

Cosumnes River College - Student Equity Plan (2025-28) CERTIFIED

Guidance

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

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

Details

Assurances

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

Campus Involvement & Leveraging Student Voice

Cosumnes River College's participatory governance structure ensures the active involvement of all constituency groups on its campus. In addition to an academic and classified senate appointed adhoc committee that will participate in drafting the Student Equity Plan, the college will host several public forums for both students and the campus community, which will serve as opportunity for the adhoc committee to gather input and feedback about the drafted plan before vetting it through the college's participatory governance process, which includes approval by both academic and classified senates, as well as the Participatory Governance Council.

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

Race-Consciousness

Cosumnes River College's mission, vision, values and equity statement, along with its We Won't Fall initiative and College Strategic Plan, demonstrate how the college is already race-conscious in its planning practices. These strategic planning documents intentionally center CRC's disproportionately impacted students, resulting in active and public discourse about disaggregated student achievement data, the access and utilization of racially disaggregated student success data towards continuous improvement, and the commitment of resources to eliminate disparities in achievement and improve outcomes for all students. Furthermore, the President's instructional vision is a commitment to increasing student success, while reducing the gap in achievement without compromising rigor. This is informed by the college's research team's transparent practice, self-described on its webpage as, "Research within our system and at our institution suggests that racial identity is the most salient indicator of disproportionate impact. As such, our central focus is to understand the factors leading to different outcomes on the basis of racial identity - including factors created by ourselves and our institution."

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

Local Review Process & Schedule

Much like its current practice of reporting on its Strategic Plan indicators of achievement each Fall term, the college will also report on its progress towards achieving its Student Equity Plan goals. The report will be presented to the college's Participatory Governance Council's meeting in November of each fall term proceeding year 1 of the 2025-2028 Student Equity Plan. The Participatory Governance Council is composed of the leadership of each constituency group (classified, faculty, students, and administration). The reports and presentations from these meetings are always accessible to the public. Additionally, the research team collaborates with a number of SEAP funded programs to engage in regular and ongoing evaluation to determine if their activities and resources are making an impact in closing equity gaps.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Dana Wassmer	Approver: Guided Pathways Coordinator/Lead	n/a	wassmed@crc.losrios.edu	

Student Equity Plan Reflection

Reflection

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

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

Key Learnings *

Cosumnes River College has seen some potential improvement in equity gaps in the areas of successful enrollment and transfer. On the basis of the data provided for the last SEA annual report, we observed that the equity gaps in these areas for Female and Black/African American students have improved since the first year of the plan. Moreover, there has also been a reduction in the equity gap for African American students in transfer rate. A reduction in equity gap therefore indicates that we have done a better job of helping Black/African American students to transfer after they have progressed 12 units on their pathway. On the other hand, equity gaps have persisted in areas of first-term persistence, transfer level math and English completion, and award completion. The root causes of equity gaps experienced by our student population will therefore take much more time, persistence, and effort to address. Several institutional actions/changes/processes should be acknowledged for their impact on reducing equity gaps:

1. Collaboration between research and professional development, to engage faculty to reflect on their individual disaggregated course success data. At this time, over 50% of full-time faculty have accessed data dashboards that help them explore their course success data.
2. The Student Services Collective group, which aims to reduce redundancy in in-reach/outreach efforts and instead work collaboratively towards maximizing students' access to both student and academic support resources and services offered across the wide array of departments represented in the collective. One initiative of this collective was to focus part of its outreach 10 efforts on African American/Black students who had applied to the college; we believe this outreach initiative, established with the last student equity plan, helped to close equity gaps in enrollment for our African American/Black students.
3. The college's zero textbook cost (ZTC) efforts have made major strides, such that at least three-quarters of the college's class schedule are identified as ZTC courses.

Plan Continuity *

The aforementioned efforts will continue to as part of this 2025-2028 Student Equity Plan.

1. Our college has developed dashboards that allow for faculty to login and see disaggregated successful course completion data in their own courses. Our Research Office continues to create an environment on campus that is non-punitive and inquisitive so as to promote discussion of the equity gaps our students experience. We have since had broad conversations about success inside and outside of the classroom.
2. The college's professional development for faculty in the classroom, in particular, has continued to have a focus on course success rate and instructional improvement. In the most recent year, the college received an IEPI grant to support its plan to create Collaborative Learning Circles of faculty, with a focus on equitable grading practices and discussions about classroom management. These circles are led/facilitated by the college's faculty Teaching and Learning Leads. The program's spring 2025 cohort consisted of 34 faculty, of which 11 were adjunct, with representation across the college's 8 instructional areas or divisions. Feedback from the spring 2025 faculty cohort has been overly positive, exclaiming the importance of this shared learning experience and courage to innovate in instruction. The college plans to offer another round of Collaborative Learning Circles in the coming academic year with the remaining IEPI grant funds.
3. The Student Services Collective's efforts demonstrate a community-based approach that helps students navigate, receive support, and access resources and services to help them be successful at the college. The Student Services leadership continues to increase engagement with students, with support for basic needs, financial aid, identity-based programs, academic support, etc. Some of the strategies continuing from the previous plan to the new one are: monitoring of the enrollment process to identify barriers to enrollment, and encouraging students who are able to enroll in fifteen units to participate in the Opt-Out program.
4. With the leadership of our faculty librarians, the college continues its aim to have all of its courses be fully Zero Textbook Cost. There will be an increased effort to be tracking how many programs are fully ZTC. We understand that having access to the course materials at the beginning of the term is critical for students' success and retention; many students say as such in our annual surveys.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://employees.crc.losrios.edu/institutional-equity-and-research-and-planning/planning/student-equity-plan>

PDF Upload *

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

[Student Equity Plan Executive Summary 2025-2028.pdf](#)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
White	8.5%	415	22%	1079	24.1%	1178
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	9%	23	7.8%	20	11.3%	29
DSPS	14.6%	29	0.3%	1	5.1%	11
Econ Disadvantaged	17.7%	448	3.9%	98	5.9%	148
Hispanic	16.3%	184	2.5%	29	4.7%	53
LGBT	12.1%	34	4.2%	12	8%	23
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	50.4%	124	6.6%	17	12.8%	32
Hispanic	59.5%	593	0.9%	9	3.8%	39
LGBT	51.4%	130	5.5%	14	11.7%	30
Veteran	48%	24	0.7%	1	14.5%	8
White	56.9%	433	3.4%	26	6.9%	53
Completion - DI Student Populations						
Black or African American	5.9%	18	0.6%	2	3.2%	10
Econ Disadvantaged Male	7.3%	100	0.5%	8	2.6%	36
First Generation Male	5.7%	36	1.8%	12	3.9%	25
Hispanic Male	5.5%	27	1.9%	10	3.9%	20

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
LGBT	5.6%	14	0.6%	2	3.5%	9
Male	6.5%	114	2.6%	46	4.6%	82
White Male	6.1%	21	0.6%	3	3.1%	11
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	27.8%	271	10.8%	106	13.6%	133
First Generation	23%	129	10.7%	61	14.3%	81
Hispanic	25.5%	93	3.1%	12	7.6%	28
LGBT	19.8%	17	3.5%	4	12%	11
Male	28.2%	162	1.3%	8	5%	29

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population						
Overall Student Population	21.8%	2407	N/A	N/A	N/A	N/A
White	8.5%	415	22%	1079	24.1%	1178
Female	41.0%	4,056	N/A	N/A	6.0%	236
African American	37.3%	807	N/A	N/A	7.0%	58
Homeless	29.4%	160	N/A	N/A	15.0%	24

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

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

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

Goals

Successful Enrollment Equity Goals

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

Additional Goals

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

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

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment

declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

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

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

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i>	
	Research to further understand the reasons that students apply but do not enroll. <ul style="list-style-type: none"> ○ Investigate, if possible, how many of these applicants enroll at another college or university.
1	<ul style="list-style-type: none"> ○ Investigate how many students apply to us while waiting to hear back from four-year colleges/universities about their admissions decisions as first-time freshmen. ○ Disaggregate our White student population to identify potentially masked outcome disparities.
2	Proactively reach out to applicants to discuss programs and services designed to support the DI groups for this metric.
	Outreach, Research, and IT will develop a tool to monitor the enrollment rates and target outreach efforts. <ul style="list-style-type: none"> ○ Evaluate how well the Salesforce CRM technology is supporting successful enrollment
3	<ul style="list-style-type: none"> ○ Reach out to DI student groups within 48 hours of submitting an application to provide support regarding next steps. ○ Check students’ schedules who enrolled without attending orientation or meeting with a counselor to ensure that they are enrolled in appropriate courses.
4	Improve the college’s understanding of its student population home locations to better understand their surroundings. Place-based equity lens helps us understand both the student and their communities, which are shaped by history, resources, and barriers. This practice strengthens the college’s to be student-ready and have a greater presence in its service area.
5	Support formerly dually enrolled students with their matriculation steps once they graduate from high school.
6	Provide ongoing training on “best practices” for Student Services professionals who support applicants through the enrollment and matriculation steps
7	Improve the current fraud detection and ID verification process for college applicants, and ensure it does not create barriers for vulnerable students—particularly those with limited transportation, work schedule conflicts, childcare responsibilities, or lack of physical identification.

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

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Improve Communication about placement during the initial enrollment for new students to:

- understand which math course students need (translating what the placement means and what students' options are)
- understand the importance of meeting with the counselors during their first semester, and not only when they need help academically/mentally.

Improve out-reach support for applicants who are undecided about their major.

- Engage instructional faculty to meet with students about their disciplines and majors in their program.

Increase the number of students who enroll in 15 units or more through CRC's successful Opt-Out program, wherein students are automatically recommended a full-time schedule.

Designate financial aid personnel to assist students with completing financial aid.

- Improve financial aid services with the aim to reduce barriers and steps for accessing and receiving financial aid.
- Advertise/promote financial aid workshops across the campus and in the community, such as local high schools, adult schools, community centers, etc.

Audit the entire enrollment process to identify barriers and make the necessary changes to support student enrollment.

- Investigate the application, enrollment, orientation, and counseling barriers faced by students when transitioning to full-time status.
- Revamp orientation with cross-campus stakeholders (Student Services, Counseling, and Instruction).
- Set up special orientation targeted towards special populations to help them complete the enrollment steps and register for classes.

Revise and enhance the college's website to improve the navigation of the steps to apply and enroll.

- These webpages should also be easily navigated by any CRC employee, thereby helping more students and reducing misinformation about enrolling at the college.
- Encourage faculty to create teaching profiles that describe their instructional style.

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	19.5%	704	N/A	N/A	N/A	N/A
Black or African American	9%	23	7.8%	20	11.3%	29
DSPS	14.6%	29	0.3%	1	5.1%	11
Econ Disadvantaged	17.7%	448	3.9%	98	5.9%	148
Hispanic	16.3%	184	2.5%	29	4.7%	53
LGBT	12.1%	34	4.2%	12	8%	23

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

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

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

Goals

Completed Transfer-Level Math and English Equity Goals

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

Additional Goals

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

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

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

Additional Goals

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

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

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>	
1	Remove enrollment barriers in transfer-level math and English. Resolve barriers with enrolling in corequisite courses in math and English; collaborate with counseling and success coaches to communicate/clarify course sequences to students.
2	Expand current innovative approaches to instruction. Specifically continue to support and expand Intensive English and continue to expand the Math Bootcamp. Continue to investigate innovative approaches.
3	Provide just-in-time support for students in math and English courses: <ul style="list-style-type: none"> ○ Offer workshops/support that align with the timing of difficult concepts; continue to support Academic Excellence Workshops. ○ Investigate expanding Counseling capacity to meet with students in labs.
4	Increase and streamline usage of current academic support resources and services
5	Provide practitioner training on best practices in instruction. Specifically, provide training on the implementation of active learning methodologies in STEM courses.
6	Expand ZTC offerings and formalize mentoring for faculty new to ZTC resources.
7	Develop ways of communicating with students when best practices for instruction have been implemented with regards to DSPS (e.g. via a schedule flag for a course).
8	Promote and encourage participation in cohort programs that increase completion of math and English, and develop and implement programs that promote student success in the first year and beyond. <ul style="list-style-type: none"> ○ Pilot PAL (peer assisted learning), establish cohort-based models, and provide professional development on effective instruction for disproportionately impacted students.
9	Improve early feedback from faculty to students about academic standing to help intervention efforts.
10	Identify the students who withdraw and outreach to help them enroll in an alternative course/courses. <ul style="list-style-type: none"> ○ Gather and analyze student feedback about why they withdraw.
11	Support collaboration amongst instructional and counseling faculty to share consistent information regarding transfer-level math and English courses. <ul style="list-style-type: none"> ○ Continue to support the Implementation of AB1705 - introduction of math course sequence options and/co-requisites, offer course orientations, and invite faculty to participate in making course/placement recommendations.
12	Establish English/math bridge workshops with feeder high schools before students arrive at CRC to expose scholars to transfer-level expectations, course pathways, and available support programs and services.

Additional Key Strategies for Overall Student Population

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

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

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

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	62.2%	2092	N/A	N/A	N/A	N/A
Black or African American	50.4%	124	6.6%	17	12.8%	32
Hispanic	59.5%	593	0.9%	9	3.8%	39
LGBT	51.4%	130	5.5%	14	11.7%	30
Veteran	48%	24	0.7%	1	14.5%	8
White	56.9%	433	3.4%	26	6.9%	53

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

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

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student

groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

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

Additional Goals

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

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

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

Additional Goals

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

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

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>	
1	Investigate and respond to factors contributing to why students drop courses and also work to increase students' exposure to the factors associated with persistence and share feedback. <ul style="list-style-type: none"> ○ Share findings with existing committees, academic and support programs/services to help inform their efforts/actions.
2	Collaborate with programs and services to support effective in-reach/outreach to our DI student populations
3	Ensure DI student populations who do not have an education plan (whether abbreviated or comprehensive) to meet with a counselor within their first-term at the college. <ul style="list-style-type: none"> ○ Automated messaging to students with steps for scheduling an appointment with a counselor, and emphasizing the importance of getting an education plan.
4	Develop processes to intentionally connect DI student populations to learning resources early in the semester.
5	Continued partnership of Counseling and Student Success Coaches that supports the ongoing alignment and consistent in-reach/outreach strategies across the student coaches and the CAC/program affiliated student success coaches, with a focus on the DI student populations.
6	Continue to provide equity-minded teaching and learning professional development about classroom engagement strategies, assessment practices, pedagogical and curricular approaches that are evidence-based and effective in supporting DI student populations.
7	Place-based equity strategies that help in-reach efforts, by understanding the students' communities. <ul style="list-style-type: none"> ○ Continue building upon the culturally-rooted student spaces on campus where belonging and academic support are integrated. ○ Encourage/support study group activities, and help students find spaces on campus to study together (e.g., reserving Study Rooms)

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

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Develop resources/outreach for students who withdraw from their courses for re-enrolling at the college.

Continue to raise awareness amongst instructional faculty about the information that support program specialists share with their students.

Raise awareness amongst the instructional faculty about the difference between a non-passing grade, an incomplete, and a withdrawal, and the resources available to students for making the choice to withdraw.

Improve the enrollment experience (course/class selection) for students by clearly communicating the benefits and options of different learning modalities and styles.

Collaborate and consult with Communications Department faculty on communication strategies to faculty, including assessment of strategies.

Expand classroom presentations that connect students to support programs and practices.

Redesign communication and support structures designed to help students who are placed on Academic Notice/Pause.

Create learning environments within the CACs that increases student identity and community within their meta-major.

Revisit and revamp the implementation of the Hawk Connections form, which connects students to available programs and services based on their indicated needs

- Provide steps and information to faculty about the Hawk Connections form and how to include it in their Canvas shell.
- Provide video/reels for the various student and academic support programs and services, and make them available on Canvas so that faculty can include them in their Canvas shell.

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	8.9%	323	N/A	N/A	N/A	N/A
Black or African American	5.9%	18	0.6%	2	3.2%	10
Econ Disadvantaged Male	7.3%	100	0.5%	8	2.6%	36
First Generation Male	5.7%	36	1.8%	12	3.9%	25
Hispanic Male	5.5%	27	1.9%	10	3.9%	20
LGBT	5.6%	14	0.6%	2	3.5%	9
Male	6.5%	114	2.6%	46	4.6%	82
White Male	6.1%	21	0.6%	3	3.1%	11
Pacific Islander Male	3.4%	29	N/A	N/A	7.0%	2
DSPS	7.4%	175	N/A	N/A	1.0%	1
Veteran	1.6%	62	N/A	N/A	6.0%	4
Foster Youth	4.0%	100	N/A	N/A	5.0%	5
Native American	0.0%	19	N/A	N/A	11.0%	2

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

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

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

Goals

Completion Equity Goals

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

Additional Goals

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

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

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

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

Additional Goals

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

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

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Completion - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.</i>	
1	Increase buy-in and participation amongst faculty towards evidence based, equity minded teaching practices (particularly in gateway courses). <ul style="list-style-type: none"> ○ Encourage faculty to review their student course success rate to promote reflection, inquiry, collaboration, and ongoing professional growth ■ Develop and share meaningful data resources to assist the interpretation and decision-making while protecting academic freedom
2	Encourage faculty to explore open educational resources and open pedagogy, which allow customization to make materials culturally relevant and specifically geared towards students at CRC.
3	Increase visibility and use of programs and services designed to support the completion of students experiencing DI.
4	Continue to support strategies that were implemented under the college's Take-Off Grant designed to increase successful completion of the transfer-level quantitative reasoning requirement for men of color.
5	Expand our partnership with Fortune Early College High School to offer more dual enrollment opportunities and an Associate Degree pathway that targets primarily African American and Latinx students.
6	Improve Course Success Rates <ul style="list-style-type: none"> ○ Identify disciplines, specific courses, sequence of courses, and course types (lecture vs. lab, modalities, etc.) with low course success rates and collaborate with faculty to strengthen teaching practices, utilize instructional support, and implement evidence-based approaches that improve student outcomes.
7	Promote male students' participation in student support and academic programs/services, as well as professional, education affinity, and/or identity-based conferences /activities at CRC and venues that are focused on celebrating and elevating academic achievement.
8	Review disaggregated student population data to inform and plan for staffing and services to students.

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

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Develop student-centered schedules to facilitate on-time completion.

- Continue to implement Opt Out schedules for new students to encourage them to take 15 units (including English and math in the first semester).
- Increase resources (FTE) to increase key gateway courses.

Increase work-based learning for students by providing industry-valued experience. In doing so, this will promote learning and engage the students to their course of study learning to higher course success, persistence, and completion.

Increase dedicated lab assistance in career education programs to provide mentorship and one-on-one guidance to enhance student learning and success.

Increase options for students who may not have been originally transfer-seeking in these cohorts to also consider transfer as an opportunity.

Implement degree audit (reviewing transcripts for students who have completed 30+ units to ensure they are on track)

- Increase the college's technological capacity to inform students when they are eligible to petition for an award and clarify the steps for doing so
- Investigate retroactively awarding degrees/certificates to students who have transferred (and opt into receiving one), as we know that students are transferring without earning an award.

Increase the college's technological capacity for integrated student case management across campus (counseling, student services [e.g., Admissions and Records and Financial Aid], and instructional services).

Provide sustained professional development for counseling faculty on graduation and transfer requirements to ensure all students, especially those disproportionately impacted, receive knowledgeable, consistent advising that supports timely completion and transfer requirements, and graduation requirements.

Maintain publicly accessible and accurate program maps to provide students with a clear pathway to completion and minimizing excessive units.

- Make visible the version date of existing maps
- Help students navigate their program maps with department chairs in the event their required class(es) are cancelled due to low enrollment.
- Department Chairs and CAC Counselors may collaborate to explore what-if scenarios for smaller departments to better understand course cancellation impact to completion

Continue efforts to reduce the cost of educational materials for CRC students.

Standardized local GE and credit for prior learning across the four Los Rios Colleges to minimize barriers and reduce excessive units.

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Ensure smooth articulation with our transfer partners with the full implementation of legislative actions, such as AB 1705, AB 928, AB 1111.

Share reminders with faculty about the petition to graduate deadlines.

Develop and maintain an “Frequently Asked Questions” document or webpage for faculty who get questions from students about graduation.

Gather students’ feedback about their experience navigating the process/steps to petition to graduate to identify and address challenges or barriers that they encountered.

Increase students’ understanding of policies and requirements to graduate

- Make the petition process easier to navigate
- “Petition to graduate” workshops for students
- Provide clearer feedback, especially on denials 29
- Increase capacity to support the process for students’ petitions to graduate
- Improve and provide ongoing training
- Develop standardized procedures
- Share petition dates and process with faculty to promote information sharing in the classroom

Leverage technology to improve student engagement in the classroom.

- Continue to provide professional development about how AI and other technological solutions can be used to encourage student engagement and aimed towards promoting innovation and equity-minded teaching practices that are demonstrably shown to improve student learning and achievement.

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	30.9%	393	N/A	N/A	N/A	N/A
Econ Disadvantaged	27.8%	271	10.8%	106	13.6%	133
First Generation	23%	129	10.7%	61	14.3%	81
Hispanic	25.5%	93	3.1%	12	7.6%	28
LGBT	19.8%	17	3.5%	4	12%	11
Male	28.2%	162	1.3%	8	5%	29

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

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

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

Goals

Transfer Equity Goals

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

Additional Goals

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

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

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

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

Additional Goals

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

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

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

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

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

Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>	
1	Collaborate with the Student Services Collective to develop a campus-wide student support services map to clearly indicate the services that each program offers and the students who meet the qualifications to enroll
2	Expand the Transfer Center’s ability to collaborate with instruction and student service programs.
3	Identify and expand (to scale where feasible) programs and services that have historically made an impact on CRC’s transfer rates for students who have experienced DI in transfer outcomes.
4	Continue to develop the Bridging Transfer Series to disseminate information about student services and identity-based programs at transfer institutions such as UC Davis and Sacramento State. <ul style="list-style-type: none"> ○ Offer information about transfer institutions that are welcoming to our DI populations
5	Expand on previous storytelling campaigns showcasing real CRC alumni who have transferred to diverse institutions (UC Davis, Sac State, private colleges, HBCUs, etc.) to help current students envision their own transfer possibilities and normalize all pathways as valid and achievable. <ul style="list-style-type: none"> ○ Ensure these are shared in an accessible format for students (online profiles, Canvas, etc.)
6	Help students understand the differences in processes and requirements for each type of transfer institution
7	Continue to provide workshops and peer-led sessions that demystify these pathways — including academic expectations, financial aid nuances, and campus cultures — in order to better prepare students to make informed transfer choices and succeed in whichever system they enter.
8	Continue to provide opportunities for DI students to make site visits to diverse transfer institutions, including the CSUs, UCs, HBCUs, private not-for-profits, and out-of-state institutions, with a focus on campus tours (especially spaces that support a sense of belonging and community), meeting transfer peers, and learning about academic expectations.
9	Gather feedback about how students receive information about transferring to four-year institutions to inform marketing and in-reach strategies.

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

Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

Identify and utilize technology that might increase our ability to identify students who are transfer-ready.

Continue the implementation of AB928 and AB1111 to clarify pathways to transfer for students, and address the disconnect between common course numbering (CCN) requirements and Cal-GETC standards.

- Provide information to all employees about campus updates regarding AB928, AB1111, and other transfer initiatives
- Identify the negative unintended consequences of AB1111 and AB928 on transfer, in particular, in the interests of mitigating the negative impacts on curriculum and counseling.

Identify the programs and services that have historically made an impact on CRC's transfer rates and ensure those programs have the resources and capacity needed to continue to make an impact.

Expanding the Transfer Center's ability to collaborate with instruction and student service programs

Further develop the Summer Transfer Academy, which is advertised to students who have completed 30 units and programs with a transfer focus.

- Evaluate the impact of the Summer Transfer Academy for CRC students.
- Provide specialized guidance for students who have already completed at least 30 transferable units.
- Provide personalized outreach and connection to resources that support students' likelihood to transfer.

Ensure students have access to counseling services that support their transfer goals.

Integrate instruction into the transfer application process (e.g. by having English composition courses use the Transfer Essay exercise as part of their writing assignments) to enhance the transfer culture on campus.

Increase the capacity and visibility of the Honors Enhanced Transfer Opportunity Program to enhance the transfer culture on campus.

Make transfer services accessible to students beyond the Transfer Center, supporting a CRC "transfer culture".

Provide sufficient and ongoing training for staff and faculty (counseling and instructional) to ensure they have basic understanding of the transfer process, key milestones, and available resources. By doing so, CRC can create a campus-wide culture that normalizes transfer, reinforces consistent messaging, and increases the likelihood that students, especially disproportionately impacted students, successfully reach their transfer goals.

Increase financial aid/financial literacy workshops, with an emphasis on financial aid guidance for when students transfer to a four-year.

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

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

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

The college's strategies for DI and overall student populations will remove barriers and create clear transfer pathways by actively promoting a "transfer culture".

Removing Barriers and Improving Access:

CRC leverages the expertise of the Student Services Collective to deliver transfer information and services directly where DI students receive support. This connects students more effectively to resources and support. By expanding the Transfer Center's collaboration with instruction and student services, the college ensures transfer assistance is accessible beyond the Transfer Center, providing cohesive transfer messaging and greater awareness. The college will use technology to proactively, efficiently, and effectively identify students who are transfer-ready.

Creating Clear and Efficient Pathways:

The implementation of AB928 and AB1111 clarifies transfer pathways. CRC is committed to mitigating the negative unintended consequences of these mandates on curriculum and counseling. Additionally, by identifying and scaling programs that historically improved transfer rates for DI students, the college builds on current successes. The Summer Transfer Academy will be enhanced to provide case management and timely support for eligible students.

Fostering Aspiration and Financial Readiness:

Transfer culture is cultivated by normalizing transfer readiness and elevating students' educational aspirations. This is supported by integrating instruction with transfer-related activities (e.g., using the Transfer Essay exercise in English composition). Furthermore, increasing financial aid/financial literacy workshops promotes affordable choices, emphasizing transfer to UC/CSU and non-profit institutions to avoid predatory for-profit institutions. The Honors Enhanced Transfer Opportunity Program will help normalize academic success and connect more eligible DI students to enhanced transfer opportunities. CRC's Bridging Transfer Series will offer information on transfer institutions welcoming to DI populations to ensure seamless support from pre- to post-transfer.

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

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

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

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?**

Siloed and Inconsistent Support Systems While CRC has several programs that serve Black/African American students, these programs often operate independently, resulting in fragmented service delivery. Many Black students must navigate multiple offices to meet academic, financial, and personal needs, which can lead to confusion, fatigue, or disengagement. The absence of an integrated, culturally responsive service structure limits the college's ability to provide holistic, continuous, and coordinated support that affirms identity and sustains momentum toward completion/transfer.

Limited Sense of Belonging and Cultural Validation Despite CRC's commitment to equity, many Black students report feeling disconnected from the 36

broader campus environment and underrepresented in academic spaces. Moreover, classroom environments sometimes lack culturally affirming practices or content, which impacts student confidence and persistence. Without intentional investment in cultural validation and visible community spaces, students may experience CRC as academically supportive but socially and emotionally distant.

Reactive Rather Than Proactive Communication and Outreach Critical guidance—such as updates on financial aid, transfer pathways, or academic progress—often reaches students too late or through channels that feel impersonal or procedural. For Black students balancing school, work, and family obligations, this reactive approach can result in missed opportunities and unnecessary obstacles. A proactive, relationship-centered model of communication is essential to ensure that students receive timely, relevant, and affirming support.

Limited Use of Disaggregated Data and Institutional Climate Persistent equity gaps in course success reflect an institutional need to strengthen culturally responsive pedagogy and anti-racist instructional practices and institutional climate for innovation and collaboration. While CRC collects robust equity data, there are limited structured opportunities for academic and student services units to collaboratively analyze and act upon disaggregated data related to Black student success. This lack of systematic feedback loops hinders the ability to implement targeted, data-driven interventions or monitor progress across departments and divisions.

Action Plan for Ideal Institution *

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

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

1. Integrated Student Services Model To address siloed services, CRC is building an integrated support model centered on collaboration and shared accountability.

To address fragmented services, CRC will strengthen an integrated student support model centered on collaboration and shared accountability, anchored through Umoja and the Student Services Collective. Student Services departments will meet regularly to align outreach, case management, and event planning that directly supports Black student success. A shared intake and referral process will allow seamless navigation among programs and services. Cross-functional training for classified professionals, faculty, and administrators will emphasize anti-racist and equity-minded service delivery, culturally affirming engagement, and the unique experiences of Black/African American students.

2. Proactive Communication Through Case Management Implementation

CRC will use its case management system (CRM) to move from reactive to proactive Black/African American student engagement. The CRM will automate personalized communications guiding Black/African American students through onboarding, enrollment, financial aid, and academic milestones. Early-alert functionality will flag students exhibiting early signs of academic difficulty and route them to designated counselors and specialists designated to support Black/African American students for timely follow-up. 37

3. Reimagining Teaching for Course Success and Progression

CRC will invest in faculty professional development focused on culturally responsive and anti-racist pedagogy, equitable grading practices, and trauma-informed instruction. Faculty will analyze disaggregated course success data to identify outcome gaps for Black students and collaboratively refine teaching practices through Equity Academy, Umoja Faculty Learning Circles, and the Teaching & Learning Leads program.

4. Data-Informed Decision-Making and Continuous Improvement

CRC will use disaggregated data and equity dashboards to drive continuous improvement. The Office of Institutional Effectiveness and Research will lead training for departments to analyze Black student outcomes, identify institutional barriers, and measure impact over time. Salesforce CRM data will identify disengagement points in real time, enabling proactive outreach. Equity metrics will be embedded into program review and governance processes to ensure transparency and accountability in closing gaps for Black/African American students.

CRC will implement integrated academic and student services strategies that foster collaboration and ensure culturally responsive, high-touch support for Black/African American students.

Enhanced Dean Collaboration

- Instructional and student services deans will collaborate on:
- Course scheduling aligned with student needs and completion pathways
- AI guidance and training for teaching and learning
- Classroom management and conduct issues using equity-minded, trauma-informed approaches

Success Indicators:

- Increased course success rates for Black/African American students
- Higher academic support service utilization through seamless classroom access
- Improved student satisfaction with instruction and support
- Better academic-student services alignment in problem-solving
- Reduced conduct incidents and more inclusive classroom environments

Case Management System (CRM): CRC will use its CRM to deliver proactive engagement, manage caseloads, and monitor service utilization. Counselors and Specialists designated to Black student success will receive dashboards showing student engagement and academic progress for timely intervention.

Office of Institutional Effectiveness and Research: The Research Office will provide ongoing professional development on data literacy and support departments in tracking equity-focused outcomes, disaggregated by race/ethnicity, ensuring progress remains measurable and transparent. 38

Professional Development Infrastructure: Training will be coordinated through the Center for Professional Development, Equity Academy, and Collaborative Learning Circles, focusing on anti-racist pedagogy, culturally responsive teaching, and affirming classroom environments.

Cross-Divisional Collaboration: Regular meetings between instructional and student services deans will ensure coordinated communication, course scheduling aligned with programs and services designed for Black students, and joint problem-solving for systemic barriers affecting Black student progression.

Embedded Student Support Services: CRC will expand its embedded model of tutoring, counseling, and financial aid guidance within courses and learning communities. Classified professionals and peer mentors will provide “just-in-time” support in high-impact courses serving Black/African American students.

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?**

1. **Siloed and Fragmented Student Support Services** Although CRC offers several programs that serve Latinx students these programs often operate independently rather than through an integrated support model. This fragmentation leads to confusion among students who would benefit from coordinated, wraparound services that address both academic and personal needs.
2. **Limited Proactive and Culturally Responsive Communication** Many Latinx students are first-generation college students who are unfamiliar with college processes, transfer pathways, and financial aid requirements. Communication about these processes is often reactive. Without culturally responsive and bilingual outreach, many students miss key opportunities to engage early in their educational planning.
3. **Instructional Practices and Limited Representation** While many faculty are dedicated to student success, there remain gaps in culturally relevant teaching practices and representation within the instructional workforce. Latinx students benefit most from classroom environments that integrate culturally sustaining pedagogy and affirm their linguistic and cultural identities.
4. **Limited Data Use and Disaggregated Analysis** CRC collects data on student outcomes but lacks structured, department-level processes to disaggregate and discuss results specific to Latinx students. As a result, equity interventions are not always guided by real-time or disaggregated data. This limits the college's ability to identify early warning signs, evaluate the impact of initiatives, and replicate practices that are improving outcomes for Latinx students.

Action Plan for Ideal Institution *

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

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

1. Integrated Student Services Model Centered on Family and Cultural Belonging

To address fragmented services, CRC will strengthen collaboration across programs serving Latinx students by creating a coordinated intake and referral system grounded in relational, bilingual, and culturally sustaining practices. Student Services departments will meet regularly to align outreach efforts, ensure consistent messaging, and share data that informs continuous improvement. Cross-functional training for faculty, staff, and administrators will highlight the intersection of language, culture, and first-generation identity in shaping student experience and success.

2. Proactive Communication Through Case Management Implementation

CRC will utilize the case management platform (CRM) to deliver proactive and bilingual communication throughout key milestones such as enrollment, financial aid verification, transfer planning, and course registration. Early alerts will identify students at risk of disengagement, prompting direct outreach from Latinx Student Success counselors or success coaches trained in culturally responsive case management.

3. Empowering Teaching and Learning for Latinx Student Success

CRC will invest in professional development designed to help faculty adopt pedagogies that affirm Latinx cultural identity and linguistic diversity. Faculty will analyze disaggregated course success data to identify barriers, then participate in Collaborative Learning Circles to co-design inclusive curriculum and equitable assessment strategies. The college will expand support for learning communities designed for Latinx students and integrate writing-intensive assignments that prepare students for transfer essays and personal statements, strengthening academic confidence and transfer readiness.

4. Data-Informed and Continuous Improvement Framework

CRC will deepen the use of disaggregated data to understand patterns of success and loss for Latinx students. The Office of Institutional Effectiveness and Research will lead workshops on analyzing equity data and help departments embed Latinx-specific outcomes into their program review and annual planning. Data from the CRM will be used to monitor engagement and measure the impact of interventions, ensuring accountability and transparency in improving Latinx transfer and completion rates.

CRC will implement integrated strategies fostering collaboration between Instruction and Student Services to support student success, particularly for Latinx students.

Early Identification and Embedded Support Students struggling academically will be identified through progress reports, early alerts, and disaggregated course data, then connected to embedded classroom support including tutoring, coaching, and counseling. This approach provides timely, relevant assistance within the learning environment, reducing stigma and increasing access. 40

Enhanced Dean Collaboration

- Instructional and student services deans will collaborate on:
- Course scheduling aligned with Latinx student needs and completion pathways
- AI guidance and training for teaching and learning
- Classroom management and conduct issues using equity-minded, trauma-informed approaches

Success Indicators

- Increased course success rates for Latinx students
- Higher academic support service utilization for Latinx students through seamless classroom access
- Improved Latinx student satisfaction with instruction and support
- Better academic-student services alignment in problem-solving
- Reduced conduct incidents and more inclusive classroom environments

Case Management System (CRM): CRC will use its CRM to coordinate culturally responsive outreach, monitor caseloads, and identify early intervention points for Latinx students.

Office of Institutional Effectiveness and Research: The Research Office will continue to provide disaggregated dashboards, professional development on equity data analysis, and evaluation of interventions targeted toward Latinx student success.

Professional Development Infrastructure: The Center for Professional Development, Equity Academy, and Collaborative Learning Circles will deliver training on cultural humility, linguistic inclusivity, asset-based approaches to serving first-generation students, and trauma-informed practices.

Cross-Divisional Collaboration: Regular meetings between instructional and student-services deans will ensure Puente and MI CASA are fully aligned with curriculum design, scheduling, and transfer initiatives, supported by Executive Team oversight.

Embedded Student Support Services: Tutoring, financial-aid counseling, and transfer coaching will be embedded into programs and services designed for Latinx students, ensuring that academic and financial guidance are integrated into the learning environment.

DI Student Population

LGBT

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?

1. Siloed Student Support Services

Many student support programs operate independently, resulting in a fragmented experience for students who often require coordinated, wraparound services. The lack of an integrated approach to service delivery can cause confusion, missed opportunities, and duplicative efforts—especially for DI students who benefit most from a seamless and personalized support structure.

Notably, LGBTQ+ students currently do not have a dedicated, full-time classified staff member to provide consistent support, advocacy, and programming coordination. This gap further contributes to inequities in access, belonging, and continuity of care compared to other disproportionately impacted populations with established staffing and program infrastructure.

2. Reactive Rather Than Proactive Communication and Support

Students frequently struggle to access the right information at the right time. Critical guidance—such as which courses to take, how to complete financial aid, or whom to contact for support—is often provided too late or in a way that is difficult to navigate.

3. Teaching Practices and Approaches That Impact Student Success

CRC continues to face persistent equity gaps in course success rates, with Black students experiencing the lowest outcomes across the institution. A key contributing factor is the inconsistent use of effective, equity-minded teaching practices. While many faculty are committed to student success, not all have received adequate support or training to adopt pedagogical approaches that are culturally responsive, engaging, and aligned with the diverse learning needs of DI students.

4. Limited Structured Data Use to Inform Equity Interventions

While equity data are available, there are limited structured opportunities for departments to collaboratively analyze and act on that data. This limits CRC's ability to implement targeted interventions for DI students and to monitor the impact of changes on student outcomes over time.

Action Plan for Ideal Institution *

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

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

1. Integrated Student Services Model To address siloed services, CRC is building an integrated support model centered on collaboration and shared accountability.

- Student Services departments will meet regularly to coordinate efforts, align outreach, and promote shared goals.
- Utilizing a shared calendar and common intake/referral process ensures seamless navigation between programs.
- Cross-functional training for classified professionals, faculty, and administrators emphasizes equity-mindedness, inclusive practices, and DI student needs.
- For LGBTQ+ students, CRC will designate consistent classified professional support providing reliable advocacy, referrals, and belonging.
- Provide a dedicated part-time counselor for LGBTQ+ students. 42

2. Proactive Communication Through Case Management Implementation To replace reactive approaches with timely, student-centered communication, CRC will implement a case management tool across Student Services.

- The CRM enables automated, personalized messaging guiding students through onboarding, enrollment, financial aid, and academic planning.
- Early alert and case management functionality allows intervention before student disengagement.
- Faculty and classified staff will use the CRM to track engagement, follow up with students, and close equity gaps in service delivery.

3. Reimagining Teaching for Course Success and Progression

- Equity-focused PD centers on culturally responsive pedagogy, equitable grading, active learning, and trauma-informed instruction.
- Faculty may analyze disaggregated course success data to identify gaps and improve teaching practices or make curricular changes.
- Through Collaborative Learning Circles and communities of practice, faculty can explore improving outcomes across course sequences (Math and English pathways), which includes evidence-based teaching practices completing transfer-level math and English in students' first year.

4. Data-Informed Decision-Making and Equity Interventions

- Collaborate with the Pride Center to gather LGBTQ+ student experiences at CRC to identify barriers and challenges, and what makes an impact on their success.

CRC will implement integrated strategies fostering collaboration between Academic Affairs and Student Services to support student success, particularly for disproportionately impacted students.

Early Identification and Embedded Support Students struggling academically will be identified through progress reports, early alerts, and disaggregated course data, then connected to embedded classroom support including tutoring, coaching, and counseling. This approach provides timely, relevant assistance within the learning environment, reducing stigma and increasing access.

Enhanced Dean Collaboration

- Instructional and student services deans will collaborate on:
 - Course scheduling aligned with student needs and completion pathways
 - AI guidance and training for teaching and learning
 - Classroom management and conduct issues using equity-minded, trauma-informed approaches

Success Indicators

- Increased course success rates for DI students
- Higher academic support service utilization through seamless classroom access
- Improved student satisfaction with instruction and support
- Better academic-student services alignment in problem-solving
- Reduced conduct incidents and more inclusive classroom environments

Case Management System Implementation

CRC will implement a case management platform for proactive student engagement, delivering personalized communications, managing caseloads, tracking service utilization, and providing early intervention alerts while supporting cross-departmental collaboration and data-driven decisions.

Office of Institutional Effectiveness and Research

The Research team will continue to: provide disaggregated data dashboards, lead professional development on data use, and support departments in monitoring equity-focused outcomes to ensure efforts remain focused, measurable, and

transparent.

Professional Development Infrastructure

Professional learning will continue to be coordinated through existing structures including the Center for Professional Development, Professional Development Committee, Equity Academy, and Collaborative Learning Circles, offering training on culturally responsive teaching, inclusive practices, trauma-informed care, and equity-minded service delivery.

Cross-Divisional Collaboration

Academic and Student Affairs will maintain coordination through regular meetings between instructional and student services deans, addressing shared priorities like course scheduling, classroom climate, and co-curricular support with Executive Team leadership.

Embedded Student Support Services

The college will expand its model of embedding support services—tutoring, counseling, and financial aid guidance—within classrooms and academic pathways. Classified professionals and peer mentors will provide strategic just-in-time support in high-impact courses serving DI students.

Student Education Plans

Completed Comprehensive Student Education Plans

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

Definitions:

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

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

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

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2,971	495	17%	722	24%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1,125	152	14%	236	21%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	3,000	569	19%	793	26%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1,074	151	14%	221	21%

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

DI Populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term:

- Non-Binary
- Low Income
- Reported Disability
- First Generation
- African American – Female
- Pacific Island – Female
- Native Am. – Male

DI Populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Academic Year.

- African American
- Low Income
- Foster Youth
- First Generation
- White – Male
- Reported Disability – Male

Comprehensive Education Plan Implementation for DI Student Populations *

Specialists will continue to email, text message and schedule students to meet with a counselor in October of their first semester. Students from DI populations receive 2 phone calls in addition emails and text messages. Counselor schedules are reserved in advance for these appointments. This approach resulted in an 88% appointment Show Rate. Feedback from counselors is that most students are still deciding on their major in their first semester, so a comprehensive education plan is not helpful to the student at that time. This academic year, additional career/major workshops will be offered before the comprehensive education plan appointments to assess impact. Intentional collaboration from affinity-based programs will be a focus for this upcoming year.

Comprehensive Education Plan Implementation for ALL Students *

Specialists will continue to email, text message and schedule students to meet with a counselor in October of their first semester. Counselor schedules are reserved in advance for these appointments. This approach resulted in an 88% appointment Show Rate. Feedback from counselors is that most students are still deciding on their major in their first semester, so a comprehensive education plan is not helpful to the student at that time. This academic year, additional career/major workshops will be offered before the comprehensive education plan appointments to assess impact.

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.

Cosumnes River College (CRC) recognizes Guided Pathways as part of our equity work. We reorganized the college and aligned programs with appropriate Career and Academic Communities (meta-majors) to clarify the program path using program maps for students. Program maps guide students toward their goals, presenting clear course sequences and labor market insights. Structured onboarding processes improve placement and provide clear information from the start, while proactive academic and career advising is offered throughout a student's journey. Each Career and Academic Community has designated counselors and success coaches. This continuity fosters support and guidance, helping to connect students to resources, remove barriers, promote exploration, and offer personalized assistance; student experiences being enhanced by integrating student support. CRC offers supplemental instruction tutoring in math and English, focusing on training faculty and tutors to better support DI student groups. We assess the effectiveness of this support by reviewing disaggregated data. Professional development for faculty focuses on creating active learning curricula and culturally responsive instructional strategies (e.g., un-grading, equitable syllabi, etc.), particularly in STEM, to reduce equity gaps.

To aid first-time and full-time students in course selection, we provide an Opt-Out schedule that outlines course sequences based on declared majors. The college aims for 100% Zero Textbook Cost (ZTC) and Open Educational Resources (OER), currently achieving 74-76% utilization, and encourages incorporating culturally relevant materials.

To boost certificate and degree attainment, CRC focuses on outreach to underserved groups, including adult learners, dual enrollment students, justice-involved individuals, foster youth, and LGBTQIA+ students. Awareness of available basic needs and support services is essential. CRC is expanding UMOJA and PUENTE programs into math and English courses to provide culturally affirming support for African American and Latinx students.

CRC builds Learning Circles led by faculty to encourage collaborative learning and effective teaching practices. Professional development resources support innovations in student success legislation, particularly in math and English. The faculty have access to view disaggregated data on course success, withdrawals, and grade spreads to identify opportunity gaps.

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.).

The Financial Aid Department is committed to maximizing financial aid access and systematically increasing FAFSA and CADAA completion among disproportionately impacted (DI) student populations. Our work aligns with the College's Student Equity goals, particularly in supporting Black/African American, Hispanic/Latino, and Native American students as well as First Generation, LGBTQ, Foster Youth, DSPS, Veterans, Homeless, and low-income students.

Access and Support

Comprehensive in-person and virtual support services are available through the aid year via Zoom appointments, Zoom drop-ins, Financial Aid Friday labs, phone, and email support. Flexible modalities accommodate students facing transportation, employment, or family obligations, ensuring equitable access to personalized financial aid advising, application assistance, and document submission.

Strengthening Support for Satisfactory Academic Progress Appeal Processes

The college and district have implemented AB 789, which ensures timely and compassionate review of appeals. This approach minimizes aid interruptions and promotes continued enrollment for students facing academic or personal challenges.

Student and Faculty Engagement through FLEX and Outreach

Financial Aid-focused FLEX workshops are offered for faculty and staff, building campus-wide awareness of aid programs and equipping the community with tools to refer students effectively. We participate in college and community outreach events to promote early FAFSA and CADAA completion among first-generation and low-income families. We also work closely with the Outreach department and the Welcome Center to ensure students have access to FA information, workshops and support.

Targeted Aid and Equity Strategies

In addition to administering federal and state aid, Financial Aid connects students to emergency aid, scholarships, and specialized support. These resources are particularly impactful for DI populations, including NextUp for Foster Youth, DSPS accommodations, and assistance for housing-insecure students.

Commitment to Closing Equity Gaps

By expanding access at Outreach Centers, streamlining aid renewal processes, providing professional development, and embedding equity-minded review practices, CRC's Financial Aid is committed to ensuring students complete their aid applications and sustain financial support throughout their educational journey. These efforts directly advance student retention, completion, and equity across the college community.

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.

Disability Support Programs and Services (DSPS) provides equal educational opportunities for students with disabilities, including those with physical, psychological, or learning disabilities. DSPS has always centered equity and student access as its priorities in the development of services, programming, and professional development and these values remain the cornerstone of how we operate.

The DSPS office is committed to closing equity gaps for disproportionately impacted students by continuously assessing the impact of our services and making adjustments to better meet the evolving needs of students with disabilities.

Services and Support Provided:

- Academic, personal and crisis counseling or interventions

- Priority registration
- Learning disability assessments
- Test proctoring services, and other academic adjustments
- Alternate media solutions, including training and providing educational materials in accessible formats
- Intake counseling appointments to assess accommodations needed.
- Sharing information and collaborating with campus partners to promote the services offered by DSPS
- Tailored workshops and presentations for students
- Collaboration and referrals to community resources and agencies
- Ongoing partnership with campus stakeholders and instructional faculty to foster open, supportive conversations about accommodations
- Collaboration with facilities to advocate that all students have access to physically accessible campus spaces

DSPS services at CRC aim to foster an inclusive and equitable educational environment. These services encourage students with disabilities to fully engage in their academic pursuits by providing access to resources and services they need and by advocating for equal access to education. This steadfast commitment to access and equity not only supports individual student achievement but also strengthens the overall campus community.

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.

The EOPS and CalWORKs programs at Cosumnes River College is committed to advancing equity by intentionally addressing barriers that create disproportionate impact for disproportionately affected student populations identified in the Student Equity Plan. Both EOPS and CalWORKs programs provide proactive, intentional support services designed to increase access, retention, and completion.

EOPS will continue to support students through personalized academic counseling, priority registration, book service, transfer support, and targeted workshops that build a sense of belonging. These services are strategically aligned with equity goals by ensuring historically underrepresented students receive the resources and guidance needed to persist and complete their academic pathways while at Cosumnes River College.

CalWORKs will proactively serve student-parents by providing case management, educational planning, childcare referrals, and CalWORKs work-study opportunities that reduce financial and scheduling barriers that they may encounter. The program also collaborates with community partners to connect students to wraparound services, ensuring their basic needs are met so they can focus on academic success.

Together, EOPS and CalWORKs will continue to:

- Use disaggregated data to identify achievement gaps and tailor interventions.
- Collaborate with other student equity programs, basic needs and other student support services to create seamless, coordinated care.
- Offer culturally responsive programming and outreach to increase student engagement and belonging.
- Implement continuous program improvement based on student feedback.

Through these intentional and coordinated efforts, both programs directly advance the Student Equity Plan by eliminating barriers, reducing disproportionate impact, and helping students achieve their educational and career goals.

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 and Foster Youth support programs at CRC are committed to eliminating disproportionate impact by providing equity-minded services that address unique barriers faced by current and former foster youth. We recognize that foster youth often experience housing and food insecurity, limited family support, financial instability, and disrupted educational pathways.

Our programs take a holistic approach integrating academic, personal, and financial support to create a foundation for student success. Program funding provides direct aid including textbook and supply grants, transportation support, and emergency grants, helping students remain enrolled and engaged.

Our efforts begin with comprehensive onboarding and orientation for incoming NextUp students, ensuring they understand available resources and immediately feel a sense of belonging. Students receive proactive academic counseling including personalized education plans, frequent progress check-ins with the NextUp specialist, and early intervention when academic difficulties arise. We work closely with EOPS, the Career Center, Basic Needs, Financial Aid, and community-based organizations to provide wraparound services that reduce equity gaps. This connects students with transportation assistance, technology access, emergency housing, and food pantries, ensuring basic needs do not become barriers to education.

We offer workshops designed to build critical life and academic skills, including financial literacy, budgeting, career exploration, job readiness, mental health awareness, community building, and leadership development. By addressing both academic and non-academic needs, we prepare students to succeed in college and thrive beyond CRC.

Our coordinated efforts aim to eliminate disproportionate impact by increasing access, retention, graduation, transfer, and academic achievement for foster youth. By implementing a proactive, student-centered approach aligned with equity-focused practices, we create an environment where foster youth can overcome systemic barriers, achieve their goals, and realize their full potential.

6. Programs for Veterans (Veterans Resource Center) *

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

The VRC strives to be a comprehensive resource that supports veterans in their transition to civilian life and college. We are committed to identifying and addressing disproportionate impacts by closely examining the onboarding process for veteran students. This includes collaborating with key campus stakeholders to assess existing systems, training needs, and partnership opportunities.

In partnership with the offices of Admissions & Records and Outreach, the VRC has mapped the student journey to identify and remove onboarding barriers. We have worked to improve processes, tracking systems, and communication methods in order to maximize staff efficiency and enhance student support.

Additionally, we have developed internal procedures, systems, and staff training to ensure veteran students receive a comprehensive onboarding experience. This includes an intake process, education about VA benefits and services, and connections to relevant on-campus resources. We recognize and honor the intersectionality of student identities and strive to serve each student holistically.

We also collaborate with Student Services teams to ensure proactive outreach is conducted to students classified as non-residents. Working in close coordination with our Certifying Officials, we ensure students are certified for benefits within required timelines and that all aspects of enrollment that may affect eligibility are monitored.

To further support student success, we design and launch targeted campaigns to remind students about enrollment deadlines each term—especially ahead of Priority Registration (PR) dates.

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.

Cosumnes River College will implement key strategies through its Re-Emerging Scholars (RES) program, also known as the Prison and Reentry Education Program (PREP), with a focus on the Wildland Fire Academy at Mule Creek State Prison (MCSP), to support justice-involved students. CRC has received formal support and commitment from MCSP, and they are eager for the collaboration, especially since it will provide a meaningful career pathway. The Wildland Fire Academy (FT 212) aims to close firefighting workforce gaps and offer transformative careers. It includes a comprehensive curriculum with 64 lecture hours, 14 lab hours, and 128 out-of-class hours, totaling 206 hours—training in fireline construction, hand crew formation, and wildland fire equipment,

surpassing USFS entry-level standards. Certifications from NWCG, such as S-130 Firefighter Training and S-190 Fire Behavior, are provided, along with physical conditioning. CRC collaborates with MCSP on recruitment, scheduling, and facilities, targeting minimum-security inmates each semester.

A dedicated PREP counselor offers academic and emotional support, aiding course completion and transition to campus post-release. The program also develops employment pipelines through partnerships with fire agencies, aiming for a 40% job placement rate within six months of release. Broader support for our justice-involved students includes personalized counseling, peer mentoring, and addressing basic needs via financial workshops, food/housing resources, Chromebooks, gas cards, and emergency funds. Priority registration is provided, alongside support for Zero Textbook Cost courses, tutoring, and technology workshops. We also partner with organizations like Project Rebound and Underground Scholars to provide housing and employment support for their transition post-incarceration. Staff will receive training in trauma-informed care, equity, and re-entry issues to better support justice-impacted students.

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.

Cosumnes River College (CRC) has established a robust framework for supporting new adult learners through systematic data capture, comprehensive onboarding communications, and targeted engagement for specific demographics. Key successes include varied orientation scheduling and specialized outreach to Black/African American, Latinx, and Career Education students. Significant challenges remain, including insufficient support for returning students (12+ units), low fall-to-spring persistence for first-term students, and high rates of unit accumulation. Many adult learners declare "Undecided" or "Pre-Health Occupations" as their major, indicating a critical need for enhanced academic and career guidance.

Application data are used to support outreach efforts, enabling timely communication regarding orientation, enrollment, and financial aid. Students receive residency reclassification support and access to the Outreach Canvas module. Orientation sessions accommodate diverse schedules with day, evening, and weekend options. The college conducts targeted outreach to Black/African American students, Latinx students, and students with Career Education majors. CRC hosts Financial Aid Nights and initiated dual enrollment information sessions at local adult schools.

Outreach must expand to adult learners with 12+ units, particularly those returning after a break. The college needs to improve fall-to-spring persistence rates for first-term students and address high unit accumulation through strategies promoting efficient course selection. Many students declaring "Undecided" or "Pre-Health Occupations" require more directed counseling toward clear academic and career pathways.

The college identifies Adult learners with 30+ units, using data that are disaggregated by ethnicity to prioritize disproportionately impacted groups. Counselors conduct transcript reviews and revise education plans. The Career Counselor facilitates "How to Choose Your Major" workshops twice monthly, promoted by Success Coaches. Adult learners are included in weekly reports identifying incomplete onboarding steps, with follow-up from the Outreach team, Welcome Center, and Success Coaches. Success Coaches contact first-semester students who haven't enrolled for spring, with outreach disaggregated by ethnicity, age, and major. The Opt-Out Scheduling process has been enhanced with updated course maps, providing incoming students with first-year schedules aligned to their major.

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.

The Los Rios District, of which CRC is one college, has recently updated Board regulations related to Credit for Prior Learning (CPL). CRC is implementing CPL policies and practices in line with the new regulations. Key strategies to support CPL for disproportionately impacted as well as all students follow:

- Continue to award CPL for Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) tests. Last year the Los Rios District completed an ambitious project to standardize credit awards for these exams across all

colleges. This will benefit the large numbers of students who take courses at multiple colleges and will support minimizing excessive units. 54

- Continue to award CPL via credit-by-exam.
- Continue to award CPL for Military Education and Training (3 units of Living Skills and 1 unit of elective credit).
- Continue to award CPL upon evaluation of industry-recognized credentials and student-created portfolios per LRCCD regulations.
- Follow-up on a requested partnership with local restaurateurs to potentially offer CPL in Culinary Arts or related fields for work in the restaurant industry.
- Engage with our Talent Pipeline Management Collaborative to identify additional opportunities for CPL.

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.

We serve a diverse dual enrollment student population, comprising 13% African American, 30% Asian, 22% Hispanic/Latino, and 17.6% white students. Additionally, 27% of these students come from low-income or below-poverty families. We understand that they may face unique challenges as they navigate college during their high school experience. CRC implements a strategic and holistic approach to supporting the students' success. Equitable and active pedagogy helps bridge the gap between high school and college expectations. By doing so, dual enrollment students are more likely to succeed, persist in their college education, feel a sense of belonging, and develop the academic skills necessary for long-term success.

- Develop specific recruitment strategies targeting high schools with lower dual enrollment participation.
- Host information sessions and workshops tailored to these communities at their high schools. Engage the parents/guardians to attend. Information sessions should be offered in Spanish to reach a broader audience if necessary.
- Continue to collaborate with Elk Grove Unified School District (EGUSD), our local feeder K12 district, to enhance dual enrollment visibility and encourage participation.
- Collaborate with EGUSD to offer culturally relevant evening information sessions.
- Work with the high school classroom instructor to develop early warning systems to identify students struggling academically and connect them with appropriate interventions. This might involve student support referrals, academic progress monitoring, and proactive advising strategies.
- With our K-16 data-sharing agreement, we will be able to collect disaggregated data on student demographics, course enrollment, grades, persistence, and completion rates to identify trends and inform interventions in the future. We would also like to track the long-term outcomes of dual enrollment participants, such as college transfer and graduation rates. This data can provide insights into the program's effectiveness in preparing students for continued academic success. Regularly evaluate the effectiveness of implemented interventions using the collected data and adapt strategies as needed to be responsive to student needs and effectively address equity gaps.

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.

The coordination of Strong Workforce Programs (SWPs) and Perkins supported program activities with the SEA Program is not a separate programmatic effort but rather the integration of equity principles and data-informed strategies. To increase the success of DI populations, CRC will focus on the following.

- Career Education (CE) Faculty to use disaggregated data to track progress, identify disparities, and implement targeted strategies to support specific student populations.
- Increase access and socio-economic mobility by increasing dual enrollment pathways and outreach.
- Enhance recruitment efforts for programs. Our recruitment efforts for the Construction program resulted in a more diverse student enrollment, with 64.8% reporting they live below or at low poverty levels. Similarly, Hospitality Management experienced increased diversity in its enrollment, including African American, Asian, and Multi-Race students.
- Ensure the programs we offer lead to high-wage, high-demand jobs. CRC is creating a new Surgical Technology program at the request of local healthcare providers, providing a career path with a median annual income of \$82,030 in the Greater Sacramento Area, well above the living wage. This addresses unmet labor market needs and gives access to high-quality, well-paying jobs.
- Remove financial barriers by offering Zero Textbook Cost (ZTC) or Open Educational Resources (OER) for CE courses.
- Hybrid courses are offered to accommodate work/family obligations, a significant reason for student withdrawal. SWP investments in Instructional Assistants (e.g., CONST, RTVF, CAM) provide individual support and have increased course success rates, particularly for historically marginalized students.
- Emphasize Work Based Learning (WBL) to enhance student learning and engagement. Our data show that students participating in WBL activities have a higher course success rate (79.4% in Spring 2024) than the overall college rate (72.2%). WBL participation includes significant proportions of Hispanic/Latino, African American, and low-income students, ensuring these experiences benefit DI populations.

12. Additional Programs (Optional)

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

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

Not Entered

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