

# Palomar College - Student Equity Plan (2025-28)

## 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

The Student Equity Plan was developed through the involvement of faculty, staff, students, and administration with access to all the documents referenced via a Microsoft Teams group. The parties involved are members of the Student Equity Plan Oversight Committee and the Guided Pathways Committee, which have been combined into a new committee starting in the 25/26 academic year. The

new committee, called the Student Equity and Pathways Oversight Committee, reports to the Equity, Education, and Student Success Council (EESSC). The Committee's purpose is to identify councils, committees, programs, departments, task forces, or work groups aligned with the identified Student Equity Plan and Guided Pathways plan action steps and with necessary institutional transformational needs. The oversight committee will receive updates on the identified action steps and institutional transformational needs and provide a summary of the outcomes. The committee will also oversee Guided Pathways initiatives while developing plans for institutionalization of pathways work. Due to this transition, all members from the original committees were invited to participate in the SEP 3.0 development meetings. In addition to the work group, equity-based programs and other student programs were engaged in a collaborative conversation to discuss and align their work to the new Student Equity Plan to ensure cross-collaboration of support for students and a reduction in duplication of services as appropriate. This process also ensured that we align our SEP 3.0 with Vision 2030. Lastly, multiple presentations were provided to constituents at Palomar College to solicit feedback on the identified strategies. This included presentations at Associated Student Government, Faculty Senate, College Council, and EESSC. We also did presentations at three Governing Board meetings and held an all-college Town Hall. A QR code that linked to a Padlet was provided at all presentations so that any person could provide feedback at a time convenient to them. We used the feedback gathered at these presentations to revise the strategies.

- ✓ 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

Palomar College has been intentionally race-conscious in the development of our 2025–2028 Student Equity Plan by centering the lived experiences, systemic barriers, and cultural strengths of racially minoritized student populations, particularly Black/African American and Hispanic/Latinx students. The plan is guided by disaggregated data, equity-focused governance, and inclusive practices that prioritize race-conscious outreach, support, and policy reform.

Key strategies include institutionalizing Student Success Teams that provide culturally responsive, relationship-based support; revising policies and procedures to reflect student-centered and equity-minded design; and embedding antiracism into professional development and hiring practices. These efforts ensure that race is not only acknowledged in our SEP, but actively addressed in all aspects of planning, implementation, and accountability.

- ✓ 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

As mentioned in a prior question, our newly formed Student Equity Plan and Pathways Oversight Committee began meeting in the Fall 2025 semester. That committee, which reports to our Equity, Education, and Student Success Council (EESSC), will establish implementation teams for each of the five metrics. Each metric team will work with the areas that align to the strategy and develop a process and timeline for implementation based on the individual strategy. Each work group will be required to provide an update on the status of the strategy for each metric at the end of each semester. The updates that are provided will be shared at the EESSC meeting in that given semester as appropriate. Given the work that the committee has done to align the plan with the institutional priorities, this work is in direct alignment with the college's equity goals. An analysis of the outcomes will take place on an annual basis in alignment with the SEP reporting requirements, and will be shared at an EESSC meeting each spring semester after the SEP reporting date.

**Table 1. College Contact Information Form**

| <b>Name</b>                     | <b>Responsibility</b>                            | <b>Institution</b> | <b>Email Address</b> | <b>Phone Number</b>            |
|---------------------------------|--|--------------------|----------------------|--------------------------------|
| Leslie Salas<br>Palomar College | Project Lead                                     | n/a                | lsalas@palomar.edu   | +1 (760) 744-1150<br>ext: 2652 |
| Dr. Leanne<br>Maunu             | Alternate Project<br>Lead                        | n/a                | lmaunu@palomar.edu   | (760) 744-1150<br>ext: 2252    |
| Chris Yatooma                   | Approver: Chief<br>Business Officer              | n/a                | cyatooma@palomar.edu | (760) 761-3562                 |
| Nick Mata                       | Approver: Chief<br>Student Services<br>Officer   | n/a                | nmata@palomar.edu    | (760) 744-1150<br>ext: 2158    |
| Beth Pearson                    | Approver: Academic<br>Senate President           | n/a                | bpearson@palomar.edu | (760) 716-6804                 |
| Dr. Leanne<br>Maunu             | Approver: Guided<br>Pathways<br>Coordinator/Lead | n/a                | lmaunu@palomar.edu   | (760) 744-1150<br>ext: 2252    |
| Leslie Salas<br>Palomar College | Approver: Guided<br>Pathways<br>Coordinator/Lead | n/a                | lsalas@palomar.edu   | +1 (760) 744-1150<br>ext: 2652 |
| Tina Recalde                    | Approver:<br>Chancellor/President                | n/a                | trecalde@palomar.edu | (760) 744-1150<br>ext: 2246    |
| Justin Smiley                   | Approver: Chief<br>Instructional Officer         | n/a                | jsmiley@palomar.edu  | (760) 744-1150<br>ext: 2157    |

## 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 implementation of the 2022–25 SEP, Palomar College has deepened its understanding of the structural and systemic factors contributing to persistent equity gaps across the metrics. Institutional reflection and disaggregated data analysis reveal that the most significant root causes of inequity are rooted in fragmented student support structures, complex onboarding and registration processes, and institutional practices that have not consistently affirmed students' sense of belonging or cultural identity.

For Black/African American students, barriers such as an onerous application process, limited representation among faculty and staff, and the absence of proactive, coordinated outreach have contributed to lower enrollment, persistence, and completion outcomes. For Hispanic/Latinx students, unclear math and English course pathways, inconsistent academic

support integration, and language accessibility barriers have been identified as key friction points. Across both groups, challenges related to basic needs insecurity and the need for more equity-minded engagement have compounded these outcomes.

To address these systemic barriers, the College has undertaken several institutional actions:

- **Coordinated Student Support through Black Student Success Teams (SSTs):** SSTs provide proactive, intrusive, and holistic case management that integrates academic advising, basic needs assessment, and mentoring for our Black/African American students.
- **Culturally Responsive Professional Development and Equity-Based Hiring Practices:** Faculty and staff professional learning now emphasizes antiracism, validation theory, and sense of belonging, promoting inclusive classroom and service practices. In alignment with the 2022 EEO/Diversity Best Practices, hiring processes are being reviewed and revised to improve workforce diversity and representation reflective of the student population.
- **Student-Centered Processes and Scheduling:** Palomar has re-structured orientation and onboarding to include “just- in-time” information and follow-up for students who begin but do not complete the application process. The College has also been advancing student-centered scheduling practices that align course offerings with education plans and pathways, ensuring predictability and promoting timely completion.

Collectively, these efforts are advancing a campus-wide culture of equity by embedding student-centered practices into planning, instruction, and service.

## Plan Continuity \*

Building on the progress and insights gained from the 2022–25 Student Equity Plan, Palomar College has identified several key practices that are working well and that we will continue into the 2025–28 planning cycle. These institutional discoveries have strengthened the college’s capacity to close equity gaps through intentional design, cross-divisional collaboration, and data-informed decision-making.

- **Institutionalization of Coordinated Student Success Teams (SSTs):** The pilot and expansion of Student Success Teams have proven highly effective in providing proactive, wraparound support that integrates academic counseling, financial aid guidance, and basic needs resources. The relationship-based, case-management model has increased early engagement, persistence, and completion rates for disproportionately impacted (DI) populations. The College plans to institutionalize SSTs across divisions and student groups, ensuring consistent, equity-minded support throughout the student journey.
- **Embedding Culturally Responsive Pedagogy and Professional Learning:** Professional development that centers antiracism, validation theory, and belonging has led to measurable cultural shifts in classroom and service environments. Through Communities of Practice (COPs) in math, English, and ESL, faculty are engaging in ongoing dialogue, data analysis, and shared pedagogical innovation. These communities have fostered collaboration and accountability for equitable outcomes. Palomar will continue to scale culturally responsive professional learning, aligning it with hiring practices that emphasize diversity, equity, inclusion, accessibility, antiracism, and accountability (DEIAAA).
- **Student-Centered Processes and Structural Alignment:** The re-design of onboarding, orientation, and scheduling has simplified access and improved student momentum. Initiatives such as “just-in-time” orientation content, technology-supported follow-up systems, and student-centered scheduling blocks have removed procedural barriers and supported timely enrollment, transfer-level completion, and degree attainment. These practices, aligned with Guided Pathways and Strategic Enrollment Management (SEM), will be sustained and enhanced in the next equity plan cycle.

These discoveries show Palomar’s progress in embedding equity as a core framework. The 2025–28 Student Equity Plan will deepen integration, strengthen accountability, and scale proven models to ensure equity guides all planning and student success.

## Executive Summary

### [Executive Summary](#)

*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.*

## Metric and DI Population Summary

**Table 2. Metric and DI Population Summary: Successful Enrollment - DI Student Populations**

| DI Student Population     | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap |
|---------------------------|---------------------------------|---------------------------------|---|---|--|--|
| Asian                     | 19.3%                           | 148                             | 1.9%  | 15  | 4.7%   | 37   |
| Black or African American | 17.3%                           | 107                             | 3.7%  | 23  | 6.8%   | 42   |
| Female                    | 21.3%                           | 1509                            | 2.4%  | 167   | 4.4%   | 310  |
| White Female              | 19.6%                           | 449                             | 2.9%  | 66  | 4.8%   | 111  |

**Table 3. Metric and DI Population Summary: Completed Both Transfer-Level Math & English - DI Student Populations**

| DI Student Population | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap |
|-----------------------|---------------------------------|---------------------------------|---|---|--|--|
| DSPS                  | 7.3%                            | 26                              | 0.5%  | 2   | 3.2%   | 12   |
| First Generation      | 6.7%                            | 126                             | 3.7%  | 70  | 5.7%   | 107  |
| Hispanic              | 7.5%                            | 201                             | 3.9%  | 106   | 5.9%   | 160  |

**Table 4. Metric and DI Population Summary: Persistence: First Primary Term to Secondary Term - DI Student Populations**

| DI Student Population   | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap |
|-------------------------|---------------------------------|---------------------------------|---|---|--|--|
| <b>First Generation</b> | 64.5%                           | 940                             | 4.8%  | 71  | 7.3%   | 107  |
| <b>Hispanic</b>         | 67.5%                           | 1396                            | 1.4%  | 29  | 3.4%   | 71   |
| <b>Homeless</b>         | 52.3%                           | 23                              | 2.3%  | 2   | 17.1%  | 8  |
| <b>LGBT</b>             | 58.4%                           | 163                             | 5.8%  | 17  | 11.6%  | 33   |
| <b>Male</b>             | 66.2%                           | 1445                            | 4.3%  | 94  | 6.3%   | 138  |

**Table 5. Metric and DI Population Summary: Completion - DI Student Populations**

| DI Student Population            | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap |
|----------------------------------|---------------------------------|---------------------------------|---|---|--|--|
| <b>Black or African American</b> | 6.2%                            | 12                              | 2.6%  | 6   | 6%   | 12   |
| <b>Econ Disadvantaged Male</b>   | 7.9%                            | 141                             | 3.8%  | 70  | 5.9%   | 106  |
| <b>First Generation</b>          | 9.7%                            | 242                             | 1.9%  | 48  | 3.9%   | 98   |
| <b>Hispanic</b>                  | 10.2%                           | 300                             | 1.5%  | 46  | 3.6%   | 106  |
| <b>Male</b>                      | 8.2%                            | 264                             | 6.1%  | 196   | 8%   | 259  |

**Table 6. Metric and DI Population Summary: Transferred to a Four-Year - DI Student Populations**

| DI Student Population | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap |
|-----------------------|---------------------------------|---------------------------------|---|---|--|--|
| Econ Disadvantaged    | 26.7%                           | 392                             | 1.3%  | 20  | 3.6%   | 54   |
| First Generation      | 25.2%                           | 342                             | 4.5%  | 62  | 6.8%   | 93   |
| Hispanic              | 24.3%                           | 261                             | 4.4%  | 48  | 7%   | 76   |
| Male                  | 23.3%                           | 274                             | 7.2%  | 85  | 9.6%   | 114  |

## Successful Enrollment

**Table 7. Data Review/Establishing Equity and Student Populations Goals: Successful Enrollment Data**

| Student Population         | % of Students for 2022-23 (Baseline Year) | # of Students for 2022-23 (Baseline Year) | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI* | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap* |
|----------------------------|---|---|---|--|--|---|
| Overall Student Population | 23.8%                                     | 3784                                      | N/A   | N/A  | N/A  | N/A   |
| Asian                      | 19.3%                                     | 148                                       | 1.9%  | 15   | 4.7%   | 37  |
| Black or African American  | 17.3%                                     | 107                                       | 3.7%  | 23   | 6.8%   | 42  |
| Female                     | 21.3%                                     | 1509                                      | 2.4%  | 167  | 4.4%   | 310   |
| White Female               | 19.6%                                     | 449                                       | 2.9%  | 66   | 4.8%   | 111   |

\* 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.*

No, our college does not have additional goals

## 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).*

*(500 character max for each strategy)*

*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.*

### **Key Strategies for Successful Enrollment – Disproportionately Impacted Student Population(s)**

1. Institutionalize Student Success Teams for Black, Hispanic/Latinx, Asian, and First-Generation, and Female students, ensuring each team provides proactive outreach, case-management check-ins, and wraparound services (e.g., financial aid, academic counseling, basic needs). In parallel, implement follow-up software (e.g., CRM or text messaging platform) to track and support enrollment milestones.
2. Increase the percentage of disproportionately impacted (Black, Hispanic, Asian, First Gen, and Female) students who receive a completed financial aid package and/or scholarship award prior to the start of their first primary term. Reduce the gap for these students by 1.5 % from baseline through 2027 through early FAFSA/CADAA outreach, culturally responsive verification support, and integrated onboarding campaigns.
3. Develop additional strategies and practices to further advance marketing, recruitment and matriculation that impact enrollment. Monitor recruitment effectiveness utilizing data and modify every year to improve outreach methods.

*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

**Table 8. Data Review/Establishing Equity and Student Populations Goals: Completed Both Transfer-Level Math & English Data**

| Student Population                | % of Students for 2022-23 (Baseline Year) | # of Students for 2022-23 (Baseline Year) | Goal 1: Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1: Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI* | Goal 2: Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2: Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap* |
|-----------------------------------|---|---|--|---|---|--|
| <b>Overall Student Population</b> | 10.3%                                     | 530                                       | N/A  | N/A   | N/A   | N/A  |
| <b>DSPS</b>                       | 7.3%                                      | 26  | 0.5%   | 2   | 3.2%  | 12   |
| <b>First Generation</b>           | 6.7%                                      | 126                                       | 3.7%   | 70  | 5.7%  | 107  |
| <b>Hispanic</b>                   | 7.5%                                      | 201                                       | 3.9%   | 106   | 5.9%  | 160  |

\* 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 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

### *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.*

No, our college does not have additional goals

## 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).*

*(500 character max for each strategy)*

*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.*

1. By Fall 2025, deploy enhanced math and English classes designed to support disproportionately impacted (DI) students. Collect and analyze completion data within the first year of enrollment, by comparing outcomes to pre-AB 705/1705 data and co-requisite models, ensuring that the initial data is verified. Perform annual analysis and use initial findings to discuss ways to improve completion rates and equity outcomes, refine support provided to students, and refine pedagogy.
2. By Spring 2026, ensure that new math and ESL placement tools are fully incorporated into student orientations, recruitment events, and outreach activities, and department websites. Communicate these tools clearly and consistently to students through multiple channels. Additionally, integrate the placement tools seamlessly into Highpoint and the Mapper Tool, ensuring accessibility and usability for both students and staff.
3. By June 2026, extend and institutionalize Community of Practice (COP) meetings for math and English faculty teaching the co-requisite classes beyond the 2025–2026 academic year. Ensure that at least two sessions annually focus on data analysis and culturally responsive pedagogy. Use documented outcomes and faculty feedback to inform instructional practices
4. By June 2026, expand the use of embedded tutors in at least two more sections per semester of math and English enhanced courses and implement high dosage tutoring in at least two enhanced math sections. Continue to conduct tutor trainings each semester focused on culturally responsive practices that support first- generation, disabled, and Latine students. Ensure tutors are equipped to foster a sense of belonging by drawing on shared lived experiences with the student body.
5. By June 2026, apply strategic enrollment management principles to math and English class scheduling to ensure a student-centered approach, increasing course availability aligned with student success data, student demand and program pathways, and reviewing scheduling data each term to guide decisions.

*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**

**Table 9. Data Review/Establishing Equity and Student Populations Goals: Persistence: First Primary Term to Secondary Term Data**

| Student Population                | % of Students for 2021-22 (Baseline Year) | # of Students for 2021-22 (Baseline Year) | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI* | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap* |
|-----------------------------------|---|---|---|--|--|---|
| <b>Overall Student Population</b> | 69.2%                                     | 2870                                      | N/A   | N/A  | N/A  | N/A   |
| <b>First Generation</b>           | 64.5%                                     | 940                                       | 4.8%  | 71   | 7.3%   | 107   |
| <b>Hispanic</b>                   | 67.5%                                     | 1396                                      | 1.4%  | 29   | 3.4%   | 71  |
| <b>Homeless</b>                   | 52.3%                                     | 23  | 2.3%  | 2  | 17.1%  | 8   |
| <b>LGBT</b>                       | 58.4%                                     | 163                                       | 5.8%  | 17   | 11.6%  | 33  |
| <b>Male</b>                       | 66.2%                                     | 1445                                      | 4.3%  | 94   | 6.3%   | 138   |

\* 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.*

No, our college does not have additional goals

## Key Strategies to Advance student Persistence Goals

*(500 character max for each strategy)*

*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.*

### **Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)**

1. By January 26, 2026, remove barriers to student success by enhancing policies and procedures that advance the availability and use of burden-free instructional materials (T5 54221). Increase ZTC class offerings by 15% by 2026-2027 from the 2024-2025 baseline.
2. By 2026–2027, complete assessment and planning to expand access to instructional support services and academic resources for disproportionately impacted (DI) populations through evening and weekend offerings. Launch a pilot program at the San Marcos location and grow expanded services and support by 15% by 2027–2028, ensuring offerings are responsive to the needs of DI students.
3. By 2026–2027, identify male student populations with low persistence rates through disaggregated data analysis. By 2027–2028, reduce the identified persistence gap by 50%, with a focus on sustainable, data-informed practices that promote long-term student success.
4. By 2027–2028, continue current persistence-focused initiatives and implement new process improvements to increase year-to-year persistence. Reduce the first-generation equity gap to 3.6% by the end of 2027–2028 and fully eliminate the gap by 2029–2030.
5. By 2027–2028, identify and promote professional development opportunities that foster a culture of engagement among all employees, increasing annual participation by 15% from the 2024–2025 baseline with participation tracked annually focused on continued growth.

### *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

**Table 10. Completion Data**

| Student Population                | % of Students for 2019-20 (Baseline Year) | # of Students for 2019--20 (Baseline Year) | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI* | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap* |
|-----------------------------------|---|--|---|--|--|---|
| <b>Overall Student Population</b> | 12%                                       | 727  | N/A   | N/A  | N/A  | N/A   |
| <b>Black or African American</b>  | 6.2%                                      | 12   | 2.6%  | 6  | 6%   | 12  |
| <b>Econ Disadvantaged Male</b>    | 7.9%                                      | 141  | 3.8%  | 70   | 5.9%   | 106   |
| <b>First Generation</b>           | 9.7%                                      | 242  | 1.9%  | 48   | 3.9%   | 98  |
| <b>Hispanic</b>                   | 10.2%                                     | 300  | 1.5%  | 46   | 3.6%   | 106   |
| <b>Male</b>                       | 8.2%                                      | 264  | 6.1%  | 196  | 8%   | 259   |

\* 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.

No, our college does not have additional goals

## Key Strategies to Advance Completion Goals

*(500 character max for each strategy)*

*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.*

### **Key Strategies for Completion - Disproportionately Impacted Student Population(s)**

1. Implement auto-awarding of degrees and certificates (those indicated by the student as their goal) starting in the 2026/27 academic year. Students can opt out of having degrees or certificates awarded.
2. Implement the Course Auditor (by the end of 2025/26) and Degree Planner (by the end of 2026/27) modules in Highpoint to allow students to track and see their progress towards their desired degree/certificate and notify students when they are close to completion.
3. Starting in the 2025/26 academic year, implement a targeted marketing and training campaign to increase student awareness and usage of available academic planning tools, including the Mapper Tool and Course Auditor/Degree Planner Highpoint modules. The campaign will include a website redesign, videos, social media, emails, announcements, workshops, and student events.
4. Starting with Spring 2027 scheduling, utilize cross-department district-wide intentional scheduling using new scheduling blocks to avoid unintended barriers to enrollment that can prevent students from completing in a timely manner.
5. By Spring 2026, launch at least one new high-impact professional development opportunity for faculty and staff focused on serving impacted student populations, including culturally responsive pedagogy and bias training, with participation tracked and feedback used to improve future offerings.
6. Gather data for non-credit program completion and analyze disaggregated data to develop strategies to close any equity gaps.

### *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

**Table 11. Transferred to a Four-Year Data**

| Student Population                | % of Students for 2018-19 (Baseline Year) | # of Students for 2018-19 (Baseline Year) | Goal 1:<br>Eliminate Disproportionate Impact - % of Increase Needed to Eliminate DI | Goal 1:<br>Eliminate Disproportionate Impact - # of Students Needed to Eliminate DI* | Goal 2:<br>Fully Close Equity Gap - % of Increase Needed to Fully Close Equity Gap | Goal 2:<br>Fully Close Equity Gap - # of Students Needed to Fully Close Equity Gap* |
|-----------------------------------|---|---|---|--|--|---|
| <b>Overall Student Population</b> | 28.1%                                     | 656                                       | N/A   | N/A  | N/A  | N/A   |
| <b>Econ Disadvantaged</b>         | 26.7%                                     | 392                                       | 1.3%  | 20   | 3.6%   | 54  |
| <b>First Generation</b>           | 25.2%                                     | 342                                       | 4.5%  | 62   | 6.8%   | 93  |
| <b>Hispanic</b>                   | 24.3%                                     | 261                                       | 4.4%  | 48   | 7%   | 76  |
| <b>Male</b>                       | 23.3%                                     | 274                                       | 7.2%  | 85   | 9.6%   | 114   |

\* 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.*

**No, our college does not have additional goals**

## 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).*

*(500 character max for each strategy)*

*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.*

### **Key Strategies for Transfer - Disproportionately Impacted Student Population(s)**

1. By the end of the 2025-2026 AY, develop and publish a comprehensive Transfer Center Plan that defines targeted support and measurable outcomes aligned with the Student Equity Plan, Board Policy (BP) 5120, and Administrative Procedure (AP) 5120. To eliminate disproportionate impact and close equity gaps, the plan will specifically address the needs of students who identify as Latine, socio-economically disadvantaged, first-generation, and/or male.
2. By the end of the 2025-2026 AY, establish a structured process that supports transfer education and services from enrollment through completion. Implement proactive marketing, outreach, and in-reach strategies targeting students who identify as Latine, socio-economically disadvantaged, first-generation, and/or male, with the goal of increasing transfer awareness, engagement, and success among these populations.
3. By the end of the 2026-2027 AY, establish a consistent, sustainable process for tracking the transfer outcomes of students participating in support programs such as Puente, UMOJA, and Black Student Success. The system will prioritize students who identify as Latine, socio-economically disadvantaged, first-generation, and/or male, using disaggregated data to guide program improvements and close equity gaps in transfer rates.
4. By the end of the 2026–2027 AY, revise Board Policy (BP) 5120 and Administrative Procedure (AP) 5120 to explicitly include the student populations identified in the Student Equity Plan—specifically Latine, socio- economically disadvantaged, first-generation, and/or male students. Shift the policy’s focus from increasing transfer applications to enhancing transfer support services and engagement, with the goal of improving transfer outcomes for these populations.

### *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.\**

The majority of transfer-intending students, particularly those from disproportionately impacted populations, do not complete the transfer process due to systemic barriers that create confusion, delay, and disengagement. Our college strategies address these root causes by centering equity, proactive support, and policy alignment with Vision 2030.

First, the development of a comprehensive Transfer Center Plan by 2026 provides a structured framework that defines targeted supports, measurable outcomes. By explicitly prioritizing Latine, socio-economically disadvantaged, first-generation, and male students, the plan ensures that students most affected by equity gaps are intentionally served rather than left to navigate the process independently.

Second, the establishment of a structured process from enrollment through transfer prevents students from losing momentum or falling off track. This approach integrates proactive counseling, early education planning, and milestone tracking. Outreach and in-reach campaigns delivered through bilingual marketing, peer ambassadors, and embedded workshops further address the information and belonging gaps that disproportionately affect DI students.

Third, building a sustainable tracking system for programs such as Puente, Umoja, and Black Student Success ensures that colleges can measure not only participation but also transfer outcomes. Disaggregated data dashboards allow for rapid-cycle evaluation and program improvement while holding the institution accountable for closing equity gaps.

Finally, revising BP and AP 5120 to explicitly include disproportionately impacted populations and to shift emphasis from transfer applications to holistic support strengthens institutional commitment. Policy changes anchors practice, ensuring that resources, staffing, and evaluation cycles reflect the goal of improving transfer outcomes equitably.

Together, these strategies dismantle structural barriers by simplifying pathways, embedding culturally responsive supports, and using data to drive continuous improvement. They directly respond to Vision 2030's call for active outreach, streamlined pathways, and equity-focused design.

\*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: Black or African American

#### 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?*

Significant equity work is taking place across the college, and several areas have developed promising practices that center Black students. There is an opportunity to create stronger coordination and a unified, institution-wide approach where all departments view supporting Black students as a shared responsibility.

Institutional processes could also be strengthened by embedding intentional, culturally relevant language and proactive guidance for Black students. Current policies are often written without fully considering how they shape Black students' experiences navigating the college system. The recent Tipping Point study highlighted the need to revise policies and processes with a focus on intentionality and student-centered design, ensuring they promote equitable outcomes and proactive guidance to Black learners.

Outreach and recruitment efforts for Black students show promise but are not yet consistent. Improving the accuracy of data queries and PeopleSoft reporting and expanded use of technology will further enhance our ability to identify and respond to student needs effectively.

Relationship-based strategies that research shows are highly effective for Black student success—such as success teams and intrusive support—are not yet fully developed or integrated across the institution. At present, much of this work is carried by a small number of dedicated individuals within Umoja and Black Student Success programs. Embedding them institution-wide will help ensure that all Black students experience coordinated, wraparound support.

While equity plans are in place, they are not consistently used to guide staffing or resource allocation. Aligning these plans more directly with institutional decision-making, for example, by establishing dedicated liaisons in areas like financial aid, would streamline access to critical services and reduce barriers.

Expanding DEIAAA training and building deeper understanding of Black students lived experiences will help shift practices from deficit-based or punitive toward restorative, student-centered approaches.

Academic departments, particularly in foundational areas like English and math, continue to rely on standardized practices that may not fully reflect culturally relevant or flexible approaches. Updating these structures will remove barriers to first-year success, reduce punitive practices, and foster a culture that treats institutional policies as guidelines for student achievement rather than rigid rules.

## 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?*
1. To address and overcome the identified barriers impacting Black students, our college is adopting a campus-wide, equity-driven approach focused on structural change and accountability. We are shifting from siloed efforts to a coordinated, institution-wide strategy where all departments share responsibility for Black student success. A dedicated Black Student Success workgroup led this initiative, supported by clear role delineation and administrative oversight, in collaboration with our Umoja program leads and Palomar Black Staff and Faculty Association. This comprehensive, coordinated approach aims to remove systemic barriers and create conditions that support Black students in enrolling, persisting, completing, and successfully transferring to four-year institutions. The college is working on institutionalizing student success teams to ensure all Black students have access to intrusive, relationship-based support throughout their educational journey.
  2. Identify all offices currently doing in-reach, outreach, marketing, and communication. Identify one individual or new position to coordinate the campus-wide effort, prioritizing in-reach, outreach, and recruitment efforts and technology implementations. In-reach, outreach, and recruitment efforts will be prioritized through intentional coordination of technology tools such as CRM and early alert systems to ensure timely communication, tracking, and intervention. These systems will be leveraged campus-wide to create consistent, personalized contact with prospective and current Black students, supporting them from inquiry through enrollment, persistence, and transfer. Academically, the college will take institutional responsibility for ensuring sustainable staffing of disciplines critical to culturally relevant teaching. Academic Affairs, in collaboration with programs requiring these instructors, will develop processes to prioritize hiring qualified faculty who are not only credentialed but also capable of teaching through culturally responsive and equity-minded frameworks. Positions in these key areas will no longer remain unfilled due to personnel gaps or lack of coordination.
  3. The college will dedicate personnel, technology, and operational resources to implement this action plan. This includes identifying and supporting coordination of in-reach, outreach and

recruitment, and prioritizing faculty staffing in culturally critical disciplines. Institutional tools such as CRM and early alert systems will be leveraged campus-wide with dedicated staffing and technical support, ensuring proactive, equity-minded communication with prospective and current Black students. Additional resources will be allocated for professional development and integrated data systems to ensure accountability and sustainability.

## DI Student Population: First Generation

### 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?*

Nearly a quarter of Fall 2022 students were FTIC. While 16% of non-Hispanic students were first generation (excluding unknown status), over 47% of Hispanic or Latino students were first generation. First Generation and low-income students often lack guidance with the initial post-secondary admissions, registration, and financial aid steps.

Palomar College is known for its numerous and diverse instructional and student support programs. However, the abundance of programs and opportunities leaves first-generation, and underrepresented students confused and unsure of what to do to reach their academic goals. While Palomar has grant-funded outreach programs at its local area high schools, one of the significant findings from the Vision Plan 2035 student listening sessions is that students do not know where to go for the various support services. There is not a place to “land” on campus that provides holistic guidance and support.

### 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?

Palomar College offers comprehensive student services programs to support its diverse student body. These programs include the Palomar Promise (First-Year Experience), EOPS, UMOJA, Puente, Disability Resource Center (DRC), Veteran’s Services, Student Health Centers (physical and behavioral), Basic Needs Center, Financial Aid, and Career Counseling and Advising. Many of these services directly support underrepresented, first-generation, low-income, and other disadvantaged students. In 2023, Palomar also began a pilot program for Student Success Teams, which are cross-divisional teams of faculty and staff designed to provide wraparound services to students.

## Hispanic

### 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?*

In 24-25, 51.1% of Palomar's student population identifies as Hispanic/Latinx, but this same population has historically experienced equity gaps along key metrics along the student journey.

First-Time-in-College (FTIC) Hispanic/Latino Students at Palomar College face unique challenges. FTIC students made up 23% of total enrollment in Fall 2022, with Hispanic or Latino students comprising 54% of this group. FTIC enrollment has declined 16% since 2016. Only 8% of FTIC students complete a comprehensive student education plan within their first year, despite state requirements. Many first-generation, low-income Hispanic or Latino students (HLI) struggle to navigate financial aid, despite high Pell eligibility.

Course success and retention rates remain lower for HLI students compared to non-Hispanic peers. Math gateway completion is especially low—only 17% of HLI students complete transfer-level math in their first year versus 24% of non-Hispanic students. These barriers contribute to low graduation and transfer rates, as many students leave college early due to unclear goals, limited support, and personal pressures.

### 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 address these gaps, the College is advancing a comprehensive set of structural and culturally responsive strategies. A key focus is strengthening student enrollment across the main campus, education centers, and all instructional modalities. This approach emphasizes not only enrollment growth but also retention, persistence, and completion, recognizing that enrollment efforts are most effective when framed as holistic equity strategies.

To advance this work, the district established the Student Journey: Enrollment to Completion Committee, a participatory governance body with representation from executive leadership, faculty, staff, and students. This committee ensures enrollment efforts are collaborative and reflect the diverse perspectives of the campus community.

In 2024/25, the committee advanced several Strategic Enrollment Management (SEM) projects focused on scheduling. Initiatives included creating new scheduling blocks to expand course access at convenient times, developing a standardized scheduling template to improve accuracy and reduce errors, and setting scheduling parameters to guide departments. These improvements were designed in consultation with faculty chairs, department assistants, and discipline leads, fostering a culture of strategic collaboration and responsiveness to student needs. These scheduling improvements were particularly designed to meet the needs of part-time students, who make up the majority of our student population. Over 45% of our current part-time students, identify as Hispanic. These efforts expand access to high demand courses for evenings and weekends and streamline the scheduling blocks during traditional hours.

As a Hispanic Serving Institution (HSI), Palomar College has launched several initiatives including two phases of a Districtwide HSI book club to build capacity and competency around the meaning of “servingness”. By intentionally serving our Hispanic student populations, identified as one of our institution’s disproportionately impacted groups, we are working to dismantle structures and barriers that affect all students. The establishment of the HSI Task Force addressed a critical gap, as Palomar did not have an active HSI related federal grant, typically Title III or V, at the time. The Task Force recommendations will guide and strengthen efforts to support our Latinx student population.

Building on these structural improvements, the HSI Task Force has outlined a coordinated institutional framework to advance Hispanic/Latinx student success. This framework includes equity-driven professional development, culturally affirming campus practices, holistic student support, inclusive curriculum, disaggregated data use, bilingual family outreach, increased representation in hiring, and integration into strategic visioning processes. While promising practices exist, they are not yet scaled across all Hispanic/Latinx students. Palomar is committed to institutionalizing these strategies through coordinated governance, resource allocation, and accountability mechanisms to ensure equitable outcomes for this student population.

## 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).*

**Table 12. 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 |
|---|---|---|---|--|--|
| <b>Fall 2022 Cohort</b><br>(Comprehensive Ed Plan by 6/30/2023)         | 3,983                                       | 435   | 11%   | 801  | 20%  |
| <b>Spring 2023 Cohort</b><br>(Comprehensive Ed Plan by 12/31/2023)      | 1,225                                       | 94  | 8%  | 134  | 11%  |
| <b>Fall 2023 Cohort</b><br>(Comprehensive Ed Plan by 6/30/2024)         | 3,958                                       | 495   | 13%   | 1,102  | 28%  |
| <b>Spring 2024 Cohort</b><br>(Comprehensive Ed Plan by 12/30/2024)      | 1,215                                       | 92  | 8%  | 169  | 14%  |
| Male  | 23.3%                                       | 274   | 7.2%  | 85   | 9.6%   |

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

Using the prescribed PPG-1 methodology and disaggregating by all the sub-populations specified in AB 504, none of the sub-populations were disproportionately impacted on receipt of a comprehensive education plan using MIS data element SS09.

## Comprehensive Education Plan Implementation for DI Student Populations \*

**Onboarding & orientation:** Palomar College should implement a New Student Checklist that includes portal login instructions, Microsoft 365 setup, enrollment tutorials, and links to key tools like Palomar Mapper, TypeFocus, and the College Catalog. Orientation should be required prior to enrollment—offered online or in-person—and include essential topics such as deadlines, registration, and support services. Completion of TypeFocus during orientation will trigger a counseling appointment. New Student Workshops should be offered in multiple formats to support the transition to college.

**Ed Planning & Counseling Access:** To improve access to timely and effective planning, Pathway-Based Education Planning Workshops should be offered by majors ideally co-led by instructional faculty and supported by tools like ADT and Palomar Mapper. Comprehensive Ed Plans should be scheduled once all transcripts and AP scores are received, with abbreviated plans and action steps offered in the interim. During peak registration, full drop-in counseling should be available, and appointment slots reserved for outreach campaigns. Positive service indicators should be used to track milestones like major confirmation and counseling completion.

**Career & Major Selection:** To support informed decision-making, integrate TypeFocus into CCCApply or the post-application process, allowing counselors to use results in early appointments. For undecided students, offer career exploration workshops, promote GE and exploratory courses, and encourage Career Center visits. Major Planning Workshops should focus on high-interest majors and include career outlooks, required courses, and transfer pathways.

**Communication & Outreach:** Students should receive clear, timely information via email campaigns sent to personal accounts, including login instructions, enrollment steps, and links to “Your Guide to Palomar.” Classroom visits and peer outreach should promote counseling services and schedule appointments on the spot. Reinstate Early Admission Program (EAP) to provide one-on-one planning for high school students, including action steps for those undecided.

**Infrastructure & Staff Support:** Front desk staff should be trained to triage appointments and verify transcript/AP readiness using checklist. Instructions for submitting documents should be added to the website and appointment confirmations.

Collaborate with Evaluations to explore faster transcript processing and prioritize new students.

## Comprehensive Education Plan Implementation for ALL Students \*

We will be using the same strategies identified to support DI student populations to make an impact on all Palomar students. That being said, the strategies for our DI populations will be more intrusive and intentional, whereas our goal for all students will be to widen our reach to ensure that as many students as possible have a comprehensive education plan.

## Vision 2030 Alignment/Coordination

### 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.

Palomar College continues to embed the Guided Pathways framework into its institutional infrastructure, with a strategic emphasis on disproportionately impacted (DI) student populations. Recognizing that a student's educational journey may extend beyond the attainment of a singular goal, the College is implementing a series of integrated efforts designed to promote equitable outcomes across key momentum points.

**Successful Enrollment:** The College is refining its onboarding processes to ensure a seamless transition from application to course registration. This includes aligning major selection and transfer intent with class scheduling, in support of the Strategic Enrollment Management (SEM) plan, which prioritizes student-centered scheduling practices.

**Persistence:** Efforts are underway to review and enhance the academic probation process, including the reconsideration of naming conventions to reduce stigma and improve clarity. Additionally, the College is working to ensure the timely disbursement of financial aid, recognizing its critical role in student retention.

**Completion of Transfer-Level Math and English:** Palomar is advancing student-centered scheduling to ensure that Math and English courses are available at times that align with students' academic plans. Faculty engagement is supported through Communities of Practice, fostering pedagogical innovation and collaboration within these disciplines.

**Completion:** The institution is investing in systems that provide a holistic view of the student journey, capturing multiple touch points to enable intentional, data-informed interventions. This approach aims to enhance student support and increase completion rates through proactive engagement.

**Transfer:** Palomar is expanding holistic, culturally responsive services for Latinx students, ensuring they are timely and well-coordinated. The implementation of Student Success Teams serves as a strategic mechanism to guide students through their academic pathways. Additionally, the College is increasing access to Zero Textbook Cost (ZTC) courses, reducing financial barriers and supporting academic progression.

Through these targeted strategies, Palomar College re-affirms its commitment to equity, access, and student success, ensuring that institutional practices are responsive to the diverse needs of its student population.

## 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.).*

Palomar College, in coordination with the Financial Aid Department, will implement an equity-minded plan to expand financial aid access and increase FAFSA and CADAA completion, focusing on disproportionately impacted (DI) student populations. Recognizing that timely and accurate financial aid is essential to student persistence, retention, and completion, the college will integrate financial aid outreach and support throughout the student journey.

The first strategy focuses on proactive outreach and early engagement. Through admissions and onboarding, students will receive targeted FAFSA/CADAA reminders via text, email, and communication campaigns, with messaging tailored to DI groups such as foster youth, veterans, and low-income adults. In collaboration with local high schools and community partners, Palomar will expand culturally responsive “Cash for College” and financial aid workshops offered in multiple languages and accessible formats.

The second strategy emphasizes personalized support. One-on-one advising, application labs, and embedded services will be available within programs such as Promise, EOPS/CalWORKs, DSPS, and Veterans.

The third strategy strengthens process efficiency through automation and technology. FAFSA/CADAA reminders, requirement notices, and verification updates will be delivered through PeopleSoft checklists and the CRM. Electronic forms, e-signatures, and automated notifications will reduce delays and provide students with real-time updates.

The fourth strategy expands supplemental support. Students will be connected to Pell, Cal Grant, Student Success Completion Grant, and California College Promise Grant programs, as well as emergency relief grants, and food pantry access. This support will help alleviate financial barriers that could disrupt enrollment and progress.

Finally, data-driven equity strategies will guide continuous improvement. Disaggregated data will track FAFSA/CADAA completion, verification rates, and disbursement timelines, with dashboards identifying equity gaps among DI populations. Targeted interventions, such as outreach to foster youth or justice-impacted students with lower completion rates, will address specific barriers.

Through this holistic approach, Palomar College will increase financial aid completion, reduce delays, expand emergency support, and close equity gaps—ensuring all students receive timely resources to persist, complete, and achieve equitable outcomes.

## 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.*

The Disability Resource Center (DRC), DSPS program, at Palomar is committed to advancing the college's Student Equity Plan by proactively addressing disproportionate impact among students with disabilities and supporting equity goals for all disproportionately impacted populations. The DRC provides individualized academic accommodations, counseling, assistive technology, educational counseling, learning disability assessments, educational assistance classes, learning support, and workshops to reduce barriers that contribute to equity gaps. The program collaborates closely with instructional faculty, counseling, student services, and equity offices to ensure accessibility is integrated into teaching practices, campus resources, and institutional planning.

Proactive efforts include conducting outreach/in-reach to increase awareness of DRC services among underrepresented groups, including students who may not self-identify as having a disability. DRC counselors provide holistic, equity-minded support that addresses both academic and non-academic barriers, connecting students to essential services such as financial aid, basic needs, behavioral health, and cultural resource centers. To eliminate disproportionate impact in outcomes such as retention, completion, and transfer, the DRC provides targeted interventions like embedded assistive technology training, skill-building workshops, and proactive case management for students.

The DRC also plays a key role in professional development for faculty and staff, promoting Universal Design for Learning (UDL), accessible course design, and inclusive pedagogy that benefits all students, not only those with disabilities. By equipping faculty with strategies to create more accessible learning environments, the DRC reduces reliance on retroactive accommodations and fosters equitable classroom experiences.

Finally, the DRC uses data-informed decision making to evaluate the effectiveness of services, identify equity gaps, and refine practices in alignment with Student Equity Plan goals. Through ongoing collaboration with campus equity committees and leadership, the DRC ensures that disability inclusion remains central to equity efforts, helping the college move toward eliminating disproportionate impact and supporting student success for all disproportionately impacted populations.

## 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.*

Extended Opportunity Programs and Services (EOPS) and CalWORKs work to support the needs of some of the college's most vulnerable student populations. At the very core, both are long-standing equity programs intended to remove barriers to access and student success and to close the gaps in performance and higher education attainment for historically marginalized student populations. These programs provide proactive and intrusive outreach and counseling, engage with campus and community

partners to ensure responsive student supports, and implement student-centered, data-informed programming and practices designed to close gaps in enrollment, progression, retention, and completion for the students we serve.

EOPS and CalWORKs engage in focused in-reach and outreach to support the enrollment of economically and educationally disadvantaged students. We work with K-12, community (County HHS, workforce partners), and campus partners to identify potential students and offer application support, campus tours, orientation, and onboarding support to ensure that our students are able to foster a connection to the campus community and the resources available to support them on their educational journey.

Participating students have access to ongoing holistic student-centered academic, personal, career, and transfer counseling. EOPS students are required to meet with a counselor three times each semester, and CalWORKs students are encouraged to do the same. These interactions foster a sense of trust and accountability as students navigate their program of study and ensure responsive intervention should they encounter difficulties along the way. Additionally, a variety of programming and workshops are offered throughout the year to develop academic skills, strategies of personal well-being, and a greater sense of self. These interactions promote student retention and progression and success and are informed by program level data gathered through regular assessment of our practices and outcomes.

Student engagement in regular counseling, degree planning, access to tutoring supports, and intentional exposure to four-year college and university options directly support degree completion and transfer attainment. EOPS and CalWORKs work to provide intentional exposure to four-year college and university options, as well as multiple career pathways. Lastly, we provide a direct line to campus support to address basic needs and support throughout the educational journey.

## 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.*

The Palomar College Next UP program and Foster Youth continuation services (those provided to students who do not meet Next UP eligibility) work to support and advance equity efforts through proactive and intrusive outreach and counseling practices, collaboration with campus and community partners, and data-informed student programming and practices tailored to address gaps in enrollment, progression, retention, and completion.

Palomar College foster youth programs utilize targeted outreach and in-reach to support the enrollment of current and former foster youth. We engage with our K-12 and community partners to identify potential students and offer application support, campus tours, orientation and onboarding support to ensure that foster youth students have an awareness and connection to the resources that exist at Palomar College and a firm understanding of what to expect as a student.

Our foster youth students have access to ongoing academic and personal counseling approached from a trauma-informed lens. Students are encouraged to meet with a counselor at least three times per semester and as often as needed to ensure they have access to the resources and support necessary to achieve success. We also provide workshops focused on developing skills of self-sufficiency,

independence, and academic success throughout the semester, as well as community- building activities fostering accountability. These activities directly contribute to student retention, progression, and success.

Degree completion and transfer attainment are enhanced through regular counseling sessions and ongoing degree planning, access to tutoring supports, and intentional exposure to four-year college and university options. Annually, our programs host representatives from regional institutions and facilitate visits and tours of colleges and universities to ensure that our students have exposure to a wide variety of 4-year settings.

In addition to programmatic support and intentional practices aimed at enhancing onboarding, retention, progression, and completion, we work to support the whole student. We partner with the Palomar College Basic Needs Center, Palomar College Behavioral Health Services, our Disability Resource Center, and others to ensure that students' needs are supported at every level in an effort to maximize their chances for success.

## 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 Veterans Resource Center (VRC) at Palomar College advances the Student Equity Plan by providing holistic, equity-minded support for military-affiliated students, including veterans, active duty, reservists, and dependents. Many of these students hold multiple disproportionately impacted (DI) identities, such as first-generation, Hispanic/Latino, low-income, students with disabilities, and men of color, making intentional, proactive programming essential.

The VRC promotes successful enrollment through targeted outreach, onboarding workshops, and coordination with Admissions, Counseling, and Financial Aid. This proactive support simplifies enrollment and benefits certification, ensuring that DI students begin their studies with clear academic pathways.

To strengthen persistence and completion, the VRC embeds specialized counseling, academic advising, and comprehensive Student Education Plans. Partnerships with the Disability Resource Center (DRC) ensure veterans with service-connected disabilities receive timely accommodation and wraparound support. Tutoring and academic skills workshops are actively promoted to close gaps in math and English completion.

For transfer and degree attainment, the VRC hosts university representatives, offers transfer planning workshops, and ensures early exposure to four-year options. These efforts directly address barriers faced by first-generation and Hispanic veterans navigating complex transfer processes.

The VRC also prioritizes basic needs and well-being, recognizing that housing, food insecurity, and mental health disproportionately impact veterans and student parents. Through referrals to the Basic Needs Center, access to the campus food pantry, peer mentorship, and partnerships with community agencies, the VRC reduces non-academic barriers to equity.

Finally, the VRC builds community and belonging through events such as Chat & Chow, peer leadership opportunities, and culturally responsive programming. These spaces allow veterans to connect, share lived experiences, and engage meaningfully with the college community.

By integrating outreach, intentional advising, transfer guidance, basic needs coordination, and community-building, the VRC supports disproportionately impacted veterans in enrolling, persisting, completing, and transferring at equitable rates, aligning directly with Palomar's Student Equity Plan goals.

## 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.*

Palomar College Rising Scholars provides wrap-around services and support to currently and formerly incarcerated students, many of whom identify as Black, Hispanic/Latinx, Asian, and/or First-Generation. While Rising Scholars serves currently incarcerated students at a county jail, most Rising Scholars participants are formerly incarcerated students and take classes in person and online. The program provides disproportionately impacted students with high-touch support that includes peer mentorship, resources such as books, laptops, transportation, and access to the Rising Scholars Center, a dedicated space. At the Rising Scholars Center, formerly incarcerated Black, Hispanic/Latinx, Asian, and first-generation staff members and student peer mentors provide other justice-impacted students intrusive help with college success strategies, including navigating unfamiliar technology systems such as Canvas course sites, student email, and the enrollment system.

The program also provides warm hand-offs to other campus and community support systems. As part of onboarding, each student learns about campus resources like EOPS, the Disability Resource Center(DRC), academic and behavioral health counseling, Puente, Umoja, and the Pride Center. Each student also learns about community support systems like the Department of Rehabilitation, which funds formerly incarcerated people to reach their academic and career goals. In addition to providing these services and access to resources, Rising Scholars staff offer ongoing support to students throughout the duration of their academic journeys. In addition, the Rising Scholars community fosters a sense of belonging that encourages students to participate in activities such as weekly check-ins, workshops, events, and celebrations, all of which pave a pathway to success for disproportionately- and justice-impacted individuals.

## 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.*

Palomar College recognizes that low-income adult learners face multiple, intersecting barriers that can limit educational attainment, including the high cost of living, work and family obligations, and unmet

basic needs such as housing, food, and transportation. These challenges significantly affect persistence and completion. To address them, Palomar is implementing a coordinated, equity-driven approach to expand access, retention, and success for low-income adult learners through targeted structural and programmatic strategies.

A central focus is the integration of financial support and basic needs services. Palomar will expand proactive outreach to ensure adult learners are connected to financial aid resources such as Pell Grants, the California College Promise Grant, emergency assistance, and CalFresh enrollment. Partnerships with the Basic Needs Center will enhance access to food, housing, transportation, and emergency grants. Using early alerts through the Customer Relationship Management (CRM) system, staff will identify students at risk of withdrawal due to financial barriers and connect them with timely support.

Recognizing that flexibility is essential for working adults and parents, Palomar will expand accelerated, online, and hybrid course offerings. Short-term certificates, competency-based education, and stackable credentials will allow adult learners to up-skill efficiently while maintaining employment.

Palomar will further support adult learners by scaling Credit for Prior Learning (CPL) processes to recognize verified work, military, and industry experience, reducing time and cost to degree completion. Collaboration with employers and workforce boards will strengthen work-based learning pipelines that integrate internships, apprenticeships, and applied learning opportunities linked to employment outcomes.

Palomar will also implement targeted outreach and re-enrollment campaigns to engage adults who previously attended but did not complete a credential. Through CRM-based communication, Palomar will deliver personalized messaging that highlights affordability, flexibility, and clear career pathways.

Through these integrated initiatives, Palomar College will foster an inclusive and supportive environment where low-income adult learners are empowered to persist, complete credentials, and achieve family-sustaining employment, advancing both individual opportunity and community economic mobility.

## 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.*

Palomar College has been a statewide leader in Credit for Prior Learning (CPL) since 2019, using CPL as both an equity strategy and a way to help students save time, reduce costs, and reach their goals faster. At Palomar, CPL is more than awarding credit -

- it recognizes work experience, military training, and professional learning as meaningful progress toward certificates, degrees, and transfer.

Palomar was the first California community college to institutionalize CPL through support from the CCCCO Success Center. Early work included creating the statewide CPL Toolkit, partnering with the San Diego and Imperial Valley Regional Consortium, developing the Chancellor's Office Vision Resource Center CPL playlist, and leading professional development trainings to expand CPL equitably.

Palomar's CPL system is fully electronic and equity-minded, with PeopleSoft SIS integration, online petitions, automated notifications, a user-friendly website, and no fees for students.

Our CPL Pathway model includes dedicated CPL counselors, faculty champions, monthly drop-ins, targeted outreach, and advising that connects CCCApply onboarding, education plans, and transfer guidance.

Key initiatives include:

Military Leadership Apprenticeship Program: Since 2020, more than 2,900 Marines have earned college credit, including 1,459 who received CPL credit for professional military education (PME). Credits apply to Certificates of Achievement, an Associate Degree, and transfer pathways to National University, ASU, and the University of Louisville (2026).

New CPL Pathways (2025–26): Business, Administration of Justice, and Military Leadership for Veterans.

CPL Goals:

Expand outreach and awareness

Build multilingual and inclusive resources Expand dedicated CPL counseling and follow-up Strengthen faculty and staff capacity

Create more CPL pathways

Use CPL as a gateway into college

Palomar has shown how CPL can open doors, close equity gaps, and keep students moving forward. With continued investment in counseling, faculty time, and multilingual support, we can scale CPL to reach more students. CPL is a powerful way to expand access, improve persistence, support completion, and bring college to students wherever they are.

## 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.*

To ensure all high school students complete 12 units of dual enrollment credit, Palomar needs to expand its instructional capacity to support 650 sections each semester. Achieving this will require K-12 partners to serve as the employer of record and require coordinated engagement with CSUSM to align

curriculum, avoid duplication, and establish clear and coherent pathways from high school to community college and transfer.

Key strategies that address equity and expand access for disproportionately impacted student populations include the following:

1. Shortened Courses – Participating in the Shortened Course Project enables the development of accelerated formats that are especially effective for students in Juvenile, Court, and Community Schools (JCCS), as well as charter schools where frequent student mobility often disrupts course completion.
2. Rural Access – Rural communities often lack access to nearby higher education entities and face systemic barriers to education and career advancement. Expanding dual enrollment in rural regions increases access to higher education in our Native nations. Dual enrollment can provide needed training and cultivate a home-grown workforce in their communities.
3. Umoja Partnership – Exploring the possibility of a high school Umoja cohort provides culturally responsive curriculum rooted in African American/Black experiences. While open to all students, this model promotes inclusive pedagogy and fosters stronger community and student engagement.
4. Program Mapper Integration – Exploring the possibility of the Program Mapper to include pathways from 9th grade through Palomar College will provide families with transparent and structured course maps leading to certificates, associate degrees, or transfer readiness. The maps, combined with targeted outreach in under-served communities, are intended to increase awareness and participation in dual enrollment opportunities.

Collectively, these strategies are designed to strengthen the dual enrollment framework, expand equitable access, and improve student outcomes across the district.

## 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.*

Palomar College is strategically aligning its Strong Workforce Program, Perkins Program, and Student Equity and Achievement (SEA) Program to collectively advance the goals of Vision 2030 -- specifically, Equity in Access, Equity in Success, and Equity in Support. This coordinated approach is designed to eliminate equity gaps and improve outcomes for disproportionately impacted (DI) student populations identified in the Student Equity Plan.

All three programs are guided by the Chancellor's Office directives to:

Prioritize DI student populations through race-conscious and equity-focused planning. Collaborate intentionally across categorical and campus-based programs.

Use disaggregated data to identify gaps and implement evidence-based strategies.

Career Center Development:

A new Career Center, funded through Strong Workforce and SEA, serves as a centralized hub for career counseling, internships, job placement and provides wraparound services tailored to DI populations.

Registered Apprenticeships in fields like the Trades (Electrical, Carpentry and Sheet Metal), Early Childhood Education, Zero Emissions Vehicle Technologies (ZEVTech) and Computer Information Systems align with labor market needs. Students earn progressive wages while gaining skills, linking learning to economic advancement.

Outreach and Marketing:

Strong Workforce and Perkins have supported events and campaigns to recruit students into programs that train for nontraditional career fields for more equitable representation across programs.

Faculty Diversity and Professional Development:

Strong Workforce have supported DEI-focused professional development, like the Strong Workforce Faculty Institute where faculty use data to review success and retention rates in their classes and learn pedagogical strategies to help students meet course outcomes.

Through braided funding and collaborative planning, Palomar College is leveraging the strengths of the SEA, Perkins, and Strong Workforce programs to create inclusive, equitable, and effective pathways for DI students. This integrated approach supports the college's commitment to Vision 2030 and ensures that student equity remains central to workforce development and academic success.

## 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.*

N/A