

College of the Redwoods - Student Equity Plan (2025-28)**CERTIFIED**

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 **"Submitted"** status to **"Certified"** status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ 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."

Campus Involvement & Leveraging Student Voice

We attest that we have read and understand Education Codes 78220, 78221, and 78222, and we are familiar with the goals, terms, and conditions of the Student Equity Plan and the Student Equity & Achievement (SEA) Legislation. We acknowledge that SEA funds are to be used to support the implementation of strategies that advance equity goals for identified student groups. We have given special consideration to Education Code 78220(b), which mandates inclusive participation from all campus groups and community stakeholders in the development of the Student Equity Plan.

Our college ensures broad-based participation in the development of the Student Equity Plan through a collaborative, transparent, and equity-centered planning process. The Student Equity Planning Committee comprised of representatives from the academic senate, instructional and student services faculty, classified professionals, administrators, and students meets regularly to review disaggregated data, identify equity gaps, and co-create strategies. Student Equity Planning Committee members are part of other committees, shared governance, and boards to collaborate on equity related initiatives on-campus and off-campus. The Academic Senate and shared governance committees are engaged early in the process to provide input and endorse the plan.

To ensure meaningful student involvement, we will partner with the Associated Students and student affinity groups (e.g., cultural clubs and special programs) to host listening sessions, focus groups, and town halls. These forums will be designed to elevate student experiences and perspectives, particularly from disproportionately impacted populations. Feedback will be synthesized and directly inform the plan's goals and activities.

We will also deploy student surveys and participatory action research projects, where students serve as co-researchers to examine campus climate and barriers to success. Their findings will be presented to college leadership and integrated into equity planning.

To sustain engagement, we will embed equity planning updates into convocation, flex days, and department meetings, ensuring all campus groups remain informed and involved. Community partners are invited to provide input through advisory boards and public forums, aligning our equity goals with regional needs.

Through these intentional strategies, we cultivate a culture of shared responsibility and continuous improvement in advancing equity for all students.

- ✓ 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.

Race-Consciousness

Our college plans to be more race-conscious in completing this Student Equity Plan by focusing on the various ways that we as a college can produce and sustain racial equity across various success metrics. Center for Urban Education's equity efforts recommendations are focused on race and ethnicity in light of the historical and current oppression in the United States education system. CUE emphasized that for an equity plan to truly be a tool of racial equity, racially minoritized students need to be the focal point. One of the recommendations is to include race-specific language for activity descriptions, so there is a clear message to increase race-specific participants not as a way to exclude student populations, but as a way to be intentional about the students who are disproportionately impacted the most. Activities will focus on specific disproportionately impacted populations instead of “all students” as targeted approaches yield better results for Disproportionate Impact (DI) groups. Within the recommendation, efforts will be made to increase transfer and ADT completion activities. Additionally, faculty and other instructional partnerships will be employed to increase student engagement with instruction-related and career-exploration activities. Additionally, all members of our campus community must be involved as full partners in the development and execution of a strategy to eliminate racial inequities. The involvement of faculty members and professional staff is critical in any strategic equity effort that aims to change education outcomes in retention, graduation, completion, and participation. Continue to review policies, procedures, goals, and resource allocations to identify and eliminate biases or inequities and integrate the values of diversity, equity, and inclusion throughout all institutional practices. Utilize internal and external measures to assess the District's progress toward becoming an inclusive and equitable environment where individual and group differences are valued and leveraged. This includes but is not limited to ongoing attention to assessments of campus climate, disaggregated enrollment, retention and success data, and employee recruitment and retention data.

- ✓ 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.

Local Review Process & Schedule

I acknowledge that I have read Education Code 78220 section a(6) and understand that it requires the college's Student Equity Plan to include a schedule and process for evaluation. Our college is committed to an ongoing, data-informed review process that ensures the Student Equity Plan remains aligned with institutional equity goals and supports continuous improvement.

Local Review Process

To ensure accountability and transparency, our college will implement a cyclical evaluation process led by the Office of Institutional Effectiveness in collaboration with the Student Equity Planning Committee. This collaboration will include representatives from the academic senate, student services, classified professionals, administrators, and students. The process includes:

- Data Collection & Analysis: Disaggregated student outcome data (e.g., access, retention, completion) will be collected and analyzed to assess progress toward equity goals.
- Strategy Review: Equity-focused initiatives funded by SEA will be evaluated for effectiveness using both quantitative metrics and qualitative feedback.
- Stakeholder Engagement: Findings will be shared with campus groups through participatory forums, department meetings, and governance committees to solicit feedback and refine strategies.
- Documentation & Reporting: Evaluation results will be documented in an annual equity impact report and used to inform updates to the Student Equity Plan.
- A comprehensive evaluation report will be completed and presented to the campus community, including the Board of Trustees, Academic Senate, and student leadership.

Evaluation Schedule

- End of Each Semester: Preliminary data reviews and strategy check-ins will be conducted to monitor progress and identify emerging needs.
- Annually (In December of each year): A program review is scheduled to review progress and get feedback on operations of the Multicultural Education Center and other equity programming.
- Flex Days & Convocation: Equity plan updates and evaluation findings will be integrated into professional development programming to foster campus-wide engagement.

This structured process ensures that equity efforts are continuously assessed, refined, and aligned with the evolving needs of our students and community.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Student Equity Plan Reflection

Reflection

For reference: [your most recent 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:

Key Learnings *

Reflecting on the 2022-25 Student Equity Plan cycle, our college has gained valuable insights into the root causes of equity gaps across the five SEA metrics: Successful Enrollment, Transfer-Level Math & English, Persistence, Transfer, and Completion. These gaps are often driven by systemic barriers, limited access to resources, and a lack of culturally responsive support structures.

We've learned that complex onboarding and financial aid processes disproportionately impact first-generation and economically disadvantaged students. Many struggle to navigate institutional systems, leading to delays in enrollment and disengagement. Academic under preparedness and limited access to inclusive instruction also contribute to lower success rates in transfer-level math and English. Additionally, students from disproportionately impacted (DI) groups report feeling isolated due to underrepresentation in faculty/staff and a campus culture that doesn't reflect their lived experiences.

To address these challenges, our college has implemented several impactful institutional actions:

1. **Proactive Advising and Case Management:** We adopted a data-informed advising model that uses early alerts and regular check-ins to support DI students. Advisors coordinate wraparound services and personalize academic planning, improving persistence and completion outcomes.
2. **Culturally Responsive Pedagogy and Professional Development:** Faculty and staff engage in ongoing training focused on race-conscious practices, trauma-informed care, and inclusive pedagogy. This has led to more engaging and supportive classroom environments, especially in gateway courses.
3. **Student-Centered Spaces and Peer Leadership:** The expansion of the Pride and Dreamer Center have created safe, identity-affirming spaces. These initiatives foster community, increase engagement, and help students access resources more effectively.

These efforts have helped reduce equity gaps and align our work with Vision 2030. Continued investment in cross-departmental collaboration, student voice, and equity-minded practices will be essential as we transition into the 2025-28 planning cycle.

Plan Continuity *

Based on the insights and progress made during the 2022-25 Student Equity Plan cycle, our college will continue and expand several high-impact practices that have proven effective in reducing equity gaps and improving outcomes across SEA metrics. These efforts will guide the development and implementation of the 2025-28 Student Equity Plan.

We will maintain and strengthen our proactive advising and case management model, which has helped increase persistence and completion rates among disproportionately impacted (DI) student populations. Advisors will continue using disaggregated data and early alert systems to identify students at risk and provide timely, personalized support. Regular check-ins and coordinated wraparound services will remain central to our approach.

Our commitment to culturally responsive pedagogy and professional development will deepen. Faculty and staff will engage in ongoing training focused on race-conscious practices, trauma-informed care, and inclusive teaching strategies. These efforts have improved engagement and success in transfer-level math and English and will be scaled to reach more departments and disciplines.

We will continue investing in student-centered spaces and student-lead programming. The Pride and Dreamer Center will expand its programming to include more targeted support for first-generation, undocumented, and economically disadvantaged students. Student-lead programming will be sustained and enhanced to foster belonging, build community, and increase access to resources. The Special Programs Student Center opened this fall creating an additional student space to socialize and resources.

Cross-departmental collaboration will remain a priority. Partnerships between instruction, student services, and equity-focused programs will be strengthened to streamline support and reduce duplication. We will also continue leveraging technology tools such as CRM platforms, degree planners, and early alert systems to monitor progress and coordinate interventions.

We will embed student voice into all aspects of planning and implementation. Advisory councils, focus groups, and participatory governance structures will ensure that DI students help shape the policies and practices that affect their success.

These continuity efforts reflect our commitment to institutional transformation and equity-centered decision-making. They will serve as the foundation for achieving Vision 2030 goals and closing equity gaps in the 2025-28 cycle.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://drive.google.com/file/d/1nrc3zNVRfGdQW7wWe0iHNSbCe8tUeH27/view?usp=sharing>

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[2025-2028 Redwoods District SEP Executive Summary.pdf](#)

Metric and DI Population Summary

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						
Female	17.8%	340	0.1%	3	2.1%	41
White	17%	420	3%	75	5%	124
Completed Both Transfer-Level Math & English - DI Student Populations						
First Generation	6.3%	21	3.2%	11	5.8%	20
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation	56%	126	1.5%	4	8%	18
Completion - DI Student Populations						
Econ Disadvantaged Male	10.7%	48	1.2%	6	4.1%	19
Hispanic Male	8.8%	14	0.7%	2	5.1%	9
Male	10.6%	63	3%	19	5.5%	34
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	21.1%	88	1.2%	6	5.2%	22
First Generation	12.6%	19	8%	13	13.4%	21

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
			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*
Student Population	% of Students for 2022- 23 (Baseline Year)	# of Students for 2022- 23 (Baseline Year)				
Overall Student Population	18.9%	768	N/A	N/A	N/A	N/A
Female	17.8%	340	0.1%	3	2.1%	41
White	17%	420	3%	75	5%	124

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **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: **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 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 undeserved 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.

Additional Goals

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). 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

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity successful enrollment for our student veterans by 25% by Spring of 2028.

Increase the Successful Enrollment of Female students by 2% by Fall 2026 and 2% by Fall 2028. Increase the Successful Enrollment of White students by 2% by Fall 2026 and 5% by Fall 2028.

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.

- 1 Implement targeted outreach campaigns with personalized communication, multilingual materials, and flexible orientation options. Ensure Female and White students receive early guidance on enrollment steps, financial aid, and course registration to reduce confusion and increase timely enrollment.
- 2 Embed counseling and advising into the enrollment process with suggested first-semester check-ins. Provide clear education plans, career exploration, and resource navigation to ensure Female and White students understand pathways and feel supported from the start.
- 3 Expand flexible scheduling, online enrollment support, and evening/weekend services. Offer enrollment workshops and peer mentor assistance to address barriers faced by working female students and White students balancing family or employment responsibilities.

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. 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

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

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.

Embed enrollment steps into orientation and first-year success courses. Provide clear, accessible instructions, multilingual materials, and digital tools to simplify application, financial aid, and registration processes for all students. Require early counseling sessions to create education plans. Offer flexible advising hours, online appointments, and proactive outreach to ensure all students receive timely guidance for successful enrollment.

Completed Both Transfer-Level Math & English**Data Review/Establishing Equity and Student Populations Goals**

Completed Both Transfer-Level Math & English Data						
			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*
Student Population	% of Students for 2022- 23 (Baseline Year)	# of Students for 2022- 23 (Baseline Year)				
Overall Student Population	10.5%	124	N/A	N/A	N/A	N/A
First Generation	6.3%	21	3.2%	11	5.8%	20

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **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: **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 Completion of 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 Completed 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 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 or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of 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). 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

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity the Transfer-Level Math and English completion rate for our overall student population from 76% to 85% by Spring of 2028.

Increase the Completed Transfer-Level Math and English of First-Generation students by 3% by Fall 2026 and 6% by Fall 2028.

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of 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 Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.

- 1 Deploy data-driven case management with early alerts, recommended counseling, and embedded advising. Faculty, counselors, and staff collaborate to monitor First Generation students' progress in transfer-level Math and English, ensuring timely interventions and personalized support.
- 2 Expand tutoring, supplemental instruction, and peer mentoring directly within transfer-level Math and English courses. Provide culturally responsive learning communities and embedded tutors to strengthen confidence, persistence, and success for First Generation students.
- 3 Integrate transfer-level Math and English into First-Year Experience programs. Pair coursework with workshops on study skills, time management, and resource navigation. Ensure First Generation students receive structured guidance and community support during their first year.

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 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 Completion of 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. 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

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

Expand tutoring, supplemental instruction, and peer mentoring directly within transfer-level Math and English courses. Provide flexible hours and online options to ensure all students can access support. Pair coursework with student success workshops on study skills, time management, and resource navigation. Train faculty and advisors to coordinate interventions for students struggling in transfer-level courses.

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# 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	61.9%	547	N/A	N/A	N/A	N/A
First Generation	56%	126	1.5%	4	8%	18

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **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 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 or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student 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). 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

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity our overall persistence of first primary term to secondary term from 72% to 85% by Spring of 2028.

Increase the Persistence: First Primary Term to Secondary Term of First-Generation students by 2% by Fall 2026 and 8% by Fall 2028.

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student 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 **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

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.

1

Implement systematic case management with early alerts, recommended counseling, and milestone check-ins. Counselors, faculty, and staff collaborate to monitor First Generation students' progress, ensuring timely interventions for academic, financial, and personal challenges.

2

Expand cohort-based programs that integrate tutoring, mentoring, and faculty engagement. Provide culturally responsive support in gateway courses and embed peer mentors to foster belonging, confidence, and persistence among First Generation students.

3

Offer workshops on financial aid literacy, career readiness, and transfer pathways tied directly to persistence goals. Provide technology/textbook lending and connect First Generation students with internships and career services to reduce barriers and motivate continued enrollment.

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? If yes, click 'Yes' and enter a brief description of the additional strategies. 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

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Counselors, faculty, and staff collaborate to monitor First Generation students' progress, ensuring timely interventions for academic, financial, and personal challenges. Provide culturally responsive support in gateway courses to foster belonging, confidence, and persistence among First Generation students. Offer workshops on financial aid literacy, career readiness, and transfer pathways tied directly to persistence goals.

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students 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	13.2%	151	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	10.7%	48	1.2%	6	4.1%	19
Hispanic Male	8.8%	14	0.7%	2	5.1%	9
Male	10.6%	63	3%	19	5.5%	34

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **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 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 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (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. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

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

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? 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 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). 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

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity the completion rate for our students with disabilities by 40% by Spring of 2028.

Increase the completion rate of economically disadvantaged male students by 2% by Fall 2026 and 4% by Fall 2028. Increase the completion rate of economically Hispanic Male students by 2% by Fall 2026 and 5% by Fall 2028. Increase the completion rate of Male students by 3% by Fall 2026 and 6% by Fall 2028.

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, 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 **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.</i>	
1	Implement proactive case management with early alert systems, recommended counseling touchpoints, and individualized education plans. Focus on DI male students by embedding completion milestones into advising, ensuring timely interventions for academic, financial, and personal challenges. Launch early alert system tied to attendance, grades, and engagement to flag at-risk DI male students. Recommend counseling check-ins at 12-15 and 24-30 units to monitor progress toward completion.
2	Expand culturally responsive learning communities and cohort-based support programs that integrate tutoring, mentoring, and faculty engagement. Provide targeted academic support in gateway courses (math, English, STEM) to improve persistence and completion among Hispanic and economically disadvantaged male students. Create cohort-based programs for Hispanic and economically disadvantaged male students that integrate tutoring, mentoring, and faculty engagement.
3	Increase financial and career support through textbook/technology lending, paid peer mentors, and career readiness workshops. Partner with workforce and university programs to align completion with transfer/employment pathways, reducing economic barriers and motivating DI male students to persist through graduation. Partner with workforce agencies and universities to deliver career readiness workshops aligned with transfer/employment pathways.

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. 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

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

- Use degree audit tools to track progress and flag students needing assistance.
- Recommend milestone check-ins at 12-15, 24-30, and 40-45 units.
- Increase evening/weekend tutoring to meet diverse student schedules.
- Integrate academic support into online platforms for remote learners.
- Expand internship and service-learning opportunities.
- Partner with universities and employers to connect completion with next steps.
- Expand student clubs, leadership programs, and campus events tied to academic success.

Transferred to a Four-Year**Data Review/Establishing Equity and Student Populations Goals**

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (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	22.1%	115	N/A	N/A	N/A	N/A
Econ Disadvantaged	21.1%	88	1.2%	6	5.2%	22
First Generation	12.6%	19	8%	13	13.4%	21

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student

groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

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 for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (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%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? 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 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). 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

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our overall student population from 34% to 45% by Spring of 2028.

Increase the Transfer of Economically Disadvantaged students by 2% by Fall 2026 and 6% by Fall 2028. Increase the Transfer of First-Generation students by 8% by Fall 2026 and 14% by Fall 2028.

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, 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 **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>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.</i>	
1	Establish a dedicated Transfer Success Team that integrates academic counselors, financial aid advisors, faculty, student services, and administrative support to provide holistic guidance. Develop individualized transfer plans by the end of the first year. Provide specialized workshops on navigating articulation agreements, UC/CSU transfer requirements, and financial aid for transfer.
2	Integrate transfer-focused support into existing equity programs (EOPS, TRIO, MEC) to reduce duplication and maximize impact. Partner with four-year institutions to provide joint financial aid literacy workshops. Embed financial aid counseling into transfer advising appointments.
3	Formalize faculty-led transfer advocacy by embedding transfer goals into program review and curriculum design. Develop discipline-specific transfer guides co-created by faculty and university partners. Establish mentorship programs connecting DI students with faculty who are first-generation graduates.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer 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. 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

Additional Key Strategies for Transfer - Overall Student Population (500 character max) <i>Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.</i>
Embed transfer advising into all major student touchpoints (orientation, career services, academic departments). Recommend transfer planning checkpoints at 12-15 and 24-30 units. Develop a centralized "Transfer Hub" website and physical space for resources. Provide multilingual materials to ensure inclusivity for diverse student populations. Consider reviewing and revising the role of Transfer Center Director to provide dedicated time and support for reassignment of dedicated staffing position.

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.*

Our college’s strategies to advance transfer for disproportionately impacted (DI) students economically disadvantaged and first-generation and the overall student population are designed to remove barriers, address student needs, and create clear, equity-minded pathways aligned with Vision 2030.

Removing Barriers: Structural changes such as updating BP/AP 4235 for Credit for Prior Learning (CPL), embedding transfer checkpoints at 12-15 and 24-30 units, and integrating advising across academic and student affairs streamline processes and reduce confusion. Financial supports including textbook/technology lending, paid peer mentors, and financial aid literacy workshops directly address economic barriers, ensuring students can persist without hidden costs.

Addressing Student Needs: Targeted advising and mentoring provide culturally responsive guidance for DI students, ensuring personalized transfer plans and early interventions. Expanded academic supports embedded tutors, supplemental instruction, and summer bridge programs strengthen readiness for transfer-level coursework. Professional development for faculty and staff builds institutional capacity to guide diverse learners effectively.

Creating Clear Pathways: Partnerships with four-year institutions (TAG agreements, co-enrollment, joint advising, discipline-specific transfer maps) create transparent, predictable pathways that reduce uncertainty and accelerate time-to-degree. Transfer culture initiatives (Transfer Week, alumni panels, celebrations of transfer success) normalize transfer as an expected outcome, inspiring all students while providing role models for DI populations. Equity-focused data tracking and annual audits ensure accountability by monitoring transfer outcomes disaggregated by demographics, allowing continuous improvement.

Alignment with Vision 2030: These strategies directly support Vision 2030 by expanding CPL to accelerate degree completion, scaling flexible structures to support working adult learners, and strengthening systemwide articulation (Military Articulation Platform, ACE training). Embedding transfer equity into institutional planning ensures disproportionately impacted students are prioritized in the college’s vision for success.

*[Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—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.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

First Generation

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

First-generation students at our college face several structural and cultural barriers that contribute to disproportionate impact. Many institutional processes such as onboarding, financial aid, and academic planning are complex and decentralized, making it difficult for students unfamiliar with college systems to navigate successfully. The lack of culturally responsive orientation and multilingual support further compounds these challenges.

Awareness of available support services is another barrier. First-gen students often do not know about tutoring, mental health resources, or financial aid workshops. Outreach efforts frequently rely on digital communication or institutional jargon, which may not resonate with students or their families. Additionally, advising models are often reactive rather than proactive, and advisors may lack training in equity-minded practices that address the unique needs of first-gen students.

Institutional policies can also unintentionally disadvantage these students. Rigid rules around placement, financial aid eligibility, and academic probation may not account for the realities of students balancing work, caregiving, and school. The campus culture often emphasizes self-navigation and independence, which can feel isolating for students who value community and relational support. A lack of visible first-gen faculty and staff role models further limits students' sense of belonging.

Career and transfer guidance is often limited or inconsistently delivered, leaving students without a clear understanding of long-term pathways. This is especially critical for first-gen students who may not have access to informal networks or mentors. Additionally, institutional data systems may not fully capture the intersectional experiences of first-gen students, making it difficult to identify and address equity gaps effectively.

Finally, first-gen students are often underrepresented in decision-making processes. Without intentional efforts to include their voices, institutional reforms risk missing the mark. Addressing these barriers requires a coordinated, equity-centered approach that integrates student voice, simplifies systems, and builds a culture of belonging and proactive support.

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:

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?

To support first-generation students and meet SEA Program goals, our college will implement a coordinated, equity-centered action plan that addresses structural barriers and enhances holistic support across academic and student affairs.

We will redesign onboarding to be more accessible and culturally responsive, including multilingual materials, peer-led orientation, and simplified enrollment steps. Outreach will be restructured to use plain language and multiple formats to ensure students and families understand available resources. Institutional policies around placement, probation, and financial aid will be reviewed through an equity lens to reduce unintended harm.

Key strategies include implementing a proactive advising model with equity-trained staff who provide consistent, intrusive support from entry through completion. Advisors will use disaggregated data to identify and intervene with students at risk. Career and transfer planning will be embedded into first-year experiences and general education courses, supported by targeted workshops and panels featuring first-gen alumni.

Faculty and staff will engage in ongoing professional development focused on inclusive pedagogy, cultural humility, and trauma-informed practices. A First-Gen Student Advisory Council will be established to ensure student voice informs

institutional planning. A peer navigator program will connect new first-gen students with trained upper-division mentors for relational support.

Resources and structures to support this plan include degree planning tools, early alert systems, and CRM platforms to track progress and coordinate interventions. The Pride and Dreamer Center will expand programming to include first-gen-specific resources such as financial literacy, time management, and college navigation. Cross-departmental partnerships will streamline referrals and co-host events.

Success will be measured by increased first-gen student engagement, improved retention and persistence rates, higher completion of transfer-level math and English, and equitable outcomes across all SEA metrics. This plan reflects our commitment to transforming institutional culture and centering the student experience in all decision-making.

DI Student Population

Econ Disadvantaged Male

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Economically disadvantaged male students at our college face multiple systemic and cultural barriers that contribute to disproportionate impact. These challenges often begin before enrollment and persist throughout their academic journey, affecting access, persistence, and completion.

Early outreach efforts may not effectively reach this population, especially those disconnected from traditional support networks or high school pipelines. Many are first-generation students with limited exposure to college-going culture, making it difficult to navigate enrollment and financial aid processes. Financial instability forces many to work full-time or multiple jobs, limiting their ability to engage in campus life, attend classes consistently, or access support services. The complexity of financial aid systems can further discourage participation.

Underrepresentation in classrooms, leadership roles, and student support programs contributes to a sense of isolation. Campus culture may not reflect their lived experiences, and few visible faculty or staff share similar backgrounds. This lack of representation impacts students' sense of belonging and motivation. Additionally, mentorship programs are often not designed with this population in mind, leaving gaps in guidance and support.

Support structures tend to be reactive rather than proactive. Academic advising and student services often intervene only after students encounter challenges, rather than providing early and consistent support. Institutional policies around probation, course repetition, and financial aid eligibility may disproportionately affect students balancing work, family, and school responsibilities. These policies often lack flexibility or contextual understanding of economic hardship.

Finally, institutional data systems may not disaggregate by gender and income in meaningful ways, making it difficult to identify and address equity gaps specific to economically disadvantaged males. Without targeted data and intentional strategies, this population remains underserved.

Addressing these barriers requires a coordinated, equity-centered approach that includes proactive outreach, culturally responsive support, flexible policies, and intentional representation. By transforming institutional practices and centering student voice, we can better serve economically disadvantaged male students and close equity gaps across SEA metrics.

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:

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?

To support economically disadvantaged male students and improve outcomes across all SEA metrics, our college will implement a coordinated, equity-centered action plan that addresses systemic barriers and fosters belonging, persistence, and success.

We will begin by strengthening early outreach through partnerships with high schools, community organizations, and reentry programs to connect with prospective students before enrollment. Financial aid processes will be simplified via multilingual workshops, peer-led FAFSA/CADAA support, and clearer communication. Institutional policies around probation, course repetition, and aid eligibility will be reviewed to ensure flexibility and reduce unintended harm.

Academic and student affairs will collaborate to implement proactive case management. Advisors will use early alert systems and disaggregated data to identify and support students at risk. A culturally relevant mentorship program will pair economically disadvantaged male students with faculty, staff, and community mentors who share similar lived experiences. Career and transfer planning will be embedded into first-year courses, supported by targeted events featuring male professionals of color.

We will develop cohort-based learning communities to foster peer connection, academic support, and identity development. A student advisory group will be established to ensure representation in decision-making and inform programming. Faculty and staff will engage in ongoing professional development focused on anti-racism, cultural humility, and trauma-informed practices to create inclusive learning environments.

Resources and structures to support this plan include CRM platforms, degree planners, and early alert systems to track progress and coordinate interventions. Basic needs support—such as food, housing, transportation, and emergency aid—will be expanded through centralized services and partnerships. Cross-departmental collaboration among Financial Aid, Counseling, EOPS, and Men of Color initiatives will streamline support and reduce duplication. Disaggregated SEA data will guide planning and measure progress.

Success will be reflected in increased enrollment, retention, and completion rates for economically disadvantaged male students, along with improved engagement, sense of belonging, and equitable outcomes across all SEA metrics.

DI Student Population

Econ Disadvantaged

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Economically disadvantaged students at our college face a range of structural, procedural, and cultural barriers that contribute to disproportionate impact across SEA metrics. Financial instability is a primary challenge, often requiring students to work long hours or multiple jobs, which limits their ability to attend classes consistently, engage in campus life, or access support services. The complexity of financial aid processes—including FAFSA/CADAA completion, verification, and appeals—can be overwhelming, particularly for first-generation students unfamiliar with institutional systems. Delays or gaps in aid disbursement further disrupt enrollment and persistence.

Institutional policies around academic probation, course repetition, and satisfactory academic progress may unintentionally penalize students balancing school with work, caregiving, or housing insecurity. These policies often lack flexibility and fail to account for the realities of economic hardship. Support services are frequently siloed and reactive rather than proactive. Students may not be aware of available resources such as tutoring, mental health

services, or basic needs support. Outreach efforts often rely on digital communication or institutional jargon that may not resonate with students from low-income backgrounds.

Culturally, the college environment may emphasize self-sufficiency and independence, which can alienate students who need more relational or community-based support. There may be a lack of visible role models, peer mentors, or faculty/staff who share similar socioeconomic backgrounds, contributing to a diminished sense of belonging and engagement. Additionally, institutional data systems may not fully capture the intersectional experiences of economically disadvantaged students, especially when combined with race, gender, or immigration status. This limits the institution's ability to identify equity gaps and design targeted interventions.

Addressing these barriers requires a holistic, equity-minded approach that simplifies systems, increases access to basic needs and financial support, and builds a culture of care and belonging. By transforming institutional practices and centering student voice, we can better serve economically disadvantaged students and close equity gaps across SEA metrics.

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:

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?

To improve outcomes across all SEA metrics for economically disadvantaged students, our college will implement a comprehensive, equity-centered action plan that addresses financial, structural, and cultural barriers while fostering a supportive and inclusive campus environment.

We will begin by simplifying financial aid processes through multilingual FAFSA/CADAA workshops, peer-led support, and clearer communication. Institutional policies related to academic probation, course repetition, and satisfactory academic progress will be reviewed to ensure flexibility for students balancing work, caregiving, and school responsibilities. Outreach and onboarding will be redesigned to use plain language and multiple formats to better engage students and their families.

Academic and student affairs will collaborate to implement proactive case management. Advisors will use early alert systems and disaggregated data to identify and support students at risk. Personalized academic planning and regular check-ins will help students stay on track. Basic needs support including food, housing, transportation, and emergency aid will be expanded through centralized services and community partnerships.

We will develop cohort-based learning communities and peer mentoring programs to foster connection, accountability, and academic support. Career and transfer planning will be embedded into first-year courses and general education pathways, supported by targeted workshops and panels featuring professionals from similar socioeconomic backgrounds. Faculty and staff will engage in ongoing professional development focused on inclusive pedagogy, cultural humility, and trauma-informed practices to ensure classrooms and services are welcoming and responsive.

Resources such as CRM platforms, degree planners, and early alert systems will be used to monitor student progress and coordinate timely interventions. Cross-departmental collaboration among Financial Aid, Counseling, EOPS, CalWORKs, and Basic Needs programs will streamline support and reduce duplication. Disaggregated SEA data will guide planning and measure progress.

Success will be reflected in increased enrollment, retention, and completion rates, improved engagement and satisfaction, and reduced equity gaps for economically disadvantaged students across all SEA metrics.

Student Education Plans

Completed Comprehensive Student Education Plans

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 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 Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	634	54	9%	78	12%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	328	5	2%	8	2%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	714	30	4%	48	7%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	328	7	2%	11	3%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

We were not able to accurately identify student populations experiencing disproportionate impact (DI) in receiving comprehensive education plans due to limitations in data collection and small sample size. This challenge makes it difficult to determine whether groups such as first-generation, students of color, undocumented, or other underrepresented populations are disproportionately impacted. Without reliable data, equity gaps cannot be fully assessed or addressed.

To respond, the college is reviewing its processes for collecting and reporting education plan information. This includes examining tracking systems, clarifying definitions of “comprehensive education plan,” and ensuring consistency across campuses. We are also evaluating the training provided to counseling and advising staff, recognizing that accurate reporting depends on their ability to apply codes and criteria consistently. Strengthened professional development will emphasize the importance of precise data entry and highlight how accurate reporting supports equity-focused decision-making.

Another strategy is to expand the sample size by encouraging more students to complete comprehensive education plans early in their academic journey. Outreach will target populations less likely to engage in planning, such as part-time students, those balancing work and family responsibilities, and students unfamiliar with the benefits of education planning. Increasing participation will generate a more robust dataset that can be disaggregated by race, ethnicity, gender, age, and other characteristics, allowing for meaningful analysis of DI.

Ultimately, the goal is to ensure equitable access to comprehensive education planning for all students. By refining data collection, enhancing staff training, and implementing targeted outreach, the college will improve reporting accuracy and strengthen its ability to identify and close equity gaps. These efforts align with the Student Equity Plan's commitment to eliminating disproportionate impact and promoting student success across diverse populations.

Comprehensive Education Plan Implementation for DI Student Populations *

Our college is committed to ensuring disproportionately impacted (DI) students particularly economically disadvantaged, Hispanic, and male students receive a comprehensive education plan early in their academic journey, with the primary goal of delivery in the first semester and a secondary goal by the end of the first academic year.

Structural Changes

- Embed education planning into onboarding and orientation, making it a required step for all DI students.
- Integrate counseling and advising checkpoints at 12-15, 24-30, and 40-45 units to monitor progress and update plans.
- Utilize equity-focused data dashboards to identify DI students who have not yet completed a plan and trigger proactive outreach.

Initiatives

- Explore, develop, and implement First-Year Experience (FYE) programs that include required education planning workshops.
- Partner with equity programs (EOPS, TRIO, MEC, SASS, Rising Scholars, Next Up) to ensure DI students receive individualized planning support.
- Provide multilingual and culturally responsive materials to demystify the planning process for first-generation and Hispanic students.

Action Steps

- Recommend all DI students to meet with a counselor during their first semester to create an initial education plan.
- Offer targeted workshops on transfer pathways, career alignment, and financial aid literacy tied directly to education planning.
- Train faculty to mentor, build relationships, and reinforce the importance of education plans and connect students to student support resources.
- Monitor completion rates of education plans disaggregated by DI student groups to ensure accountability and continuous improvement.

Activities

- Host "Student Education Plan Days" during the first six weeks of each semester, with drop-in counseling and advising.
- Embed education plan creation into student success courses and orientation modules.
- Celebrate milestones by recognizing students who complete their education plans early, reinforcing a culture of planning and persistence.

Comprehensive Education Plan Implementation for ALL Students *

Our college is committed to ensuring that all students receive a comprehensive education plan early in their academic journey, with the primary goal of delivery in the first semester and a secondary goal by the end of the first academic year. These plans serve as personalized roadmaps that align coursework with transfer, career, and completion goals, while reducing barriers to persistence.

Structural Changes: Education planning is embedded into onboarding, orientation, and first-year success courses, making it a required step for all students. Counseling and advising checkpoints are established at 12-15, 24-30, and 40-45 units to monitor

progress and update plans. Degree audit tools and equity-focused dashboards track plan completion and trigger proactive outreach for students who have not yet developed or updated their plans.

Initiatives: Campus-wide “Student Education Plan Days” will be hosted during the first six weeks of each semester, offering drop-in counseling and peer mentor support. Education planning is integrated into EOPS, TRIO, and other support programs to ensure consistency across student populations. Multilingual and accessible materials are provided to ensure inclusivity for diverse and first-generation students.

Action Steps: All students are recommended to meet with a counselor in their first semester to create an initial plan. Workshops on transfer pathways, career alignment, and financial aid literacy are tied directly to education planning. Train faculty to mentor, build relationships, and reinforce the importance of education plans and connect students to student support resources. Completion rates of education plans are monitored and disaggregated by student demographics to ensure accountability and continuous improvement.

Activities: Education plan creation is embedded into orientation modules and student success courses. Milestones are celebrated by recognizing students who complete their plans early, reinforcing a culture of planning and persistence. Ongoing opportunities are provided for students to revise and update their plans as they refine academic and career goals.

Through these strategies, the college ensures that every student begins with a clear, personalized roadmap, reducing barriers, aligning coursework with long-term goals, and supporting persistence through completion.

Vision 2030 Alignment/Coordination

1. 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.

To align with the Guided Pathways framework and meet Vision 2030 goals, our college is implementing a series of structural and equity-driven strategies that center the student experience and address systemic barriers. These efforts are designed to integrate with the Student Equity and Achievement (SEA) Program and ensure that all students—especially those historically underserved—receive the support they need to succeed.

Key Strategies and Initiatives:

Onboarding Redesign: We are streamlining onboarding processes to ensure equitable access to orientation, placement, and educational planning. This includes multilingual support, culturally responsive materials, and early connection to student services.

Program Mapping and Career Alignment: All academic programs are being mapped with clear course sequences, embedded milestones, and career/transfer outcomes. These maps are accessible and integrated into advising and counseling sessions.

Proactive Academic and Holistic Support: We are expanding intrusive advising, early alert systems, and wraparound services (e.g., mental health, food/housing support) to ensure timely interventions. Special attention is given to disproportionately impacted groups through targeted outreach and case management.

Equity-Minded Professional Development: Faculty and staff participate in ongoing training focused on cultural humility, anti-racism, and trauma-informed practices to foster inclusive learning environments.

Data-Informed Equity Planning: Disaggregated data is used to identify equity gaps and inform SEA-funded initiatives. Cross-functional teams regularly review metrics to adjust strategies and ensure accountability.

Student Voice and Leadership: We are embedding student feedback into decision-making processes through focus groups, advisory councils, and participatory governance, ensuring that reforms reflect lived experiences.

Pathway Navigation and Career Exploration: Career and academic communities (meta-majors) are being developed to help students explore interests, build identity, and connect with faculty, peers, and industry partners.

Technology Integration: We are leveraging tools like degree planners, CRM systems, and early alert platforms to personalize support and improve student tracking and engagement.

These strategies are not isolated efforts but part of a cohesive, college-wide transformation that aligns SEA and Guided Pathways to close equity gaps and improve student outcomes.

2. 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.).

College of the Redwoods promotes equitable access to financial aid by integrating outreach, technology, and cross-departmental collaboration to increase FAFSA/CADAA completion and maximize aid receipt for all students, with a particular focus on first-generation, economically disadvantaged, foster youth, and Hispanic male students identified as disproportionately impacted. The college's holistic approach aims to reduce financial barriers that affect persistence, completion, and transfer by combining proactive communication, coordinated support, and continuous improvement of processes and programs. CR offers a comprehensive range of aid, including federal Pell Grants, Federal Work-Study, and Direct Loans; state programs such as Cal Grant, California College Promise Grant (CCPG), and Chafee Grant for foster youth; and institutional and community-based awards including CR Foundation Scholarships and emergency aid. The Financial Aid Office also collaborates closely with the Basic Needs Center, TRIO, NextUp, the Career Center, and Rising Scholars to coordinate awarding and disbursement. The college continues to develop new aid opportunities as additional funding becomes available. The Financial Aid Office has streamlined workflows and document collection to allow staff more time for individualized student support. Students can monitor their aid status and submit documents through the myFinAid portal, which provides real-time updates, messaging, and guidance. Targeted emails and alerts help students complete their financial aid files and maintain eligibility. CR also partners with the Multicultural Education Center to provide culturally responsive assistance, particularly for Spanish-speaking families navigating the CADAA. Staff work together to resolve documentation issues, provide language translation, and ensure students and families feel supported throughout the financial aid process. Additional outreach includes collaboration with Cal-SOAP, local schools, and community organizations to host financial aid and FAFSA/CADAA completion events, as well as participation in the Cali Chatbot pilot program to deliver reminders and guidance via text message. Through these integrated and equity-minded efforts, CR seeks to increase FAFSA/CADAA completion rates, expand overall financial aid participation, and close equity gaps in persistence, completion, and transfer outcomes for first-generation, economically disadvantaged, foster youth, and Hispanic male students.

3. 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.

Student Accessibility Support Services (SASS) at College of the Redwoods plays a critical role in advancing student success by offering wraparound support for students with disabilities. To reduce stigma and encourage broader participation, the program removed the word "Disability" from its name.

Since Summer 2024, SASS has expanded its counseling and advising staff from four to nine, significantly increasing service capacity and equity across campuses. New hires include a counselor for the Klamath-Trinity Instructional Site, an advisor for Pelican Bay State Prison, and a counselor for the Del Norte campus—locations that previously lacked dedicated SASS providers. Additionally, a new advisor at the Eureka campus supports Humboldt County Correctional Facilities students and Dual Enrollment participants. This expansion ensures timely, equitable access to services regardless of student location. With increased staffing, SASS now offers broader academic, personal, financial, career, wellness, and skill-building support, alongside expanded accommodations. For needs beyond CR's scope, SASS has established partnerships with the North Coast

Aging & Disability Resource Connection and North Coast Care Connect Community Information Exchange, enabling referrals to community resources. Counselors also provide workshops open to all students and sponsor a Neurodiverse and Accessibility Community, fostering peer connection, advocacy, and belonging. SASS is actively engaged in institutional accessibility initiatives, including the Accessibility and Capability Maturity Model, ADA Title II updates, an ADA self-evaluation, and professional development focused on neurodiverse populations. These efforts strengthen both physical and digital accessibility while cultivating an inclusive campus culture. Operational improvements include a new online application, self-service portals for students and faculty, updated handbooks, expanded website resources, and revised policies. These changes enhance transparency, efficiency, and equity. Timeliness remains a priority, as delays in processing accommodations can directly impact student success. SASS has also expanded course offerings in adaptive physical education, living skills, and academic support. New curriculum, faculty, modalities, and flexible enrollment options have driven year-over-year increases in participation, directly supporting retention and success.

4. 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.

The Extended Opportunity Programs and Services (EOPS) program at College of the Redwoods is committed to eliminating disproportionate impact and advancing equitable outcomes for our most vulnerable students. In 2024–2025, EOPS served 737 economically disadvantaged students, nearly half (360) identifying as American Indian, Asian, Black or African American, or Latino. These communities often face systemic barriers to success, and our program is designed to address those challenges through academic, financial, and personal support.

Our tutoring program offers specialized help in Writing, Math, Chemistry, and Physics. Students in EOPS, CARE, and CalWORKs receive priority access, including recurring appointments for consistent, individualized support. This strengthens confidence and persistence in historically difficult subjects.

To reduce financial barriers, EOPS provides a \$500 book voucher each semester, ensuring students are prepared from day one. We also offer a bus pass or parking permit-essential in rural Humboldt County, where many students commute long distances. Some report traveling 1-2 hours each way, making transportation critical for retention.

To close resource gaps, our lending library offers laptops, graphing calculators, and textbooks. We also disburse supplemental grants, including \$100 stipends during week five and after midterms, to cover unmet costs. At the start of each term, students receive supplies like notebooks, highlighters, index cards, earbuds, pens, pencils, and USB drives to support full engagement in coursework.

EOPS prioritizes proactive advising. Each student meets with an EOPS counselor or advisor three times per semester. These consistent touchpoints build trust and connection. Student surveys show that ongoing relationships with the same counselor strengthen belonging, confidence, and motivation. Staff also help students create comprehensive education plans tailored to academic and career goals.

Additionally, EOPS partners with the Educational Opportunity Program (EOP) at Cal Poly Humboldt to host a two-day transfer event. Day one includes a guided application workshop; day two features a campus tour, student panel with CR alumni, and hosted lunch. This collaboration eases the transfer process, builds familiarity, and ensures students have trusted contact for future support.

5. 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.

The NextUp Program at College of the Redwoods is dedicated to eliminating disproportionate impacts and increasing equitable access for current and former foster youth. Through holistic support services, we aim to enhance academic success, emotional well-being, and life skills.

Current Services:

- Comprehensive support system: The NextUp program provides a range of services to help fill gaps and address the unique challenges faced by foster youth, who often lack family support and face significant barriers to success.
- Academic advising and personal guidance: NextUp students receive significant access to both group and one-on-one advising in areas such as education planning, academic course selections, transfer, and career goals, as well as guidance and support in personal matters that affect their ability to thrive.
- Financial literacy and financial aid guidance: NextUp students receive information and assistance in budget planning, financial aid processes, tax filing, and foster youth specific financial aid awards.
- Financial Assistance: The NextUp program offers vital financial support, including grant aid awarded twice per semester, transportation assistance, and access to emergency grants for students experiencing hardship that is not otherwise covered by an emergency grant offered through the college.
- Basic Need Support: NextUp provides basic needs services to address the insecurities faced by foster youth through resources such as a food and supply pantry, meal cards, and housing assistance.
- Community building: The NextUp program provides opportunities to students to engage in community with each other and build connections to enhance their sense of belonging. These opportunities include weekly social hours, organized activities, field trips, and meal sharing.

Upcoming Services:

- Textbook assistance: The NextUp program will begin to provide book vouchers to students who don't receive them from another program or who do not receive enough to cover the full cost of their textbooks.
- Outreach and transition support: The NextUp program will begin providing outreach services to local high schools to assist foster youth in the transition to college, as well as reach out to build connections with foster youth who are currently taking dual enrollment courses.

Through these services, NextUp continues to empower foster youth by addressing systemic inequities and supporting their journey toward academic and personal success.

6. 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.

Our Veterans Resource Center (VRC) is committed to supporting military-affiliated students through targeted services aligned with the CR Education Master Plan and CCCCO VRC standards. We focus on three key areas: Successful Enrollment, Completion of Transfer-Level Math & English, and Persistence from First to Second Term.

Successful Enrollment

Our intake process is designed to guide students through accessing educational benefits and navigating enrollment. We aim to increase enrollment of female and white-identifying students by enhancing:

- Timely notifications from Admissions about incoming military-affiliated applicants
- A structured intake process and step-by-step documentation for staff
- A dedicated space for resolving residency, financial aid, advising, and course selection
- Credit for Prior Learning (CPL) pathways via MAP initiative and Veteran Sprint
- Referrals to internal/external resources for medical, mental health, housing, and basic needs
- Leadership involvement in procedural changes affecting veterans
- Campus-wide professional development to foster belonging

Completed Transfer-Level Math & English

We prioritize academic advising that supports completion of foundational courses, especially for first-generation students.

Strategies include:

- Focused advising to reduce excess credit accumulation

- Emphasizing math and writing competencies for academic success
- Leveraging distance education for flexible scheduling
- Using CCCCO funds for tutoring and study materials
- Training VRC staff on academic resources and soft hand-offs
- Promoting VRC workstations for course access and printing
- Ongoing advisor training to stay current with academic pathways and initiatives
- Thoughtful course recommendations to avoid overwhelming new students

Persistence: First to Second Term

We support students throughout their first year to increase persistence, particularly among first-generation students. Key efforts include:

- Advising to manage course loads
- Utilizing “OneReg” for full-year planning to build stability
- Priority registration to secure pathway access
- Continued CPL development through MAP and Veteran Sprint
- Ensuring VRC staff are equipped to connect students with academic support

These initiatives reflect our commitment to equity, access, and success for veteran and military-affiliated students.

7. Justice-Involved and 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-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

The Rising Scholars Juvenile Justice (RSJJ) program at College of the Redwoods offers holistic, equity-centered support for justice-impacted students, grounded in the belief that higher education fosters personal and community transformation. The program seeks to dismantle barriers to access and improve persistence, retention, and completion rates for this disproportionately affected population.

Current efforts include:

- **Dedicated Space and Community:** The RSJJ Center in SS104 provides a welcoming environment for studying, resting, and connecting. Equipped with a coffee maker, tea kettle, fridge, and microwave, it supports students’ basic needs and fosters a sense of belonging.
- **Relationship-Based Support:** Staff prioritize mentorship and individualized guidance, cultivating trust and recognizing the unique challenges faced by justice-impacted students.
- **Advising and Academic Support:** Students receive tailored advising for course planning, transfer preparation, and navigating institutional systems.
- **Community and Campus Partnerships:** RSJJ connects students with essential resources such as housing, food security, mental health services, and reentry support. Collaborations with programs like EOPS/CARE, CalWORKs, SASS, Basic Needs, and Financial Aid enhance wraparound support.

Looking ahead to 2025–2028, RSJJ aims to expand its impact through:

- **Program Capacity and Staffing:** Advocating for increased staffing to deepen engagement, strengthen relationships, and coordinate events, modeled after successful categorical programs.
- **Peer Support and Mentorship:** Introducing peer navigator and student worker roles to enhance outreach, build community, and offer relatable guidance.
- **Events and Community Building:** Hosting workshops, guest speakers, and cultural events that celebrate resilience, empower students, and promote leadership.
- **Data-Driven Growth:** Leveraging disaggregated student success data to identify equity gaps and implement targeted interventions aligned with institutional metrics.

- Seamless Reentry Pathways: Strengthening partnerships with juvenile justice systems, schools, and community organizations to create clearer educational pipelines for youth transitioning into college.

Through these initiatives, the RSJJ program reinforces College of the Redwoods' commitment to equity, inclusion, and student success, ensuring justice-impacted students have the support and opportunities needed to thrive.

8. 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.

College of the Redwoods is committed to advancing equitable access and success for low-income adult learners by addressing structural barriers, financial challenges, and persistence needs through a comprehensive network of supports. To simplify entry, the college is streamlining application and financial aid processes with clear, multilingual materials and expanding evening, weekend, and online enrollment services to accommodate working adults. Priority registration is offered to low-income adults engaged in support programs, ensuring strong course access from the start. Financial stability is reinforced through textbook and technology lending libraries, emergency aid, transportation vouchers, and expanded financial aid literacy workshops. Dedicated programs such as EOPS (Extended Opportunity Program & Services) and TRIO Student Support Services (SSS) provide intensive case management, academic advising, and transfer preparation tailored to first-generation and low-income students. The Financial Aid Office partners closely with these programs to maximize access to grants, scholarships, and fee waivers, while the Basic Needs Center connects students to food pantries, housing assistance, and childcare support. The Undocu Resource Liaison ensures undocumented and mixed-status students receive equitable access to state aid, legal resources, and culturally responsive guidance, while LGBTQ+ funding and programming provide safe spaces, peer mentoring, and advocacy to support persistence for students navigating intersecting barriers. Academically, the college embeds comprehensive education planning in the first semester, aligning coursework with career and transfer goals. Contextualized basic skills and career-technical pathways tailored to adult learners are expanded, alongside internships, apprenticeships, and work-study opportunities that reduce financial strain while building career readiness. Persistence is further supported through cohort-based learning communities, expanded tutoring and supplemental instruction in gateway courses, and flexible success workshops on time management, study skills, and balancing work and family responsibilities. Equity-minded accountability is ensured through disaggregated tracking of persistence, completion, and transfer outcomes for low-income adults, with early alert systems triggering proactive outreach.

9. 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.

To advance equitable access to Credit for Prior Learning (CPL), our college is aligning with the Chancellor's Office Vision 2030 directives while implementing local initiatives designed to remove barriers for disproportionately impacted student populations, including veterans, adult learners, and working students.

Structural Changes

- Updating Board Policy (BP) and Administrative Procedure (AP) 4235 to ensure CPL processes are transparent, sustainable, and consistently applied across disciplines.
- Establishing a dedicated CPL workgroup of faculty and staff to design a comprehensive framework that embeds equity considerations into assessment and approval processes.
- Connecting CPL with the Shortened Courses Project to create flexible pathways that accelerate degree completion for students' balancing work, family, and education.

Statewide Initiatives

- Supporting the Chancellor's Office in updating CPL policies to strengthen pathways to bachelor's degrees.

- Scaling implementation of the Military Articulation Platform to recognize military training and experience, ensuring veterans receive equitable credit toward academic programs.
- Expanding flexible term structures and schedules to allow working adult learners to increase course intensity and progress toward full-time enrollment.

Professional Development & Capacity Building

- Hosting ongoing monthly CPL Q&A sessions in partnership with Palomar College to build faculty and staff expertise.
- Participating in the American Council on Education (ACE) CPL Training Program, with secured funding to extend training opportunities to additional faculty and staff.
- Attending the 6th Annual CPL Summit to remain current on statewide best practices and innovations.

Action Steps & Activities

- Embedding CPL awareness into student advising and outreach, ensuring disproportionately impacted populations are informed of opportunities to earn credit for prior learning.
- Developing clear communication materials and workshops to demystify CPL processes for students, particularly veterans, adult learners, and historically underserved groups.
- Monitoring equity outcomes by tracking CPL participation and credit awarded, disaggregated by student demographics, to identify gaps and continuously improve access.

Through these combined efforts, our college will expand CPL opportunities equitably, reduce time-to-degree, and empower disproportionately impacted students to leverage their prior learning toward academic and career success.

10. 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.

To advance Vision 2030's ninth-grade strategy of ensuring all students complete at least 12 units of dual enrollment (DE) by graduation, College of the Redwoods (CR) is implementing a comprehensive, equity-driven redesign of its dual enrollment ecosystem. This work focuses on building a nimble, scalable system that closes access and completion gaps for disproportionately impacted students, including low-income, rural, and tribal communities, while creating earlier on-ramps for 9th–10th graders to enter college pathways.

We have established a stronger DE team structure consisting of a dean, manager, and student liaison, supported by a cross-functional DE Working Group. CR is shifting program timelines to enable earlier course identification for ninth graders and expanded fall CCAP offerings. We are reworking program review and leveraging IR to provide quarterly disaggregated DE data to guide decisions on course placement, equity gaps, and high-need sites.

To expand equitable access, CR is prioritizing CCAP development in rural and outlying communities and at schools with high free- and reduced-price lunch rates. Our goal is to establish a CCAP or hybrid faculty partnership at every high school in the district's service area. Close collaboration with LEAs to address staffing shortages through creative instructional models, including hybrid CR/high school faculty assignments ensures courses can run in underserved areas. Alignment with the Strong Workforce Program is increasing CTE-focused DE offerings tied to local workforce needs.

CR has significantly increased on-campus presence at LEAs to resolve barriers and support students directly. We are expanding engagement through back-to-school nights, parent and student information sessions, and materials designed to support families unfamiliar with college systems. A new student DE Handbook will explain the benefits of DE, clarify expectations, and highlight long-term impacts on transfer, careers, and financial aid. Outreach integrates both CCAP and non-CCAP options to ensure students without a CCAP pathway still have access through concurrent enrollment.

Operational improvements include streamlined onboarding processes, clearer communication channels, faster responsiveness, and stronger coordination with counselors and administrators. Consistent data collection from LEAs strengthens enrollment accuracy, tracks progress toward the 12-unit goal, and ensures a more accountable, student-centered DE system.

11. 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.

College of the Redwoods’ Strong Workforce and Perkins Program are strategically aligned with the Student Equity and Achievement (SEA) Program to advance the Vision 2030 goal of increasing with equity the number of students who earn a living wage. Our coordination centers on expanding equitable access to career education pathways, improving student supports, and closing equity gaps for disproportionately impacted populations.

Through Strong Workforce and Perkins funding, CR invests in high-demand career education programs such as allied health, public safety, agriculture, entrepreneurship, construction, and emerging industries like geomatics. These programs are intentionally designed to connect students, particularly low-income and rural learners to living-wage employment opportunities. The SEA Program complements this work by providing proactive case management, intrusive counseling, and wraparound support (including basic needs, tutoring, and advising) to ensure that students can persist and complete these pathways.

Collaboration occurs at both programmatic and structural levels. Perkins and SWP resources strengthen curriculum development, work-based learning, and employer partnerships, while SEA ensures students from disproportionately impacted groups are advised of the education opportunities of these programs, supported in onboarding, and guided with comprehensive education plans. Together, the programs leverage labor market data and student equity data to identify priority industries and target outreach to communities most in need, such as first-generation, Native American, Latinx, foster youth, justice-impacted, and low-income adults.

Additionally, CR’s efforts are connected to the North Far North Regional Strong Workforce Consortium goals of increasing living-wage attainment, employment in related fields, and equitable completions. Locally, coordination with SEA allows the college to braid resources for career exploration, dual enrollment, and work-based learning all critical for reducing time to completion and improving economic mobility. By aligning SWP and Perkins investments with SEA strategies, College of the Redwoods ensures that students not only access career technical education but also receive the high touch support necessary to complete their goals and secure sustainable employment.

12. 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.

The College of the Redwoods Distance Education Program, aligned with the institution’s Education Master Plan and Strategic Plan, has developed a comprehensive three-year roadmap (July 1, 2025-June 30, 2028) to enhance digital learning. Goal 1 focuses on supporting student success by preparing learners for online environments, expanding professional development for

faculty, reducing financial barriers, and advocating for improved online services and consistent technical support. It emphasizes accessibility, equity, and transparency in course expectations, while supporting faculty in designing inclusive digital experiences. A digital campus hub is proposed to foster community, with stakeholder and data identification efforts underway. Participation in the California Virtual College Online Education Initiative (CVC-OEI) will be prioritized to unlock state benefits and improve access. The program will develop and promote Redwoods' unique online identity, create fully online degree and certificate pathways, and ensure their sustainability. Out-of-state student inclusion, flexible scheduling for working adults, and exploration of micro-credentials and badges are also key components. Strategic data sharing will inform scheduling decisions, and the DE web presence will be improved. Dual enrollment offerings will expand, and satellite digital learning spaces will be developed for credit and non-credit students. Goal 2 targets a 5% increase in DE class offerings and online enrollments. Goal 3 emphasizes continuous quality improvement through effective data collection, professional development, regulatory compliance, and community building. Efforts will prioritize humanizing online learning, optimizing user experience, enhancing digital accessibility, and developing mobile learning solutions. Faculty will receive resources to support student engagement, and micro-credentials for professional growth will be explored. The outcome is a 2% increase in student satisfaction with online classes, measured via the annual Online Learning Student Survey. Goal 4 prepares the college community to effectively utilize digital tools, ensuring readiness across students, faculty, and staff. Goal 5 aims to meet community needs by developing digital learning services with partners and exploring DE's role in potential 4-year degrees. Goal 6 improves operational efficiency by advocating for a centralized DE budget and prioritizing professional development for DE Team members.

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