



Student Equity and Achievement Program

Hold CNTL and click one of the below links to jump to that section:

2025-28 Student Equity Plan Planning Resources and Development Template

Questions? Please contact seaprograminfo@cccco.edu.

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

Deadline to Submit and Certify in NOVA: **November 30, 2025**

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With a new Student Equity Plan cycle, our system finds itself with a new opportunity and sense of excitement to advance and refine our commitments to racial equity across our California Community Colleges (CCCs). With CCCs serving one in five community college students nationwide, nearly 70% of whom are students of color, we have a unique position to drive substantial and transformative change. The 2025-2028 Student Equity Plan process invites us to build on our past successes and explore innovative strategies to create more inclusive and equitable institutions. Reflecting on the progress made over the last three years with the 2022-2025 Student Equity Plan cycle, we must not only celebrate our achievements, but also focus on how we can sustain and amplify these efforts. We want to acknowledge all of your hard work and willingness to serve the students of the CCCs while encouraging you all to continue to innovate and dream. Together we can make the change we want to see, and this planning cycle can help us do that.

Our vision for this next cycle transcends mere regulatory requirements or templates. It represents a dynamic, ongoing process aimed at addressing systemic inequities and fostering transformational change. We should approach this plan as a continuous journey of improvement, rather than a static document. Our sustained and amplified efforts are crucial to the success of this plan, its proposed strategies for action and possibilities for student equity. As we engage with this new cycle, let's recognize that our roles are interconnected. We need to collaborate with our campus colleagues, empower our students, and develop a strategic roadmap to drive meaningful progress. The success of this equity plan relies on the strength of the coalition we build. Through collective action, we can effectively challenge and dismantle inequitable policies, structures, and practices. Our unity and shared goals of racial equity are our greatest strength.

While California education code and planning guidelines provide a structured framework, achieving real progress requires a steadfast commitment to transformational change. By embedding racial equity into the core of our institutional practices, policies, and culture, we can foster an environment where all students - especially those from racially minoritized and marginalized communities - can fully realize their potential and achieve their educational goals. As we move forward, we encourage you to integrate this plan with your current campus Guided Pathways frameworks. This integration will help us take a campus-wide strategy that addresses racial disparities as students navigate and experience our campuses. Let us seize this opportunity to not only envision but also enact meaningful and lasting change that will enhance the educational experience for all our students with a heightened focus on racially minoritized and marginalized students. Together, we can make a profound difference in their lives and in the future of our institutions.

Below are relevant resources we recommend you review before you get started in addition to your getting started, in addition to your college's 2022-25 Student Equity Plan.

- [State of California Education Code 78220 - Student Equity Plan](#)
- [State of California Education Code 78222 - SEA Program](#)
- [State of California Education Code 88921 - Guided Pathways](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [Vision 2030: A Roadmap for California Community Colleges](#)
- [Diversity, Equity, Inclusion and Accessibility Glossary of Terms](#)
- [Student Equity Plan 2025-28 Metrics](#)
- [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Student Equity Plan Tools and Resources – Community College HigherEd Access Leadership Equity Scholarship \(CCHALES\)](#)
- [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#)

In addition to these materials, you will find an editable student equity plan template. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccoco.edu. Thank you to everyone for your care and commitment to student equity and achievement.

In solidarity,

2025-28 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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SECTION

GUIDANCE

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program ([Education Code 78222](#)). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college’s 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college’s SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the ‘Alignment and Coordination’ section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

1. Please attest to the following assurances and answer its associated question:

- 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.”

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals. (2,500 characters max)

Cerritos College will ensure that all constituents (classified professionals, faculty, administration, students, and the community) are engaged in the planning process. The college will communicate the plan's goals in ways that resonate with the specific interests and values of each group. By fostering relational equity, the college will encourage collaboration between departments and roles, ensuring that racial equity is treated as a shared responsibility rather than isolated within specific programs. Racial equity efforts will be integrated across all departments, ensuring collaboration and coherence between different areas of the institution. Cerritos College will include opportunities for conversation and collaboration around equity, ensuring that all voices, particularly those of racially minoritized students and faculty, are heard and reflected in the decision-making process. Finally, the college will encourage faculty, classified professionals, administrators, and students to make personal commitments to advancing racial equity, recognizing that such commitments involve not only enhancing knowledge and skills but also fostering positive attitudes and habits. This might involve professional development, active participation in equity programs, or personal reflection on biases and privileges.

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.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#) provides information on race-consciousness strategies and student equity planning. (2500 characters max)

Cerritos College will prioritize racial equity as a central value in its Student Equity Plan, acknowledging the historical and ongoing impacts of racism and oppression on educational outcomes. This symbolic commitment signals to all campus constituents that racial equity is non-negotiable. The college will take bold and intentional actions to address systemic inequities and publicly acknowledge the disparities faced by racially minoritized students. By amplifying student voices, Cerritos College will involve racially minoritized students in the creation and evaluation of solutions, demonstrating that their lived experiences are valued and central to the institution's mission. Additionally, the college will commit to a long-term, aspirational vision where equity goals become embedded into the institution's DNA, shaping its mission, culture, and long-term strategy.

This commitment is articulated through two key strategies: "Stand for Equity: Make Symbolic Commitments Visible," "Invest in Change: Commit Material Resources to Equity".

1. Stand for Equity: Make Symbolic Commitments Visible

- Prioritizes racial equity as a central value in Student Equity Plan
- Acknowledges historical impacts of racism on educational outcomes
- Takes bold actions to address systemic inequities
- Amplifies minoritized student voices in creating and evaluating solutions
- Commits to long-term vision where equity goals become embedded institutionally

2. Invest in Change: Commit Material Resources to Equity

- Aligns budgetary resources with equity priorities
- Advocates for adequate resources, technology, spaces, and basic needs

- Provides financial, human, and physical resources for equity initiatives
- Leverages Minority-Serving Institution status to elevate equity initiatives

Through these strategies, Cerritos College aims to create a more equitable and inclusive environment for all students and staff.

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.

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place. (2,500 characters max)

Cerritos College is committed to using disaggregated data to identify equity gaps and inform decision-making. A diverse coalition of campus stakeholders—including groups such as the ACE Committee—will collaborate to develop targeted solutions that address the specific needs of racially minoritized students.

To ensure accountability, the college will embed mechanisms within the plan to regularly evaluate its racial equity efforts and adjust strategies as needed. The Institutional Effectiveness, Research, Planning, and Grants (IERPG) Division will play a central role throughout the process—from initial planning and design to the final report—helping to prioritize equity goals and support data-informed reflection and decision-making.

Cerritos College will also foster innovation in advancing racial equity, exploring new pedagogical approaches such as culturally responsive teaching and leveraging technology and data to monitor and enhance student outcomes in real time.

Additionally, the college will seek external support by engaging racial equity experts, data analysts, and educational innovators. These partnerships will provide valuable insights, conduct external audits, and offer proven strategies and tools that may not be available internally.

SECTION

2. The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college’s student equity plan, all listed required contacts have viewing access to your college’s Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer

- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead
Additional Alternate Project Lead (optional)

SECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

For Reference: In NOVA there will be a link to your most recent 2023-24 SEA Annual Report.

3. 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:

- a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan. (2500 characters max)

Cerritos College has identified several root causes contributing to equity gaps across the five key student success metrics: successful enrollment, retention, completion of transfer-level math and English, degree/certificate completion, and transfer. These root causes include systemic barriers such as limited access to culturally responsive support services, lack of representation in curriculum and faculty, and insufficient early academic guidance for racially minoritized and disproportionately impacted students.

Root Causes of Equity Gaps

1. **Successful Enrollment:** Barriers include limited access to information about college processes, especially for first-generation and low-income students, and a lack of culturally relevant outreach. We are seeing significant growth from dual enrollment, which implies students may benefit from early exposure to college.
2. **Retention and Persistence:** Students often face challenges related to financial insecurity, mental health, and a lack of belonging, which can hinder persistence. We have identified three areas associated with retention: 1) completing a comprehensive student education plan in their first semester, 2) completing their FAFSA or the California Dream Act, and 3) passing their first 5 classes. We are currently below expectation in each of these areas.
3. **Transfer-Level Math and English Completion:** Many students enter underprepared due to inequitable K-12 experiences and may not receive adequate academic support early on. AB 1725 has increased our pass-through rate for math and English, but completion rates were still lagging. In 2024-25, we

emphasized students taking math and English in their first year and we increased outreach for tutoring. We saw a significant increase in both attempt rates and completion rates.

4. **Degree/Certificate Completion:** Institutional complexity and unclear pathways can delay or derail student progress. Students often lack knowledge about which classes are needed to complete their degree. We also found that students who wait to complete math and English are less likely to complete. Those who complete math and English in their first year are 250% more likely to graduate. Students who received their comprehensive student education plan in the first year were 150% more likely to graduate.
5. **Transfer:** A lack of transfer-specific advising and support services disproportionately affects students from underrepresented backgrounds. We have also identified that many students are transferring without completing a degree or certificate. Lastly, we have determined that 90% of our students transfer to schools averring 7 miles from their homes. 90% of our students also transfer to one of 7 schools (5 CSUs and 2 UCs). This implies that finances, staying close to home or work, and other cultural reasons should focus on efforts toward local transfer.

Institutional Actions and Cultural Shifts

Cerritos College has implemented several impactful strategies to address these root causes and foster a culture of equity:

1. **Professional Development:** The college prioritizes intentional professional development focused on race-consciousness and equity-minded practices. This has helped faculty and staff better understand and address disparities in student outcomes.
2. **Data-Informed Decision-Making:** Through the Institutional Effectiveness, Research, Planning, and Grants (IERPG) Division, the college uses disaggregated data to identify equity gaps and guide interventions. This ensures that strategies are targeted and responsive to the needs of specific student populations.
3. **Student-Centered Support Structures:** Initiatives such as the Falcon Scholars Program and the expansion of basic needs services (e.g., food pantry, mental health resources) have created more holistic support systems that address non-academic barriers to success.
4. **Student-First Framework:** Our educational master plan sets ambitious key performance goals for all students across disproportionately impacted students. Our overarching goal is for 50% all student groups to graduate within 5 years of their first course. Other KPIs are developed to help reach this lagging indicator.

These institutional efforts are helping Cerritos College make measurable progress toward the goals outlined in its 2022–25 Student Equity Plan, while also embedding equity more deeply into its culture and operations.

- b. Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan. (2500 characters max)

1. Professional Development

Cerritos College has found that intentional, professional development has been instrumental in shifting campus culture toward equity-mindedness. Faculty and staff training focused on understanding systemic racism, implicit bias, and culturally responsive pedagogy has helped create more inclusive learning environments. This approach will continue to be a cornerstone of the 2025–28 plan, reinforcing the importance of equity literacy across all departments.

2. Data-Informed Equity Interventions

The use of disaggregated data to identify and address equity gaps has proven highly effective. The Institutional Effectiveness, Research, Planning, and Grants (IERPG) Division has played a key role in ensuring that decisions are informed by real-time data and that interventions are tailored to the needs of disproportionately impacted student groups. This data-centric approach will remain central in the next plan, with an even stronger emphasis on tracking progress and refining strategies based on outcomes. Leading indicators for all equity groups include the following goals:

- a) 80% of students will receive a comprehensive student education plan in their first semester.
- b) 40% of students will attempt 15 degree-applicable units by the end of their first full term.
- c) 80% of students will attempt 15 degree-applicable units by the end of their first academic year.
- d) 20% of CTE students will attempt at least 9 units by the end of their first year.
- e) 85% of students will attempt and 70% will pass transfer-level English by the end of their first year.
- f) 70% of students will attempt and 55% will pass transfer-level math by the end of their first year.

3. Holistic Student Support and Educational Planning

Cerritos College has made significant strides in integrating academic and non-academic support services, such as mental health resources, basic needs programs, and comprehensive educational planning. These efforts have helped reduce barriers to student success and will be expanded in the 2025–28 plan. The new plan emphasizes the importance of clear, personalized educational pathways and wraparound services to support students from enrollment through transfer or completion.

SECTION 4: EXECUTIVE SUMMARY

4. Executive Summary

GUIDANCE: Per Education Code 78220 (c), the Student Equity Plan **must be adopted** by the governing board of the community college district and **include an executive summary**. The Chancellor of the California Community Colleges is required to publish all executive summaries and send it to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision(b) that so requests, and additional individuals and organizations as deemed appropriate.

As your college plans and develops the 2025-28 Student Equity Plan, please keep in mind the required elements of the executive summary listed below. The executive summary is a summary of your Student Equity Plan and is a public-facing document. Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

- ✦ Student groups for whom goals have been set
- ✦ Goals set for these student groups
- ✦ Initiatives that the community college or district will undertake to achieve these goals
- ✦ Resources that have been budgeted for that purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)
- ✦ Community college district official to contact for further information
- ✦ Detailed accounting of how funding was expended (expenditures from 2022-25 Student Equity Plan)
- ✦ Assessment of the progress made in achieving identified goals (goals/outcomes from 2022-25 Student Equity Plan)

Executive Summary

Previously, equity efforts at Cerritos College focused on small, group-specific programs that did not achieve systemic change or close our identified gaps. The new plan addresses campus-wide issues by improving key performance indicators while emphasizing disproportionately impacted (DI) groups.

The 2025–2028 Student Equity Plan aims to close equity gaps among DI populations such as Latino/a/x, male, LGBTQ+, first-generation, low-income students, students with disabilities, veterans, foster youth, and justice-impacted individuals. Targets include raising DI enrollment by 10–20%, having 70% of students attempt and 45% complete transfer-level math and English in year one, increasing persistence to 90%, achieving a 50% five-year completion rate, and boosting transfers by 20%.

The document outlines several key strategies to support disproportionately impacted student populations. These include offering scholarships to cover application fees for CSU and UC systems, using Degree Planner and Schedule Builder to help students complete their degrees, and creating additional options for Latino/a/x students to transfer to local universities. The strategies also emphasize developing 2+2 programs and AI tools to optimize course plans, building in-reach programs within Learning and Career Pathways, and expanding the Puente program. Additionally, the document highlights the importance of providing detailed information to academic departments, implementing the Falcon’s Finest campaign, and ensuring the availability of needed classes in multiple formats. Other strategies include expanding tutoring options, completing comprehensive student education plans early, and fostering peer groups for first-year students. Finally, the document suggests launching 9-week classes for key majors, providing summer math bootcamps, and implementing automated systems for high school partners to facilitate college course enrollment.

Budgeted resources support these actions through staffing, technology tools, training, emergency grants, tutoring, and outreach, all aligned with equity priorities and Vision 2030.

For details, contact Dr. Lui Amador, Dean of Student Equity & Success, or visit www.cerritos.edu.

In 2022–2025, SEA funds enabled the Student First Framework, expanded Falcon Scholars and basic needs services, advanced culturally responsive teaching, and solidified Guided Pathways. These led to better transfer-level course completions, increased dual enrollment, improved student onboarding, and greater integration of equity in planning, aided by real-time data monitoring.

IMPORTANT: Please review the following regulations and guidelines prior to completing your Executive Summary:

- ✦ [Education Code 78222 \(a\)\(1\)\(2ABC\)](#)
 - a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all of the following:
 - (A) Implementing activities and practices pursuant to the California Community College **Guided Pathways Grant Program**.
 - (B) Ensuring students **complete their educational goals and a defined course of study**.

(C) Providing **quality curriculum, instruction, and support services** to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

- ✦ Per [Education Code 78221](#), SEA allocated funds are for the “purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section [78220](#).”
- ✦ Per [Education Code 78220 \(e\)\(1\)\(2\)\(3AB\)](#), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student’s ability to persist in the student’s course of study. Please read [Education Code 78220 \(e\)\(1\)\(2\)\(3AB\)](#) for more details and information on the definition of “eligible student” and “emergency student financial assistance”.
- ✦ Please review [Student Equity and Achievement \(SEA\) Program Expenditure Guidelines \(cccco.edu\)](#).

Please enter the URL to your college’s 2025-28 Executive Summary in the box below:

Insert 2025-28 Executive Summary URL Link: (required)

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.

PDF Upload: (required)

SECTION

GUIDANCE: The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)

For further information on the Metric and DI Population Summary table, see this resource: [Student Equity Plan 2025-28 Metrics](#)

EXAMPLE ONLY

(See NOVA for your College's Metric and DI Population Summary)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year (see metric section for baseline year)	# of Students for Baseline Year (see metric section for baseline year)	GOAL 1		GOAL 2	
			Eliminate Disproportionate Impact % of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	Fully Close Equity Gap % of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Successful Enrollment – DI Student Populations						
Black or African American	17.3%	57	4.6%	16	8.7%	29
White Female	21.6%	466	3.1%	68	5.1%	111
Female	24.5%	1,349	0.4%	23	2.4%	135
Completed Transfer-Level Math and English – DI Student Populations						
DSPS	7.6%	35	0.1%	1	2.5%	12
First Generation	8.0%	111	1.0%	15	3.0%	42
Hispanic	7.8%	133	1.8%	32	3.9%	67
Persistence: First Primary Term to Secondary Term – DI Student Populations						
Foster Youth	51.2%	43	6.0%	6	16.7%	15
Hispanic Male	63.7%	403	4.7%	7	4.7%	30
Homeless	46.2%	12	2.2%	1	21.5%	6
Completion – DI Student Populations						
Econ Disadvantage	9.0%	108	1.5%	18	3.5%	42
First Generation	8.2%	143	3.7%	65	5.7%	99
Transferred to a Four-Year – DI Student Populations						
Hispanic	21.7%	116	4.7%	25	8.2%	44
Male	24.3%	171	1.8%	13	5.0%	35

SECTION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. <https://datavista.cccco.edu/resources/38> (300C) Successful Enrollment metric is calculated as follows:

- ✦ Applied in the selected academic year through the OPEN CCC Apply version of the application
- ✦ OR applied to attend in the selected academic year through the International CCC Apply version of the application ✦
AND exclude high school students applying as special admit
- ✦ AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- ✦ AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

SUCCESSFUL ENROLLMENT DATA

Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # 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			N/A	N/A	N/A	N/A
DI: Asian	13.1%	123	1.7%	16	3.9%	37
DI: White	6.2%	682	16.5%	1822	18.5%	2046
DI: See NOVA						
Additional Student Population (see Note below)						

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

**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.*

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 underserved 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.

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).** (500 characters max for each

goal) 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. (bottom text box opens in NOVA)
- No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

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

1. At least 80% of first-year, first-time students (in all DI groups) will receive a Comprehensive Student Educational Plan (CSEP) in the first semester.
2. At least 80% of first-year, first-time students (in all DI groups) will attempt 15+ degree applicable units in their first year.
3. Increase the percentage of students from our district-area high schools who take non-credit or credit courses at the college by 30%

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of your disproportionately impacted prospective student populations and identify what key strategies, especially across academic and student affairs, are needed to address equity in 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). (500 characters max for each strategy)

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT– Disproportionately Impacted Student Population(s)

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. Bring services to the High Schools. The award-winning pilot of College Bound Buccaneers program (at Bellflower High School) increased the percentage of enrolled students by more than 40%. The program brought the six onboarding steps that are part of our Cerritos Complete Promise Program to the Bellflower High School Campus (i.e., career exploration, orientation, financial aid, application, student education planning, and enrollment). Bellflower High School is largely Latino/a/x, and scaling this program at neighboring schools with White and Asian populations is expected to yield similar results.

Lead: Yvette Tafoya, Dean of Enrollment Services

Involved: Eliza Hoyos Vences . Dean of Counseling; Sasha Leonardo Director of Educational Partnerships and Programs

Source: Connected to ACE recommendation (Outreach to local high schools)

Benchmarks and Milestones:

- 2025–26:
 - Redevelop the first-year pilot to be a model that could be scalable at additional high schools;
 - Create a video library for onboarding steps (one-stop URL);
 - Collect baseline data on application and enrollment outcomes;
 - Reconfigure orientation to assist with the enrollment steps.
 - Create short videos to describe the enrollment steps (include information about Schedule Builder);
 - Repeated persistent nudging to help them enroll into their classes;
 - Text them the day of their enrollment date (enrollment services);
 - Enrollment support available over Zoom (enrollment services);
 - Have student ambassadors available for enrollment;
 - Email or text students who drop their classes;
 - Follow up messaging goes through Cerritos Complete;
 - Build curriculum for the high school teachers to walk through the steps where our team is not able to attend (specifically around enrollment).
 - Track the Asian and White students who do not enroll to determine if there is any disproportionate impact. Look for messaging that resonates with them;
 - Survey students who did not enroll for their reasons;
 - Create the transfer of culture around this admission process (e.g., scholars honors and transfer academy);
- 2026–27: Continue to refine the model to be more efficient and sustainable. 2027–28: Expand to 1 more high schools with high Asian or White student populations; integrate culturally responsive onboarding materials. Evaluate impact on Latino/a/x, White, and Asian student enrollment; institutionalize as part of Cerritos Complete.

Example: Ensure, track, monitor, and evaluate intentional onboarding and career services for student veterans, including the promotion of credit for prior learning.

2. Expand access to high school data. Cerritos College will implement an automated system that enables high school partners to submit student and course information directly to the College. This will allow Cerritos College to process college applications and issue student ID numbers without requiring individual identification verification for Student Success Pathway (SSP) participants. By removing this barrier, high school students can seamlessly enroll in credit recovery courses offered during the summer. The SSP program will also include secure data-sharing protocols so high schools can easily access their students' Cerritos College ID numbers when requesting courses. This streamlined approach will reduce administrative delays and facilitate college course enrollment. The initiative will launch with the Downey Unified School District and expand to the Norwalk-La Mirada School District and additional partners. Notably, the Norwalk-La Mirada School District has a higher white student population than Cerritos College, which will provide valuable data to assess whether this strategy effectively closes existing gaps. We will also explore expanding to the ABC (Artesia, Bloomfield, and Carmenita) Unified District, which has a higher Asian population.

Lead: Graciela Vasquez, [Dean of Continuing Education](#)

Involved: Frank Mixson, Vice President for Academic Affairs; Robyn Brammer, Vice President for Student Services; Yvette Tafoya, Dean of Enrollment Services; Colleen McKinley, Dean of Academic Affairs

Source: Connected to ACE recommendation (Outreach to local high schools)

Benchmarks and Milestones:

- 2025–26:
 - Launch pilot with Downey High School;
 - Automate ID generation and application return process.
 - Identify the students who are dual enrollment students before attempting to add them to the non-credit process;
 - We already have a list of the Cerritos Complete district seniors which includes the parent list. Consider expanding this list to other class levels (i.e., 9-11);
 - Develop marketing programs to assist students and parents to understand the process of credit recovery and active participation at Cerritos College;
 - Develop a parent-approval process that is built into the start of their high school tenure.
- 2026–27: Expand to Norwalk-La Mirada School District; track enrollment and equity outcomes.
- 2027–28: Evaluate impact on White student enrollment; institutionalize auto-enrollment process across additional districts.

3. Two active enrollment terms. Many of our students have a pattern of applying to the college and not enrolling in their first term. Allowing students to have two active enrollment terms (e.g., students who apply for the Fall term but do not take classes would be allowed to enroll in the Spring term without needing to reapply) would remove barriers for continued enrollment. White applicants have the highest rate of not enrolling, and this would provide additional recruitment options for them.

Lead: Yvette Tafoya, Dean of Enrollment Services

Involved: Frank Mixson, Vice President for Academic Affairs; Robyn Brammer, Vice President for Student Services; Colleen McKinley, Dean of Academic Affairs

Source: ACE Recommendation

Benchmarks and Milestones:

- 2025–26: Work through the technical limitations for the enrollment systems to allow two active terms; begin staff training and policy updates (Complete).
- 2026–27: Launch communication campaign targeting Fall applicants who did not enroll; monitor Spring enrollment conversion rates.
- 2027–28: Evaluate impact on White student enrollment; institutionalize policy and automate process.

+ Click to Add Additional Key Strategies (OPTIONAL)

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.** (500 characters max for each strategy) **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. (bottom text box opens in NOVA)* ○ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT — Overall Student Population (if applicable)

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.

Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community. (Student First Framework, Lever A, Strategy 3)

SECTION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

<https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA				
Student Population	% of Students	# of Students	GOAL 1 Eliminate Disproportionate Impact	GOAL 2 Fully Close Equity Gap

	Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	% 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			N/A	N/A	N/A	N/A
DI: First Generation	9.8%	289	2.7%	81	4.7%	140
DI: LGBT	8.2%	30	1.3%	5	4.1%	15
DI: White	4.9%	40	6.3%	51	8.3%	67
Additional Student Population (see Note below)						

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

**The number of students needed to eliminate DI and to fully close 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 – NSA Students](#)*

GOALS:

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS. There are two related goals for Completed TransferLevel 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 Both 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 the Completion of Both 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 of 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 degree or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for the Completion of Both 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).** (500 characters max for each goal) **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.** (bottom text box opens in NOVA) ○
No, our college does not have additional goals.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

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 2028.

At least 70% of students (in all DI groups) will attempt transfer-level math in their first year.
 At least 85% of students (in all DI groups) will attempt transfer level-English composition in their first year.
 At least 60% of students (in all DI groups) will attempt both transfer level-English composition and math in their first year.
 At least 45% of students (in all DI groups) will pass both transfer level-English composition and math in their first year.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: 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 completing 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 Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)

Example: Establish and deploy data-driven systematic case management 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. Develop preferred math courses: As we explore ways to improve math and English completion for first generation students, the largest barriers appear to stem from limited process knowledge. We will develop “preferred” math classes for each major in Degree Planner. These will be added to the automated comprehensive student education plan students receive upon admission to the college. Students will know which math course best aligns with their major. Currently, students receive a list of multiple math classes that would satisfy the requirements for graduation. By listing the preferred class at the top, we can help with increased completion and transfer rates. This will benefit all students, but it may benefit first-generations the most, as they may lack the skills or knowledge to identify the preferred option for typical transfer programs or major requirements.

Lead: Eliza Hoyos Vences, Dean of Counseling.

Involved: Michael Page, Dean of SEM; Nancy MiLee , Business Systems Analyst

Source: ACE recommendation

Benchmarks and Milestones:

- 2025–26:
 - Identify preferred math and contextualize-English courses for top majors; integrate into Degree Planner.
 - Start with “double counting” courses where a math course is required for the major (start with this);
 - Finalize the list of which math classes were most commonly taken by graduates (by major)
 - Reach out to the math department to share the list of recommendations by the departments; Reach out to department chairs who own the degree.
 - Department chairs should reach consensus with the faculty in that department to determine the preferred class.
 - Gather contextualized math and English class information ahead of the enrollment window.
 - Provide the list of selected classes to the LCP faculty reps.
- 2026–27: Expand to all majors; train counselors and advisors on new structure.
- 2027–28: Evaluate impact on first-generation student outcomes; institutionalize preferred math pathways.

2. Math and English classes opened as needed: When possible, open new math and English classes as needed by modality or time of day. Specifically, when a waitlist closes for a specific section, an identical section (including modality and time of day) will be added. First-generation college students often face difficulties planning their classes due to a combination of factors including lack of familiarity with college systems, work obligations, and potential cultural or familial pressures. Research indicates that a significant percentage of first-generation students juggle work and studies, often due to financial needs and a lack of familial resources. They may be unaware of registration processes, face challenges with financial aid, or experience pressure to balance academic pursuits with family obligations and work. Ensuring they can enter the recommended math class on their Student Education Plan, removes a barrier of trying to find an alternative course.

Lead: Michael Page, Dean of SEM.

Involved: Sunny Rothstein, Dean of Liberal Arts

Source: ACE recommendation, [Students](#) First Framework

Benchmarks and Milestones:

- 2025–26:
 - Implement waitlist monitoring system; begin adding sections dynamically.
 - Counselors and Admissions & Records reach out regularly when classes are identified as “full.”
 - Ensure the students taking ESL 180 meet the prerequisite requirement for classes that are met by ENGL C1000.
- 2026–27:
 - Use CCCApply math placement data to identify the number of sections needed.
 - Better inform students about their options for ESL and ENGL C1000 to fulfill the English composition requirement.
- 2027–28:
 - Evaluate impact on course access and completion; institutionalize responsive scheduling.

3. Dual-enrollment outreach program: Reach out to first-generation high school students and invite them to join dual enrollment math classes. Since first-generation and other students with potential concerns about college are included in this DI group, integrating math into their high school curriculum may support academic progress. The recently implemented credit recovery process at Downey High Schools can serve as a pilot program, encouraging students who have retaken a high school-level math or English course to enroll in a college-level math or English course the following year. This approach aims to help students complete math and English requirements before starting on the college campus. Downey has a sizable percentage of students who would be first-generation college students. Additionally, we are launching a university dual enrollment course to help students start their college tenure with the skills needed for success. Both of these initiatives will help students thrive when they arrive at Cerritos College full time after graduating from high school. **Lead:** Sasha Leonardo, Educational Partnerships & Programs; Stephany Diaz Espana, Dual Enrollment Manager.

Lead: Sasha Leonardo, Educational Partnerships & Programs; Stephany Diaz Espana, Dual Enrollment Manager

Involved: Sunny Rothstein, Dean of Liberal Arts; Michael Page Dean of SEM; Graciela Vasquez Dean of Continuing Education.

Source: Developed after the success of the first credit recovery summer program

Benchmarks and Milestones:

- 2025–26:
 - Partner with Downey High School to pilot credit recovery-to-college math pipeline.
 - Develop a database where we track students who have taken English or Math as credit recovery students.
- 2026–27:
 - Expand the program to Norwalk School District
 - Hire a manager to oversee the program and expand to additional schools.
 - Provide the list of students who passed math and English to the Dual Enrollment Program.
 - Focus on English courses, as we do not have access to the students' major or academic goals.
 - Outreach to the high school seniors to recommend these students to take the bootcamp programs for math or English.
- 2027–28: Institutionalize dual enrollment math outreach as part of equity strategy.

4. Math and English completion initiative: Given that students who fail math and English are among the least likely to persist at Cerritos College, and that first-generation students are particularly vulnerable to seeing math setbacks as signs they don't belong in higher education. Launch a math completion initiative that identifies and supports students who withdraw from their math courses. These students will be invited to join special program, where they'll receive motivational outreach, and instruction centered on building confidence and self-efficacy. Lead: Michael Page, Dean of SEM

Lead: Michael Page, Dean of SEM

Involved: Ian McCance, Chair of Math Dept.

Source: Developed after the success of the first summer bootcamp program

Benchmarks and Milestones:

- 2025–26:
 - Launch asynchronous preparatory modules.
 - Link these modules with in-person tutoring support
 - Develop a canvas shell for faculty and students to direct students to English-related skill-building and preparation as a successful college student.
 - Promote workshops on math anxiety support in the success center.
 - Collaborate with student health services to assist with math anxiety.
- 2026–27:
 - Develop a homepage for these math and English activities.
 - Link this information in the Orientation
 - Targeted texts to students who are enrolled in math and English to provide options for tutoring and support workshops.
 - Target by LCP the number of students who are missing math to provide enrichment opportunities through bootcamps and other assistance.
 - Create a button on LCP related webpages that provides information about the programs.
- 2027–28: Evaluate impact on math completion and persistence; institutionalize as annual program.

+ Click to Add Additional Key Strategies (OPTIONAL)

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 Both 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 the Completion of Both 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.** (500 characters max for each goal) **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.** (bottom text box opens in NOVA) ○
No, our college does not have additional key strategies for the overall student population.

ADDITIONAL KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH — Overall Student Population (if applicable)

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 completion for the overall student population.

Launch the EAB Study Buddy feature within EAB Navigate. The EAB Study Buddy system is a feature within the Navigate Student app, used by many colleges (like Notre Dame of Maryland University), that connects students in the same class sections to form study groups, fostering collaboration, accountability, and shared learning, often by sharing emails to organize sessions outside of class time. This feature will be available in EAB Navigate beginning July 1, 2026.

Lead: Eliza Hoyos Vences, Dean of Counseling

Involved: LCP Groups; Shawna Baskette, Dean of Academic Success

Benchmarks and Milestones:

2025–26: Planning & Infrastructure

- Q1–Q2
 - Create a promotional campaign to launch the feature in July 2026.
 - Identify a pilot group of math and English faculty for a soft rollout. They would create a repository for other faculty to use.
 - Collaborate with faculty and student services to define group structure (size, meeting frequency, roles).
 - Develop guidelines for peer mentoring and group facilitation.
 - Identify incentives for student engagement and participation.
- Q3
 - Build backend infrastructure in EAB Navigate to support group creation and tracking.
- Q4
 - Finalize integration with EAB Navigate for launch readiness by July 1, 2026.
 - Train faculty, advisors, and peer mentors on group setup and monitoring protocols.

2026–27: Launch & Monitoring

- Q1 (July 2026)
 - Pilot informal study buddy groups in select courses to gather feedback.
 - Pilot launch of study buddy groups in EAB Navigate.
 - Begin assigning students to groups during course registration or first week of classes.
- Q2–Q3
 - Monitor group activity and engagement through EAB analytics.
 - Conduct student and faculty surveys to assess effectiveness and identify challenges.
- Q4
 - Refine group matching algorithms and support resources based on feedback.
 - Publish mid-year report on group participation and academic outcomes.

2027–28: . Expansion & Institutionalization

- Q1–Q2
 - Expand study buddy groups to additional disciplines (i.e., the other disciplines in the Navigate early alert system).
 - Integrate group participation into early alert and intervention systems.
- Q3
 - Launch peer mentor training modules and certification.
 - Begin longitudinal tracking of student success metrics tied to group participation.
- Q4
 - Institutionalize study buddy groups as part of onboarding and course planning.
 - Publish annual equity impact report and recommendations for scaling.

SECTION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.ccco.edu/resources/40> (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # 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			N/A	N/A	N/A	N/A
DI: Black or African American	59.9%	163	3%	9	8.8%	24
DI: Econ Disadvantaged Male	66.2%	1150	1%	18	3.2%	56
DI: First Generation	65.4%	1477	3.4%	77	5.4%	123
DI: LGBT	61.7%	148	0.7%	2	6.9%	17
DI: Male	67.1%	1617	0.4%	11	2.4%	58
DI: White	55.3%	272	10%	50	14.5%	72
Additional Student Population (see Note below)						
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
<p>Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.</p>						

**The number of students needed to eliminate DI and to fully close 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.*

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 degree, or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for 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).** (500 characters max for each goal) **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.** (bottom text box opens in NOVA)
- **No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
<i>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 2028.</i>
In the Student First Framework, our goal is to increase first primary term to secondary primary term from 76% (overall) to 90%

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: 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 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). (500 characters max for each strategy)

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)
<i>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.</i>

1. First-semester FAFSA Completion. As first-generation students are our largest disproportionately impacted group, our goals are centered around critical onboarding tasks. Students who did not submit the FAFSA should be encouraged to complete it during their first term. **Begin** campaigns in the Learning and Career Pathways (LCP) groups around these financial aid activities in October. Provide FAFSA completion data to LCP success teams to encourage more students to complete their financial aid applications.

Lead: Jamie Quiroz, Assistant Director of Financial Aid.

Involved: Traci Ukita & Angela Hoppe-Nagao, Guided Pathways Coordinators, Yvette, Dean of Enrollment Services

Source: ACE Recommendation

Benchmarks and Milestones:

- 2025–26:
 - Launch FAFSA/CADAA campaigns in LCPs; begin Spring 2026 outreach;
 - Add FAFSA Completion Data to their Navigate teams.
 - Provide FAFSA completion data to success teams.
- 2026–27: Integrate FAFSA reminders into onboarding and orientation; track completion rates by DI group.
- 2027–28: Achieve 80% (currently at 76%) FAFSA/CADAA completion for first-year students; institutionalize campaign as an annual practice.

2. Award pins and badges for key achievements in the first year. Create a Falcon’s Finest group for students enrolled in at least 9 units by December 1. Research shows that awards and recognition improve outcomes such as course completion and academic progress, especially for first-generation students seeking belonging and access to resources. By guiding these students toward completing 15 units in their first year, we support their integration into a cohort and acknowledge their achievements. Falcon’s Finest Bronze winners (15 units, good standing) will be celebrated at term end and encouraged to register for Fall classes. **To help encourage greater participation, we will highlight group-based achievements and foster a supportive environment within LCP groups. This approach promotes teamwork, recognition, and a sense of belonging, helping male students, in particular, engage more fully and benefit from shared success.**

Lead: Elizabeth Miller, Dean of Student Services

Involved: Chelsea Van Doornum, Director of Public Relations; Yvette Tafoya, Dean of Enrollment Services

Source: Developed from Transfer Taskforce

Benchmarks and Milestones:

- 2025–26:
 - Launch Pre-Falcon’s Finest recognition for the 2024 KPI cohort (students who earned their bronze, silver, or gold pins).
 - Launch the flight path campaign for students who are on track to complete their 15 units by the end of the year. Encourage them to enroll in classes to reach their goal.
 - In Spring, outreach to the students who achieved their bronze pin in their first fall term and encourage them to take summer classes (star students).
 -
- 2026–27: Expand to include academic and co-curricular achievements; track impact on persistence and GPA. Build in badges into Ready Campus.
- 2027–28: Institutionalize as part of LCP success team practices and student engagement strategy.

<https://evollution.com/attracting-students/retention/the-impact-of-student-recognition-of-excellence-to-student-outcome-in-a-competency-based-educational-model>

<https://files.eric.ed.gov/fulltext/ED645912.pdf>

<https://nscresearchcenter.org/wp-content/uploads/PersistenceRetention2023.pdf>

3. Begin a first-year students peer group in the Ready Campus app by LCP. Structured peer groups foster relationships that reduce feelings of isolation, especially for first-generation or underrepresented students. They can also offer an opportunity for collaborative learning through group study sessions. By infusing these groups with peer mentors, they can also provide academic support, role modeling, skill development, and early intervention. Multiple studies have demonstrated that first generation students benefit from quickly building a sense of belonging, support and mentorship, academic support, social and emotional wellbeing, and access to information. Online peer groups can be a platform for sharing information about campus resources, financial aid, and other opportunities that might otherwise be difficult for first-generation students to access.

Lead: Lui Amador, Dean of Student Equity and Success

Involved: Elizabeth Miller, Dean of Student Services

Source: Developed from Transfer Taskforce

Benchmarks and Milestones:

- [2025–26: Launch peer groups by LCP in the Ready Campus app; train peer mentors and moderators.
- 2026–27: Integrate academic support, mentoring, and resource sharing; monitor engagement and retention.
- 2027–28: Evaluate impact on persistence and belonging; institutionalize as part of onboarding and student success services.

4. First-semester Education Plans: Ensure at least 80% of first-year, first-time students have completed their comprehensive student education plan (CSEP) by the end of their first term. By coordinating targeted efforts with Academic Counseling to provide CSEPS early on for students, we will ensure that students have a clear academic roadmap to achieve their educational goals. CSEPs will also allow for proactive planning of their academic schedules as well as identify barriers and challenges early on in their academic career.

Lead: Eliza Hoyos Vences, Dean of Counseling

Source: Student First Framework

Benchmarks and Milestones:

- 2025–26: Automate CSEP generation in Degree Planner for new students; integrate Degree Planner CSEP information into orientation and advising.
- 2026–27: Monitor updates and accuracy of CSEPs; provide training for counselors and advisors.
- 2027–28: Achieve 80% CSEP completion by the end of the first term; institutionalize CSEP tracking and updates via Degree Planner.

5. First-generation students significantly benefit from tutoring. They often face unique challenges in navigating the academic landscape of higher education, and tutoring can provide crucial academic support and guidance to help them succeed. To help close the gap, we are expanding the course-specific tutoring options to our 6 highest enrolled courses. These will include Math 112: Elementary Statistics; Hist 102: Political and Social History of the United States: 1500s to 1876; Comm 130: Public Speaking; Engl 100: Freshman Composition; Engl 103: Critical and Argumentative Writing; and Psyc 101: General Introductory Psychology. To increase tutor effectiveness and standardization, tutors will be trained by Cerritos College discipline-specific faculty.

Lead: Shawna Baskette, Dean of Academic Success

Source: Strategic Enrollment Management Grant and ACE Recommendation

Benchmarks and Milestones:

- 2025–26: Launch tutoring in top 6 enrolled courses; train tutors in equity-minded practices.
- 2026–27: Expand tutoring hours and modalities (in-person, online); track usage and course success rates.
- 2027–28: Evaluate impact on course completion and persistence; institutionalize as core academic support service.

+ [Click to Add Additional Key Strategies \(OPTIONAL\)](#)

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.** (500 characters max for each strategy) **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.** (bottom text box opens in NOVA) ○
No, our college does not have additional key strategies for the overall student population.

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE — Overall Student Population (if applicable)

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.

Allowing college students to earn badges for reaching important milestones each semester is a powerful way to motivate and support their academic progress. These progressive badges are tied to key performance indicators (KPIs), so when students accomplish certain goals, they receive clear recognition of their efforts. Displaying these achievements in the FalConnect app lets students see their progress and share it with their peers, which can boost morale and create a stronger sense of community. By working together as teams to earn badges, students can experience healthy competition and camaraderie, helping them feel connected and supported throughout their college journey. Overall, this approach can make students more confident in their abilities and more motivated to reach their academic goals. Online badges are likely to result in improved persistence as they are related to the following:

- **Increased Motivation and Engagement:** Digital badges provide a tangible way to recognize achievements, which can boost confidence and encourage students to stay engaged with their learning. They can serve as motivators for completing tasks and progressing through learning pathways.
- **Skill Recognition and Employability:** Badges highlight specific skills and competencies, making it easier for students to demonstrate their abilities to potential employers and enhance their resumes and online professional profiles. According to Rutgers University, digital badges can help students align their achievements with the objectives of employers, internship managers, and graduate school admissions committees.
- **Personalized Learning and Goal Setting:** Badges can break down learning into smaller, manageable chunks, allowing students to set goals and track their progress towards mastering specific skills or completing modules. This can foster a sense of autonomy and accomplishment.
- **Enhanced Feedback and Reflection:** Badges can be accompanied by detailed feedback, providing students with specific information about their progress and areas for improvement, according to one study. This can encourage deeper engagement with course material and self-reflection on their learning journey.

Lead: Elizabeth Miller, Dean of Student Services

Involved: Robyn Brammer, Vice President of Student Services; Eliza Hoyos Vences, Dean of Counseling

Benchmarks and Milestones:

2025–26: Design & Development

- Q1–Q2
 - Define KPIs for badge eligibility (e.g., attendance, GPA, tutoring participation, SEP completion).
 - Collaborate with student services, faculty, and tech teams to design badge categories (e.g., Academic Progress, Campus Engagement, Resilience).
 - Develop team competition framework (e.g., cohort-based, major-based, or affinity group-based).
- Q3
 - Build badge prototypes and test integration with EAB Navigate.
 - Pilot badge system with a small student cohort (e.g., DI students or first-year math/English students).
- Q4
 - Finalize badge visuals, descriptions, and feedback mechanisms.
 - Train staff and peer mentors on badge tracking and student engagement strategies.

2026–27: Launch & Engagement

- Q1 (July 2026)
 - Official launch of badge system in EAB Navigate.
 - Begin assigning students to teams and tracking badge progress.
- Q2–Q3
 - Promote badge visibility through social media outlets, student orientation, advising, and campus events.
 - Monitor badge engagement and persistence metrics using EAB analytics.
 - Collect feedback from students and staff to refine badge criteria and team dynamics.

- Q4
 - Publish mid-year report on badge impact (e.g., persistence rates, student motivation, team participation).
 - Begin planning for expansion to additional student populations (e.g., online learners, returning adults).

2027–28: Expansion & Institutionalization

- Q1–Q2
 - Expand badge system to include career readiness and transfer milestones.
 - Integrate badge achievements into student portfolios and resume-building workshops.
- Q3
 - Launch inter-group competitions with incentives (e.g., recognition events, micro-scholarships).
 - Begin longitudinal tracking of persistence and completion rates tied to badge participation.
- Q4
 - Institutionalize badge system as part of onboarding and equity-focused programming.
 - Publish annual equity impact report and recommendations for scaling across departments.

SECTION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. <https://datavista.cccco.edu/resources/41> (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey 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			N/A	N/A	N/A	N/A
DI: DSPS Male	5.8%	10	2.2%	4	5.6%	10
DI: Econ Disadvantaged Male	8.1%	160	2.9%	59	4.9%	98

DI: First Generation	9.5%	292	1.8%	57	3.9%	120
DI: Hispanic	10.4%	440	1.4%	62	3.4%	146
DI: Male	8%	229	4.4%	124	6.3%	180
Additional Student Population (see Note below)						

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

**The number of students needed to eliminate DI and to fully close 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.*

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 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (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 degree 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%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? 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 Outcomes and Benchmarks. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **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. (bottom text box opens in NOVA)* ○
- No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

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.

In our local strategic master plan (student-first framework), we have a goal of increasing the completion rate (within five years) for our students to 50% by Spring of 2029.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: 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).
(500 characters max for each strategy)

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)

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.

Example: Establish “equitable enrollment management group,” focused on interrogating the course schedule according to course completion, course length, time offered, and establish course patterns that will increase equity access and success—e.g., short-term course scheduling, night-time and online completion cohorts, etc.

1. **Smart Scheduling for Completion:** As first-generation students are again high on this list, it may indicate that students are either not aware of the classes needed, or they are not available during their schedule. Identify students close to completion and the courses needed for them to complete their degrees. This will require a development of a system in PeopleSoft to track students as they approach completion, identify the courses they need, and check to ensure those classes are available. Ensure the classes needed are available in multiple formats. Offering flexible options, such as online or hybrid formats, may help male students stay engaged by accommodating their learning preferences and schedules.

Lead: Yvette Tafoya, Dean of Enrollment Services

Involved: Colleen McKinley, Dean of Academic Affairs; Nancy MiLee, BSA

Source: Related to ACE Recommendation (auto-enrollment for students close to completion)

Benchmarks and Milestones:

- 2025–26: Identify a way to track students who are close to completing their major in the program plan stack
- 2026–27: Begin outreach and course availability planning. Offer needed courses in multiple formats (online, hybrid, evening); monitor enrollment and completion rates.
- 2027–28: Evaluate impact on male student completion; institutionalize proactive completion audits and flexible scheduling.

2. **Implement the Falcon’s Finest campaign to support students at 45-unit milestone.** At this milestone, we will award their “gold” pin and badge. We will also make a final push toward graduation and help the student identify the remaining classes for completion. Research shows that timely, personalized communication—especially around these key points—improves engagement and retention, particularly among male students. Building relationships through consistent, tailored outreach fosters trust, a sense of community, and encourages student persistence. As previously noted, empirical research indicates that recognizing student achievement—through awards, public acknowledgment, or academic honors—positively influences outcomes including course completion, timely progression, and satisfactory academic performance.

Lead: Chelsea Van Doornum, Director of Public Relations

Involved: Robyn Brammer, Vice President for Student Services. Elizabeth Miller, Dean of Student Services

Source: Transfer Taskforce and Related to ACE Recommendation (Scale up technology and peer interactions)

Benchmarks and Milestones:

- 2025–26: Launch milestone recognition at 45 units; integrate with transfer and career services.
- 2026–27: Expand to include digital badges, peer recognition, and incentives; track engagement and persistence.
- 2027–28: Institutionalize milestone campaigns as part of student success infrastructure.

<https://evollution.com/attracting-students/retention/the-impact-of-student-recognition-of-excellence-to-student-outcome-in-a-competency-based-educational-model>

<https://files.eric.ed.gov/fulltext/ED645912.pdf>

<https://nscresearchcenter.org/wp-content/uploads/PersistenceRetention2023.pdf>

https://attachment.eab.com/wp-content/uploads/2025/04/IB_Personalization.pdf

3. Share student progress data with academic departments for early intervention: Academic departments, led by their Deans, should be provided with detailed information regarding students within their majors and their progress toward degree completion, as monitored through the Degree Planner audit. Schedule Builder can provide reports of how student education plans are predicting classes for the next year. This data should be compiled and provided to the deans to assist with student-centered scheduling.

Lead: Colleen McKinley, Deans of Academic Affairs

Involved: Frank Mixson, Vice President for Academic Affairs; Eliza Hoyos Vences, Dean of Counseling

Benchmarks and Milestones:

- 2025–26: Provide deans with major specific data to identify where students are along the pathway. Identify what courses are needed and better align them with the demand.
- 2026–27: Implement equity-focused curriculum review and faculty development; launch division-level support interventions.
- 2027–28: Institutionalize shared responsibility for completion across academic divisions.

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.** (500 characters max for each strategy) **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.* (bottom text box opens in NOVA)
- *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR COMPLETION — Overall Student Population (if applicable)

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.

Coordinate scheduling for core majors and general education classes so in-person, offerings do not overlap. Students should be able to follow their Degree Mapper term sequence for any major.

Lead: Colleen McKinley, Deans of Academic Affairs; Eliza Hoyos Vences, Dean of Counseling

Involved: Nancy MiLee, Business Systems Analyst

Benchmarks and Milestones:

2025–26: Identification & Planning

- Q1–Q2
 - Identify programs where courses often overlap (including those offered for less than 18 weeks)
- Q3
 - Collaborate with counseling, admissions, and IT to develop automated alerts and tracking systems.
- Q4
 - Identify a communication plan to outreach to students to inform them when new courses are available.
- 2026–27: Launch & Expansion

- Q1
 - Collect feedback and track re-enrollment or course registration outcomes.
- Q2–Q3
 - Launch full outreach campaign across all departments.
 - Integrate outreach into EAB Navigate and student success S.
- Q4
 - Monitor campaign effectiveness: track course registration, persistence, and completion rates.
 - Host completion workshops and advising sessions for near-completers.
 - Publish mid-year report on campaign impact and student feedback.
 - Refine messaging and outreach timing based on engagement data.

2027–28: Institutionalization & Impact

- Q1–Q2
 - Institutionalize outreach as part of end-of-term advising and SEP updates.
 - Expand campaign to include certificate completers and transfer-ready students.
- Q3
 - Launch peer ambassador program to support near-completers.
 - Begin longitudinal tracking of completion outcomes tied to outreach participation.
- Q4
 - Publish annual equity impact report.
 - Recommend policy changes or resource allocations to sustain and scale the initiative.

SECTION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. <https://datavista.cccco.edu/resources/42> (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

TRANSFERRED TO A FOUR-YEAR DATA				
Student Population	% of Transfer	# of Transfer	GOAL 1 Eliminate Disproportionate Impact	GOAL 2 Fully Close Equity Gap

	Students for 2018-19 (Baseline Year)	Students for 2018-19 (Baseline Year)	% 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			N/A	N/A	N/A	N/A
DI: DSPS	13.7%	10	1.1%	1	9%	7
DI: Econ Disadvantaged Male	19.2%	122	1.7%	12	4.9%	31
DI: First Generation	20.9%	178	0%	1	2.7%	24
DI: Hispanic	21.4%	273	0.7%	9	3%	39
DI: LGBT	14.6%	13	0.8%	1	8.1%	8
DI: Male	17.1%	161	8.2%	77	10.6%	100
Additional Student Population (see Note below)						

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

**The number of students needed to eliminate DI and to fully close 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.*

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, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (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%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? 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 Outcomes and Benchmarks. If yes, click ‘Yes’ and enter a brief description of the additional goal(s). (500 characters max for each goal) 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.** (bottom text box opens in NOVA)
- **No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
<i>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 2028.</i>
Students transferring from Cerritos College with a degree average 86 units; those without a degree average 67 units (overall). We aim to reduce this 19-unit gap to 5 by 2029. Increase the number of applications to CSUs from 1,244 to 1,500 by 2029.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: 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). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
<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>
<p>1. Emphasize local transfer options. In the Latino/a/x cultures, family influence emphasizes strong family ties and prioritizing the needs of the family (a concept called "familismo"). This can lead to students facing pressure or having a strong desire to stay close to home to maintain these ties and continue supporting their families. Most of our Latino/a/x students will transfer to schools within 7 miles of their family homes, but we have not made these schools our primary focus. We will create additional options for students to travel to our top 7 local transfer universities and create more opportunities on campus for students to interact with these schools and other students interested in those schools. 90% of our students transfer to 5 CSUs and 2 UC campuses (CSULB, CSUF, CSUDH, CSULA, Cal Poly Pomona, UCI, and UCLA). We will begin creating student cohorts around these schools and increase marketing for them. We will also expand the Puente program to include a Puente club (open to all) where local tours will become part of the club activities.</p> <p>Lead: Nelly Alvarado, Director of Career and Transfer Services Involved: Eliza Hoyos Vences, Dean of Counseling; Elizabeth Miller, Dean of Student Services. Source: ACE recommendation (connect with local schools and promote top schools to students) Benchmarks and Milestones:</p> <ul style="list-style-type: none"> ● 2025–26: <ul style="list-style-type: none"> ○ Create student cohorts by university. ○ Identify students who are in the “transfer path” and complete 30 transferable units. ○ Launch campus visits to top 7 transfer destinations; ○ Create messaging for various milestones <ul style="list-style-type: none"> ▪ 15 units – find your school ▪ 30 units – visit your school ▪ 45 units – confirm your school

- 2026–27:
 - Leverage the campus for the conference that occur at target campuses.
 - Create virtual tours of university campuses (either asynchronous or as a group)
 - Host on-campus transfer fairs and panels; track engagement and transfer intent.
- 2027–28: Institutionalize university partnerships and cohort model.

2. Cohort transfer groups: As first-generation, male, and Latino/a/x students are all showing disproportionate impact. Part of what needs to occur for each of these populations is to create cohorts around transfer to help them navigate the process. We will outreach to and recruit DI students into the Transfer Academy at the very beginning of their first year. We will specifically begin nudging students when they earn their first Falcon's Finest pin (at 15 units) to join the academy. At 30 units, we will again create a cohort around helping students earn their CALGETC breath certificate and encourage them to develop a student education plan with a transfer focus. If we can create parties, badges, and shared identities around these groups, especially ones emphasizing Latino culture, we can help close this gap.

Lead: Eliza Hoyos Vences, Dean of Counseling

Source: Related to ACE recommendation (create a transfer culture)

Benchmarks and Milestones:

- 2025–26:
 - Allow counselors in Degree Planner to develop plans from scratch.
 - Launch outreach at when students complete 15 and 30; integrate with CSEP and Degree Planner.
- 2026–27:
 - Develop an option in Navigate EAB or Degree Planner to track when students speak to students about transfer.
 - Explore options to identify the students who have shared transfer institutions.
 - Track student progress toward CALGETC and ADT; expand transfer workshops and advising.
- 2027–28: Institutionalize transfer milestones in LCP success teams.

3. Create 2+2 programs in Degree Mapper and develop AI tools to help students plan efficient transfer pathways. We will start with California State University Fullerton, publishing course sequences that outline two years at Cerritos College followed by major classes at CSUF. Many first-generation students lack higher education guidance, making the community-college-to-university process challenging. Publishing major-specific class sequences for top transfer institutions would offer clear 4-year pathways. Research by Velez (2014) shows first-generation students are 40% more likely to earn a bachelor's degree if they start at a two-year college. We will also develop 2+2 pathways in our CCC Applications. The first majors will involve STEM and Business pathways, which are more likely to attract male students.

Lead: Nelly Alvarado, Director of Career and Transfer Services

Involved: Eliza Hoyos Vences , Dean of Counseling.

Source: Transfer Taskforce Recommendation

Benchmarks and Milestones:

- 2025–26:
 - Develop 2+2 maps for top 5 majors (plus Anthropology) for Cal State Fullerton.
 - Identify the top 5 institutions by major.
 - Direct students who see this information toward ASSIST.org
- 2026–27:
 - Provide students with information about how to explore their options for their transfer institution's coursework.
 - Build in a milestone with each of our Degree Mapper maps. We could provide links after the first year.
 - Create an alumni student panel for recent graduates from key institutions.
 - Pilot one major in CCCApply to include their top 5 transfer institutions as selections.
 - Expand to top 10 majors; integrate with Degree Planner and counseling.
- 2027–28: Institutionalize 2+2 pathways and AI tools for all transfer students.

4. **Smart Scheduling for Transfer:** Male students often struggle to finish their coursework because of work demands (Tóth & Jagodics, 2025) . Use Degree Planner and Schedule Builder to schedule courses needed for the completion of transfer and degree goals. With our People Soft audit now able to assist with auto-awarding degrees, the next step will be to identify classes students close to completion need to complete their degrees. This may help students complete their degrees and decrease the gap of transferring without a degree or certificate. To better assist males, we will outreach to students who tend to enroll late (within 2 weeks of the course starting) and encourage them to enroll earlier. We will also leverage Degree Planner and Schedule Builder to create work-friendly course schedules (e.g., evening, weekend, hybrid formats), which are in higher demand for male students.

Lead: Nancy MiLee, Student Services Business Systems Analyst

Involved: Eliza Hoyos Vences, Dean of Counseling; Yvette Tafoya, Dean of Enrollment Services

Source: Transfer Taskforce Recommendation; [EJ1478610.pdf](#)

References

Tóth, E. & Jagodics, B. (2025). Examining university student burnout in relation to demands, resources and perfectionism: The mediating role of emotional regulation. *Journal of Pedagogical Research*, 9(3), 212-229.
<https://doi.org/10.33902/JPR.202534349>

Benchmarks and Milestones:

- 2025–26:
 - Develop reports showing 3 years of data to determine trends for courses needed for the next year.
 - Cerritos College is advancing a “Scheduling for Student Success” improvement initiative facilitated by Dr. Al Solano. This structured, three-phase process—Diagnose, Design, and Implement—uses data, stakeholder input, and student-experience insights to examine current scheduling practices, surface student pain points (including complexity created by multiple session patterns), and develop shared principles for a more predictable, coordinated, and student-focused schedule. This work is intentionally collaborative and aligned with the college’s broader modernization efforts, including the transition to CourseLeaf and the continued use of evidence-based decision-making to support student success.
 -
- 2026–27: Provide reports to deans and begin piloting math and English to schedule from CSEP reports.
 - Smart Scheduling Phase 2: Design the Scheduling Framework
- 2027–28: Institutionalize smart scheduling and course alignment for transfer and degree completion.
 - Smart Scheduling Phase 3: Implement and Improve

5. First-generation students are almost 11 percentage points less likely to apply to selective universities compared to peers whose parents attended college, even though their dropout rates are similar once enrolled (Barsegyan & Maas, 2024). This reluctance to apply may limit their opportunities for transfer and affect their ability to persist in their education. At Cerritos College, many first-generation students do not take advantage of the four free applications available to them, and some may not submit an application for a fifth school. To help address this, we will begin offering scholarships to support students from Disproportionately Impacted groups with covering CSU and UC application fees.

Lead: Etelvina Jurado, Executive Director, Foundation and Institutional Advancement

Involved: Eliza Hoyos Vences, Dean of Counseling

Source: Transfer Taskforce & ACE Recommendation; [College Student Employment](#)

Benchmarks and Milestones:

- 2025–26: Launch scholarship program for CSU/UC applications; prioritize DI students.
- 2026–27:
 - Build this into the transfer academy (apply for the scholarship).
 - Get a list of the transfer-oriented students who have at least 45 units completed and outreach to this group.
 - Provide additional guidance to first generation students who completed 45-degree applicable units.
 - Develop a new process where Cerritos College pays for the 5th application and the process is hidden from the student.
- 2027–28: Institutionalize as part of financial aid and transfer services.

References:

Barsegyan, V. & [Maas](#), I. (2024). First-generation students’ educational outcomes: The role of parental educational, cultural, and economic capital – A 9-years panel study. *Research in Social Stratification and Mobility*, 91.
<https://www.sciencedirect.com/science/article/pii/S0276562424000520#:~:text=We%20found%20that%20FGS%20are,improve%20school%20and%20university%20performance.>

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates 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.** (500 characters max for each strategy) **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.** (bottom text box opens in NOVA)
- **No, our college does not have additional key strategies for the overall student population.**

ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable)

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.

Revise language in application materials to guide students toward appropriate transfer degrees. Currently, many transfer-intent students enroll in general education patterns meant for terminal associate's degrees. By updating major options in CCC Apply, we can better steer students toward Associate Degrees for Transfer and CALGETC-aligned associate degrees.

Lead: Yvette Tafoya, Dean of Enrollment Services

Involved: LCP Quartet

Benchmarks and Milestones:

2025–26: Research & Redesign: Determine the best options for CCC Apply degree language that would guide students toward the most appropriate degrees. Launch the new language by October 1, 2025.

2026–27: Review majors to determine if students who have a goal of transfer are selecting programs of study at the time of application that have appropriate transfer general education plans.

2027–28: Evaluation & Institutionalization

- Q1–Q2
 - Conduct a comprehensive evaluation of the impact of revised application language on ADT enrollment and transfer intent.
 - Launch targeted campaigns for DI students who may still be misaligned with transfer pathways.
- Q3
 - Institutionalize revised language across all student-facing platforms (e.g., SEP tools, degree audits, advising scripts).
 - Begin longitudinal tracking of transfer rates for students who selected ADTs post-revision.
- Q4
 - Publish annual equity impact report and recommend additional CCC Apply enhancements or policy changes.

5. 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.***

(2500 characters max)

In evaluating our data, we determined that 90% of our students attend 5 CSUs and 2 UCs. Students tend to enroll at bachelor’s degree program within 7 miles of their family home. Historically, our transfer students who transferred with an associate’s degree were taking 19 units more than the students who transferred without a degree. This gap has been falling, but to have a functional guided pathway, we need transfer to align with our program requirements. We also need to track students on the pathway track at more frequent intervals, which is why we will launch our 15, 30, and 45 unit badges and pins. Additionally, as many of our transfer students do not understand how their two-year requirements connect with their 4-year goals, we will begin launching 2+2 plans to our top degrees and local transfer institutions. The more we can help students understand how to plan for their entire four-years, the more likely they will complete all of the tasks.

**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.

SECTION

6. GUIDANCE: After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. 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) and answer the question below for these identified populations. 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. **(minimum of one population is required, maximum of three)**

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)
Latino/a/x students
Male students
LGBTQ+ students
First Generation students
Economically disadvantaged students

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

Institutional Policies and Processes

At Cerritos College, several institutional policies and processes can inadvertently create barriers for these student groups. For instance, the enrollment process can be complex and overwhelming, particularly for first-generation and economically disadvantaged students who may lack familiarity with higher education systems. The requirement to complete multiple forms and navigate various departments can be daunting, leading to delays in enrollment or even abandonment of the process.

Financial aid policies also present significant challenges. While financial aid is available, the application process for FAFSA or CADAA can be complicated and time-consuming. This is particularly problematic for economically disadvantaged students who may not have access to the necessary resources or support to complete these applications. Additionally, the timing of financial aid disbursements can create financial instability for students who rely on these funds to cover basic living expenses. These timelines are complicated by the increasing attacks on our campus by bad-actors or AI bots, who create false accounts to gain access to financial aid. We want to provide our students with funding at the earliest possible time, without attracting criminals who will exploit these efforts.

Institutional Practices

The practices within Cerritos College can also create barriers for these student groups. For example, the lack of culturally responsive support services can hinder the success of Latino/a/x and LGBTQ+ students. These students may not see themselves reflected in the curriculum or in the faculty, which can impact their sense of belonging and engagement with their studies.

Moreover, the college's approach to onboarding can be a barrier. First-generation students family members likely have less knowledge of the college process to help their children navigate the system. For them, comprehensive onboarding is more essential. This begins with academic advising, which includes selecting a major, identifying the best classes for completion, and potential transfer options. Without comprehensive and proactive advising, these students may struggle to understand degree requirements, select appropriate courses, and develop a clear academic plan.

Institutional Culture

The institutional culture at Cerritos College can also pose challenges for these student groups. For instance, the college's culture may not fully embrace diversity and inclusion, which can create an unwelcoming environment for LGBTQ+ students. These students may face discrimination or lack of acceptance from their peers or faculty, which can impact their mental health and academic performance.

Similarly, the college's culture may not adequately support male students, who may face societal pressures to conform to traditional gender roles. This can impact their willingness to seek help or engage with support services, leading to lower retention and completion rates.

Challenges for Specific Student Groups

Latino/a/x Students

Latino/a/x students at Cerritos College face several unique challenges. Language barriers can be a significant obstacle, particularly for students who are English language learners. Additionally, these students may face cultural barriers, such as a lack of representation in the curriculum and faculty, which can impact their sense of belonging and engagement with their studies.

Male Students

Male students at Cerritos College may face societal pressures to conform to traditional gender roles, which can impact their willingness to seek help or engage with support services. This can lead to lower retention and completion rates. Additionally, male students may face challenges related to mental health, as they may be less likely to seek help for mental health issues due to societal stigma.

LGBTQ Students

LGBTQ+ students at Cerritos College may face discrimination or lack of acceptance from their peers, staff, or faculty, which can impact their mental health and academic performance. Continuing to build a community of support and acceptance can contribute to a stronger sense of belonging. Additionally, these students may not see themselves reflected in the curriculum or in the faculty, which can impact their sense of belonging and engagement with their studies.

First-Generation Students

First-generation students at Cerritos College face several unique challenges. These students may lack familiarity with higher education systems, which can make the enrollment process and academic advising particularly challenging. Additionally, these students may not have access to the necessary resources or support to navigate their academic journey effectively.

Economically Disadvantaged Students

Economically disadvantaged students at Cerritos College face significant financial barriers. The cost of tuition, books, and living expenses can be prohibitive, and the financial aid application process can be complicated and time-consuming. Additionally, the timing of financial aid disbursements can create financial instability for these students, impacting their ability to focus on their studies.

b. 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: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Cerritos College Equity Action Plan for Disproportionately Impacted Students

Cerritos College is committed to closing equity gaps across five student success metrics—**Successful Enrollment, Completion of Transfer-Level Math and English, Persistence, Completion, and Transfer**—through a **race-conscious, data-informed, and student-centered** approach. The college prioritizes **Latino/a/x, male, LGBTQ+, first-generation, and economically disadvantaged students**, recognizing the unique barriers each group faces.

Addressing and Overcoming Barriers

To dismantle systemic barriers such as limited culturally responsive support, gaps in the onboarding process, and insufficient early planning, the college will:

- **Embed equity** into institutional culture through professional development. Ensure that equity is a core part of the college’s culture by using teaching methods that support all students—especially those from historically underserved groups—and by offering ongoing training for faculty and staff.
- **Focus on strategic onboarding** to assist students from DI groups to get on the path and stay on the path.
- **Use disaggregated data** to identify gaps and tailor interventions.
- **Foster collaboration** between academic and student services to ensure holistic, coordinated support.

Strategies Across the Five Success Metrics

1. Successful Enrollment

- Expand **dual enrollment** to 11 high schools by 2026–27, targeting those with high Latino/a/x and Asian populations.
- Implement a **two-term enrollment system** to reduce reapplication barriers.
- Launch **automated application processes** and targeted outreach campaigns with partner high schools.

2. Completion of Transfer-Level Math and English

- **Require** students to **attempt math and English in their first year**, aiming for 70% attempt and 45% completion rates.
- Offer **accelerated 9-week courses** and **summer math bootcamps** for first-generation students. First generation students will receive special invitations to participate in these programs.
- Develop **“preferred math” pathways** aligned with majors and integrate them into Degree Planner.

3. Persistence

- Ensure 80% of first-year students complete a **Comprehensive Student Education Plan (CSEP)** by their second term.
- Launch **peer groups** via the Ready Campus app and recognize students maintaining 9+ units with **“Falcon’s Finest”** awards.
- Expand tutoring and embed **FAFSA/CADAA completion** into onboarding campaigns.

4. Completion

- Identify students **one course short of completion** and conduct personalized outreach.
- Use **Degree Planner audits** to ensure course availability and align scheduling with student needs.
- Involve and collaborate with academic deans and departments to **monitor student progress** and intervene early.

5. Transfer

- Build **2+2 transfer pathways** using Degree Mapper and create cohorts aligned with the **top 7 transfer destinations**.
- Provide **application fee scholarships** for CSU/UC-bound disproportionately impacted students.
- Integrate **transfer milestones** into Learning and Career Pathway (LCP) success teams.

Targeted Support for Priority Populations

- **Latino/a/x Students:** Expand bilingual counseling, and partner with community organizations.
- **Male Students:** Launch mentorship programs, mental health workshops, and leadership development initiatives.
- **LGBTQ+ Students:** Establish safe spaces, inclusive curriculum, and peer support groups; train faculty/staff on LGBTQ+ inclusion.

- **First-Generation Students:** Provide a case-management approach to advising, peer mentoring, and comprehensive orientation programs, where LCP teams work to ensure all students complete the processes.
- **Economically Disadvantaged Students:** Offer financial aid workshops, emergency grants, and textbook affordability programs.

Resources, Structures, and Support

- **IERPG:** Leads data analysis and equity tracking.
- **LCP Success Teams:** Provide integrated support from counselors, faculty, and success coaches.
- **Technology Tools:** Degree Planner, Schedule Builder, Program Mapper, and EAB Navigate.
- **Student Support Programs:** Our services are listed on our website with a common application for joining: <https://www.cerritos.edu/student-services/default.htm>
- **Funding:** SEA and Strong Workforce funds support staffing, tutoring, emergency grants, and professional development.

What Success Looks Like by 2028

- **10–20% increase** in enrollment of disproportionately impacted students.
- **70% attempt and 45% completion** of transfer-level math and English.
- **90% persistence** from first to second term.
- **50% five-year completion rate.**
- **20% increase** in transfer rates.

These outcomes will reflect a transformed institution where **equity is embedded in every policy, practice, and pathway**, ensuring all students have the opportunity to thrive.

SECTION 12: STUDENT EDUCATION PLANS

GUIDANCE: Per [Education Code 78222 \(b\)\(4\)](#), *as a condition of the receipt of SEA funds*, districts shall “provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.” Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, **especially in concert with strategic enrollment management**, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: “decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).” - [Vision 2030: A Roadmap for California Community Colleges \(page 10\)](#)

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 (out of the total number of students enrolled in cohort) 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 (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	3880	975	25.1%	1244	32.1%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1206	404	33.5%	488	40.5%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	3731	1589	42.6%	2037	87%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1204	223	18.5%	329	27.3%

7. Using local college data and the **CCCCO Percentage Point Gap Minus One (PPG-1)**, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. (2,500 characters max)

Enrolled	Ave for not in this Pop	PPG-1	
33.0%	43.4%	-10.4%	Asian
43.4%	42.1%	1.3%	Black
47.0%	35.4%	11.6%	Latino
66.7%	42.1%	24.6%	Pacific Islander
31.5%	44.7%	-13.2%	White

White students from Spring 2023 had the highest percentage gap of enrolled students not completing their student education plan. We are continuing to see these gaps for White and Asian students through Spring 2025.

Beginning Summer 2025, all students applying to Cerritos College will receive an automated comprehensive student education plan for their major and general education courses. Over the course of the year, counselors will

work with students to ensure they are staying in the classes for the major and work with them to change the identified major if their goals have changed. Additionally, starting Fall 2024, financial aid only pays for units that are taken as part of a student’s comprehensive student education plan.

8. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. (2,500 characters max)

Key strategies Cerritos College can implement or enhance to ensure disproportionately impacted (DI) student populations receive a Comprehensive Education Plan (CSEP) early—ideally in their first semester, and no later than the end of their first academic year:

Early Identification and Outreach

- Use application and enrollment data to flag DI students.
- Launch pre-semester outreach campaigns (email, text, phone) encouraging early advising appointments.
- Identify the students whose automated Degree Planner SEP meets their needs (i.e., lock their plans)

Mandatory Orientation with CSEP Integration

- Embed CSEP creation into orientation or first-year experience programs.
- Offer culturally responsive and multilingual sessions tailored to DI student needs.

Dedicated Equity-Focused Advisors

- Assign advisors with training in equity-minded practices to DI students.
- Maintain smaller caseloads for more personalized support.

Peer Mentoring Programs

- Pair new DI students with peer mentors who can guide them through the CSEP process and college navigation.

Integrated and Accessible Technology

- Use mobile-friendly platforms for scheduling, reminders, and CSEP tracking.
- Send automated nudges to students who haven’t completed a plan.

Structured Check-ins and Follow-ups

- Schedule advising checkpoints at key moments (e.g., after census, midterm).
- Use these to review progress and update plans as needed.

Targeted Workshops and Seminars

- Offer sessions on choosing a major, career exploration, and transfer pathways.
- Make these workshops mandatory or incentivized for DI students.

Faculty Collaboration

- Train faculty to refer students to counseling for CSEP development.
- Embed CSEP reminders in syllabi or Canvas announcements.

Incentives and Wraparound Support

- Offer incentives (e.g., bookstore vouchers, priority registration) for early CSEP completion.
- Provide support services like childcare, transportation, or extended hours for working students.

Student Voice and Feedback

- Collect anonymous feedback from DI students about their advising experience.
- Use this data to improve services and remove barriers.

9. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in

the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility. (2,500 characters max)

To ensure all students receive a Comprehensive Student Education Plan (CSEP) early in their academic journey—with a primary goal of delivery in the first semester and a secondary goal by the end of the first academic year—Cerritos College will implement the following strategies:

Structural Changes & Initiatives

- Automated CSEP Generation: Beginning Summer 2025, all incoming students will receive an automated CSEP aligned with their major and general education requirements.
- Financial Aid Alignment: Starting Fall 2024, financial aid will only cover units listed in a student’s CSEP, reinforcing early planning.

Advising & Support

- Mandatory Orientation Integration: Embed CSEP creation into orientation and first-year experience programs, with multilingual and culturally responsive sessions.
- Equity-Focused Advisors: Assign trained advisors to disproportionately impacted (DI) students, maintaining smaller caseloads for personalized support.
- Peer Mentoring: Pair new students with peer mentors to guide them through the CSEP process and college navigation.

Technology & Communication

- Mobile-Friendly Platforms: Use tools like EAB Navigate for scheduling, reminders, and CSEP tracking.
- Automated Nudges: Send reminders to students who haven’t completed their CSEP.

Engagement & Incentives

- Structured Checkpoints: Schedule advising sessions at key academic moments (e.g., post-census, midterm) to review and update plans.
- Workshops & Seminars: Offer sessions on major selection, career exploration, and transfer pathways, incentivized for DI students.
- Faculty Collaboration: Train faculty to refer students to counseling and embed CSEP reminders in syllabi and Canvas.
- Completion Incentives: Provide bookstore vouchers, priority registration, and other supports for early CSEP completion.

Feedback & Continuous Improvement

- Student Voice: Collect anonymous feedback from DI students about their advising experience to improve services.
- Data Monitoring: Use disaggregated data to track CSEP completion and address equity gaps

These strategies are coordinated across academic and student affairs, supported by LCP success teams, and aligned with Vision 2030 goals to ensure all students have a clear, personalized roadmap to achieve their academic and career goals.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE: [Education Code 78220 \(a\)\(4\)](#) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these**

programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justiceimpacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

10. 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. (2,500 characters max)

Cerritos College’s Guided Pathways framework is a cornerstone of its equity-centered transformation, designed to simplify the student experience and improve outcomes across disproportionately impacted populations. The college has embedded equity into each pillar of Guided Pathways, using disaggregated data to inform interventions and support student success. These efforts are aligned with Vision 2030 and the Student First Framework, which prioritize clear academic pathways and holistic support. Cerritos College will continue to advance its Guided Pathways framework through the following equity-aligned strategies.

:

- **Meta-Majors and Learning and Career Pathways (LCPs):** Eight meta-majors have been implemented to streamline student decision-making and support career alignment. Marketing efforts include digital and print materials, high school outreach, and campus engagement activities.
- **Success Teams:** Each LCP is supported by a cross-functional team including managers, counselors, faculty representatives, data coaches, social work interns, academic success representatives, and success coaches. Roles are being refined to improve impact—for example, data coaches now collaborate with the Dean of IERPG to monitor KPIs and inform interventions.
- **Technology Integration:** Cerritos College utilizes Program Mapper, EAB Navigate, and Pronto to enhance student success. Program Mapper includes most ADT and AA degree pathways; Navigate supports communication and data tracking; Pronto facilitates intra-LCP communication.
- **Strategic Communication:** A comprehensive communication plan has been developed, including key messages, timelines, senders, and tools. Messaging is being expanded to reach students across multiple cohorts and DI populations.
- **Targeted Initiatives:** In alignment with the Student First Framework, the Guided Pathways Lead Team launched onboarding audits and shared findings with executive leadership during the Spring 2025 LCP Retreat.
- **Next Steps:** The college will refine Success Teams and align communications with KPIs. Plans include adding students to LCP teams in 2025–26. Program maps will be updated with curricular changes and used to generate Comprehensive Student Education Plans for Fall 2026 admits.

11. 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.). (2,500 characters max)

Financial aid access is a critical equity lever at Cerritos College, especially for first-generation, low-income, and racially minoritized students. The college's Student Equity Plan emphasizes increasing FAFSA/CADAA completion as a key strategy to improve persistence and completion. By integrating financial aid outreach into Learning and Career Pathways (LCPs), Cerritos College ensures that financial support is part of a coordinated student success strategy. To increase FAFSA/CADAA completion and financial aid access, especially among disproportionately impacted students, Cerritos College will implement the following strategies:

- **Community Outreach and Engagement:** The Financial Aid Office will conduct in-person presentations, workshops, and participate in community events. Saturday workshops will be offered during peak application periods to accommodate working families. Collaboration with Cash for College will include scholarship drawings for Super Saturday attendees.
- **Targeted Messaging:** Outreach will be directed to students awarded Pell Grants who are not enrolled, encouraging them to register. High school visits will promote the Federal Work-Study program and support application completion.
- **Internal Outreach to Enrolled Students:** The college will deploy multi-channel campaigns (email, text, phone) to students who have not completed FAFSA/CADAA. Classroom presentations and collaborations with UMOJA, Puente, Veterans, foster youth, and Athletics will be expanded.
- **Digital Engagement:** Social media, texting campaigns, and awareness efforts will be used to increase visibility and engagement with financial aid processes.

12. 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. (2500 characters max)

Student Accessibility Services (SAS) plays a vital role in Cerritos College's equity infrastructure, supporting over 1,500 students with disabilities through proactive, data-informed strategies. The program is deeply integrated with academic departments and counseling services, ensuring that students receive timely accommodations and support. SAS initiatives are aligned with the college's goals to increase completion of transfer-level coursework and persistence among disproportionately impacted students. Cerritos College's Student Accessibility Services (SAS) program will support equity goals through the following initiatives:

- **Academic Recovery and Support:** SAS will continue targeted outreach to students who did not pass transfer-level Math and/or English, encouraging enrollment in AED 42.07 Independent Mediation Lab and participation in the Summer 2025 pilot program.
- **Academic Coaching Workshops:** Workshops addressing time management, self-advocacy, goal setting, and growth mindset will be offered to students on academic notice, dismissal, or probation.

- **Provisional Accommodations:** SAS will provide provisional accommodations while documentation is pending, ensuring access and continuity of support.
- **Specialized Courses and Labs:** A new Speech Pathology course and the DHH Lab will offer embedded tutoring and peer mentorship in ASL, supporting students with communication-related disabilities.
- **Data-Informed Collaboration:** Spring 2025 data shows strong collaboration with Counseling, with 339 SAS students enrolled in college-level Math and 319 in English, including high percentages of first-time students.

13. 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. (2500 characters max)

Cerritos College’s EOPS and CalWORKs programs are foundational to its equity efforts, providing wraparound services that address both academic and non-academic barriers. These programs are designed to support first-generation, parenting, and low-income students through personalized education plans, embedded tutoring, and financial assistance. Their alignment with the Student Equity Plan ensures that disproportionately impacted students receive consistent, high-touch support throughout their educational journey. Cerritos College’s EOPS and CalWORKs programs will continue to provide comprehensive support services to eliminate equity gaps:

- Priority registration and unlimited counseling appointments (minimum three per semester).
- Individualized Education Plans for all students.
- One-on-one support from EOPS Specialists.
- Program-specific grants and access to tutoring (in-person and virtual).
- School supplies, lending library, transportation assistance, and access to computer labs with free printing.
- Embedded EOPS tutors in English sections and dedicated counseling courses.
- Transfer support, including application fee coverage and free graduation regalia.

CARE Program Enhancements:

- Supplemental grants for childcare and transportation.
- Snack pantry, resource referrals, and family-focused workshops.
- Social activities to build community among student parents.

Summer Bridge Program:

- Six-week program for incoming high school students.
- Completion of Counseling 200 and English 100.
- Personalized education plans, laptop access, and Summer Bridge grants.

14. 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. (2500 characters max)

NextUp and LINC programs at Cerritos College are tailored to meet the unique needs of foster youth, including older students who often fall outside traditional support structures. These programs offer comprehensive services—from emergency grants to transfer counseling—designed to close equity gaps in persistence and completion. Their integration with SEA and equity initiatives ensures that foster youth are supported holistically and equitably.

The NextUp program will continue to support foster youth through:

- Priority registration and unlimited counseling appointments.
- Individualized Education Plans and access to program facilitators.
- Emergency grants, tutoring, school supplies, and transportation assistance.
- Dedicated learning communities and embedded tutoring.
- Transfer support and application fee coverage.

LINC Program for Older Foster Youth:

- Equity-funded support for students aged 26 and older.
- Similar services as NextUp, excluding priority registration.
- Ongoing efforts to secure funding for this underserved population.

15. 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. (2500 characters max)

The Veterans Resource Center (VRC) at Cerritos College exemplifies the college's commitment to equity for military-connected students. Through embedded counseling, mental health services, and academic support, the VRC addresses barriers that disproportionately impact veterans. The program's alignment with SEA and Guided Pathways ensures that veterans receive coordinated, personalized support from enrollment to graduation. Cerritos College's Veterans Resource Center (VRC) will support military-connected students through:

- New student sessions, VA benefits certification, and basic needs assistance.
- Priority registration and unlimited access to VRC counselors.
- Mental health counseling, tutoring, and access to school supplies and technology.
- Veteran-specific services and warm handoffs to other VRCs.
- Career development workshops and community events.
- Free graduation regalia and transfer support.

Key Partnerships and Initiatives:

- SAS counselor embedded in VRC for onboarding and accommodations.
- On-site tutoring for Math and English.
- Mental health services via US Vets Outside the Wire.
- Dedicated staff providing 1:1 support and timely benefit processing.

16. 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-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

The Justice Scholars Program is a key component of Cerritos College's equity strategy, serving system-impacted youth through trauma-informed, culturally relevant education. By offering academic courses at Los Padrinos Juvenile Hall and building re-entry pathways, the program supports persistence and transfer for justice-impacted students. These efforts are aligned with Vision 2030's call to expand access and opportunity for underserved populations. The Justice Scholars Program will support system-impacted youth through:

- Academic courses and support services at Los Padrinos Juvenile Hall.
- Restorative practices, trauma-informed care, and culturally relevant curriculum.
- Mentorship through Men of Color and identity-focused workshops.
- Re-entry pathways, transfer opportunities, and vocational training.
- Financial support for basic needs and legal assistance for expungement.
- Family engagement and partnerships with local businesses for career development.

17. 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. (2500 characters max)

Cerritos College is committed to increasing access and success for low-income adult (does it need to say "adult learners." Low income applies to all ages learners through a coordinated set of equity-driven strategies, structural reforms, and wraparound services. In 2023, the Hope Impact Survey found that 61% of Cerritos College students reported a basic need insecurity. In response, the campus leadership has mobilized a comprehensive approach to being a student-ready campus. These efforts are aligned with Vision 2030 and the Student Equity Plan's focus on disproportionately impacted populations, including veterans, working adults, re-entry students, and learners with prior experience or training.

Key strategies include:

Credit for Prior Learning (CPL): The college is scaling CPL to recognize experiential learning and accelerate completion timelines. CPL is especially targeted toward adult learners with military, workforce, or life experience. Faculty are engaged in developing articulation agreements, and the college is collaborating with the California MAP Initiative for technical support and policy alignment.

Career-Aligned Pathways: Through the Career Pathways Partnership and Noncredit Career Preparation, Cerritos College is expanding stackable credential programs that bridge adult education, credit coursework, and high-wage employment opportunities.

Re-Entry Resource Program: Tailored for students 23 and older returning to college after a break, this program offers personalized assistance with applications, counseling appointments, success workshops, and scholarship guidance. Virtual and in-person support is available to ease the transition back to college.

Adult Education & Diversity Programs: The Continuing Education Division provides open-entry/open-exit courses in math, English, entrepreneurship, and CTE. These programs help adult learners build foundational skills and transition into credit-bearing college pathways.

Falcon’s Nest, Basic Needs Center: The Falcon’s Nest offers centralized support for students experiencing food, housing, and financial insecurity. Services include:

- Food Support- A fully stocked market with fresh and non-perishable items available for free to all students. CalFresh application support. Grocery card support for equitable access to food for students unable to access the market or CalFresh benefits. A monthly food distribution for students and local community members.
- Housing Support- California's first campus-owed townhomes for free to low cost housing support of unhoused students ages 18-24 years, comprehensive housing navigation, move-in, and rental stabilization support for unhoused adults (over 25 years and/or with families), eviction prevention rental support for up to 6 months, and hotel vouchers for urgent needs.
- Financial Support- Emergency Aid for unexpected expenses and Financial Wellness Grants for students who work to build their financial literacy.
- Transportation Support- Monthly gas card support for students with in-person classes or campus-based employment. All students are eligible to apply for a free Metro Go Passes.
- Personal Hygiene- free access to hygiene supplies and monthly laundry mat card support.
- Professional Clothing Support- a clothing store with access to free professional clothing donated by staff, faculty, and the community. Personalized tailoring is provided in partnership with the campus Costuming Department.
- Academic Resources- Book and supply vouchers
- Case Management- each student is provided an opportunity to received comprehensive case management support to ensure the right support services in the Falcon's Nest, campus, and community are provided for their unique life circumstances.

Wraparound Student Services: SEA and Strong Workforce coordination ensures adult learners receive proactive case management, career-aligned education planning, and access to tutoring, mental health services, and basic needs support.

By integrating these resources and strategies, Cerritos College is building a responsive and inclusive ecosystem that supports low-income adult-learners in achieving academic and career success.

18. 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. (2500 characters max)

Cerritos College recognizes that learning occurs in many forms—through military service, work experience, industry certifications, and other non-traditional pathways. Credit for Prior Learning (CPL) is a key equity strategy designed to honor and validate these experiences, particularly for disproportionately impacted populations such as veterans, working adults, and returning learners. In alignment with Title 5 regulations and Board Policy 4235, the college is committed to expanding CPL access to accelerate degree completion and reduce barriers for students with demonstrated skills acquired outside the classroom.

In 2024–2025, the college established a Credit for Prior Learning Task Force composed of representatives from the Veterans Resource Center (VRC), Admissions and Records, Academic Affairs, and Counseling. This cross-functional group is charged with developing and implementing a strategic plan to equitably expand CPL opportunities.

Key Services, Resources, and Strategies:

Military Credit Integration

- Uploading Joint Services Transcripts (JSTs) into the Military Articulation Platform (MAP)
- Collaboration between VRC counselors and faculty to identify credit opportunities
- Development of articulation agreements to ensure automatic credit for future students

Faculty Engagement and Policy Alignment

- Presentations to Faculty Senate and campus-wide discussions on CPL expansion
- Prioritization of articulation within the Kinesiology Department in response to Title 5 and CalGETC changes
- Outreach to peer institutions to identify transferable CPL models and align practices

Professional Development and Institutionalization

- Formation of a faculty workgroup in summer 2025 to increase CPL awareness
- Support for departments in identifying course equivalencies for experiential learning
- Integration of CPL into broader equity and student success initiatives

Statewide Collaboration and Technical Support

- Partnership with the California MAP Initiative team for policy guidance and best practices
- Ongoing technical support to strengthen CPL infrastructure and implementation

Through these targeted strategies, Cerritos College is embedding CPL as a cornerstone of its equity framework—validating prior learning, accelerating student success, and fostering inclusive academic pathways.

19. 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. (2,500 characters max)

Cerritos College views Dual Enrollment as a powerful equity strategy that expands early access to college, accelerates degree attainment, and builds college-going identities among K–12 students. In alignment with the Vision 2030 goal of ensuring all California high school students complete high school with at least 12 units of dual enrollment, the college is implementing a comprehensive set of initiatives to increase equitable access and success for disproportionately impacted student populations.

The college’s Early College Program is rapidly scaling to meet student demand and institutional equity goals. Originally launched with three high schools, the program will expand to 11 high schools and 32 cohorts by 2026–27. These IGETC/certification pathways offer structured course sequences, intensive support, and immersive college experiences that enable students to earn up to 46 UC/CSU transferable units while completing high school.

Key Services, Resources, and Strategies:

- **Pathway Expansion and Alignment**
 - Scaling Early College Program from 3 to 11 high schools
 - Aligning dual enrollment with high school CTE pathways to build stackable certificates
 - Offering IGETC-aligned pathways that lead to transfer and career credentials
- **Targeted Support for Disproportionately Impacted Populations**

- **Students with Disabilities:** Expanded ACLR transition course to connect seniors with college Disability Services
- **Continuation School Students:** Dual enrollment in “Professional Soft Skills” to build workplace readiness and self-efficacy
- **All Students:** Bundled core transfer and career-ready courses (Counseling, Communication, English) to ensure early momentum
- **Early On-Ramps for Younger Students**
 - Foundational ninth-grade courses focused on self-exploration, college planning, and career awareness
 - Implementation begins at K–12 partner sites in 2025–2026
- **Structural and Policy Enhancements**
 - Revising CCAP agreements to eliminate systemic access barriers
 - Targeted outreach to foster youth, English learners, and low-income students
 - Faculty professional development on inclusive, culturally responsive pedagogy
 - Real-time equity data tracking to inform continuous improvement

Through these coordinated efforts, Cerritos College is closing equity gaps in dual enrollment and ensuring that historically underserved students access high-quality, college-level learning experiences that prepare them for postsecondary success.

20. 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. (2500 characters max)

Cerritos College is committed to advancing Vision 2030’s Goal 1: Equity in Success by aligning workforce development initiatives with student equity strategies. Through coordinated efforts across the Strong Workforce Program (SWP), Perkins V, and the Student Equity and Achievement (SEA) Program, the college is building a comprehensive framework that promotes access, completion, and economic mobility for disproportionately impacted (DI) student populations. These efforts are grounded in data-informed planning and guided by Cerritos College’s Disproportionate Impact Study of Core Indicators, which highlights equity gaps in enrollment, credential attainment, and job placement across Career Technical Education (CTE) programs.

Key Services, Resources, and Strategies:

Equity-Aligned Career Pathways

- Expansion of structured, stackable pathways from entry to employment or transfer
- Integration of K–12, noncredit, and credit programs through initiatives like the Career Pathways Partnership and Noncredit Career Preparation
- Emphasis on high-wage workforce outcomes and outreach to underrepresented students in CTE fields

Collaborative Case Management and Education Planning

- SEA and SWP coordination to embed career milestones into student education plans
- Proactive, wraparound support services to increase retention and accelerate completion

- Targeted advising and counseling for DI populations

Work-Based Learning Expansion with an Equity Lens

- Increased access to internships, apprenticeships, and industry engagement
- Intentional recruitment and support strategies for DI students
- Use of SWP funds to enhance student services and experiential learning opportunities

Curriculum and Program Design Guided by Equity

- CTE faculty collaboration with the Technical and Occupational Programs (TOP) Committee
- Use of disaggregated data and DI Study findings to inform inclusive curriculum and delivery methods
- Professional development focused on culturally responsive pedagogy

Credit for Prior Learning (CPL) and Re-Engagement

- Leveraging SEA and SWP funding to scale CPL for adult learners, veterans, and returning students
- Accelerated completion pathways for students with prior experience or training

Accountability through Workforce Metrics

- Use of labor market and employment data to monitor impact and guide improvement
- Participation in Strong Workforce Stars to benchmark program effectiveness and recognize progress in equitable economic mobility

By intentionally aligning SEA, Perkins, and Strong Workforce strategies, Cerritos College is creating a coordinated system that not only meets the goals of Vision 2030 but also positions equity as a driving force in program design, delivery, and success metrics.

21. 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. (2500 characters max)

To advance the goals of the Student Equity Plan, Puente, Umoja, and MESA will collaborate closely with the SEA Program to provide targeted support for disproportionately impacted student populations, including Latinx, Black/African American, and first-generation STEM students.

Puente Program

Puente will work with SEA to enhance culturally responsive academic counseling and mentoring for Latinx students. Joint efforts will include:

- Co-hosting workshops focused on transfer readiness, financial literacy, and career exploration.
- Sharing data to monitor student progress and identify equity gaps.
- Coordinating outreach to local high schools to build early college awareness.
- Counseling Support
- Career and Transfer Opportunities
- Cohort Base Learning Model

- Provide referrals to different campus resources

Umoja Program

Umoja will partner with SEA to strengthen holistic support for Black/African American students through:

- Collaborative development of culturally affirming curriculum and pedagogy.
- Joint leadership development initiatives and community-building events.
- Integration of SEA-funded mental health and wellness services tailored to Umoja students.
- Counseling Support
- Career and Transfer Opportunities
- Cohort Base Learning Model

MESA Program

MESA will align with SEA to support first-generation and underrepresented STEM students by:

- Expanding access to tutoring, academic support, and STEM internships.
- Co-developing equity-focused STEM pathways and transfer strategies.
- Leveraging SEA resources to provide professional development for faculty on inclusive STEM instruction.

Cross-Program Coordination

All three programs will participate in SEA-led equity summits, professional development, and data-informed planning. Regular coordination meetings will ensure alignment with SEA goals, facilitate resource sharing, and promote continuous improvement in serving disproportionately impacted students.

SECTION

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