



College of the Canyons

Student Equity & Achievement (SEA) Plan 2025-28

Executive Summary

Introduction

Writing and Review Process for the Student Equity Achievement Plan

During this planning cycle, the Student Equity & Achievement (SEA) Plan was informed by guidance from the CCCCCO, alignment with Vision 2030, and strategic discussions across the college's various constituencies. This plan was developed in collaboration with the Student Success and Inclusive Excellence Project Advancement Team (SSIE), Shared Governance Council, Academic Senate, Classified Senate, Associated Student Government, and the Board of Trustees. In addition, 5 sessions of open SEA Plan hours were held to engage the campus community in discussions and gathering of input for strategizing toward addressing and eliminating equity gaps. After an initial session, the SEA plan was presented for a second review before the Academic Senate and for three reviews in the SSIE advancement team.

The discussions in these various settings included a review of the last SEA plan, referred to as "Closing the Loop" through the college's Student Equity & Achievement data visualization, followed by gathering input of insights as to why there was progress made on certain metrics, and not others. Additionally, discussions involved strategies for improve student success and close equity gaps, focusing on intentional efforts that were underway or already in-place in various areas.

In addition to these discussions, the leads of the programs aligned with the CCCCCO Vision Aligned services provided specific strategies by responding to the prompts of "how will your areas" address disproportionately impacted and prioritized groups. These are provided in detail in the SEA Plan narrative under Vision 2030 Alignment/Coordination section.

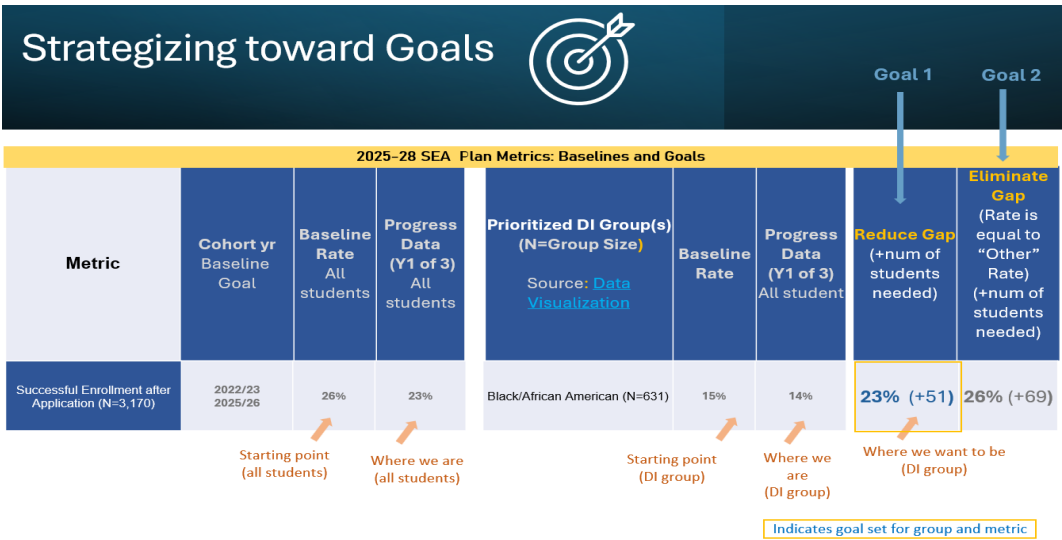
As noted in previous equity plan iterations, College of the Canyons intends to improve student success, close equity gaps, and address disproportionate impact through intentional and research-based strategies. With a rich history of student equity planning and the enhanced coordination of efforts guided previously by our Institutional Effectiveness and Inclusive Excellence (IE)² committee, and now by a new Shared Governance Model which includes Project Advancement Teams tied to all of the campus committees, the college will continue to examine institutional practices and student support strategies, given that these are instrumental in achieving demonstrable impact when closing equity gaps and ensuring success for all students.

Student Disproportionately Impacted Prioritized Groups

As part of the assessment of the college’s student equity data, and in light of the discussions around the groups that are disproportionately impacted (D.I.) on the metrics, a few factors were considered to identify which student groups would be prioritized in this next 3-year cycle. First, the degree to which the group faced D.I. (i.e. the number of metrics they were flagged for having lower success outcomes than their counterparts, and the size of the gap). Second, groups for whom D.I. persist and is recurring since the last SEA plan were also prioritized. Finally, groups prioritized in the last cycle were also selected as a focus of this plan as we did not achieve the goals of reducing or eliminating disproportionate impact for them, and would continue to expand, refine and serve these student population in this next iteration.

These groups are our Black/African American students, First-Generation Students, Male-identifying students, and Hispanic/Latinx-identifying students.

Goals & Strategies/Activities for D.I. Groups



2025-28 SEA Plan Metrics: Baselines and Goals

Metric	Cohort yr Baseline Goal	Baseline Rate All students	Progress Data (Y1 of 3) All students	Prioritized DI Group(s) (N=Group Size) Source: Data Visualization	Baseline Rate	Progress Data (Y1 of 3) All student	Reduce Gap (+num of students needed)	Eliminate Gap (Rate is equal to "Other" Rate) (+num of students needed)
Successful Enrollment after Application (N=3,170)	2022/23 2025/26	26%	23%	Black/African American (N=631)	15%	14%	23% (+51)	26% (+69)
Transfer Level Math & English in first year (N=3,793)	2022/23 2025/26	25%	25%	Black/African American (N=135)	17.8%	16%	19.2% (+2)	25.6% (+11)
				Hispanic/Latinx (N=1,882)	22%	22%	27% (+100)	29% (+137)
Persistence (First primary term to subsequent) (N=3,967)	2021/22 2024/25	69%	70%	Black/African American (N=142)	56%	55%	61% (+8)	69% (+20)
				First-Generation (N=940)	64%	63%	67.9% (+34)	71% (+63)
				Males (N=1,704)	66%	67%	70% (+68)	72% (+106)
Deg./Cert. Completion (Attained VG) w/ in 3 years (N=3,941)	2019/20 2022/23	22%	26%	Black/African American (N=216)	15.2%	17%	17% (+4)	21.8% (+15)
				Hispanic/Latinx (N=2,090)	18.7%	23%	22.4% (+77)	24.3% (+119)
				First-Generation (N=1,242)	16.2%	19%	21.8% (+70)	23.7% (+94)
Transfer to 4-year w/ in 3 years (N=1,923)	2017/18 2021/22	35%	36%	Hispanic/Latinx (N=803)	31.5%	33%	35.2% (+28)	38.4% (+56)
				First-Generation (N=463)	28%	28%	33.9% (+28)	38% (+47)

"N" indicates the total number of First-time students in that category for the Baseline year.

Indicates goal set for group and metric

Successful Enrollment

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• Matriculation Redesign

- Planned 3 separate dates in early June (New student onboarding)
- **Cougars with HART Days**---bussing students from HS---complete steps to enrollment
 - Enhanced support for DI populations
- **Call to follow up with students**---promote specialized services.
- Junior High/Middle School **Outreach**
- **Special Pop Specific Outreach to new incoming**-NASSSP, Project Sol, Umoja, Bluebird Resource Program

Transfer-Level Math & English within 1st year

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- **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

Persistence

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- **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

"N" indicates the total number of First-time students in that category for the Baseline year.

Degree Completion & Transfer to 4-year within 3 years

2025-28 SEA Plan Metrics: Baselines and Goals								
Metric	Baseline year	Goal Cohort year	Baseline Rate	Progress Data (Y1 of 3)	Prioritized DI Group(s) (N=Group Size) Source: Data Visualization	Current Rate	Reduce Gap (+num of students needed)	Eliminate Gap (Rate is equal to "Other" Reference Rate)
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 • Hired FT Transfer counselor • Bring Transfer workshops to special programs Umoja, Alliances, ICC,								
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18

Comprehensive Education Plan

As part of the development of the SEA Plan, the Institutional Research, Planning & Institutional Effectiveness Office conducted an analysis of student-level data provided by CCCCO to assess disproportionate impact for the outcome of the percentage of first-time students receiving a Comprehensive Education plan. One finding from the assessment of the college's Comprehensive Education Plan (CEP) data was the substantial gap between the percentage of students who received a CEP was significantly lower among first-time students in the spring term in comparison to those who start in the fall term.

Comprehensive Ed Plans

plans to implement or continue to proactively ensure the **DI populations** and **all students** receive a comprehensive education plan early in their journey (plan maps at least 2 terms in length)

	Total First-time students	% of Students Received a Comp Ed Plan by End of First Academic Year*
All First-time	4,546	74%
Black African American	186	65%
Male	2,699	69%
First Gen	1,651	74%
Fall Starters	3,812	79%
Spring Starters	734	46%

Average for cohorts (2 years: 2022-23, and 2023-24)

General Counseling

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

Tailored Counseling

Tailored Counseling on Program Pathways designed to capture students early (usually Fall focused)

- Special Pops Counseling
- Intercultural Center part-time counseling (M/Th)
- Ed-plan checks at Intake & Progress checks (NASSSP, BRP, Project Sol, Promise)

Leverage Canyons Connects to track

Spring starters have lower rates of Comp Ed plan compared vs. Fall starters. D.I. Groups: Male, Black/African American, and First-Gen

Resources Budgeted and detailed accounting

At College of the Canyons, budget is allocated from various sources to ensure cross-collaboration, equitable access, and to provide enough fiscal security for our efforts through a diversity of sources. Equity work cannot be supported through Student Equity and Achievement funding alone. The activities and programs listed above are jointly funded through the Student Equity and Achievement, General Fund, Guided Pathways, Equal Employment Opportunity, LGBTQIA+, Native American Student Success and Support Program, Undocumented Resource Center, Student Retention, EOPS, AAC, Mental Health, Veterans, MESA, Basic Needs and Umoja. In addition, there are many unlisted programs that are equally important to the equity work of the college beyond what can be comprehensively described in this plan. The annual adopted budget of the SEA Funding, shown below, illustrates how our budget allocations support equity work across the institution. Regardless of whether a college program or a department activity is directly funded by SEA, each college area has an obligation to support and incorporate the student equity work and its principles.

Below, the chart outlines the funding associated with the different programs across the District funding by the SEA 2-year budget. This includes the 2025/26 allocation and the carry-forward from the 2024/25 budget totaling \$6,854,886.

SEA Adopted Budget 2025-26 (including carry forward from 2024/25)	
Admissions & Records	\$361,093
Basic Needs Center (emergency grants and staff support)	\$115,221
Canyons Connects (counseling and technology support)	\$211,719
Counseling	\$1,988,569
Canyons Promise (adjunct counseling)	\$75,000
EOPS/CARE/CalWORKs	\$69,805
Financial Aid (counseling)	\$135,049
Inspire (former foster youth)	\$82,891
Institutional Effectiveness & Inclusive Excellence (incl Faculty Equity Liaison, PD)	\$155,952
Institutional Research	\$649,812
Intercultural Center	\$133,425
Library	\$43,676
MESA (adjunct counseling and tutors)	\$33,000
Noncredit Enrollment Support	\$265,551
Online Education	\$67,645
Outreach Teams	\$875,955
Professional Development (faculty and classified professionals)	\$25,000
SEA Program (travel, contracts, software, misc program)	\$124,422
SEA Allocation Benefits (carry forward)	\$108,839
Student Health & Wellness Center	\$54,421
Student Services	\$406,347
Tutoring Learning Center (including Athletic Academic Support)	\$228,335
Umoja	\$287,588
Veterans Resource Center	\$251,190
Website Maintenance	\$104,379

Progress from 2022-25 Student Equity Plan

Reflecting on the college's last SEA plan, we observed progress in the metrics for Completion and Transfer to 4-year within 3 years. Particularly, there was a 4-percentage point increase for all students, a +6 percentage points for First-Generation students, a +4 percentage points for Hispanic/Latinx students, and +4 percentage points for our Black/African American students. Although these increases were not large enough for us to reach our goals, this was a movement in a positive direction. Another institutional achievement was a slight increase in the rate of Transfer-level Math & English completion among our Black/African American students of +1percentage point, whereas all students and other groups' rates declined by 7-8 percentage points.

With regard to the other metrics, there was a drop in the achievement rates for all students with the largest decrease being for successful enrollment among our Black/African American students.

Closing the loop on the college's previous SEA plan (2022-25), while we celebrated the incremental progress we made, the campus community is aware of the additional and continuous and intentional efforts it will take for us to achieve higher levels of success for all students and especially among our more underserved student populations facing disproportionate impact. These data are also available in an interactive dashboard available on the Institutional Research, Planning & Institutional Effectiveness office's webpage: [Student Equity & Achievement Data](#).

Reflect on 2022-25 Closing the Loop on Prior 3-year SEA Plan								Filters Below	
Metric Summary	Disagg Subgroup	Baseline	2024-25 Goal	Actual	Narrative	Change from Baseline	Actual vs. Goal (Diff)	Metric	
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%	(All)	
	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%	Disaggregate By...	
	First Generation	66%	69%	63%	The rate for First Generation has declined since baseline.	-3%	-6%	<input checked="" type="checkbox"/> (All)	
	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%	<input checked="" type="checkbox"/> Ethnicity	
	Males	69%	71%	67%	The rate for males has declined from 69% at baseline to 67%.	-2%	-4%	<input checked="" type="checkbox"/> First Generation	
Transfer Level Math & English (w/in 1st Year)	All	32%	36%	25%	The overall rate has declined from 32% to 25%	-7%	-11%	<input checked="" type="checkbox"/> Gender	
	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%	<input checked="" type="checkbox"/> Overall	
	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%	Disaggregation Sub-Group	
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%	(All)	
	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%		

[Click here for Interactive SEA Data Visualization](#)

Contact person

Over 50 individuals contributed to the development of the SEA 2025-28 plan while hundreds across campus are responsible for the implementation of the activities associated with our established metrics. The collaborative work and student-centered focus of all District groups cannot be overstated at College of the Canyons. The students, staff, faculty, administrators, and Board of Trustees, all work together to ensure every student has the support needed to be successful and reach their goal at College of the Canyons.

For questions related to this plan, please contact:

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