



## **2025-2028 STUDENT EQUITY PLAN**

## PREFACE

The 2025-2028 Student Equity Plan includes language from NOVA, the official platform through which this plan will be submitted to the California Community Colleges Chancellor's Office (CCCCO) following approval by the Board of Trustees. The document includes CCCCCO directions, guiding questions, and links to relevant sections of the California Education Code for colleges to consider as they develop their plans.

To help distinguish between CCCCCO-provided guidance and college content, any language enclosed within a textbox represents Citrus College's narrative response.

We would like to acknowledge the many campus groups who contributed to the development of this plan, including the Academic Senate, Associated Students of Citrus College, Student Equity and Achievement Program Committee, Guided Pathways Committee, Student Services Committee, Steering Committee, and the Board of Trustees.

A special thank you to our core writing team for their leadership and dedication:

**Dr. Betzabel Martinez Bleech, Dr. Elisabeth Ritacca, Dr. Elaine Lipiz Gonzalez, Dr. Ty Thomas, Dr. Lan Hao, and Mr. Anthony Delgado.**

## 2025-28 STUDENT EQUITY PLAN

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

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

### ASSURANCES:

Please attest to the following 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."
- 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.
- 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.

**Campus Involvement & Leveraging Student Voice (2,500 character max)**

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

**Academic Senate**

- Flex Day presentation Spring 2025 – focused on presenting preliminary ideas that may be included in the SEAP plan, faculty and staff were provided the opportunity to add more ideas for consideration
- SEAP/GP faculty co-chair regularly spoke about the SEAP plan in Academic Senate during the Spring 2025 semester, including providing a timeline for when a draft should be expected in Fall 2025
- SEAP co-chairs presented the draft in a presentation during the Fall 2025 semester; all faculty had the opportunity to make suggestions before the document moved to the campus’ Steering Committee

**Student Services Committee (SSC)**

- SEAP co-chair and Dean of Counseling presented to SSC in Spring 2025 to discuss the writing process for the SEAP plan
- There was a focus on Section 13 Vision 2030 that includes a writing piece from a variety of student services and categorical programs.
- SEAP co-chairs presented the draft in a presentation during the Fall 2025 semester; SSC had the opportunity to make suggestions to the plan

**Students**

- SEAP co-chairs presented a timeline to ASCC and invited student leaders to participate in the writing process in Spring 2025.
- ASCC had the opportunity to review the draft and provide feedback before final submission.
- There are student representatives on SEAP committee, and they were active participants in creating preliminary goals/ideas for the SEAP plan.
- SEAP co-chairs met regularly with student leaders from official student clubs who are members of some of the DI populations that will be of focus for the 2025-2028 SEAP plan.

**Campus-wide Forum (September 2025)**

- All campus members were invited to a forum to review the SEAP plan and ask clarifying questions and provide additional feedback for consideration.
- All campus members were provided a link to schedule a meeting with SEAP co-chairs to discuss ideas or be involved in the writing process.

**Race Consciousness (2,500 character max)**

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

The DI groups we have chosen have a history of being DI groups on campus but have had inadequate attention and we want to support these groups better moving forward.

While there are many DI populations to select, for the 2025-2028 plan, our college has chosen to select Black/African American, Hispanic students, and first-generation students. When disaggregating some of the DI population such as male students, economically disadvantaged, and first generation, our Black and Hispanic students are reflected in this sub-analysis. Furthermore, when first generation data has been disaggregated internally, almost half of students who identified as Hispanic report also being first generation. First generation students came up as a DI population in four of the five metrics.

Hispanic students are the majority of the college’s student population, and by supporting them more fully, the college can increase student outcomes significantly. For our Section 11 we have chosen to focus on Black/African American and Hispanic students with a particular focus on men of color, and/or male students within each of these groups.

**Local Review Process & Schedule (2,500 character max)**

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

To ensure ongoing local review and evaluation of the Student Equity Plan, we will implement a structured reporting process that aligns with institutional equity goals and supports continuous improvement. Progress will be reported annually in June through a formal presentation to the Board of Trustees. In addition, updates will be provided each semester to the Associated Students of Citrus College (ASCC), the Academic Senate, and the Student Services Committee. This cycle of regular reporting will allow for consistent review, feedback, and accountability, while ensuring the campus community remains informed and engaged in advancing equity.

## Contacts

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

### COLLEGE CONTACT INFORMATION FORM

**Required Contacts** (Please add at least one contact for each of the following roles):

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

## Student Equity Plan Reflection

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

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

### Reflection

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 (2,500 character max)**

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

Our college has learned that equity gaps are deeply tied to students' need to feel supported and seen on campus through culturally relevant programming and services. At the institutional level, a lack of equity-mindedness among some employees, along with limited understanding of equity versus equality, has contributed to these gaps. Additionally, there is often reluctance to acknowledge areas needing improvement, creating barriers to building a more equitable and welcoming environment. Students and employees may also feel apprehensive about sharing critical feedback that could drive change. Finally, the absence of dedicated time and space for these conversations further hinders progress toward equity.

Furthermore, the college established the Pride Center and hired a part-time coordinator to serve our LGBTQ+ population. The Price Center has developed year-round programming and launched annual LGBTQ+ ally trainings, efforts that have increased visibility for LGBTQ+ students and fostered positive cultural change on campus. Additionally, in Spring 2025, Citrus College hired a permanent Director of Student Equity and Success to oversee the efforts and initiatives from SEAP.

Lastly, mid-way through the plan cycle, the college's DEIA+, SEAP, and Office of Institutional Research, Planning, and Effectiveness conducted student focus groups to gain a better understanding of students' experience on campus and to identify what supports are in place that enhance their college journey as well as what improvements can be made. The research questions were: What are students' experiences with DEIA+? How do students feel supported or hindered at Citrus? Seven focus groups were conducted with students from the following groups: Black Scholars, Dream Resource Center users, student parents in EOPS/CARE, NextUp students, Pride Resource Center users, and veterans. Three findings resulted from these focus groups. First, students identified institutional barriers and the positive impact of specialized support programs on belonging. Second, areas for immediate improvement across academic affairs, student services, and facilities were highlighted. And lastly, this research showed the value of disaggregated qualitative data (by race, ethnicity, and special populations). Next steps include improving accessibility and ensuring employees know how to access and apply student feedback such as accessing pronouns on Canvas.

**Plan Continuity** (2,500 character max)

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

For the 2025–28 Student Equity Plan, the college will continue building on several successful practices from the current plan. First, we will sustain the Pride Center, which has provided ongoing visibility and support for LGBTQ+ students. Second, we have learned that students and faculty have a strong history of creating their own communities of support (e.g., LUSA, Black Scholars). The college plans to strengthen these initiatives by actively listening to student voices and providing resources that allow these communities to thrive. Third, we will continue expanding the Black Scholars Program, including its transition into Umoja, to enhance culturally responsive support for Black students.

Additionally, the inaugural Data Coaching Workshop Series was successfully implemented in 2024–25 for instructors, managers, and classified staff. The program helped participants gain a deeper understanding of the college’s local data and its context, in particular when it came to student equity data and achievement data. Most importantly, the series fostered meaningful conversations about how we interpret data and how that knowledge and understanding can inform and enhance teaching and learning. The Data Coaching Workshop Series will continue throughout the next Student Equity Plan cycle.

Finally, we will maintain close collaboration with the Office of DEIA+ and the Office of Institutional Research, Planning, and Effectiveness to ensure regular quantitative and qualitative assessments, helping us measure progress and identify new strategies to meet emerging student needs.

## Executive Summary

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

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

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

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

Education Code 78222(a)(1)(2ABC)

a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all of the following:

(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.

(B) Ensuring students complete their educational goals and a defined course of study.

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

Per Education Code 78221, SEA allocated funds are for the “purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section 78220.”

Per Education Code 78220 (e)(1)(2)(3AB), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial

assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student's ability to persist in the student's course of study. Please read Education Code 78220 (e)(1)(2)(3AB) for more details and information on the definition of "eligible student" and "emergency student financial assistance".

Please review Student Equity and Achievement (SEA) Program Expenditure Guidelines (cccco.edu).

**Link to Executive Summary**

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

**Executive Summary URL**

*Link will be emailed to the CCCCCO once it has been published. See Executive Summary document attached separately.*

## Student Populations Experiencing Disproportionate Impact

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

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

### **Disproportionate Impact (DI) Definition:**

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

### **Disproportionate Impact (DI) Calculation:**

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

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

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

			<b>Goal 1: Eliminate Disproportionate Impact</b>		<b>Goal 2: Fully Close Equity gap</b>	
<b>DI Student Population</b>	<b>% of Students for Baseline Year</b>	<b># of Students for Baseline Year</b>	<b>% of Increase Needed to Eliminate DI</b>	<b># of Students Needed to Eliminate DI</b>	<b>% of Increase Needed to Fully Close Equity Gap</b>	<b># of Students Needed to Fully Close Equity Gap</b>
<b>Successful Enrollment - DI Student Populations</b>						
<b>Black or African American</b>	12.3%	65	5.6%	30	8.4%	45
<b>White</b>	10.3%	403	13.9%	546	15.9%	624
<b>Completed Both Transfer-Level Math &amp; English - DI Student Populations</b>						
<b>Black or African American</b>	14%	13	5.9%	6	12.9%	12
<b>First Generation</b>	22.5%	226	3.8%	39	6.5%	65
<b>Hispanic</b>	24.6%	398	2.7%	44	4.8%	79
<b>Persistence: First Primary Term to Secondary Term - DI Student Populations</b>						
<b>Black or African American</b>	48.6%	34	10.5%	8	22.2%	16
<b>First Generation</b>	65.5%	450	3.4%	24	7%	48
<b>Male</b>	67.5%	620	1.7%	16	4.7%	43
<b>Completion - DI Student Populations</b>						
<b>Asian Male</b>	13.2%	19	2.5%	4	8.1%	12
<b>Econ Disadvantaged Male</b>	17.8%	169	2%	19	4.4%	42
<b>First Generation</b>	19.4%	271	0.6%	9	2.7%	38
<b>Hispanic Male</b>	16.4%	150	3.9%	36	6.3%	58
<b>LGBT</b>	12.4%	27	4.7%	11	9.1%	20
<b>Male</b>	16.7%	238	5.8%	84	7.9%	113
<b>Transferred to a Four-Year - DI Student Populations</b>						
<b>Asian</b>	13.7%	29	16.8%	36	21.3%	45
<b>First Generation</b>	25.7%	135	6.2%	33	9.8%	52

## Metric: Successful Enrollment

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

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

Successful Enrollment metric is calculated as follows:

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

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

### Population Experiencing the Most Significant Disproportionate Impact:

Black/African American
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## Goals

### Successful Enrollment Equity Goals

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

### Additional Goals

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

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

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

### Additional Goals

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

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

- Yes, our college has additional goals  
 No, our college does not have additional goals

### Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing <b>enrollment yield from valid applications</b> by 5% by 2026.
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### Key Strategies to Advance Successful Enrollment Goals Disproportionately Impacted Student Population(s)

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

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

**Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)** (500 character max)

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| 1. Expand the Black Scholars program and work towards an Umoja program model application, including hiring staff to support with case management of Black/African American students.                                                                                                                                                                                         |
| 2. Work with the marketing department to highlight the college going experience of Black Scholars program alumni and their families through the creation of flyers and other promotion items.                                                                                                                                                                                |
| 3. Partner with TECS to identify and analyze the list of Black-identifying students who applied to Citrus College but did not enroll. Prioritize this disproportionately impacted (DI) group by implementing targeted outreach strategies, such as personalized phone calls, text messages, or automated communications, to re-engage and understand barriers to enrollment. |

**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.

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

**Additional Key Strategies for Successful Enrollment - Overall Student Population** (500 character max)

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Enhance the transition from Dual Enrollment to college through joint planning with counseling. Students will receive early advising, success workshops, and equity-minded guidance to ensure smooth transitions, aligned pathways, and access to resources that support persistence and long-term goals. Connect incoming Dual Enrollment students with support programs such as Black Scholars, Rising Scholars, and Mi Gente Scholars among other student success resources. |
| 2. Citrus College has launched a Welcome Center, offering expanded support for student application and registration. It provides in-person and online services for credit and noncredit students. Centralized services include information sessions, tours, help with applications, orientation, registration, email setup, and resolving common enrollment issues.                                                                                                               |

## Metric: Completed Both Transfer-Level Math & English

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

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

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

### Population Experiencing the Most Significant Disproportionate Impact:

Black/African American; Hispanic; First Generation College Students
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### Goals

#### Completed Transfer-Level Math and English Equity Goals

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

#### Additional Goals

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

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

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

### Additional Goals

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

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

- Yes, our college has additional goals  
 No, our college does not have additional goals

### Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

- |                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. In our local strategic plan, we have a goal of increasing the percent of students who <b>complete transfer-level English</b> within one year to 73% by 2026.     |
| 2. In our local strategic plan, we have a goal of increasing the percent of students who <b>complete transfer-level mathematics</b> within one year to 73% by 2026. |

### Key Strategies to Advance Transfer-Level Math & English Goals Disproportionately Impacted Student Population(s)

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

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

**Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)** (500 character max)

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| 1. Expand the Black Scholars Program by pursuing an Umoja program model, which integrates an instructional component and learning community to help close equity gaps for Black students and others who participate. Implementation will require a dedicated Umoja Village Space and appropriate counseling support, as well as 1.0 full time staff or faculty equivalency to sustain the program.                                                                       |
| 2. The college has recently established the Mi Gente Scholars initiative, supporting Latinx students, with hopes of creating a strong foundation for a future Puente Project application. The Mi Gente Scholars initiative plans on working towards establishing an instructional component to the initiative based on the Puente Project model to be able to submit a robust application.                                                                               |
| 3. Examine and address the experiences of Black and first-generation students by analyzing participation and engagement with Learning and STEM Centers online and in-person. This includes identifying barriers to using the Centers, ensuring the spaces are welcoming and reflective of diverse identities, and promoting early use of these Centers. Ongoing collaboration with both Centers will ensure research informs operational and equity-driven improvements. |

**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.

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

**Additional Key Strategies for Transfer-Level Math & English- Overall Student Population**  
(500 character max)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To strengthen tutoring services, Citrus College will enhance professional learning for STEM and Learning Center tutors. Training will focus on effective tutoring practices, creating welcoming environments, and conducting online sessions. Faculty will also receive guidance on maximizing collaboration with embedded tutors to enhance student support and opportunities to engage in communities of practice and inquiry groups with their peers. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Metric: Persistence: First Primary Term to Secondary Term

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

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

<https://datavista.cccco.edu/resources/40> (453C)

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

### Population Experiencing the Most Significant Disproportionate Impact:

Black/African American; First Generation College Students
-----------------------------------------------------------

## Goals

### Persistence Equity Goals

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

### Additional Goals

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

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

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

### Additional Goals

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

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

- Yes, our college has additional goals
- No, our college does not have additional goals

**Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population** (500 character max)

- |                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1. In our local strategic plan, we have a goal of increasing the fall-to-spring persistence rate of first-time freshmen to 84% by 2026. |
| 2. In our local strategic plan, we have a goal of increasing the fall-to-fall persistence rate of first-time freshmen to 70%, by 2026.  |

**Key Strategies to Advance Student Persistence Goals**

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

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

**Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)** (500 character max)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide targeted communications to Black and first-generation students with steps for enrolling in subsequent semesters, including guidance on meeting with a counselor, adding or dropping classes, and important deadlines. Students will receive multiple check-ins throughout the semester, along with promotion of other campus resources. Support will be extended to special populations, such as athletes, and explore ways to provide tailored assistance for online students.                 |
| 2. Professional Learning opportunities will be provided for faculty focused on support for students, particularly around course drops and persistence. Training will include a clear overview of drop policies, boundaries between policy enforcement and student support, and expectations for faculty practices. Sessions will address support for DI groups, emphasizing Black students, first-generation, and online learners, while working to dispel myths about online versus in-person coursework. |
| 3. To create a more culturally relevant campus, the college will address findings from the Spring 2022 DEI survey showing that Black students are less likely to feel a sense of belonging by taking proactive measures to shift this reality. Efforts include expanding the Black Scholars Program, hiring additional staff to meet the growing needs of Black students, and launching Mi Gente Scholars to support Latinx students and highlight the college's HSI status.                               |

**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.

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

**Additional Key Strategies for Transfer-Level Math & English- Overall Student Population**  
(500 character max)

1. Citrus College joined EdTrust West’s 2024–25 community of practice to improve Early Alert. A faculty survey revealed the need to rebrand the program to be more student-friendly, raise faculty awareness, refine communications, and expand referral options, especially for gateway courses like English and math. These insights will guide program improvements over the next three years to boost student success and persistence.
2. Citrus College has created a more inclusive and welcoming campus environment. Access to food and beverages now allows students to stay on campus while meeting their academic and personal needs.
3. Through ongoing efforts by Student Life and Leadership Development, campus life at Citrus College continues to thrive with more culturally relevant programming, a growing number of student clubs, and strong leadership from the Inter-Club Council. Continued support from administrators, staff, and faculty is essential to keep student voices at the center of campus engagement.

## Metric: Completion

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

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

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

### Population Experiencing the Most Significant Disproportionate Impact:

First Generation College Students
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## Goals

### Completion Equity Goals

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

### Additional Goals

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

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

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

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

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised

or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks.

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

- Yes, our college has additional goals
- No, our college does not have additional goals

**Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)**

1. In our local strategic plan, we have a goal of increasing the number of <b>African American and Latinx degree earners</b> by 10%, by 2026.
2. In our local strategic plan, we have a goal of increasing the number of <b>African American workforce certificate* earners</b> by 10%, by 2026. (*CSUGE and IGETC excluded)
3. In our local strategic plan, we have a goal of increasing the number of <b>degree earners</b> by 5%, 2026.
4. In our local strategic plan, we have a goal of increasing the number of <b>workforce certificate* earners</b> by 5%, by 2026. (*CSUGE and IGETC excluded)
5. In our local strategic plan, we have a goal of increasing the number of <b>African American, Latinx and Native American students completing STEM programs</b> of study by 10%, by 2026.

**Key Strategies to Advance Completion Goals  
Disproportionately Impacted Student Population(s)**

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

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

**Key Strategies for Completion - Disproportionately Impacted Student Population(s)** (500 character max)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Existing student support programs, such as Black Scholars and Mi Gente Scholars, will intentionally highlight the first-generation college experience. These programs will celebrate and promote first-generation identity during key moments such as transfer season, First-Generation College Celebration Month, and graduation.                                                                                                                                                           |
| 2. Provide targeted communications to first-generation college students with steps for enrolling in subsequent semesters, including guidance on meeting with a counselor, adding or dropping classes, and important deadlines. Students will receive multiple check-ins throughout the semester, along with promotion of other campus resources. The program will extend support to special populations, such as athletes, and explore ways to provide tailored assistance for online students. |
| 3. To better support first-generation students, the college will simplify language across departments and make information more accessible to those new to college. The Student Equity Committee will lead an assessment of documents, forms, applications, and the college's new website platform to ensure clarity. Feedback from first-generation students and employees will guide this review to improve accessibility and usability.                                                      |

**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.

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

**Additional Key Strategies for Completion - Overall Student Population** (500 character max)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The Financial Aid Department is leading a cross-departmental team (Counseling, Admissions & Records, TeCS) to implement Course Program of Study (CPoS) processing. By Fall 2026, CPoS will ensure Title IV aid applies only to eligible courses. Full implementation will include data integration, campus-wide communication, and training to help students, faculty, and staff understand course eligibility requirements. |
| 2. Counseling and Advisement will continue enhancing student support by redesigning the online probation workshop to be more engaging and accessible. New videos will be developed to support diverse learning styles and connect students with campus resources. The updated workshop will launch by early 2026, promoting academic recovery and success.                                                                      |

## Metric: Transferred to a Four-Year

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

**MIS Definition for Transferred to a Four-Year:** Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

<https://datavista.cccco.edu/resources/42> (620C)

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

### Population Experiencing the Most Significant Disproportionate Impact:

First Generation College Students
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## Goals

### Transfer Equity Goals

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

### Additional Goals

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

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

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

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

### Additional Goals

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

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

- Yes, our college has additional goals
- No, our college does not have additional goals

### Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing **transfer of disproportionately impacted groups** by 10%\*, by 2026. (\*for groups identified as disproportionately impacted for at least two consecutive years)
2. In our local strategic plan, we have a goal of increasing the number of **student transfers to four-year colleges and universities** by 5%, by 2026.

### 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).

**Key Strategies for Transfer - Disproportionately Impacted Student Population(s)** (500 character max)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Bring awareness to the impact student’s cultural backgrounds have in their decision to pursue higher education. Campus programs and departments can include the families of students in all aspects of the transfer process. This also provides siblings and other family members the possibility of going to college.                                                                                                                                                                                           |
| 2. Conduct research on first generation students major selection upon application to learn about their confidence level in their chosen program of study and how the College can provide early career guidance to facilitate enrollment and completion. Interviews and/or focus groups would provide an opportunity to learn about the role of family or cultural influences on how first generation college students select a major. Findings will guide improvements in academic advising and career development. |
| 3. Launch a marketing campaign highlighting Citrus College alumni who have successfully transferred, especially first generation college students. The goal is to inspire and showcase the diverse range of transfer opportunities, including CSU, UC, private, HBCUs, and other HSI, with a special emphasis on colleges that offer support services for first-generation students.                                                                                                                                |

**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.

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

**Additional Key Strategies for Transfer - Overall Student Population** (500 character max)

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To expand equitable access and support long-term success, Citrus College is developing structured Dual Enrollment pathways in both transfer and CTE fields. These pathways allow high school students to earn degree-applicable credits early. In alignment with Vision 2030, the program will collaborate with K–12 partners and campus departments to design clear course sequences that connect general education, transfer, and workforce preparation. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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.\*

To advance the goals outlined in Vision 2030, Citrus College is implementing a set of intentional strategies designed to remove barriers, address the unique needs of DI and overall student populations, and create clear, equitable pathways to transfer and completion.

By bringing awareness to the impact of students' cultural backgrounds on their decision to pursue higher education, Citrus College acknowledges that academic choices are often shaped by family values, expectations, and lived experiences. Integrating families into the transfer process, through workshops, outreach, and multilingual resources, not only empowers students but also creates a ripple effect that encourages siblings and other family members to consider college. This culturally responsive approach fosters a sense of belonging and strengthens the support system around each student, which is critical for persistence and transfer.

Working collaboratively with the Career and Transfer Center, conducting research on how first-generation students select their majors upon application allows the College to better understand their confidence levels and the influence of family or cultural expectations. Early career guidance tailored to students' backgrounds and aspirations will help ensure that students are on a clear path toward transfer and degree completion, reducing the likelihood of major-switching and attrition.

To expand equitable access and support long-term success, Citrus College is developing structured Dual Enrollment pathways in both transfer and Career Technical Education (CTE) fields. These pathways allow high school students to earn degree-applicable credits early, reducing time to completion and increasing college readiness. In collaboration with K-12 partners and campus departments, the College will design clear course sequences that connect general education, transfer, and workforce preparation. This strategy directly supports Vision 2030's emphasis on streamlining educational pathways and improving student outcomes across diverse populations.

Together, these strategies reflect a holistic and equity-minded approach to student success. By addressing cultural, familial, and academic factors, Citrus College is removing barriers and building inclusive, transparent pathways that support both DI and overall student populations in achieving their transfer and career goals.

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

**Guidance:** After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

### Student Population(s) Experiencing DI for Intensive Focus

Minimum of one population is required, maximum of three

#### DI Student Population

Black/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?**

Based on student focus groups, several structural barriers contribute to the disproportionate impact experienced by Black students at Citrus. These include a lack of consistent faculty support, limited safe spaces beyond the Black Scholars Program, and the absence of a dedicated physical space for Black Scholars. Students report challenges with belonging, including a lack of representation among employees, difficulty identifying community, and experiencing racism or dismissive attitudes in the classroom. Institutional barriers also include racial unconscious bias among employees and a lack of willingness to engage in open dialogue about the experiences of Black students and potential solutions. Together, these factors create significant obstacles to fostering equity and inclusion.
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### 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 the barriers identified for Black students, the college will align efforts with collegewide strategic plan goals that set measurable targets for this population, with success defined by meeting or exceeding those goals. Key strategies include hiring a part-time Black Scholars coordinator to expand the program’s reach and support services and working toward the establishment of an Umoja program to provide an added instructional component and learning community. The college will also implement targeted outreach to Black-identifying students who applied but did not enroll, ensuring they receive personalized follow-up and support. Targeted outreach will continue throughout their time at Citrus College. In addition, we will conduct research on Black students’ experiences in both the Writing and STEM Centers, for in-person and online learners, to inform equity-driven improvements. Finally, we will continue building a more culturally relevant campus by expanding the Black Scholars Program and increasing representation and visibility of Black students and their experiences across academic affairs and student services. Resources to support this action plan include dedicated staffing, institutional research partnerships, and ongoing commitment from the college to sustain and grow these initiatives.

### DI Student Population

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?**

For Latinx students, several institutional barriers hinder their success and sense of belonging. These include a general lack of awareness of the college’s Hispanic-Serving Institution (HSI) status and the absence of a program specifically designed to serve Latinx students. The campus environment remains culturally sterile, with limited cultural visibility and underrepresentation among full-time instructional faculty. Additionally, there are no targeted communications or resources tailored to Latinx students, and the college is not fully leveraging opportunities to engage families in the college-going process. Collectively, these gaps limit the ability of Latinx students to feel supported, represented, and connected on campus.

### 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 barriers for Latinx students, the college will launch Mi Gente Scholars, a program focused on supporting Latinx students, with guidance from an advisory group of faculty, staff, administrators, and students. The long-term goal is to establish a permanent, sustainable support program that can grow into a Puente Project designation. Strategies will include improving bilingual materials and communications across campus to increase accessibility and visibility for Latinx students and families, as well as aligning efforts with the college's strategic plan goals, many of which are specifically designed to support Latinx student success. Success will be measured by progress toward these goals, particularly in persistence, completion, and transfer outcomes. Resources and structures to sustain this work include the advisory group, institutional commitment to strategic plan implementation, and ongoing investment in staff and program development to ensure continuity and growth.

## Student Education Plans

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

### 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).*

<b>Comprehensive Student Education Plan (Local College Data)</b>					
<b>Academic Year Cohort (include summer and winter sessions if applicable)</b>	<b>Total Number of Enrolled Students in Cohort</b>	<b># of Students Who Received a Comprehensive Ed Plan by End of First Primary Term</b>	<b>% of Students Who Received a Comprehensive Ed Plan by the End of the First Primary Term</b>	<b># of Students Who Received a Comprehensive Ed Plan by End of First Academic Year</b>	<b>% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year</b>
<b>Fall 2022 Cohort</b> (Comprehensive Ed Plan by 6/30/2023)	2,390	479	20%	709	30%
<b>Spring 2023 Cohort</b> (Comprehensive Ed Plan by 12/31/2023)	936	57	6%	107	11%
<b>Fall 2023 Cohort</b> (Comprehensive Ed Plan by 6/30/2024)	2,249	402	18%	654	29%
<b>Spring 2024 Cohort</b> (Comprehensive Ed Plan by 12/30/2024)	869	61	7%	111	13%

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

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

Analysis of local Student Education Plan (SEP) completion data from Fall 2022 through Spring 2024 reveals consistent disproportionate impact (DI) for several student groups when looking at 1 year completion rates. American Indian or Alaska Native students had a 0% SEP completion rate across multiple cohorts, representing the most significant gap while also having cohorts of 5 students or less. Pacific Islander or Native Hawaiian students also persistently exhibited low completion despite having small cohorts, with a 0% rate for the Spring 2023 and 2024 cohorts. Asian students had comparatively lower SEP completion rates—24% in the Fall 2022 cohort, 17% in Fall 2023, and 8% in Spring 2024 cohorts—highlighting systemic barriers affecting this group’s access to timely counseling and planning. Black or African American students are DI with a SEP completion rate at 20% for the Fall 2022 cohort, also below the college average. Latinx students, who represent a large portion of the cohort, had completion rates between 14–33% by the end of the first year across multiple cohorts, which merits intervention to support student success even though they did not experience DI. White students also experienced DI with only 7% of Spring 2023 cohort students completing a comprehensive SEP by the end of their first year, suggesting uneven access to planning support.

These findings demonstrate that DI in education plan completion is not isolated to a single population but intersects across multiple groups, particularly American Indian/Alaska Native, Pacific Islander/Native Hawaiian, Asian, Black or African American, and White students. Latinx students also warrant intervention since their completion rate influences the overall rate for the

college. These gaps emphasize the need for targeted, culturally responsive strategies to ensure all disproportionately impacted populations receive timely, comprehensive SEPs by the end of their first semester or, at minimum, within their first academic year.

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

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

To close equity gaps in SEP completion for disproportionately impacted populations, the College will implement a multi-pronged strategy grounded in equity, accountability, and proactive student support. First, the College will conduct targeted outreach and communication to disproportionately impacted students, ensuring they are invited to schedule counseling appointments and guided to complete comprehensive education plans as soon as possible within their first term/first year. Outreach will use personalized messaging and multiple communication channels (text, email, in-class announcements, Canvas announcements) to maximize reach and engagement.

Second, the institution will expand participation in the Black Scholars program, which provides proactive counseling, mentorship, and culturally affirming support. Black Scholars counseling appointments will continue to prioritize timely SEP completion, making the comprehensive education plan a central component of academic success.

Third, the college will continue to strengthen culturally responsive counseling services, providing professional development for counselors and classified staff to better address the unique barriers faced by disproportionately impacted student communities. Training will focus on building trust and rapport, culturally relevant advising, and trauma-informed practices.

Fourth, the college will strengthen partnerships with equity programs such as EOPS/CARE, CalWORKs, NextUp, Rising Scholars, Mi Gente Scholars, Black Scholars, and TRIO STEM to encourage completion of comprehensive SEPs as a milestone for program participants. By integrating program staff and counselors into an SEP campaign, the College will create a coordinated support network that prioritizes timely completion. Through these strategies, the college intends not only to close identified equity gaps but also to institutionalize equitable planning practices that prioritize early, comprehensive education plans as a foundational step in student success.

### **Comprehensive Education Plan Implementation for ALL Students**

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure **all students** receive a comprehensive education plan early in their journey - with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

In alignment with updated Title 5 regulations and the Chancellor's Office memo, the College will establish comprehensive education planning as an expectation for all students in their first year and will align support for students to accomplish this goal. To achieve this outcome, the institution will implement several college-wide strategies. First, access to schedule an initial counseling appointment will be incorporated into the online New Student Orientation with the goal of providing comprehensive SEPs as early as possible based on a students' chosen program of study.

Second, the college will provide access to early career development support for students participating in Dual Enrollment and for all first-time students at Citrus College. Career development and exploration content will be incorporated into Early Decision and other onboarding experiences for first time freshmen. By helping students make informed decisions about their declared major earlier, this approach will accelerate their ability to obtain comprehensive SEPs that are accurate and aligned with their program of study. To reinforce this practice, the College will require that any student wishing to change their major must meet with a counselor. This step ensures that program of study changes result in updated comprehensive education plans, reducing the likelihood of misalignment or lost progress toward transfer or completion.

Third, the college will implement automated nudges, maximize the use of degree audit tools, and touchpoint reminders to prompt students to complete or update SEPs at key milestones such as 15 units earned, major changes, and before registration begins.

Finally, Counseling and Advisement will collaborate with the Office of Institutional Research and Planning annually to review student education plan completion data disaggregated by race/ethnicity, engagement in counseling appointments, and full-time/part-time enrollment status. This process will inform continuous improvement and lead to data driven decisions ensuring that SEP completion becomes an institutional goal that supports the success of both disproportionately impacted student communities and the overall student body.

## Vision 2030 Alignment/Coordination

### 1. Guided Pathways

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Over the course of the previous equity plan cycle, the college continued to institutionalize the first three pillars of Guided Pathways: Clarify the Path, Enter the Path, and Stay on the Path, with a focus addressing outcome disparities and achieving equity. In 2024-2025, GP leadership shifted attention to the final pillar, Ensure Learning.

This pillar depends more heavily on instructional faculty. The challenge in this pillar is to improve completion rates and student experience across all demographic groups, but with special attention paid to DI groups in any given program. Factors that impact these outcomes include course structure (whether policies are clear and equitable), course materials (whether they are representative and inclusive), communication between faculty and students (whether students feel seen and respected), faculty attitudes and preparedness (whether they engage in ongoing professional development, including around equity), and accessibility (whether courses conform to accessibility requirements for their modalities).

Guided Pathways leadership is working to address each of these areas and to improve the instructional environment for students. To do so, we are rebuilding the division shells across campus. After the overhaul, which is currently underway, the division shells will provide a one-stop-shop for faculty looking for information about how to refer students to various on- and off-campus resources, find professional development opportunities, learn more about equity, and explore data resources about our student population. It will also simplify certain paperwork tasks for faculty to free up more time for professional growth and course modifications with equity and accessibility in mind.

We believe that most faculty are not opposed to equity efforts and would like to improve their student outcomes but that their heavy teaching schedules limit their availability for many professional development opportunities. By highlighting some of these resources within Canvas, whether faculty spend so much of their time, we hope that more faculty will explore and find solutions to some of the challenges they are facing in their own courses, including disproportionate impact of different student populations. The new division shells will also smooth the transition for new and adjunct faculty adjusting to Citrus norms and expectations. All of these should positively impact students and help create a more equity-minded culture at Citrus.

## **2. Student Financial Aid Administration**

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

To support DI student populations, specifically Black/African American, Hispanic, and First-Generation students, Citrus College's Financial Aid Department (FAD) implements a comprehensive, equity-minded approach to maximize financial aid receipt and increase FAFSA/CADAA completion. These efforts align with Vision 2030 and are embedded in cross-campus collaboration, targeted outreach, and student-centered practices.

### **Equity-Aligned Outreach and Workshops**

FAD conducts financial aid workshops and outreach events tailored to the needs of DI students, often in partnership with the Dream Resource Center, EOPS/CARE/NextUp, CalWORKs, Veterans Success Center, and Counseling. These workshops provide step-by-step guidance on FAFSA/CADAA completion and introduce students to federal (Pell), state (Cal Grant, SSCG), and institutional aid (Promise, emergency aid). Bilingual staff offer services in English and Spanish to minimize language barriers.

### **Targeted and Culturally Responsive Communication**

FAD utilizes scheduled, proactive communication strategies for students flagged as foster youth, homeless, or facing unusual circumstances. Communications are strategically timed based on key deadlines and tailored to address the barriers faced by DI populations. Staff are trained to deliver culturally responsive service, participating in professional development through NASFAA and campus DEI initiatives.

### **Integrated Support and Cross-Department Collaboration**

FAD plays an active role in campus-wide student equity workgroups and committees, including Basic Needs, EOPS/CARE/NextUp, and the Foster/Kinship Advisory Committee. These collaborations ensure financial aid efforts are integrated with student support programs to holistically serve students' financial, academic, and personal needs.

### **Data-Informed Practices and Continuous Improvement**

FAD uses institutional and Chancellor's Office data to monitor FAFSA/CADAA completion trends among DI students, assess aid receipt patterns, and inform outreach strategies. Regular evaluation of outreach and communications enables the department to adapt and refine practices in response to changing student needs and equity gaps.

Through these aligned efforts, Citrus College is committed to increasing financial aid access and completion rates for disproportionately impacted students, reducing barriers to enrollment and persistence, and advancing the College's broader equity goals.

### **3. Students with Disabilities (DSPS)**

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

Through a range of initiatives aimed at improving access, engagement, and success for students with disabilities, DSPS is proactively supporting the goals outlined in the Student Equity Plan. A key focus of this work is expanding outreach to increase awareness of accommodations and services. DSPS is strengthening collaborations with local high schools to ensure students and families are informed early about available support, helping them transition more smoothly into college. Parent workshops are also being offered to build understanding of DSPS services, empower families with knowledge, and create a stronger network of support around students.

DSPS is also committed to fostering community and celebrating student achievement, by hosting an annual recognition ceremony that highlights the accomplishments of DSPS students who complete their educational goals, reinforcing a sense of belonging and pride while demonstrating the value of persistence and success.

In addition, DSPS is enhancing its infrastructure to improve the timeliness and efficiency of services. Customized workflows are being developed within a centralized case management system to ensure students receive accommodations quickly and consistently throughout the year. As part of this initiative, the DSPS team is also working on creating and disseminating a comprehensive student and faculty handbook. This resource will provide the most up-to-date information on DSPS policies and procedures, clarify how to access accommodations, and strengthen communication between students, faculty, and staff.

DSPS is further collaborating with the department of Continuing Education/Non-credit and other campus stakeholders to explore the options to transition the DSPS Educational Assistance Courses (EAC) to a non-credit model. In alignment with this effort, DSPS is also exploring the piloting of a summer bridge program targeted to high school students, designed to increase enrollment into EAC courses while promoting a successful transition into the college environment.

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

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

EOPS/CARE programs serve students from educationally and economically disadvantaged backgrounds. Students are often first-generation college students, undocumented, student-parents and foster youth and are often identified as DI groups.

- EOPS requires all students to apply for financial aid and be enrolled full-time in courses required of their major or general education, unless they are in DSPS.
- EOPS provides students with monetary services that include textbook vouchers, grants, and parking permits.
- EOPS provides students with priority registration on the first day and first hour of registration.
- EOPS students must meet with a counselor a minimum of two times each semester to review their Student Education Plan and progress toward goal completion.
- EOPS requires all students to complete a mid-semester check-in to assess how they are doing in their classes and to receive additional information on support services on campus.
- EOPS would like to increase peer-to-peer networking in the program, therefore, two goals for the next few years are to create peer mentoring opportunities and offer more campus tours to students that are just joining the program.

CalWORKs focuses on providing student-parents with academic, personal, and career counseling. Additional services include direct aid to students in the form of transportation cards and grants when funding is available. Students are also eligible to receive CalWORKs work-study, which aids them in finding employment on campus.

- CalWORKs students meet with a counselor a minimum of two times in the semester to review their courses and progress toward their educational goal as well as request monetary support from their county worker.
- CalWORKs students are referred to on campus jobs through the work-study program. The funding they receive is in addition to their monthly benefits from the county.
- The CalWORKs counselor will email the student's county work with requests for additional resources if needed that may include childcare, transportation and housing assistance, mental health services, and increases to CalFresh benefits. Additionally, referrals are often made to the staff in the offices of Basic Needs, Student Health and Wellness, and Financial Aid.
- A goal over the next two years is to Increase the use of support services offered to CalWORKs students that includes orientation, priority registration, course planning, and completion of financial aid.

## 5. NextUp/Foster Youth

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

The NextUp program serves foster youth that were in care on or after their 13<sup>th</sup> birthday and are under the age of 26. Students must be enrolled in at least one class and have a Student Educational Plan that shows their progress in enrolling into 9 units.

- The NextUp program provides former foster youth with holistic, wrap-around services that include monetary services, academic counseling, and referrals to on-campus and off-campus programs.
- Monetary services provided by NextUp include textbook vouchers, parking, meal tickets to purchase food on campus, transportation cards, and unmet need grants.
- The coordinator works with each student using a holistic, student-centered, trauma-informed, and relationship-based approach to assess needs and maximize student support. The coordinator also provides personalized guidance to address barriers unique to current and former foster youth in the areas of housing, mental health, basic needs and financial aid.
- Students are often referred to on- and off-campus scholarships, work and leadership opportunities, community programs, mental health and social services, health benefits, childcare, and other resources tailored to meet their immediate and long-term needs.
- The NextUp counselor meets with students for a minimum of two semesters and will meet more frequently with students that are on academic probation and will review these college policies with them, as well as strategies to help them increase their GPA.

### **Citrus College Guardian Scholars Program**

As part of Citrus College's commitment to addressing the unique challenges faced by current and former foster youth, the Guardian Scholars Program provides a strong, comprehensive support network. The program is designed to meet the academic, social, emotional, and financial needs of college-bound foster youth, helping them overcome barriers and achieve success.

In addition to these core services, the program promotes equity and inclusion by working to eliminate racial disparities, increase student participation, and improve graduation outcomes. Guardian Scholars also enriches the student experience through cultural events, educational field trips, and activities that build community and celebrate diversity. Through holistic support and meaningful engagement, Guardian Scholars empowers foster youth to thrive in college and beyond.

## **6. Programs for Veterans (Veterans Resource Center)**

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

In alignment with the Student Equity Plan's identified DI populations, the Veterans Success Center (VSC) recognizes that many student veterans also identify as Latinx, African American/Black, LGBTQ+, students with disabilities and other DI groups. Our program is designed to address these intersecting identities by providing targeted, veteran-centered services that promote equitable access, persistence, and completion.

Proactive strategies include: (1) targeted outreach and onboarding for new veterans; (2) culturally competent academic counseling and personal support through the military-to-civilian transition counseling class; (3) community-building activities that strengthen a sense of belonging (veterans club) and planned events throughout the year; (4) coordinated academic support, including veteran-friendly tutoring in math and English with the Learning Center; and (5) enhanced access to mental health and wellness services through partnerships with on-campus resources and external providers specializing in veteran needs.

## 7. Justice-Involved and Justice-Impacted Students

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

Rising Scholars will implement intentional, equity-centered strategies to expand access and improve outcomes for justice-involved and justice-impacted students, with targeted focus on DI Hispanic, African American, and first-generation populations. Aligned with **Vision 2030**, these strategies will remove systemic barriers, foster belonging, and increase degree, certificate, and transfer attainment.

### Strategies:

- **Proactive Educational Planning:** All Rising Scholars students will complete an individualized Student Education Plan (SEP), beginning with an abbreviated SEP at orientation and progressing to a comprehensive plan aligned with high-demand career and transfer pathways.
- **Holistic Support Services:** Wraparound supports will address barriers, including direct aid (textbook, grocery, gas, and technology vouchers), childcare and housing assistance, and access to EOPS/CARE, CalWORKs, Basic Needs, the Dream Resource Center, and the Black Scholars Program.
- **Embedded Academic Support:** Tutoring, study skills workshops, and embedded counseling will be culturally responsive and affirm the identities and lived experiences of Hispanic, African American, and first-generation students.
- **Career and Transfer Pathways:** College tours, career exploration, resume workshops, and mock interviews will prepare students for competitive transfer and employment. Partnerships with CSU/UC campuses, Project Rebound, Underground Scholars, and juvenile justice institutions will create seamless transitions from incarceration to higher education.

### Initiatives:

- **COUN 160: Strategies for Academic Success** will provide instruction in academic success skills and life skills, incorporating culturally relevant pedagogy and trauma-informed practices to reduce recidivism, build self-efficacy, and address first-generation transition challenges.
- **Community Building:** Structured peer mentorship and student clubs will cultivate belonging and mutual support.

### Capacity Building:

- Faculty, staff, and administrators will engage in professional development on equity-minded, culturally sustaining, and trauma-informed practices.

### Data-Driven Improvement:

- Outcomes will be tracked and disaggregated by race/ethnicity, first-generation status, and justice-involved status to monitor enrollment, retention, completion, and transfer, ensuring equity gaps are closed in alignment with Vision 2030's goals to **eradicate equity gaps, create equitable learning environments, and strengthen communities through education.**

## 8. Low-Income Adults

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

Citrus College Noncredit program serves a diverse student population. This population requires multiple strategies to achieve their goals. The program offers online and in-person modalities to accommodate diverse schedules and learning preferences. It also offers shorter, focused courses and certificates that allows nontraditional students to prepare to enter the workforce quickly

Academic counseling is an important component for noncredit students. Counselors provide one-on-one guidance to help students identify their goals navigate course selection and address individual challenges. Counselors also connect students to the support services available on campus.

The program partners with community organizations including senior centers to reach potential learners who may not be aware of noncredit classes. The marketing and communication materials use clear and accessible language to promote program offerings to a diverse population that includes new English learners.

## 9. Credit for Prior Learning

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

Citrus College is committed to advancing equitable access to Credit for Prior Learning (CPL) by implementing a series of structural changes, initiatives, and targeted outreach efforts designed to support disproportionately impacted student populations. One major initiative involves the continued development and expansion of mirrored noncredit courses, which serve as accessible entry points for adult learners seeking to transition into credit-bearing academic pathways.

To build institutional capacity, there is need to offer professional development for faculty, focusing on CPL frameworks, assessment strategies, and collaboration across disciplines. Faculty will work together to identify courses suitable for CPL and develop clear criteria for awarding credit, ensuring consistency and academic integrity. Professional learning is also to be provided for cross-functional teams composed of representatives from Student Services, Academic Affairs, Information Systems and Technology and Computer Services (TeCS), who are to collaborate to design and implement CPL policies and procedures.

The Veterans Success Center will continue to utilize the Military Articulation Platform (MAP) to upload Joint Services Transcripts (JSTs), enabling student veterans to receive credit for military training and experience. This initiative not only honors their service but also accelerates their academic progress.

To ensure CPL opportunities reach disproportionately impacted groups, Citrus College will engage in intentional outreach and collaboration with affinity-based support programs, including Black Scholars, EOPS, Latinx, and Athletics. These partnerships will potentially help raise awareness of CPL among Black/African American, Latinx, and first-generation college students, and provide tailored guidance to help them pursue and benefit from CPL options.

## 10. Dual Enrollment

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

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

In alignment with Vision 2030 goals to expand Dual Enrollment (DE) opportunities for K–12 students, Citrus College appointed its first Director of DE in November 2024, enabling a more intentional, student-centered approach. The program ensures all students, particularly DI groups, can access tutoring, academic counseling, transfer resources, and enrollment assistance. Weekly drop-in sessions are held on campus, via Zoom, and at partner high schools to support onboarding, while biweekly summer information sessions guide families through the early college process. Spanish-language sessions will be added to increase accessibility.

From Spring 2016 to Summer 2025, 5,161 students participated in DE. Hispanic students represented 54.3%, White 19.6%, Asian 12.7%, and Black/African American 2.3%. Females (59.5%) have historically outnumbered males (36.2%). In Summer 2025, Hispanic representation rose to 68.3%, Black/African American declined to 1%, and male participation increased to 43%. To advance equity, the 2025–2028 plan includes:

A DE Advisory Committee will bring together K–12 partners, faculty, staff, and community stakeholders to review disaggregated data, enrollment trends, and student outcomes. It will help identify underrepresented campuses, strengthen recruitment—particularly for Black/African American, Hispanic, and first-generation students—and co-host family-centered events. The committee will also coordinate with support programs to enhance retention and persistence.

The program will collaborate with Technology Services to develop a Banner tracking screen to monitor course completion, persistence, credit attainment, and GPA. An early alert system will identify students at risk of falling below a 2.00 GPA and connect them to tutoring, counseling, and success workshops to maintain academic standing and momentum.

Citrus College will develop transfer and Career Technical Education pathways that provide degree-applicable and transferable credits while in high school. Partnerships with K–12, Student Services, Academic Affairs, and the Los Angeles Regional Consortium (LARC) will align pathways with regional labor market needs and ensure seamless transitions. Equity-focused advising will guide students in selecting courses that meet graduation requirements and build toward degrees or transfer. Data from IRPE will monitor enrollment and success to close equity gaps, particularly for Black/African American, Hispanic, and first-generation students.

## 11. Strong Workforce Program/Perkins

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

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

To support Vision 2030 and increase success among disproportionately impacted (DI) students, Citrus College is proposing a strategic alignment of the Strong Workforce Program (SWP), Perkins V, and the Student Equity Plan. This coordinated approach focuses on improving equity, access, retention, completion, and employment outcomes in Career and Technical Education (CTE) programs.

Key Priorities and Actions:

1. Vision 2030 Alignment
  - Focus on equitable access, retention, workforce readiness, and closing equity gaps.
  - Leverage data to drive student-centered strategies across funding streams.
2. Address Gaps Identified in the CLNA
  - Low enrollment in non-traditional programs (e.g., IT, Health, Engineering).
  - Underrepresentation of English Language Learners (ELs) in CTE pathways.
3. Shared Strategic Priorities
  - Targeted Outreach: Events for DI students and families, bilingual resources, community partnerships.
  - Counselor & Faculty Engagement: Professional development, dedicated CTE counselors.
  - Work-Based Learning: Paid internships and apprenticeships for DI students in non-traditional fields.
  - Support for EL Students: Embedded tutoring, contextualized ESL, EL-focused orientations.
  - Diversifying Faculty: Stipends, mentorship, and DEI training for underrepresented CTE faculty.
4. Structural and Policy Integration
  - Create a Joint Equity-CTE Taskforce.
  - Align funding across SWP, Perkins, and Equity for shared goals.
  - Share disaggregated data and host an annual summit to assess progress.

Key Recommendations

- Establish an Equity-CTE Advisory Group.
- Invest in targeted outreach, EL support, and CTE counseling.
- Prioritize faculty development and diversity.
- Track and report shared outcome metrics by student population.

By aligning these major initiatives, Citrus College can more effectively close equity gaps in CTE, meet Vision 2030 goals, and create pathways to high-wage careers for DI students.