

Porterville College - Student Equity Plan (2025-28) DRAFT

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Inclusive Planning Structure

Porterville College is committed to ensuring broad-based, inclusive participation in the development and implementation of the Student Equity Plan. A dedicated Student Equity Plan Workgroup has been established, comprising representatives from all major campus constituencies, including students, faculty, classified professionals, and administrators.

This workgroup is responsible for:

- Reviewing disaggregated student data,
- Identifying equity gaps, and
- Recommending strategic actions aligned with institutional goals.

Operating within the college's participatory governance framework, the workgroup ensures that all equity-related planning is integrated with broader institutional policies and initiatives. Each member serves as a liaison to their respective

department or stakeholder group, facilitating two-way communication and ensuring that the perspectives and needs of each area are reflected in the plan.

Furthermore, the workgroup pro actively seeks feedback from departments directly impacted by the plan's strategies, promoting alignment and accountability across campus. Built-in feedback loops support continuous evaluation and adjustment of equity initiatives as necessary.

Leveraging Student Voice

Porterville College recognizes the vital role of student voice in driving meaningful and effective equity work. Students are not only formally represented on planning committees, but are also engaged through a range of intentional strategies designed to amplify their perspectives:

- Campus Climate and Equity Surveys:

Surveys are administered on a regular basis to collect data on student experiences related to inclusion, access, and academic success. Results are disaggregated and analyzed to guide the development of targeted equity interventions.

- Student Forums and Town Halls:

Regularly scheduled open forums provide students with opportunities to engage directly with college leadership, voice concerns, ask questions, and co-create solutions.

- Lived Experience Panels and Testimony:

Students are invited to share their personal stories at key events, such as professional development sessions, campus forums, and board meetings. These narratives add depth and context to quantitative data, guiding policy and planning with authenticity and empathy.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

Porterville College is committed to advancing racial equity and social justice for all students, particularly those from historically marginalized communities. As a Hispanic-Serving Institution in California's Central Valley, we serve a predominantly Latinx student population, along with growing numbers of Black, Indigenous, Asian American, and low-income students. Our 2025–2028 Student Equity Plan centers race-conscious strategies to identify and dismantle systemic barriers that contribute to educational disparities.

We begin with disaggregated data analysis to highlight equity gaps in access, retention, and completion. Data reveals ongoing gaps for Black and Indigenous students, and lower success rates for Latinx males in math and English. Rather than adopt colorblind strategies, we confront these racialized disparities directly to inform high-impact interventions—such as enhanced tutoring, corequisite courses, and culturally responsive academic support.

Institutional practices are also under review. We are reviewing equity gaps in hiring practices, and cultural competency training for faculty and staff. New onboarding models and orientation programs reflect the lived experiences of first-generation and racially minoritized students.

Resources are being equitably allocated toward identity-affirming programs, basic needs support, and culturally inclusive spaces. Accountability measures—such as public dashboards, annual equity reports, and student support program equity planning to ensure continuous improvement.

Porterville College's race-conscious equity plan is a commitment to transformative change. By naming and addressing racial inequities, we aim to create a campus where all students are seen, supported, and empowered to succeed.

✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Porterville College is committed to advancing equity and ensuring that our Student Equity Plan remains a living document that reflects our institutional values and responds to the evolving needs of our students. To achieve this, we have established a structured local review and evaluation process that supports continuous improvement and fosters campus-wide accountability.

1. Student Equity Plan Workgroup

The group will lead the ongoing monitoring and evaluation of the SEP implementation. The group will meet often during the academic year to review progress toward equity goals, examine outcome data, and recommend adjustments to strategies.

2. Support from Institutional Research

Institutional Research will provide regular disaggregated data on key student success indicators, including access, retention, transfer, degree/certificate completion, and course success. This data will be reviewed to identify and address any disproportionate impact across student populations.

3. Inclusive Campus Dialogue

Progress updates and findings will be shared at key governance bodies such as College Council, Academic Senate, Classified Senate, and Associated Students of Porterville College (ASPC) at least once per semester. These presentations will foster transparency, provide opportunities for dialogue, and strengthen campus-wide engagement.

4. Annual Equity Plan Update

An Annual SEP Update Report will be compiled each spring to summarize outcomes, assess strategy effectiveness, and guide planning for the upcoming year. This report will include recommendations for new or revised interventions and will be shared broadly with the campus community.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Jasmin Quinones	Project Lead	n/a	jasmin.quinones@portervillecollege.edu	(559) 791-2393
Erin Wingfield	Alternate Project Lead	n/a	ewingfield@portervillecollege.edu	(559) 791-2332
Primavera Arvizu	Approver: Chancellor/President	n/a	pmonarrez@portervillecollege.edu	(559) 791-2218
Erin Wingfield	Approver: Guided Pathways Coordinator/Lead	n/a	ewingfield@portervillecollege.edu	(559) 791-2332
Griselda Aceves	Approver: Chief Business Officer	n/a	griselda.aceves@portervillecollege.edu	
Thad Russell	Approver: Chief Instructional Officer	n/a	thad.russell@portervillecollege.edu	(559) 791-2307
Erin Wingfield	Approver: Chief Student Services Officer	n/a	ewingfield@portervillecollege.edu	(559) 791-2332
Sherie Burgess	Approver: Academic Senate President	n/a	shburgess@portervillecollege.edu	
Michael Carley	Alternate Project Lead	n/a	mcarley@portervillecollege.edu	

Student Equity Plan Reflection

Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college’s pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

Through the implementation of our 2022–25 Student Equity Plan, Porterville College has gained deeper insight into the systemic and institutional factors driving equity gaps across the five student success metrics. Our analysis revealed that students from racially minoritized backgrounds—particularly Latinx, Black/African American, and Native American students—as well as foster youth and first-generation students, often face barriers tied to limited access to early academic support, unfamiliarity with college systems, and a lack of culturally responsive engagement.

Three institutional actions have been most impactful in addressing these root causes and fostering a stronger culture of equity:

1. The President's Advisory Council has prioritized discussions on male student enrollment and transfer rates. These conversations have brought greater visibility to data trends and sparked the development of targeted strategies aimed at improving outcomes for male students, particularly those from underrepresented groups.

2. Equity-Focused Student Support Services

We restructured our onboarding process and student services to be more inclusive and accessible. New students now participate in equity-centered orientations that introduce them to campus resources, and success teams. Our case management model—especially through programs like EOPS, NextUp, and Puente, etc.—has improved persistence and completion for disproportionately impacted groups by creating a stronger sense of belonging and support from the start.

3. Data-Informed Practice Through Summits

Multiple departments and divisions have initiated regular data summits to examine student outcome metrics specific to their areas. These summits are designed to raise awareness of equity gaps and to drive changes in practices that better support student success. One notable example is the Scheduling summit, launched by the Guided Pathways Team and held once each semester. This event brings together representatives from academic divisions and Student Services to collaboratively develop more equitable class scheduling practices that meet the needs of our diverse student body.

Plan Continuity *

As we transition into the 2025*28 Student Equity Plan, Porterville College intends to build upon several high-impact strategies from the current cycle that have shown measurable promise in closing equity gaps and promoting student success. Three key discoveries will guide our ongoing efforts:

1. Sustained Focus on Equity-Centered Onboarding and Case Management

Our restructured onboarding process and expanded use of equity-centered support programs (e.g., EOPS, Puente, NextUp) have significantly improved students' sense of belonging, especially among first-generation, foster youth, and racially minoritized students. We plan to continue refining this approach by deepening integration across departments, strengthening peer mentorship, and increasing staff training in culturally responsive practices.

2. Institutionalization of Data-Informed Practice

The adoption of regular data summits has empowered departments to take ownership of equity data and align their practices accordingly. These summits have proven critical in fostering a culture of continuous improvement and collaboration. We will continue institutionalizing this practice by embedding data review cycles into annual planning and expanding participation across student-facing and instructional units.

3. Cross-Departmental Collaboration Through Guided Pathways Structures

The Scheduling Summit model—developed under Guided Pathways—has demonstrated the value of bringing diverse voices together to co-create solutions. By involving both instructional and student services teams, we've made progress toward more equitable class schedules and student-centered planning. This structure will be maintained and enhanced, serving as a foundation for broader equity-driven collaboration throughout the next plan cycle.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://www.portervillecollege.edu/about-pc/research-and-planning/planning-documents.html>

PDF Upload *

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

SEP Executive Summary pdf.pdf

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
White	8.1%	59	23.4%	170	25.3%	184
Completed Both Transfer-Level Math & English - DI Student Populations						
White	7.6%	10	5.1%	7	9.6%	13
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation Male	59.8%	144	0.4%	2	6.6%	16
White	42.4%	70	19.5%	33	27%	45
Completion - DI Student Populations						
Econ Disadvantaged Male	12.7%	49	4.6%	18	8%	31
First Generation Male	9.7%	26	7.1%	19	10.7%	29
Hispanic Male	12%	45	5.5%	21	8.8%	33
Male	11.9%	56	7.4%	35	10.2%	48
White	12.9%	18	0.2%	1	5.7%	9
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	27.9%	143	13.7%	71	17.6%	91
First Generation	23.8%	81	10.4%	36	14.9%	51
Hispanic	28.3%	132	3.9%	19	8%	38
Male	25.3%	63	2.6%	7	8%	20

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population						
Overall Student Population	24.8%	531	N/A	N/A	N/A	N/A
White	8.1%	59	23.4%	170	25.3%	184

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

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

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

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. (Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

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

(500 character max for each goal)

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

In our campus strategic plan, we have a goal of increasing annual first time equivalent students from 3207 in 2024 to 3471 by Spring of 2028.

In our campus strategic plan, we have a goal of increasing the number of dual enrollment sections from 140 in 2024 to 170 by the Spring of 2028.

In our campus strategic plan, we have a goal of increasing our annual dual/concurrent enrollment from 4544 in 2024 to 5257 by the Spring of 2028.

In our campus strategic plan, we have a goal of increasing our annual Rising Scholars enrollment from 198 in 2024 to 300 by the Spring of 2028.

In our campus strategic plan, we have a goal of increasing our annual adult learners enrollment from 5526 in 2024 to 6500 by the Spring of 2028.

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>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.</i>	
1	Increase equitable enrollment through targeted outreach, focusing on underrepresented students. Efforts will highlight academic and career advancement opportunities, financial aid, and support services. Initial emphasis will be on improving access and outcomes for male students, particularly those from racially minoritized groups, using data-informed strategies, culturally relevant messaging, and community partnerships to close equity gaps.
2	Ensure students make progress towards their academic and career goals by deploying Guided Pathways success teams. Pathway specific success teams would conduct regular check-ins to provide guidance and help maintain student engagement.
3	Strategically targeting and promoting enrollment through outreach initiatives, while highlighting opportunities and support in student access and success. We will aim to spotlight areas of opportunity in career and college advancement, starting with male students.
4	Create more culturally relevant outreach experiences for potential students and their families. We would also look to expand community partnerships which support disproportionately impacted student populations.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population	23	23				
Overall Student Population	16%	174	N/A	N/A	N/A	N/A
White	7.6%	10	5.1%	7	9.6%	13

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

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

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via 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. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: [A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

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

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

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

(500 character max for each goal)

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

In our campus strategic plan, we have a goal of enrolling 60% of students increasing the students who are enrolled in college level English and math in the first from 50%-60% by Spring of 2028.

In our campus strategic plan we have a goal of 56% of our students to complete college level English in their first year by Spring of 2028 compared to 46% in 2023.

In our campus strategic plan we have a goal of 44% of our students to complete college level Math in their first year by Spring of 2028 compared to 37% in 2023.

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>	
1	Math: The college will continue to assess on its co-requisite courses especially in statistics and calculus. By offering the co-requisite courses Calculus it allows students in the STEM field to start their math sequence of courses immediately.
2	Math and English: The divisions will continue to host and expand on their data summits before every semester begins. They review trends, student success rates (broken down by gender, ethnicity, first gen. etc.). The Director of Institutional Research will be invited to participate to help filter data. Counselors will also be invited to assist with intentional course offerings for courses.
3	Math: Faculty will partner with the MESA program to mentor STEM students.
4	English: Facilitate regular grade norming sessions to help ensure grades are calibrated from one instructor to the next.
5	English: Offer student-centered teaching workshops to English faculty who intend to teach the corequisite course.
6	Expand on POCR-approved courses, making them fully accessible and meet the criteria set out on the CVC-OEI rubric.
7	Expand on No Textbook Cost sections and partner with the library to better support low textbook costs.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population						
Overall Student Population	64.7%	614	N/A	N/A	N/A	N/A
First Generation Male	59.8%	144	0.4%	2	6.6%	16
White	42.4%	70	19.5%	33	27%	45

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

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

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

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

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

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

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

(500 character max for each goal)

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

In our campus strategic plan we have goal to have 73% of our students persist from fall to spring by spring of 2028.

In our campus strategic plan we have a goal to have 65% of our students persist from fall to fall by spring of 2028.

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <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	Community outreach: Develop a robust outreach plan that engages school districts and community partners to build early relationships and raise awareness of support programs.
2	Design a gender-inclusive mentorship program through Guided Pathways to support persistence.
3	Expand online and evening course offerings to accommodate varying student schedules. Ensuring that critical courses are offered consistently and at accessible times.
4	Provide personalized educational and career guidance to assist students with understanding the connection between educational pathways, industry demands, and potential earnings.
5	Expand on onboarding practices by creating structured onboarding processes that ensure new students feel supported from entry, using clear pathways and community engagement.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.9%	199	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	12.7%	49	4.6%	18	8%	31
First Generation Male	9.7%	26	7.1%	19	10.7%	29
Hispanic Male	12%	45	5.5%	21	8.8%	33
Male	11.9%	56	7.4%	35	10.2%	48
White	12.9%	18	0.2%	1	5.7%	9

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

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

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

Goals

Completion Equity Goals

There are two related goals for Completion: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

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

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

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

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

(500 character max for each goal)

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

In our campus strategic plan we have a goal of 14% of our students to complete 15+ units in their first term by Spring of 2028 compared to 11% in 2023.

In our campus strategic plan we have a goal of 14% of our students to complete 30+ units in their first term by Spring of 2028 compared to 15% in 2023.

In our campus strategic plan we have a goal of 656 of our students to receive an associates degree in comparison to 526 in 2023.

In our campus strategic plan we have a goal of 225 of our students to receive a certificate of achievement in comparison to 61 in 2023.

In our campus strategic plan we have a goal of 200 of our students to receive a job skills certificate in comparison to 87 in 2023.

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Completion - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.</i>	
1	Expand programs like Puente, MESA, Umoja. This includes bettering marketing and onboarding practices.
2	Expand Basic Needs and Financial Stability by expanding access to the food pantry, emergency grants, housing resources, and financial literacy workshops. Partner with local agencies to support student facing economic hardship, with outreach strategies designed for underrepresented students.
3	Offer professional development for faculty on race-conscious teaching practices, anti racist pedagogy, writing equitable syllabi, and universal design for learning.
4	Conduct focus groups, surveys, and participatory action research with racially minorities students to co-create solutions.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	29.9%	173	N/A	N/A	N/A	N/A
Econ Disadvantaged	27.9%	143	13.7%	71	17.6%	91
First Generation	23.8%	81	10.4%	36	14.9%	51
Hispanic	28.3%	132	3.9%	19	8%	38
Male	25.3%	63	2.6%	7	8%	20

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

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

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

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

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

(500 character max for each goal)

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

In our campus strategic plan we have goal of increasing the number of students transferring from 296 in 2023 to 355 by Spring of 2027.

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

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

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

	<p>Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i></p>
1	<p>Transfer Family Engagement through culturally responsive partnerships</p> <p>Launch a coordinated Family-Centered Transfer initiative that includes:</p> <ul style="list-style-type: none"> -Bilingual Family Transfer Orientations led in partnerships with EOPS, Puente, and counseling faculty -Host events on campus and at the local high schools or community centers to meet families where they are.
2	<p>Post-Acceptance Counseling & "Commit to Transfer" Campaign</p> <p>Launch a "commit to Transfer campaign each spring with:</p> <ul style="list-style-type: none"> -Personalized congratulations outreach from counselors -1-on-1 post-acceptance counseling appointments -A clear checklist: intent to register, financial aid updates, orientation dates, housing info., etc. -Use text nudges, email, and phone banking to reach out personally
3	<p>Peer-Led Transfer Ambassador Program with Virtual Community</p> <ul style="list-style-type: none"> -Recruit recent PC alumni who have successfully transferred to serve as Transfer Ambassadors -Participate in Transfer server where PC students can connect with transfer ambassadors in real time.
4	<p>Embed Transfer Counseling in Guided Pathways</p> <ul style="list-style-type: none"> -Integrate transfer advising checkpoints into program maps for example: during second semester and before completing 45 units. -Assign a "Transfer Coach" to each meta-major or pathway who specializes in transfer options and equity support

Additional Key Strategies for Overall Student Population

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

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of*

Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

Our college's transfer strategies are intentionally designed to eliminate disproportionate impact, close equity gaps, and support all students in achieving transfer goals. These student-centered, equity-informed efforts align with Vision 2030 priorities: increasing transfer, closing gaps, and improving outcomes.

1. Removing Structural Barriers We address hidden challenges like:

- Limited post-acceptance guidance
- Unexpected transfer costs
- Disconnected support systems

Solutions: Post-acceptance counseling and a "Commit to Transfer" campaign guide students through final enrollment steps. A Transfer Completion Grant helps low-income and first-gen students cover last-minute costs. These efforts shift our role from passive informer to active transfer partner.

2. Centering Family and Cultural Capital For Hispanic and first-gen students, family plays a key role in decisions. Lack of family buy-in can discourage transfer.

Solutions: Bilingual Family Transfer Orientations—supported by Puente, EOPS, and student leaders—explain the process and address concerns around cost, safety, and opportunity. We honor family as an asset, not a barrier.

3. Building Peer and Alumni Networks Isolation and uncertainty often deter DI students from transferring.

Solutions: Our Transfer Ambassador program and Discord-based community connect students to successful alumni. A Transfer Buddy System, in partnership with CSU/UC campuses, provides summer and first-term peer support—fostering confidence and belonging.

4. Celebrating Transfer Milestones Without strong support, students may not recognize or celebrate progress.

Solutions: We track key milestones and host celebrations with incentives (e.g., swag, cap & gown, bookstore cards) to reinforce motivation and a sense of achievement.

Vision 2030 Alignment These strategies:

- Increase transfer across all groups
- Address root causes of equity gaps
- Promote holistic, student-focused support
- Strengthen partnerships with programs, families, alumni, and universities

We're moving from supporting transfer in theory to ensuring real, equitable results—especially for historically underserved students.

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU

or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

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

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Male

Current Challenges/Barriers *

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

Placement and Academic Pathways: Many male students enter college with interrupted academic preparation due to systemic factors. While placement reforms have improved access to transfer-level courses, some departments still rely on outdated prerequisites that can slow down momentum for male students who already face confidence and motivation challenges in the classroom.

Lack of Culturally Relevant Pedagogy: Many male students—especially Black, Latino, and Native men—report feeling disconnected from course content and faculty. A lack of culturally relevant pedagogy and engagement strategies can lead to disengagement and higher attrition. Faculty often lack training or tools to build rapport or address the unique needs of male students of color.

Underrepresentation and Lack of Mentorship: Male students from DI groups do not see themselves reflected in faculty, staff, or leadership. This lack of representation, coupled with limited mentorship opportunities, contributes to feelings of isolation and disconnection. Many male students struggle to find relatable role models who can guide them through academic and personal challenges.

Basic needs: Although programs exist to support students with financial needs, the processes to access emergency aid, food pantries, or housing support can be cumbersome. These systems are often not well-advertised or easily navigable for students who may already be overwhelmed with external responsibilities.

Campus Climate: Campus Culture and Belonging: Male students from DI populations report experiencing stereotypes, implicit bias, and microaggressions, which negatively affect their sense of belonging. The dominant campus culture often fails to affirm their identities or create safe spaces for engagement, leadership, and growth.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

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

To eliminate equity gaps experienced by male students, particularly men of color, our college is committed to a coordinated, data-informed, and equity-minded action plan that spans instruction, student services, and institutional

culture. This plan is aligned to improve outcomes across access, retention, completion of transfer-level math and English, transfer, and degree/certificate completion.

1. Addressing Challenges and Barriers

We will address structural barriers by embedding equity into institutional practices. This includes reviewing and revising placement and prerequisite policies, scaling culturally relevant pedagogy, and improving representation and mentoring. A climate assessment focused on male students will inform improvements to campus culture, support systems, and belonging.

Specific Strategies and Measures of Success

- **Instruction:** Faculty will receive training on culturally responsive teaching and inclusive classroom practices, with a focus on engaging men of color. Success will be measured by increased persistence, pass rates in transfer-level courses, and student-reported engagement.
- **Student Services:** A men's success initiative will be expanded to provide targeted outreach, case management, and culturally affirming spaces. This includes mentoring programs connecting students with staff, faculty, and community role models. Success will be reflected in increased retention, transfer, and completion rates.
- **Integrated Support Systems:** We will implement proactive advising and early alert systems tailored to male students' needs. Peer support and affinity groups will be embedded within learning communities and support programs.
- **Campus Engagement:** Regular programming—such as speaker series, workshops, and male-focused support groups—will create space for dialogue, leadership development, and identity affirmation. Participation and feedback will be tracked to evaluate impact.
- To sustain these efforts, the college will:
 - Leverage SEA Program and Title V funding to support program staff, student mentors, and faculty training.
 - Partner with community organizations and regional employers to provide mentorship and internship opportunities for male students.
 - Increase awareness amongst career choices and financial success upon degree completion.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the **Comprehensive Student Education Plans** table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and*

include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	907	583	64%	654	72%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	239	149	62%	154	64%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,082	681	63%	740	68%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	314	116	37%	131	42%

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

The data indicate that the most consistent gap in CSEP completion exists by gender, with male students completing CSEPs at a substantially lower rate than female students across multiple terms. A secondary area of concern is age, as students who begin their studies at older ages are somewhat less likely to complete a CSEP; however, these cohorts are relatively small, so the impact is less pronounced. Racial and ethnic disparities are not consistent across terms, and variations for White students appear tied to anomalies such as enrollment fraud rather than true disproportionate impact. The data also highlight cohort differences between fall and spring terms, with fall cohorts generally reaching higher CSEP completion rates within both the first term and first academic year. The Spring 2024 cohort stands out with markedly lower rates, at 37 percent for the first term and 42 percent for the first academic year. This decline may be influenced by data-recording discrepancies, enrollment fraud inflating the denominator, or differences in the demographic composition of spring admits, who are more likely to be part-time or adult learner. Overall, the populations experiencing the most significant and consistent disproportionate impact in completing CSEPs are male students and, to a lesser extent, adult learners.

Comprehensive Education Plan Implementation for DI Student Populations *

To address the disproportionate impact identified among male students and adult learners, Porterville College is focused on expanding targeted outreach, visibility, and flexibility to support early CSEP completion. Proactive campaigns, such as summer initiatives that encourage completion prior to the start of the semester, ensure that students are connected to counseling services before classes begin. Counselors and advisors also bring services directly to students in spaces where they gather, such as outdoor events like Transfer in the Quad or through in-class visits, helping normalize participation and reduce barriers to access. Partnerships with student programs that serve higher proportions of male students, including EOPS, NextUp, Athletics, and Veterans, are leveraged to embed CSEP completion into program onboarding and intake processes. Additional follow-up is provided through technology-enabled campaigns in EAB Navigate, where students receive automated reminders, text messages, and targeted outreach to encourage them to complete or update their CSEPs. Recognizing that older and working students may face scheduling challenges, the college provides a range of delivery options including phone appointments, virtual appointments, and some evening hours. Staff training and practice standardization are also priorities to ensure that CSEPs are consistently documented across systems, reducing the chance that completed plans go unrecorded. Collectively, these strategies are designed to increase access, reduce barriers, and support equitable outcomes by ensuring disproportionately impacted student populations complete a CSEP within their first semester whenever possible, or no later than the end of their first academic year.

Comprehensive Education Plan Implementation for ALL Students *

Porterville College is committed to ensuring that all students complete a Comprehensive Student Education Plan early in their academic journey, with a primary goal of completion in the first semester and a secondary goal of completion by the end of the first academic year. To achieve this, the college is scaling strategies originally designed for disproportionately impacted groups into collegewide practices. Institutional campaigns, including summer and fall outreach efforts, encourage all new students to engage with counseling and complete a plan before their first term begins. Large, high-visibility events such as PC Connection, Transfer in the Quad which brings services into student spaces, making educational planning accessible and visible to the entire campus community. The college is also strengthening processes for data integrity by improving alignment between Banner and EAB Navigate and standardizing how counselors and advisors record completed CSEPs to reduce reporting discrepancies. Faculty partnerships are leveraged to embed planning into first-year experiences, with advising and educational planning touchpoints introduced in gateway courses such as College Success, English, and Math. Students are also supported through wraparound services that connect CSEP completion to tutoring, financial aid, transfer services, and other resources to reinforce the importance of educational planning as part of their success journey. Ongoing follow-up is built into the system, with automated appointment reminders, regular counselor and advisor check-ins, and multiple opportunities throughout the academic year to ensure that students who may have missed early outreach are still able to complete their plans. By combining proactive campaigns, high-visibility events, improved documentation practices, and integration with academic and support services, the college is working to ensure that every student is equipped with a CSEP that supports timely completion, transfer readiness, and long-term career success.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Structural Changes and Alignment: The college will continue to refine meta-majors and program maps to provide clear academic pathways for all students. Program maps will include recommended course sequences, milestone courses, and embedded student support resources to minimize confusion and promote timely completion. Cross-departmental

collaboration will be strengthened through integrated planning between SEA, Guided Pathways, and other equity-focused initiatives, ensuring resources and strategies are aligned to address disproportionate impact (DI) populations.

Proactive Student Support: Porterville College will implement proactive counseling and case management models, ensuring that students receive timely academic guidance and interventions. Intrusive advising strategies, including progress tracking and early alert systems, will be expanded to monitor student progress and connect them with resources such as tutoring, mental health services, and financial assistance. Embedded supports, such as supplemental instruction and peer mentoring within gateway courses, will be prioritized for DI populations to close equity gaps in course success.

Onboarding and Career Exploration: The college will continue to improve its onboarding process by streamlining application, orientation, and placement services. A redesigned orientation will include career exploration activities and personalized education plans aligned with students' academic and career goals. Porterville College will also integrate career services into academic pathways by expanding work-based learning opportunities, internships, and employer partnerships, ensuring students gain relevant experience.

Student Voice and Data-Driven Decisions: Equity-focused decision-making will be supported through disaggregated data analysis and student feedback mechanisms. The college will use these insights to identify barriers, measure outcomes, and continuously improve Guided Pathways practices. Regular professional development will be provided for faculty and staff on culturally responsive teaching and equity-minded practices to ensure inclusive learning environment

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Porterville College is committed to maximizing financial aid access and ensuring equitable distribution of resources to all students, with an intentional focus on disproportionately impacted populations identified in the Student Equity Plan, including low-income, first-generation, foster youth, undocumented, and racially minoritized students. In collaboration with the Financial Aid Department, the college has developed a comprehensive, equity-centered strategy to increase FAFSA and California Dream Act Application (CADAA) completion rates and to ensure that students receive the full range of available aid, including Pell Grants, Cal Grants, Student Success Completion Grants, emergency aid, and campus-based scholarships.

Our approach begins with proactive outreach and early engagement. The college hosts targeted financial aid workshops year-round, including virtual and in-person sessions during high school senior events, community outreach programs, and orientation activities. These workshops prioritize bilingual delivery (English/Spanish) to remove language barriers and include family engagement components to address cultural and informational gaps. To further support Dreamer students, we collaborate with the Dreamer Resource Center to provide confidential guidance on CADAA and AB 540 eligibility.

Porterville College integrates financial aid awareness into Guided Pathways onboarding processes, ensuring every student is connected to financial resources as part of their educational planning. Students receive personalized FAFSA and CADAA support through dedicated financial aid specialists, peer ambassadors, and embedded financial aid presentations in first-year experience programs. We leverage technology tools like text messaging campaigns, email reminders, and online FAFSA/CADAA completion trackers to keep students informed of deadlines and requirements.

To address barriers faced by disproportionately impacted groups, the college provides extended office hours, financial aid lab sessions, and one-on-one appointments for complex cases such as dependency overrides, income adjustments, and verification assistance. Emergency micro-grants and basic needs support (e.g., food pantry, transportation vouchers) are available to reduce financial stress and improve retention.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

DSPS will proactively support efforts to eliminate disproportionate impact through a comprehensive approach focused on accessibility, inclusion, and individualized support. The program will prioritize outreach to disproportionately impacted student populations, including students with learning, physical, psychological, and other documented disabilities, ensuring early identification and connection to services during onboarding, orientation, and the first term of enrollment.

DSPS will collaborate with Guided Pathways, Counseling, and Equity teams to provide accommodations and academic adjustments that align with students' educational goals. This includes implementing individualized academic accommodation plans, assistive technology training, alternative media services, and testing accommodations to promote equitable participation in all instructional modalities. Faculty training and professional development will also be a key strategy. DSPS will continue delivering workshops and resources to faculty on universal design for learning (UDL), inclusive teaching practices, and legal compliance, reducing barriers in course design and delivery.

To address gaps in retention and completion, DSPS will provide proactive case management through consistent communication and progress monitoring. Students will receive early alerts and follow-up support to address academic challenges before they escalate. DSPS will also expand its partnerships with mental health services and community-based organizations to address the holistic needs of students, including mental wellness, transportation, and access to emergency resources.

In addition, the program will track key metrics, including course success, retention, and degree/certificate completion for DSPS students, disaggregated by race/ethnicity and disability type, to ensure equity-focused interventions are data-driven. Through these coordinated efforts, DSPS will play a vital role in meeting the goals of the Student Equity Plan by closing equity gaps, fostering an inclusive campus culture, and ensuring all students with disabilities have the resources and support necessary to thrive academically and personally.

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

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Porterville College's EOPS (Extended Opportunity Programs and Services) and CalWORKs programs play a critical role in advancing equity and eliminating disproportionate impact by providing comprehensive, student-centered support designed to address barriers faced by disproportionately impacted (DI) populations, including low-income, first-generation, foster youth, and students who are parents. Both programs are aligned with the Student Equity Plan goals and are committed to closing equity gaps in access, retention, completion, and transfer.

EOPS offers holistic services including intrusive academic counseling, priority registration, book vouchers, and individualized education plans. EOPS counselors maintain regular contact with students through scheduled check-ins to ensure academic progress and address barriers early. The program leverages equity-minded practices such as culturally responsive counseling, early alert interventions, and personalized success plans for DI students. Workshops on financial literacy, mental health, time management, and transfer preparation are designed to build both academic and personal resilience. EOPS also partners with Guided Pathways and basic needs programs to ensure wraparound support, including food pantry access, technology lending, and emergency aid.

CalWORKs focuses on serving parenting students receiving public assistance, who often experience unique barriers such as childcare, employment obligations, and financial strain. The program provides specialized case management, academic advising, and advocacy to help students balance education with family and work responsibilities. Through partnerships with community agencies, CalWORKs ensures students have access to childcare resources, transportation support, and work-study opportunities aligned with career goals. Flexible scheduling and online services are emphasized to accommodate working parents, and success workshops target career readiness and self-sufficiency.

EOPS and CalWORKs collaborate with other campus initiatives, including the Dreamers program, Veterans Resource Center, and the Office of Student Equity, to create an integrated network of support. This includes cross-referrals, coordinated events, and data-driven strategies to monitor progress and address disproportionate outcomes. Both programs utilize student feedback and equity-focused professional development for staff to ensure culturally responsive and trauma-informed services.

5. Next Up/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.

Our programs provide holistic support designed to eliminate disproportionate impact and promote student success. This includes personalized case management, academic coaching, and tailored counseling that addresses both educational and socio-emotional needs. NextUp staff work closely with students to develop individualized education plans, connect them with tutoring, career services, and transfer resources, and monitor academic progress to intervene early when challenges arise.

To reduce financial barriers, the programs coordinate with Financial Aid to maximize access to state and federal funding, including Chafee grants, Cal Grants, and emergency aid, ensuring students can meet basic needs such as housing, transportation, and childcare. We also facilitate access to on-campus resources, including food pantries, housing support, and mental health services, helping students navigate systemic challenges that disproportionately affect foster youth.

Our programs collaborate with faculty, staff, and campus partners to foster an inclusive environment and provide professional development to increase awareness of foster youth needs. We host peer mentorship and community-building activities that strengthen social networks, increase engagement, and promote retention. Through data-informed strategies, we track foster youth outcomes, identify equity gaps, and refine interventions to ensure continuous improvement.

By integrating academic, financial, and emotional support, Porterville College's NextUp and Foster Youth programs create a comprehensive framework that directly addresses barriers faced by this population, working systematically to reduce disparities and help students achieve their educational goals. These coordinated efforts ensure foster youth have the resources, guidance, and advocacy necessary to succeed and thrive within our college community.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The VRC provides individualized academic advising, counseling, and degree-planning support to help veterans navigate their educational pathways and achieve timely completion, aligning with Vision 2030's emphasis on student-centered, guided pathways. Targeted workshops on financial literacy, benefit optimization, and career readiness reduce systemic barriers and promote economic mobility, addressing disparities faced by veterans from historically underserved populations.

Peer mentorship programs and community-building initiatives foster belonging and engagement, supporting mental health, housing stability, and employment readiness—key factors in eliminating disproportionate impact. The VRC coordinates closely with campus-wide services, including EOPS, DSPS, NextUp, and counseling, to deliver holistic support that meets the diverse needs of veterans while promoting equitable outcomes for all students.

Through proactive outreach, early intervention, and continuous assessment of student outcomes, the VRC ensures that veteran students are equipped with the resources, guidance, and institutional support necessary to thrive. These efforts directly contribute to Vision 2030's goals of eliminating inequities, increasing student success, and ensuring that all students—especially those from disproportionately impacted populations—can achieve their academic and career aspirations.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Porterville College affirms its responsibility to challenge educational inequities and to dismantle the systemic barriers that have long excluded justice-involved and justice-impacted individuals—particularly those from Black, Latinx, Indigenous, low-income, and other historically marginalized communities. Guided by the College's mission and equity-centered institutional priorities, the Rising Scholars Program is a transformative initiative designed to reimagine access, increase postsecondary attainment, and cultivate a sense of belonging and empowerment for students disproportionately impacted by the criminal legal system.

Recognizing that justice-involved learners often face compounded educational disadvantages, the College has prioritized direct instructional delivery at multiple carceral sites—including South County Detention Facility, Bob Wiley Detention Facility, and the Tulare County Juvenile Detention Facility—while also sustaining a robust on-campus program. These offerings encompass transfer-level, credit-bearing courses, noncredit ESL, and culturally responsive student success curriculum, bridging educational opportunity with pathways toward self-determination.

To ensure continuity and reduce reentry barriers, a full-time Rising Scholars Program Manager provides holistic case management, advocates for system-impacted students, and coordinates with correctional and community stakeholders to advance equitable reintegration into academic life.

Central to this work is the cultivation of an equity-literate campus community. Faculty, staff, and administrators engage in professional development focused on anti-racist pedagogy, restorative justice, trauma-informed practices, and the intersections of race, class, and incarceration. This professional learning aims to disrupt deficit-based thinking and advance inclusive, humanizing educational practices.

Porterville College recognizes that community voice is vital to advancing justice. Through intentional partnerships with the Tulare County Office of Education, Juvenile Probation, and local organizations, the program centers community expertise and co-designs initiatives that support healing, reentry, and long-term educational success.

A comprehensive suite of reentry services—including academic counseling, financial aid support, mental health referrals, and peer mentorship—reflects the College's commitment to closing equity gaps and supporting the whole student.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Porterville College is committed to expanding access and improving success for low-income adult learners, with a focus on disproportionately impacted student populations identified in the Student Equity Plan. Guided by Vision 2030, the college is implementing a holistic, equity-centered approach that integrates structural changes, targeted initiatives, and student-focused support services. Key strategies include redesigning intake and onboarding processes to streamline enrollment and financial aid completion, providing flexible scheduling and hybrid course options to accommodate adult learners' work and family

obligations, and offering comprehensive academic advising and case management tailored to individual needs. The college will expand targeted outreach through community partnerships and adult education networks to increase awareness of educational opportunities and available support services. Additionally, Porterville College is strengthening co-curricular supports, including tutoring, mentoring, career counseling, and access to technology, while embedding culturally responsive practices across curricula and student services. Faculty and staff professional development on equity-minded teaching and inclusive practices will further enhance retention and engagement. Continuous monitoring and assessment of disaggregated student outcomes will guide iterative improvements, ensuring resources are allocated to reduce barriers and promote equitable achievement. Through these combined structural, instructional, and support-focused strategies, Porterville College aims to foster pathways to success, degree completion, and career readiness for low-income adult learners, directly advancing the goals of Vision 2030.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Porterville College has laid a strong foundation for the equitable expansion of Credit for Prior Learning (CPL) by establishing a dedicated CPL Workgroup that aligns institutional priorities with statewide CPL standards and equity initiatives. The workgroup has participated and will continue to participate in regional workshops, MAP training, and statewide summits to gather best practices, ensuring that the college's CPL framework supports disproportionately impacted (DI) students, including adult learners, veterans, foster youth, formerly incarcerated students, and working parents. Current efforts include drafting CPL policies, course eligibility templates, and internal forms; mapping processes across departments to ensure transparency and consistency; conducting early faculty outreach to deepen engagement; and organizing resources to support clear and student-centered CPL evaluation practices.

Looking ahead, Porterville College will build and launch a CPL website that provides accessible information, forms, and resources designed with DI students in mind. The college will also expand faculty participation, beginning with Career Education programs, to broaden CPL access for students with industry and work experience. A pilot implementation phase will be used to collect feedback and refine materials to ensure long-term sustainability, and a training and evaluation plan will be developed to support faculty and staff with culturally responsive and equity-focused assessment practices. Feedback from faculty evaluators and participants in the pilot phase will be synthesized to guide improvements and scaling of CPL across the institution.

Equity remains central to Porterville College's CPL expansion. CPL opportunities will be embedded into advising, onboarding, and educational planning so that students are made aware of them early in their educational journey. The college will also partner with programs such as Rising Scholars, Veterans Resource Center, EOPS, and Adult Education to proactively identify and support DI students who may benefit from CPL. Through these strategies, Porterville College is committed to reducing excess units, accelerating time-to-degree, and closing equity gaps by ensuring DI students receive meaningful recognition of their prior learning and lived experiences.

10. Dual Enrollment *

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Porterville College has streamlined its enrollment process to serve all high school students through DualEnroll.com (for those at schools with dual enrollment programs) and a High School Certification Form (for homeschooled, non-local, or students

from schools without dual enrollment). High school students can view and request any Porterville College courses with parent and counselor approval. To better support these students, we've hired a dedicated Dual Enrollment Counselor, Educational Advisor, Program Technician, and Admissions & Records Technician I. Three staff members regularly visit high school sites to assist with CCCapply, Financial Aid, and course requests in person.

Campus-wide, we encourage faculty to adopt open educational resources (OER). Many dual enrollment courses use OER, significantly reducing textbook costs for K-12 partners. This affordability has driven increased course section requests, creating more opportunities for high school students.

Many high school partners provide in-class proctors for fully online asynchronous dual enrollment courses. We connect these proctors with course instructors to enhance support and promote student success, evidenced by high achievement and collaboration rates.

Supporting the Vision 20/30 initiative, we hold annual Parent Orientations—offered both in-person and online, in English and Spanish. Recordings are available on our website for wider access.

To accommodate program growth aligned with Vision 20/30, we collaborate closely with the Tulare County Office of Education (TCOE) and the Tulare-Kings Collaborative (TK Collab.). Each September, they gather local high school and district representatives to submit course requests for the following year. TCOE and TK Collab. then forward these requests to community colleges for review. Courses that can't be staffed locally are discussed with other regional colleges to find alternatives. This unified approach ensures local high schools' needs are met, supports Vision 20/30 goals, and allows colleges ample time to recruit qualified instructors.

Overall, Porterville College is making significant progress toward meeting the State Chancellor's Office Vision 20/30 goals by enhancing enrollment access, reducing costs, expanding support, and fostering regional collaboration.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Porterville College's Career Education Program exemplifies Strategic Direction 2 of Vision 2030, reflecting a strong commitment to building an equitable workforce and fostering a sustainable economic future for all Californians. Central to this strategy is the High Road Training Partnership (H RTP) framework, which emphasizes collaboration between community colleges and industry leaders to design worker-centered programs that prioritize quality jobs, economic mobility, and lifelong learning. By aligning workforce development with regional needs and key sectors—health care, climate, STEM, and education—this approach ensures programs are inclusive, forward-looking, and responsive to California's evolving labor market.

A core feature of this strategy is targeted support for low-income learners through high-tech/high-touch systems that deliver education and training in accessible, customized formats. Apprenticeships, work-based learning, and Learning-Aligned Employment Programs recognize the realities of adult learners and working Californians, removing barriers while providing flexible, relevant pathways into the workforce. These learner-centered systems enable students to enter and advance in high-demand careers while balancing personal and professional responsibilities.

Each priority sector addresses critical workforce gaps while promoting long-term community resilience. Expanding pathway programs in nursing and mental health responds to the urgent need for healthcare professionals in underserved regions. Integrating climate education across curricula, facilities, and community partnerships positions the college as a leader in sustainability and equity. In STEM and education, increasing representation and addressing faculty shortages ensures that underrepresented communities are not only included but empowered to lead in California's economy.

The strategy also emphasizes infrastructure that supports credit for prior learning and flexible course-taking patterns. By recognizing students' existing skills and experience, the college accelerates credential attainment, reinforces learner confidence, and advances equitable outcomes.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered



California
Community
Colleges



2025 © California Community Colleges
NOVA Site Version: 9.3.0