

Student Equity Plan 2025-2028 Overview

Student Population selected for Intensive Focus: First Generation Students of Color

Successful Enrollment

DI student population(s): White students

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

Completion of Math and English in the 1st Year

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

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

Term Persistence

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

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.)
 - a. 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
 - b. 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
5. We know for many students financial hardship is a barrier to persistence. As a campus we will actively work to de-stigmatize Basic Needs services. This will include expanding our basic needs center to a bigger space on campus.

Completion

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

1. Increased Comprehensive Education Plans
 - a. Increase attendance to workshops, intro to college course (1 unit)/non-credit course around ACP
 - b. Non credit orientation by affinity group/ACP
2. Increase Sense of Belonging
 - a. Men of Color Summit, Celebrating persistence with dinner and/or ceremony
 - b. Cross-collaborations between Umoja, A2MEND, and ACPs to build community
 - c. Include peer mentors within ACPs to help build community & provide internships for students
 - d. 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
 - e. Regularly scheduled climate survey; comprehensive survey to students on an annual basis
 - f. Customer service pd offered to campus
 - g. ACP/building open houses
3. Increase Number of Students that Cross the Finish Line
 - a. 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

Transfer

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

1. Transfer Campaign
 - a. Majors Fair, HBCU Fair, transfer fair, scholarships – scholarship specialist?
2. Early Identification of (ADT) Major
 - a. ADT might not be best option for all students (e.g. Student athletes)
 - b. Students have to opt out of ADT – goal of transfer
3. University Reps by Major
 - a. In-person & virtual opportunities

For all Metrics: Communication plan to promote events/resources to students & employees