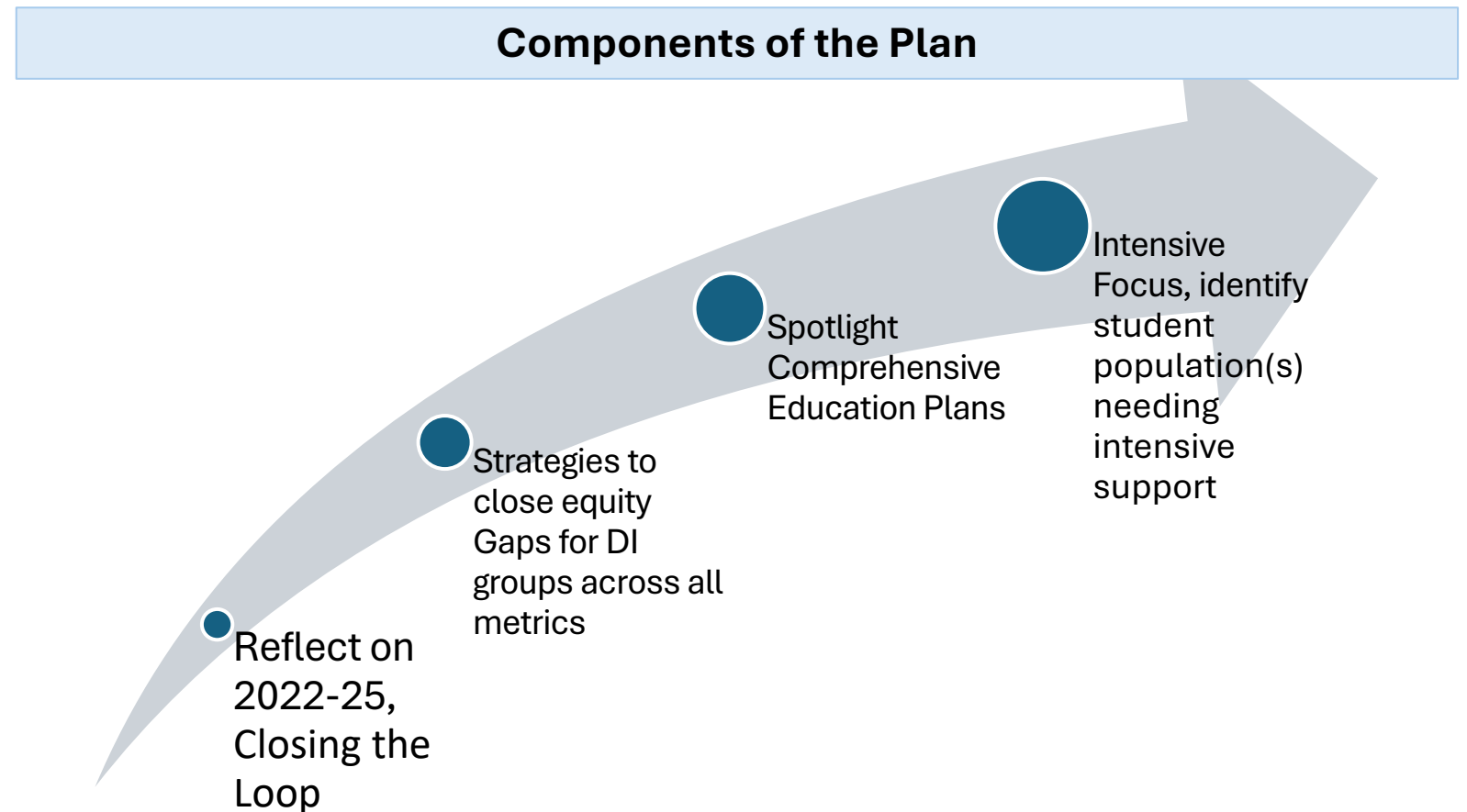


Student Equity and Achievement (SEA) Plan 2025-28

The Student Equity and Achievement (SEA) Program was established in **Education Code (EC) 78222** with the intent of supporting Guided Pathways and the system-wide goal of eliminating equity gaps. The SEA Program is an on-going categorical funding source for colleges. **As a condition of receiving funds, per EC 78222, districts shall complete the following: maintain a student equity plan;** provide matriculation services; adopt placement policies; provide support or establish on-campus food pantries or regular food distributions; and provide all students with an education plan.

[Student Equity | California Community Colleges Chancellor's Office](#)



SEA Plan

- The Student Equity and Achievement (SEA) Plan is due to the Chancellor's office on **November 30, 2025**.
- The SEA Plan must be adopted by the Board of Trustees.
- The SEA Plan must be reviewed and signed by the Academic Senate President.
- Must be signed by the following:
 - President
 - Project Lead
 - CBO
 - CIO
 - CSSO
 - Academic Senate President
 - Guided Pathways Lead

5+1 Metrics for First-Time Cohorts

Successful
Enrollment after
application

Percentage of
First-time students
who enroll after
applying

Math &
English
Transfer Level
in first year

Percentage of
students completing
transfer-level math
and English in first
Year

Persistence
(term to term)

Percentage of
students retained
from fall to spring,
or spring to fall

Completion
within 3 years

Percentage
students earning
degrees, including
ADTs or CCCC
Certificates (8+
units) within 3
years

Transfer to 4-
year within 3
years

Percentage
transferring to
UC/CSU/Private/
Out of state 4-yr,
within 3 years
(min 12 units
enrolled).

Emphasis:
2025-28 SEP

**Comprehensive
Student Educational
Planning**
2025-28 new

Percentage of students who received a Comprehensive Ed Plan *by
End of First Primary Term, and by the End of first Academic year*

Primary Disaggregations & Disproportionate Impact

DSPS

Ethnicity

First Generation

Foster Youth

Gender

Homeless

LGBT

Perkins Economically
Disadvantaged

Veterans

Disproportionate Impact: When a subset of students have lower 'success' in outcomes compared to counterparts within that disaggregation (AAC (DSPS) vs. non AAC (DSPS))

- **PPG-1 methodology:** compares the rate of an outcome for one primary subgroup (e.g., *Black/Af.Amer.*) against the rate of all other students (e.g., *all ethnicities not- Black Af.Amer.*) excluding students in that particular subgroup taking into account group sizes, and gap size to test for statistical significance.

Which groups are Disproportionately Impacted?

The most recent data available for the baseline year of each outcome indicated that the following groups are disproportionately impacted, where their 'success' outcomes are lower than their counterparts.

2025-28 SEA Plan (Current)

Successful Enrollment	TL Math/Engl	Persistence	Completion	Transfer	EdPlans By End of First Term	EdPlans By End of First Yr
Black/African American	Black/African American	Black/African American	Black/African American			Black/African American
Asian						
White			White/Males			
	Hispanic	Hispanic/Male	Hispanic	Hispanic	Hispanic	
Females						
		Male	Male	Male	Male	Male
	First Gen	First Gen	First Gen	First Gen	First Gen	First Gen
	Economic Disad./Male		Economic Disad./Male	Economic Disad./Male		
	LGBT		LGBT			
			DSPS			

2022-25 SEA Plan (previous)

Prioritized DI Group(s)
Black/African American (N=375)
Black/African American (N=189)
Hispanic/Latinx (N=2,065)
Black/African American (N=216)
First-Generation (N=1,169)
Males (N=1,984)
Black/African American (N=201)
Hispanic/Latinx (N=1,932)
First-Generation (N=1,175)
Hispanic/Latinx (N=916)
First-Generation (N=654)

SEA Open Hours- Takeaways

Prioritizing Groups

- **Black/African American, First Gen, Males, Hispanic/Latinx**
 - DI for 5 or more metrics, Recurring DI since last SEA plan, Same groups were prioritized in the last cycle

Intensive Focus DI Population

- Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28). The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.
 - **Black/African American**

Comprehensive Ed Plans- Spring Starters have lower rates vs. Fall starters

Overall Strategies: Representation, Connection and Community Building

Group Discussion

- Overall Institutional Approach Framework
- Efforts by Metric
 - *What is planned or happening in your areas?*
- Goals (Close DI, or Eliminate DI)
 - *How much do we think the efforts will affect the gaps in outcomes for DI groups?*

Strategies by metric

Enroll



M&E



Persist



Deg/Cert



Transfer



CompEd

- **Matriculation Redesign**

- **Cougars at heart Day**---bussing students from HS--complete steps to enrollment
Planned 3 separate dates in early June (New student onboarding)



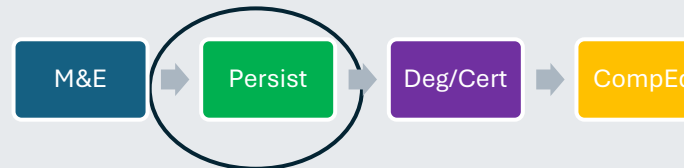
- **Call to follow up with students**---promote specialized services.
- Junior High/Middle School **Outreach**
- **Special Pop Specific Outreach**-NASSSP, Project Sol, UMOJA, Bluebird Resource Program

- **Study group** immediately after class---peer instructors vs. faculty---MESA's model of scheduling students in a way that they have study breaks right after the course
 - Online/Remote Support --Online efforts to duplicate maybe online study sessions
- **Incentivize the Math NC** support courses, can't require—part of overall grade
 - Communication and framing is key in advising non-credit support, or additional courses, recognizing the whole student and their life circumstances.
- Math & English Faculty holding **office hours at the TLC and MESA**
- AB1705 Team joining Accelerate Lab to develop students' sense of belonging and growth mindset—student mindset, engagement and persistence



- **Cohort Models** for Programs: UMOJA, NASSSP

- HyFLEX Student Services
- Project Sol (exploring expanding beyond STEM students)
- Canyons Promise Year 2 support
- Plan to reach out to *unaffiliated* students to assign general counseling
- Minority Male, Young Men of Color Conference



Circle Indicates the Metric identified as the Primary Affected Metric

Strategies by metric

- **Tailored Counseling** on Program Pathways
 - Special Pops Counseling
 - Intercultural Center part-time counseling (M/Th)
 - NASSSP- Ed plan checks at Intake



- **Online graduation petition** process either on CANVAS or Canyons Connects--Program-specific campaigns for graduation petitions: Umoja/SOL/NASSP/PROMISE

General Counseling

- Confirming consistent coding/data entry in Canyons Connects so that it gets properly reported in MIS.
- Defining the criteria for Comp Ed Plans

Follow spring starters to identify students who don't have a comp ed plan

Programs that leverage Canyons Connects to track
Counseling and Faculty Progress Reports



Circle Indicates the
Metric identified as
the Primary Affected
Metric

SEA Plan Calendar Dates

Meeting	Date
Student Success and Inclusive Excellence PAT	September 2, 3-5pm
Open Office Hours	September 10, 11am-12pm (zoom) September 17, 2:15-3:30pm (zoom) September 24, 2:30-4pm (zoom) September 29, 11-12pm (zoom)
Student Success and Inclusive Excellence PAT	October 7, 3-5pm
Academic Senate – First Read	October 9, 3-5pm
Open Office Hours	October 16, 2025
Classified Senate E-Board	October 21, 11am
Shared Governance Council	October 27, 3-5pm
ASG Meeting	October 15 or 29, 1:30pm
Classified Senate E-Board	November 4 th (tentative) 11am
Student Success and Inclusive Excellence PAT	November 4, 3-5pm (Open mtg.)
Academic Senate – Second Read	November 6, 3-5pm
Board of Trustees	November 12, 3-5pm
CCCCO Due Date	November 30

Looking Ahead 2025 thru 2028 SEA Plan Goals

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Previous Goals
Successful Enrollment	20%	20%	23%	13%	43% when goals set; 6% after refreshes	26%	Baseline 26%	23%		2025-28 Goal Year	45%
TL Math/English	12%	17%	19%	28%	32%	28%	Baseline 25%	25%		2025-28 Goal Year	36%
Persistence (Term to Term)	74%	71%	73%	72%	72%	Baseline 69%	70%		2025-28 Goal Year		73%
Attained Vision Goal within 3 years		18%	18%	Baseline 22%	26%		2025-28 Goal Year				20%
Transfer 4-Yr within 3 years	32% when baseline set 34% after refresh	35%	Baseline 35%	36%		2025-28 Goal Year					37%



Closing the Loop on 2022/23-thru 2024/25 SEA Plan

Metric Summary	Disagg Subgroup	Baseline	2024-25 Goal	Actual	Narrative	Change from Baseline		Actual vs. Goal (Diff.)	
Successful Enrollment (among FT, credit Apps)	All	43%	45%	26%	This metric has had multiple methodology changes from the CCCCO shift ing the baseline of 43% in 2020-21 which ..	-17%		-19%	
	Black or African American	37%	45%	16%	The refreshed baseline year's rate was 6% (which is an anomaly due to fraudulent applications during the Pande..	-21%		-29%	
Persistence (Fall to Spring or Spring to Fall) FT, credit	All	72%	73%	69%	The overall rate has declined from 72% to 69%	-3%		-4%	
	First Generation	66%	69%	63%	The rate for First Generation has declined since baseline.	-3%		-6%	
	Black or African American	59%	73%	56%	The current persistence rate for Black/African American students is 55%, indicating a decline since the baseline of ..	-3%		-17%	
	Males	69%	71%	67%	The rate for males has declined from 69% at baseline to 67%.	-2%		-4%	
Transfer Level Math & English (w/in 1st Year)	All	32%	36%	25%	The overall rate has declined from 32% to 25%	-7%		-11%	
	Hispanic	30%	35%	22%	In the 2024-25 academic year, we have seen a substantial increase of our Latinx students participating in our Latinx..	-8%		-13%	
	Black or African American	18%	33%	18%	The rate for Black/African American students has remained steady at 18% since the baseline. With the over..	1%		-15%	
Completion (Attained Vision Goal)*	All	18%	20%	22%	The overall rate has increased from 18% to 22% indicating that we have met the overall goal of 20%.	4%		2%	
	First Generation	10%	22%	16%	Among First-Gen students, the current rate of completion is 16%, increasing from the baseline of 10% indicating we..	6%		-6%	
	Hispanic	15%	21%	19%	The completion rate among Hispanic/Latino students has increased from 15% in the baseline year to 19% in the mo..	4%		-2%	
	Black or African American	11%	19%	15%	With methodology changes from the CCCCO, the completion rate for Black/African American students has ..	4%		-4%	
Transfer to 4-Year Inst. Within 3 years	All	32%	37%	35%	A shift in methodology shows that the current overall Transfer rate is 35% (with a new baseline of 34%).	3%		-2%	
	First Generation	24%	37%	28%	The current rate for First Generation students transferring within 3 years is 28% indicating we are maki..	4%		-9%	
	Hispanic	27%	37%	32%	The transfer rate is 32% for Hispanic/Latinx students (with a new baseline of 31%) indicating there is progress ..	5%		-5%	

Filters Below

Metric 

(All) 

Disaggregate By...

- ☒ (All)
- ☒ Ethnicity
- ☒ First Generation
- ☒ Gender
- ☒ Overall

Disaggregation Sub-Group

(All) 

Strategizing toward Goals

Goal #1 Substantial Elimination

Eliminate Substantive DI--attain an improved outcome rate to get within the MoE to no longer be flagged as experiencing substantive DI

Goal #2 Full Closing Equity gaps

Full Equity (No DI)-- to attain the same outcome rate as the reference group (no gap)

Colleges will select goals

Overall Institutional Approach

- Students First Framework
- Collaboration is key
- How to remediate gaps from various aspects and many areas?
- How can SEA funding be directed toward efforts that are not supported by other funds/programs?
- If PRT is funded, can work with Al Solano---if he comes on as a coach---concentrated coaching around the SEA Plan and overall integrated planning
- Integration with Strategic Plan (2025-28)
 - Gensler and Al Solano to develop a plan to monitor progress

SEA Funding Supports...



ADDITIONAL DATA SLIDES

Successful Enrollment after Application

Successful
Enrollment

Black/African
American

Asian

White

Females

Strategies & Efforts

- *Matriculation Retreat*---thoughtful redesign---narrowly focusing on FT students how to support, implement for fall of 2026--Successful Enrollment---uncertain majors
- Cougars at heart Day---bussing students from HS--complete steps to enrollment
Planned 3 separate dates in early June (New student onboarding)
- HS Outreach of Program-Specific:
Outreach, NASSSP, Project Sol, UMOJA, Bluebird Resource Program
- Junior High/Middle School Outreach
- Keep flyers basic, have an intake form from HS students, summer bridge programs
- Specialized counselors are not seen as valuable at HS until students realize that getting a counseling appointment is a challenge
- Call to follow up with students---promote specialized services.

Goal
1

Close the
gap (reduce
DI)

Goal
2

Eliminate
the gap (No
DI)

Successful Enrollment after Application

Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	26.2%	2876	N/A	N/A	N/A	N/A
Asian	21.4%	117	1.6%	9	5%	28
Black or African American	15.7%	97	8.2%	51	11.1%	69
Female	24.5%	1376	1.4%	79	3.4%	191
White	21.1%	844	5.9%	236	7.9%	318

23%*



*Most recent available data (1 year progress)

Persistence from Term to Term

Persistence

Black/African
American

Hispanic/Male

Male

First Gen

Strategies & Efforts

- Cohort Models for Program
 - UMOJA, NASSSP
- HyFLEX Student Services
- Project Sol (exploring expanding beyond STEM students)
- Canyons Promise Year 2 support
- Plan to reach out to *unaffiliated* students to assign general counseling
- Orientation of Basics---having a 1:1 conversation with someone about resources, and processes (e.g. assessment process changes)
- Regular—2nd year orientation/ check-ins, re-application to gather updates
- Resource spotlight hour at the Intercultural Center
- Spring Starters
- Expanding Credit for Prior Learning
- Seek out Grant opportunities (or our efforts to secure additional funding) that align with SEA.

Goal
1

Close the
gap (reduce
DI)

Goal
2

Eliminate
the gap (No
DI)

Persistence from Term to Term

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	69.2% ^{70%*}	2407	N/A	N/A	N/A	N/A
Black or African American	56.3%	80	5.2%	8	13.4%	20
First Generation	64.4%	605	3.5%	34	6.6%	63
Hispanic Male	65.2%	544	2.1%	18	5.3%	45
Male	66%	1126	4%	68	6.2%	106

*Most recent available data (1 year progress)

Transfer Math/English Completion within first year

TL Math/Engl
Black/African American
Hispanic
First Gen
Economic Disad./Male
LGBT

Strategies & Efforts

- Tailored Counseling for Special Pops
- UMOJA, Project SOL, NASSSP, BRP, Canyons Promise
- Consider Embedded tutors in historically difficult courses
- Study group right after a class---peer instructors vs. faculty---MESA's model of scheduling students in a way that they have study breaks right after the course
 - Online/Remote Support --Online efforts to duplicate maybe online study sessions
- Incentivize the Math NC support courses, can't require—part of overall grade
 - Communication and framing is key in advising non-credit support, or additional courses, recognizing the whole student and their life circumstances.
- Math & English Faculty holding office hours at the TLC and MESA
- AB1705 Team joining Accelerate Lab to develop students' sense of belonging and growth mindset—student mindset, engagement and persistence

Goal
1

Close the
gap (reduce
DI)

Goal
2

Eliminate the
gap (No DI)

Transfer Math/English Completion within first year

Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	25.3%	910	N/A	N/A	N/A	N/A
Black or African American	17.8%	24	1.4%	2	7.8%	11
Econ Disadvantaged Male	23%	217	0.4%	4	3.1%	29
First Generation	18.1%	182	7.5%	76	9.9%	100
Hispanic	21.8%	411	5.3%	100	7.3%	137
LGBT	18.7%	44	2%	5	7%	17
Male	22.4%	418	3.9%	72	5.8%	109

25%*



*Most recent available data (1 year progress)

Completion of Deg/Cert within 3 years

Completion
Black/African American
White/Males
Hispanic
Male
First Gen
Economic Disad./Male
LGBT
DSPS

Strategies & Efforts

- Comprehensive Ed plan
- Tailored Counseling on Program Pathways
- Online graduation petition process either on CANVAS or Canyons Connects (Clintons comment)
- Program-specific campaigns for graduation petitions
 - UMOJA--launching 2025-26
 - Project SOL--fully staffed, and in full swing (2024-25)
 - NASSSP
 - Canyons Promise
 - Empowerment Programs (EOPS/CARE)
 - Others?

Goal
1

Close the
gap (reduce
DI)

Goal
2

Eliminate
the gap (No
DI)

Completion of Deg/Cert within 3 years

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	21.5%	866	N/A	N/A	N/A	N/A
Black or African American	15.2%	33	1.8%	4	6.6%	15
DSPS	13.8%	48	4.8%	17	8.3%	29
Econ Disadvantaged Male	14%	165	8.5%	101	10.5%	124
First Generation	16.2%	202	5.6%	70	7.5%	94
Hispanic	18.7%	392	3.7%	77	5.6%	119
LGBT	14.9%	50	3.3%	11	7.1%	24
Male	15%	303	10.9%	219	12.8%	259
White Male	17.8%	88	0.8%	5	4.2%	21

26%*



*Most recent available data (1 year progress)

Comprehensive Ed Plans

plans to implement or continue to proactively ensure the **identified disproportionately impacted (DI) student populations** receive a comprehensive education

EdPlans By End of First Term	EdPlans By End of First Yr
	Black/African American
Hispanic	
Male	Male
First Gen	First Gen

Strategies & Efforts

- General Counseling
 - Confirming consistent coding/data entry in Canyons Connects so that it gets properly reported in MIS.
 - Defining the criteria for Comp Ed Plans
 - Tailored Counseling on Program Pathways designed to capture students early (usually Fall focused)

Follow spring starters to identify students who don't have a comp ed plan

Programs that leverage Canyons Connects to track:

Special Pops Counseling
Intercultural Center part-time counseling (M/Th)
NASSSP- Ed plan checks at Intake
Project Sol
UMOJA--
A2MEND-- Males
Canyons Promise

plans to implement or continue to proactively ensure **all students** receive a comprehensive education plan early in their journey

Comprehensive Ed Plans

	Total number of students enrolled	# of Students Received a Comp Ed Plan by End of First Term	% of Students Received a Comp Ed Plan by End of First Term	# of Students Received a Comp Ed Plan by End of First Academic Year	% of Students Received a Comp Ed Plan by End of First Academic Year
Fall 2022	1734	1105	64%	1409	81%
Spring 2023	343	146	43%	162	47%
Fall 2023	2078	1367	66%	1601	77%
Spring 2024	391	143	37%	176	45%
Fall AVG	3812	2472	65%	3010	79%
Spring AVG	734	289	39%	338	46%

 FT Spring students have lower rates of Com Ed plan compared to FT Fall starters.
Male, Black/African American, Hispanic are DI for this metric among Spring starters

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 Ed Plans-DI Groups by End of First Year (Among Fall and Spring Starters)

Student Population	# of Students	% of Students	# Increase to Reduce DI	# Increase to Fully Close Gap
Black/African American	115	65%	3	16
Male	1597	69%	125	168
First Gen	949	74%	17	48

Overall Rate by end of first
Year : 74%

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).

Other areas of support to address D.I. aligned with Vision 2030

1. Guided Pathways

Students first framework

2. Student Financial Aid Administration

plan to maximize financial aid receipt and systematically increase FAFSA completion

3. Students with Disabilities (DSPS)

summarize how your college DSPS program will proactively close/eliminate D.I.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs-

summarize how your college EOPS program will proactively close/eliminate D.I.

5. NextUp/Foster Youth

summarize how your college Foster Youth program will proactively close/eliminate D.I.

6. Programs for Veterans (Veterans Resource Center)

summarize how your college Foster Youth program will proactively close/eliminate D.I.

7. Justice-Involved and Justice-Impacted Students

summarize how your college RISING SCHOLARS program will proactively close/eliminate D.I.

8. Low-Income Adults

provide access and increase success for low-income adult learners,

9. Credit for Prior Learning

support the equitable expansion of Credit for Prior Learning,

10. Dual Enrollment

increase equitable dual enrollment,

11. Strong Workforce Program/Perkins