

2025-2028 Student Equity Plan

Leveraging Student Voice to Address Systemic
Equity Barriers

Student Equity Plan Overview & Components

The 2025-2028 Student Equity Plan template requires colleges to deploy the following strategies to close equity gaps:

1. Leverage student voice to advance institutional equity goals
2. Include strategies that are race-conscious
3. Develop an evaluation plan supporting continuous improvement

The SEP Template includes the following required components:

- 2022-2025 Plan Reflection
- Executive Summary
- Disproportionate Impacted Students by Metric
- Intensive Focus
- Student Education Plans
- Vision 2030 Equity Alignment & Coordination
- Due November 30, 2025

Student Equity & Achievement (SEA) Metrics



Successful Enrollment

Percentage of first-time in college students who applied and enrolled in the same year*

...



Transfer Math & English

Percentage of first-time in college students who completed transfer-level math and English in first year*

...



Persisted from Term to Term

Percentage of first-time in college students who enrolled in the subsequent semester*

...



Vision Goal Completion

Percentage of first-time in college students who completed a degree or certificate in three years*

...



Transferred to a 4-Year

Percentage of first-time in college students who transferred to a four-year institution in three years**

...

**first-time in college students who were credit enrolled and not special admit*

***first-time in college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited CCC*

Student Equity Plan: KPI Progress

Educational Master Plan Key Performance Indicators						
Metric	Student Group	2020-21 Gap	2021-22 Gap	2022-23 Gap	2023-24 Gap	Trend
Transfer Level English and Math Completion Reduce The Equity Gap in Transfer English and Math Completion by 40%	Black/AA	3.5%	1.4%	2.1%	1.7%	Reduced Gap
	Hispanic/Latinx	0.3%	16.1%	6.1%	0.0%	Gap Eliminated
Degree Attainment Reduce The Equity Gap in Degree Attainment by 40%	Black/AA	0.3%	0.6%	3.5%	2.1%	Gap Increased
	Hispanic/Latinx	0.0%	0.0%	2.8%	5.6%	Gap Increased
Certificate Attainment Reduce The Equity Gap in Certificate Attainment by 40%	Black/AA	2.6%	2.1%	5.7%	0.0%	Gap Eliminated
	Hispanic/Latinx	0.0%	2.2%	0.0%	2.9%	Gap Increased
Transfer Reduce The Equity Gap in Transfer by 40%	Black/AA	0.0%	3.0%	1.5%	3.0%	Gap Increased
	Hispanic/Latinx	8.7%	6.6%	11.7%	8.3%	Little Change

DI Populations by SEA Metrics

Primary Subgroup: Race/Ethnicity

Primary Subgroup	#1 Successful Enrollment (9)	#2 Compl Eng/Mat (11)	#3 Persist (10)	#4 Vision Compl (8)	#5 Transfer (7)
American Indian/Alaska Native	2	<u>5</u>	1	3	<u>3</u>
Asian	1	0	0	0	1
Black/AA	7	3	4	0	0
Filipino	0	0	0	0	0
Hispanic/Latinx	0	<u>6</u>	<u>1</u>	2	6
Multiple Values Reported	1		0	0	
Pacific Islander or Hawaiian Native	3	2	0	2	4
Two or More Races	0	<u>3</u>	2	2	0
Unknown/Non-Respondent	8	<u>5</u>	1	4	1
White	<u>5</u>	0	0	0	0

*Limited years available due to new data element

Bold & Underline = DI in the most recent year

Highlighted = group with most years of DI

DI Populations by SEA Metrics

Primary Subgroup: Special Population

Primary Subgroup	#1 Successful Enrollment (9)	#2 Compl Eng/Mat (11)	#3 Persist (10)	#4 Vision Compl (8)	#5 Transfer (7)
Female	<u>3</u>	1	1	0	0
Male	0	2	2	<u>5</u>	<u>3</u>
Multiple Values Reported	1				
Non-Binary*	0	<u>3</u>	0	<u>1</u>	
Unknown/Non-Respondent	<u>6</u>	0	0	2	0
First Generation	-	<u>9</u>	<u>6</u>	<u>3</u>	<u>5</u>
DSPS	-	2	0	0	<u>1</u>
Foster Youth	-	<u>4</u>	<u>2</u>	<u>4</u>	0
Veteran	-	2	0	0	0
LGBT*	-	2	<u>3</u>	<u>3</u>	0
Perkins	-	1	0	0	<u>2</u>

*Limited years available due to new data element

Bold & Underline = DI in the most recent year

Highlighted = group with most years of DI

2025-2028 New DI Populations

Group	Metric (recent year only)	Cohort (denominator)	Current Count (numerator)	Number to Close Gap
Non-Binary	Vision Completion	4	0	1
LGBTQ	Vision Completion	193	14	10
LGBTQ	Persistence	113	58	14
Amer Indian/ Alaska Native	Transfer Eng/ Math	5	0	1
Amer Indian/ Alaska Native	Vision Completion	7	0	1
Amer Indian/ Alaska Native	Transfer	2	0	1
Unknown Ethnicity	Successful Enrollment	204	14	26
Unknown Ethnicity	Transfer Eng/ Math	82	5	8
Unknown Ethnicity	Vision Completion	90	2	10
Hispanic/Latino	*1st Yr Comp SEP (Spring 24)	250	59	15

**New data element in 2025-2028 SEP*

SEP DI Intensive Focus

- ▶ Primary groups showing disproportionate impact the greatest number of years

Group	Metric Number	Metric Description	Students to fully close gap (most recent year available)
Black/African American Students 6% of FTCS 4% of First Gen students	1	Successful Enrollment	28/405
	3	Persistence	9/95
Hispanic/Latinx Students 62% of FTCS 72% of First Gen Students	2	Compl Transfer Eng/Mat	86/1073
	4	Vision Completion	18/1519
	5	Transfer	47/523



No longer the most DI group longitudinally



Black Student Outcomes

WHICH BLACK / AFRICAN AMERICAN STUDENTS DID WE ASK?

We included a representative sample of

- New students as of SU2023 or FA2023
- Ongoing students (continuously enrolled before SU2023)
- Those who applied in SU2023 or FA 2023 but chose* to
 - Enroll in another two-year community college
 - Not to enroll anywhere

We identify these students as "potential students"

"I woke up feeling tired and having some pain. I felt like I had a productive day, but I was tired physically and emotionally" - Potential Student

"I also wish I knew how accessible tutors were, I didn't know it was free and actually thought you had to pay" - Ongoing Student

"I just would like to have a clear pathway to the AS degrees available, which has been difficult finding online" - New Student

Norco College 2023-2024 SEP Research Findings Student-Identified Barriers and Recommendations Onboarding & Retention

	BARRIERS	RECOMMENDATIONS
Enrollment	<ul style="list-style-type: none"> • Lack of true financial aid knowledge • Inability to communicate with parents the importance /security of tax information. • Strain of financial disbursement after school begins. • Getting started tools (e.g., Canvas, MyPortal, WebAdvisor) not intuitive for those below a Living Wage. • Do not understand enrollment steps. • Unaware of what classes to enroll in • Unable to schedule counseling appointments. 	<ul style="list-style-type: none"> • Clarifying what different financial aid deadlines mean for potential students (E.g., Pell grant). • Provide detailed cost estimates, explain process, and clarify financial aid letters. • Provide simple verbiage about importance and security of tax information. • Create a checklist/quick start guide (of different sites/systems) to improve enrollment navigation. • Improve online accessibility to enrollment. • Communicate (or eliminate) counseling midnight rule. • Empathy training for support staff.
Persisting from 1 st to 2 nd Semester	<ul style="list-style-type: none"> • Lack awareness of existing support services • Current modes of communication (student services, events, academic/career paths) do not reach them. • Lack sense of belonging on campus - many expected but did not have any opportunities for online engagement in/outside their courses. • Paying for unused books/materials • Nonprogram/nonconnected students receiving conflicting information from counselors. • Nonprogram/nonconnected students say some instructors cannot teach. 	<ul style="list-style-type: none"> • Communicate HOW to access available free student services early and often. • Communicate events, opportunities to connect including who can join and HOW. • Use multi-mode communications to reach students where they are. • Improve website user experience including self-service information on academic/career paths (this is enrollment and persistence) • Orientation on how to use Canvas, submit assignments and take tests w/o timing out. • Support service hours/modes should consider students needs. • Effective teaching training for instructors. • Empathy training for instructors and staff. • Consistent communication of transfer courses.



Latinx Student Outcomes

WHICH HISPANIC/LATINX STUDENTS DID WE ASK?

We included a representative sample of

- New students as of SU2023 or FA2023 and ongoing students (continuously enrolled before SU2023)

and students who

- Successfully completed math and English
- Successfully completed math but not English
- Successfully completed English but not math
- Completed neither math nor English successfully

“The load needs to be a normal amount because students have lives, families, job stress and other classes. To me it was a very stressful class and I would not retake it if I could” - Ongoing Student on English Course

“I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate” - Ongoing Student on Transfer

Norco College 2023-2024 SEP Research Findings Student-Identified Barriers and Recommendations Momentum & Graduation

	BARRIERS	RECOMMENDATIONS
Complete Transfer-level Math 1 st Yr.	<ul style="list-style-type: none"> • Unaware they should complete transfer-level math their 1st year. • Math instructors who do not use Canvas. • Students expected math support course to be tutoring/homework help. 	<ul style="list-style-type: none"> • Communicate everywhere students go for info about course selection AND why they should complete it their 1st year. • Consistent canvas use by instructors.
Complete Transfer-level Eng. 1 st Yr.	<ul style="list-style-type: none"> • Unaware they should complete transfer-level English in their 1st year. • Unexpected heavy workload and poor communication on course expectations 	<ul style="list-style-type: none"> • Communicate everywhere students go for info about course selection AND why they should complete it their 1st year. • Communicate expectations in advance.
Attaining Vision Goal by 3 rd Yr.	<ul style="list-style-type: none"> • Uncertainty on potential paths • Students feel they are left to figure things out on their own. • Students lack clarity on how to schedule counseling appointments. 	<ul style="list-style-type: none"> • Improve communication around alternative and accelerated options. • Improve website self-service information on academic/career paths. • Communicate (or eliminate) counseling midnight rule.
Successful Transfer to 4-Yr	<ul style="list-style-type: none"> • Students uncertain what transferring would entail. • Students unaware where to go to get transfer questions answered. 	<ul style="list-style-type: none"> • Communicate existing support services. • Alleviate fears by communicating answers to common transfer questions. • Advertise resources and clubs. • Offer opportunities to explore career pathways.

2025-2028 Action Plan



- Alignment of strategic goals and equity metrics
- **College Reorganization to align equity programs under Planning & Development**
- Equity Summer Bridge and FYE with Title V Grant

Strategic Planning

Professional Development

- LFM Team: Faculty Impact Study
- **Faculty Teaching Institute**
- Proposal for Caring Campus
- Annual DEIA Summit

- Website, with a focus on self-service
- Enrollment Management: A&R Collaboration with Academic Affairs
- **Joint Student Support Operational Group of SS and PD**

Communication

Timeline

First Readings:

- Thursday, April 24, 2025 – All Leadership Councils
- Monday, May 5, 2025 – Academic Senate
- Thursday, May 8, 2025 – College Council

All-Governance Votes:

- Monday, May 12, 2025 – Academic Senate
- Thursday, May 22, 2025 – All Leadership Councils
- Thursday, September 4, 2025 – College Council

District-Level Approval:

- Friday, September 19, 2025 – District Strategic Planning Council
- Monday, October 13, 2025 – Chancellor’s Cabinet
- Monday, November 3, 2025 – Board of Trustees

November 30, 2025 - Submission

Q & A