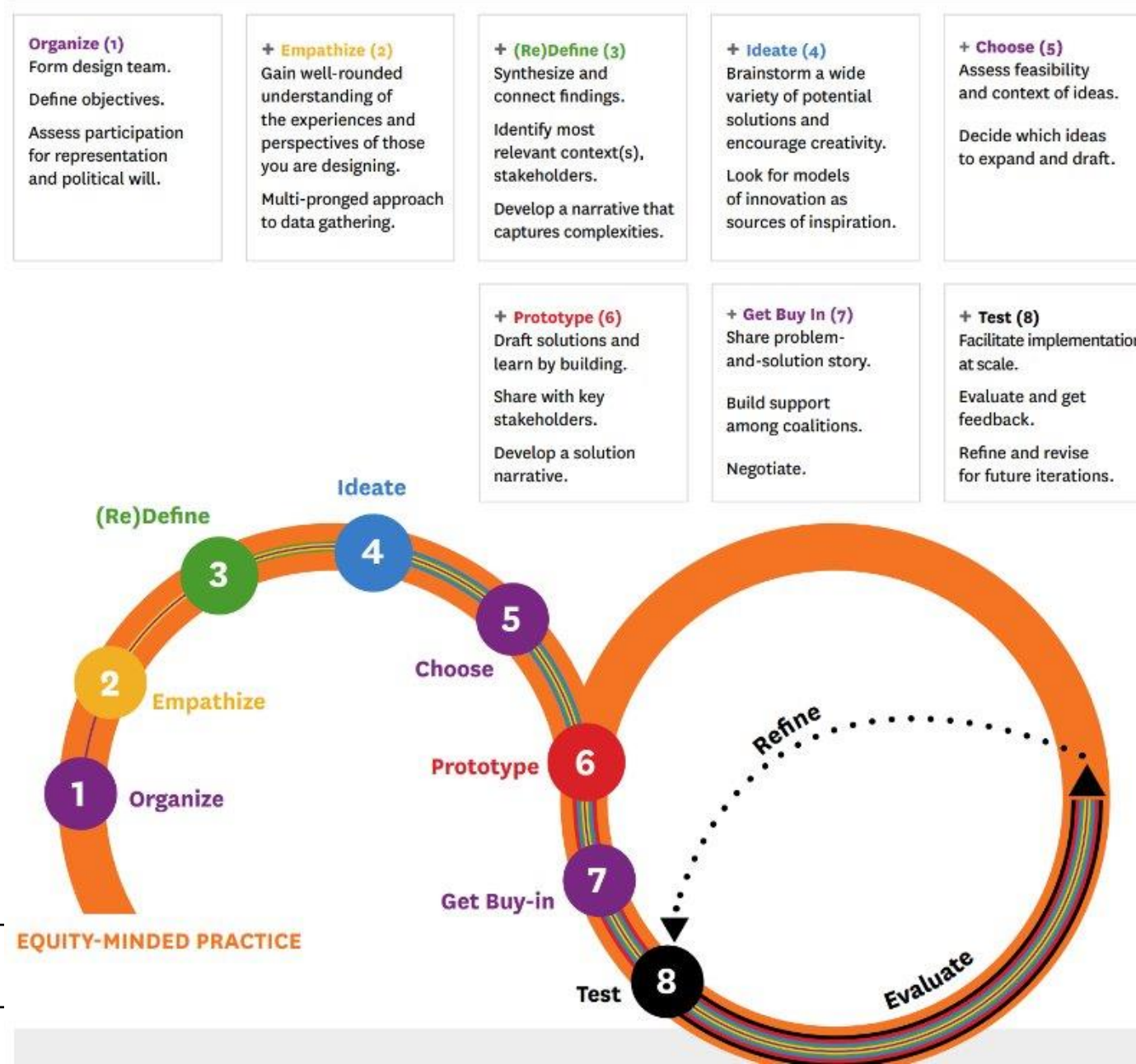


Review of Progress & Timeline



Figure 3

Design for Equity in Higher Education (DEHE)



Documents for Reference

- [Student Equity Plan Template](#)
- [Disproportionate Impact Student Data](#)
- [Spring 2025 Student Survey Results](#)

Student Equity Plan Contributors

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And you!

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*Indicates that they are a member of the Student Success & Equity Committee

Section 3 – Student Equity Plan

Reflection

- 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?
 - Sense of belonging
 - It's hard to ask for help – more clear information, awareness of resources/processes
- 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.
 - Being targeted & intrusive in our approach
 - Holistic services
 - Collaboration – Griffin Inquiry in Action Teams, building out of Guided Pathways/ACPs/ACP Homebases
 - Robust PD programming (FEII, POGR, USC EMTI)
 - We have researchers!!!
 - Counseling dashboard!
 - More intentional development of SSOs, intentional integration with VAR

Sections 4 & 5

- Executive Summary – completed at the end
- Data Review

Section 6: Successful Enrollment

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
White	22.1%	931	7.9%	332	9.9%	417

Section 6: Successful Enrollment

DI student population(s): White students

Top 3 Strategies

1. Develop an Early Alert System
2. General Funding for Outreach to be able to host
 - Admit day for incoming students in summer/early August
 - "Go Griffin" events with tours, help completing applications, food, registration support
 - Having parent workshops for incoming student parents
3. Day & Evening Admission Events

*Communication plan to promote events/resources to students & employees

Section 7: Math & Engl 1st Yr

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	13.8%	25	2.6%	5	7.6%	14
DSPS	14.7%	28	1.6%	4	6.7%	13
First Generation	17.6%	213	3%	36	5.1%	62
Hispanic	19.7%	276	0.1%	2	2.2%	31
LGBT	16.8%	50	0.3%	1	4.5%	14

Section 7: Completion of Math & Engl in 1st Year

DI student population(s): Black or African American, DSPS, First Generation, Hispanic, LGBT

Top 3 Strategies

1. Cohorts – establishing more cohorts for specific groups focusing on Math & Engl completion in the first year (e.g. pre-nursing), with embedded tutoring
2. Math Jam during Intercession
3. MATH 160, PSYC 215, ENGL 120 minimize conflicts
4. Evening – create evening cohorts & degree pathways, facilities & food services during that time; we want evening spaces to feel safe and welcoming. Maybe invite a coffee cart vendor to campus in the evenings.
5. Research Request: how many students come in with MATH & ENGL already? Who completes Math and/or English at the end of their first semester/first year? Do targeted outreach to students from those results

*Communication plan to promote events/resources to students & employees

Section 8: Term Persistence

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation	61.2%	580	3.1%	29	6.2%	59
Foster Youth	49.1%	28	3.6%	3	16.6%	10
LGBT	55.7%	141	4.5%	12	10.6%	27

Section 8: Term Persistence

DI student population(s): First Generation, Foster Youth, LGBT

Top 3 Strategies

1. Register all course materials through the campus bookstore OR ZTC
 2. Early Alert Business Process Analysis
 3. LGBTQ+ counselor/coordinator
 4. Allyship Trainings for DI groups – expand current offerings (Safe Zone & UndocuAlly Trainings) and create new ones (e.g. first generation, EOPS, Next Up, etc.)
 - Offering CE credits for these and other PD opportunities; incentives for classified professionals as well; working with managers/supervisors to encourage PD participation from their team
 - Offering these & other types of training to frontline staff who are often students – make sure they know how to make everyone that comes to them feel welcome
- ~~*Communication plan to promote events/resources to students & employees~~

Section 9: Completion

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
First Generation	9.3%	141	1.4%	21	3.4%	51
Hispanic Male	9.1%	51	0.3%	2	2.7%	16
Male	9.4%	165	1.5%	26	3.5%	62

Section 9: Completion

DI student population(s): First Generation, Hispanic Male, Male

Top 3 Strategies

1. Increased Comprehensive Education Plans

- Increase attendance to workshops, ~~intro to college course (1 unit)~~ non-credit course around ACP
- Non credit orientation by affinity group/ACP

2. Increase Sense of Belonging

- Men of Color Summit, Celebrating persistence with dinner and/or ceremony
- Cross-collaborations between Umoja, A2MEND, and ACPs to build community
- Include peer mentors within ACPs to help build community & provide internships for students
- Survey students to see what they'd like to have in terms of facilities on campus – what would make them feel safe & welcomed – we want all spaces to feel welcoming, not just the village
- Regularly scheduled climate survey; comprehensive survey to students on an annual basis
- Customer service pd offered to campus
- ACP/building open houses

3. Increase Number of Students that Cross the Finish Line

- Degree audit, study assess how close students are to completion w/focus on men of color, first gen students, collaborate with Career Services to connect Men of Color with paid opportunities

- *Communication plan to promote events/resources to students & employees

Section 10: Transfer

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Transferred to a Four-Year - DI Student Populations						
Asian	15.6%	24	6.8%	11	12.5%	20
First Generation	22.5%	132	3.4%	21	6.8%	40
Male	24.7%	183	0.9%	7	4%	30

Section 10: Transfer

DI student population(s): Asian, First Generation, Male

Top 3 Strategies

1. Transfer Campaign

- Majors Fair, HBCU Fair, transfer fair, scholarships – scholarship specialist?

2. Early Identification of (ADT) Major

- ADT might not be best option for all students (e.g. Student athletes)
- Students have to opt out of ADT – goal of transfer

3. University Reps by Major

- In-person & virtual opportunities

*Communication plan to promote events/resources to students & employees

Section 11: Intensive Focus on Populations Experiencing DI

- Student Population selected: First Generation Students of Color
- Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?
 - First impressions/reputation/website
 - Students juggling work and school
 - Sense of belonging/imposter syndrome
 - Microaggressions & cultural misunderstandings
 - Anxiety
 - High School authorization
 - Identity verification process (stuck in SPAM or Fraud)
 - Navigating a new educational system
 - Residency barriers
 - Financial aid completion
 - Single sign on – logging onto self service
 - Language barriers
 - Accessibility – making sure content, forms, etc are accessible
 - Awareness of all opportunities available to them in terms of career, degrees, etc.

Section II: Intensive Focus on Populations Experiencing DI

- What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)
 - 1) How will your college address and overcome the challenges and/or barriers shared above?
 - 2) What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?
 - 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?
- Some ideas:
 - Financial Aid Workshops offered variety of times & days
 - Orientation/Ed Plan
 - Continued website improvements
 - More options/accessibility
 - Study Jams & Cohorts
 - Targeted outreach to first gen students for programs like EOPs, Puente, Umoja, MESA, etc.
 - Evening classes & flexibility
 - Career guidance & planning

Section 12: Student Education Plans

Still under development in collaboration with the Counseling Division.

Section 13: Vision 2030 Alignment

Still under development with the various operational teams that were identified.

Guided Pathways, Financial Aid, ARC, EOPS, CalWORKs, Next Up, Veterans Resource Center, Justice Impacted Students, Low Income Adults, Credit for Prior Learning, Dual Enrollment, & Strong Workforce

**Please share
your feedback
with us!**

<https://tinyurl.com/25-28GCSEP>

