

Student Equity and Achievement Program

Plans (Grant: 2025-28 Student Equity Plan)

Compton College - Student Equity Plan (2025-28) SUBMITTED**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

This SEA Plan is rooted in Compton College’s commitment to intentional and integrated comprehensive planning. Compton College 2035 was developed through an inclusive, participatory process that engaged all constituency groups—faculty, students, classified professionals, administrators, and community members—through Academic Senate, Associated Students, campus committees, President’s Cabinet, advisory boards, and community outreach.

Because Compton College is focused on intentional and integrated comprehensive planning with a singular institutional goal, the Compton College 2035 planning process and its outcomes directly informed this SEA Plan. The stakeholder engagement, equity-mindedness principles, and singular goal established through Compton College 2035 provide the foundation and framework for this SEA Plan’s development and implementation. This approach ensures alignment across all institutional planning efforts and prevents siloed work that could undermine our collective focus on accelerating student completion while advancing equity and success.

- ✓ 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

Compton College 2035 is guided by five equity-mindedness principles that inform and integrate with all institutional planning:

Systemic Awareness - We recognize that inequitable outcomes result from systemic barriers, not individual deficits. Our strategies address institutional practices, policies, and cultures that create barriers.

Race Consciousness - We explicitly name and address how racism and racial inequity shape student experiences and outcomes. We center the experiences of students of color in our equity work.

Evidence-Based - All strategies are grounded in research, data, and proven practices. We continuously assess effectiveness and refine approaches based on evidence.

Institutionally Focused - We examine and transform institutional practices rather than attempting to "fix" students. The institution adapts to serve students, not vice versa.

Equity Advancing - Every decision, policy, and practice is evaluated for its impact on equity. We ask "will this advance equity or maintain the status quo?"

These five principles are integrated into the objectives and strategies in the areas of focus for Compton College 2035: the SEA Plan, Education and Guided Pathways, Enrollment Management, Technology, Human Resources Staffing, and Facilities.

- ✓ 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

Compton College ensures ongoing local review and evaluation of how the SEA plan advances the College's institutional common equity goals through a comprehensive and collaborative governance process. Progress toward equity-focused outcomes is regularly monitored and discussed across several collaborative governance committees, including the Student Success Committee, Guided Pathways Committee, and Consultative Council. These groups review disaggregated data and evaluation findings to identify barriers, assess the effectiveness of interventions, and recommend strategies for continuous improvement.

The Office of Institutional Effectiveness coordinates the analysis of student success metrics and disaggregates outcomes by race/ethnicity, gender, and other student characteristics aligned with the SEA plan. Results are integrated into institutional-set goal monitoring and shared broadly with governance bodies and campus stakeholders.

Compton College publishes an annual Institutional-Set Goals Report by December 30 of each year. This report provides an update on progress toward equity-related metrics and supports evidence-based decision-making for the subsequent academic year.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Nicole Jones	Approver: Chief Student Services Officer	n/a	njones3@compton.edu	
Sheri Berger Compton College	Approver: Chief Instructional Officer	n/a	sberger@compton.edu	(310) 667-0233
Sean Moore	Approver: Academic Senate President	n/a	smoore@compton.edu	(562) 719-3751
Maria Garcia	Approver: Guided Pathways Coordinator/Lead	n/a	mgarcia74@compton.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 *

Our analysis of progress toward the 2022-2025 Plan has revealed both meaningful successes and key lessons about the root causes of equity gaps. We have learned that financial insecurity, basic needs instability, and systemic barriers in navigating college processes remain central challenges disproportionately affecting our student population. Through this reflection, we have strengthened institutional approaches that foster a culture of equity and continuous improvement. Three key processes have been most impactful:

1. We implemented a success team model across all Guided Pathway (academic) Divisions, providing proactive, intrusive advising and case management rather than relying on traditional "make an appointment" approaches. These teams collaborate closely with programs such as EOPS, CalWORKs, NextUp, the Veterans Resource Center, and Rising Scholars to ensure coordinated wraparound services. Expansion of these programs has enabled us to reach more DI students and provide individualized interventions that address both academic and non-academic barriers.
2. We have expanded our basic needs infrastructure, including food pantry operations, emergency aid, and technology loan programs, alongside innovative initiatives such as piloting a guaranteed income program. In addition, continued growth of the Oliver W. Conner Promise Program and expansion of Zero Textbook Cost and Open Educational Resources courses have further reduced financial barriers to enrollment and success.

3. We continue to invest in professional development centered on innovation, culturally responsive pedagogy, and anti-racist practices through initiatives such as Open for Antiracism and the National Assessment of Collegiate Campus Climates. Technology solutions such as CRM Advise, CRM Recruit, and Degree Works have enhanced our capacity to deliver personalized, timely interventions and educational goal planning at scale.

Plan Continuity *

Building on the lessons learned from the 2022–2025 Student Equity Plan, several institutional practices have demonstrated lasting value and will guide the direction of the 2025–2028 plan.

1. Integrating Relationship-Based Support Structures The transition to Success Teams within each Guided Pathway Division has transformed how students experience support. By embedding proactive case management and aligning with programs such as EOPS, CalWORKs, NextUp, the Veterans Resource Center, and Rising Scholars, we have reduced fragmentation in student services. This coordinated structure will continue to expand, ensuring earlier interventions, faster connection to resources, and a clearer path to completion.

2. Redefining Student Readiness Through Basic Needs and Financial Stability We have confirmed that completion is accelerated when financial and basic needs barriers are removed. Food security programs, emergency aid, technology access, and initiatives such as the guaranteed income pilot have improved student persistence and engagement. The next plan will connect these supports with the Oliver W. Conner Promise Program and zero-textbook-cost pathways to promote both academic progress and economic mobility—reinforcing that equity work is directly tied to students' long-term return on investment.

3. Embedding Equity-Minded Practice Into Everyday Work Through sustained professional learning—such as Open for Antiracism and the National Assessment of Collegiate Campus Climates—we have built capacity to identify and dismantle systemic barriers. By pairing this work with technology tools like CRM Recruit, CRM Advise, and Degree Works, we are embedding equity-minded practice into everyday decision-making and ensuring timely, personalized interventions that accelerate student success.

Collectively, these discoveries confirm that equity-driven, relationship-centered systems not only improve student experiences but also shorten time to completion and enhance the lifetime value of higher education. The 2025–2028 Student Equity Plan will deepen these strategies to deliver meaningful returns for students and their communities.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://www.compton.edu/student-support/student-equity/index.aspx>

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.

[2025-2028 SEA Plan Executive Summary.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	1.3%	31	8.6%	205	10.6%	252
Completion - DI Student Populations						
First Generation	6.8%	38	0.5%	4	2.6%	15
Male	5.6%	23	1.7%	7	3.8%	16
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	21.2%	69	4.6%	15	9%	30
Hispanic Male	14.1%	17	6%	8	12.3%	15
Male	16.3%	26	4.9%	8	10.7%	18

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data							
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: 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	7.2%	389	N/A	N/A	N/A	N/A	
White	1.3%	31	8.6%	205	10.6%	252	

* 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>	
1	We will strengthen community partnerships, use CRM Recruit for personalized outreach, and develop multilingual, culturally responsive materials. We will host community enrollment events, explore peer recruitment, and expand partnerships with local high schools. We will simplify applications, provide assistance events, and explore targeted social media to increase equitable access and enrollment for disproportionately impacted populations.
2	We will streamline enrollment to reduce barriers and wait times, extend service hours, and offer multiple pathways (in-person, online, phone, community-based). Dedicated staff will assist with financial aid applications and technology support. We will enhance MyPath guidance, expand Promise pathways, tailor orientations, offer enrollment coaches, and ensure clear communication and quick issue resolution for DI students.
3	We will connect students to EOPS, CalWORKs, NextUp, Veterans, Rising Scholars, and DSPS during enrollment with simplified applications. Students will receive Success Team support, financial aid assistance, and basic needs connections from the start. Early education planning, peer mentoring, and involvement in campus activities will foster belonging, with warm handoffs ensuring coordinated, holistic support for DI students.

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.

We will expand dual enrollment through CCAP partnerships and inclusive outreach, strengthen adult education pathways to credit programs, and enhance online and year-round enrollment options. We will promote the Promise Program, host mobile and virtual enrollment events, partner with employers for workplace outreach, and share clear career outcomes and alumni success stories to attract and retain students.

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	5.7%	32	N/A	N/A	N/A	N/A	

There are no DI student populations found for your college for this metric. Due to FERPA suppression guidelines, populations less than 10 are not shown in NOVA, but can be found in your SEP Data available on Data on Demand. While your college does not have a DI student population for this metric in NOVA, we encourage your college to use local data and/or data from Data on Demand to identify at least one student population experiencing an equity gap. Click below to add a student population (Optional). If there are no student populations to add, please proceed to next step.

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

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

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

Goals

Completed Transfer-Level Math and English Equity Goals

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

Additional Goals

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

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

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

Additional Goals

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

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

Yes, our college has additional goals

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

(500 character max for each goal)

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

- Increase overall student population completion rate to 25% or higher
- Reduce equity gaps to zero across all student demographics
- Increase success rates in individual math and English courses (not just completion of both)
- Expand multiple modality options enabling flexible completion
- Achieve 85-100% Zero Textbook Cost adoption in transfer-level math and English

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).

	<p>Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)</p> <p>(500 character max for each strategy)</p> <p><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></p>
1	<p>We will replace remediation with corequisite models pairing transfer-level math and English with concurrent support courses. Faculty will provide just-in-time instruction, small group learning, and culturally responsive content. Growth mindset strategies, formative assessment, tutoring connections, and Success Team coordination will ensure timely support, while professional development will strengthen faculty effectiveness and student success.</p>
2	<p>We will embed tutors in transfer-level math and English courses to provide immediate, in-class and online support aligned with course content and instructor expectations. Just-in-time workshops will address common challenges before major assignments and exams, offered flexibly to meet diverse schedules. Trained in equity-minded, culturally responsive practices, peer and discipline-specific tutors will foster belonging and ensure timely, accessible academic support for all students.</p>
3	<p>We will use CRM Advise to identify and support students early in the term through proactive Success Team interventions. Faculty will be trained and supported in submitting early alerts within the first weeks, triggering counselor outreach and coordinated connections to tutoring, workshops, and categorical programs. Regular check-ins, warm handoffs, and collaboration among faculty, counselors, and tutors will ensure timely, personalized support, guided by continuous data-informed improvement.</p>
4	<p>We will provide faculty training on supporting Black and Latino males, decolonize math and English curriculum, and expand the Black and Males of Color Success Program. Asset-based instruction, faculty mentoring, and recruitment of diverse instructors will enhance belonging and representation. We will reduce math and English anxiety, validate multiple ways of learning, and connect coursework to social justice and community relevance.</p>

Additional Key Strategies for Overall Student Population

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

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

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

We will expand flexible course options through multiple modalities (8-, 12-, 16-week, online, hybrid, weekend, evening) to meet diverse student needs. We will promote OER and ZTC courses to remove cost barriers, provide faculty training in equity-minded and culturally responsive teaching, and strengthen learning communities and supplemental instruction. Technology loans, flexible assessments, and clear links between coursework, careers, and transfer goals will support student success.

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 Students Needed to Fully Close Equity Gap*
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap		
Overall Student Population	58.6%	268	N/A	N/A	N/A	N/A	N/A

There are no DI student populations found for your college for this metric. Due to FERPA suppression guidelines, populations less than 10 are not shown in NOVA, but can be found in your SEP Data available on Data on Demand. While your college does not have a DI student population for this metric in NOVA, we encourage your college to use local data and/or data from Data on Demand to identify at least one student population experiencing an equity gap. Click below to add a student population (Optional). If there are no student populations to add, please proceed to next step.

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

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

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

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

Goals

Persistence Equity Goals

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

Additional Goals

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

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

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

Additional Goals

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

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

Yes, our college has additional goals

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

(500 character max for each goal)

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

- Increase overall persistence rate to 65% or higher
- Reduce stop-out due to financial crises by 50%
- Increase summer and winter intersession enrollment maintaining momentum
- Expand categorical program participation among persisting students
- Improve sense of belonging scores for DI populations

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	We will prevent stop-outs by expanding emergency aid and comprehensive basic needs support. Rapid-response grants (\$500–\$1,000) will be disbursed within 48 hours through a simplified, trust-based process. We will offer emergency loans, food, housing, transportation, childcare, and technology assistance. Expanded community partnerships, health services, and Success Team coordination will ensure timely, stigma-free access to essential resources that keep students enrolled and progressing.
2	We will conduct proactive between-term outreach to keep students enrolled and supported. Success Teams will contact students during breaks with personalized reminders and assistance using CRM Advise. We will offer registration workshops, early access to schedules, and priority enrollment for categorical program students. Barriers such as holds, fees, and verification issues will be resolved quickly, with flexible options and success stories shared to encourage persistence and completion.
3	We will enhance categorical programs with personalized counseling, book and transportation assistance, childcare, and emergency aid. Foster youth, veterans, formerly incarcerated, and DSPS students will receive dedicated case management, mentoring, and advocacy. Cross-program efforts—including cultural events, affinity spaces, mentoring, and leadership development—will build belonging, confidence, and persistence for disproportionately impacted student populations.
4	We will strengthen support for DI students through year-round technology and childcare access, flexible course scheduling, and data-informed early outreach. Predictive analytics will identify students at risk of stopping out, triggering peer and staff follow-up. Text campaigns, community resource connections, and advocacy with external systems will address barriers beyond campus control, ensuring continuous engagement and equitable persistence across break periods.

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.

We will extend academic, mental health, and career support between terms to maintain student connection and momentum. Tutoring, supplemental instruction, and workshops will continue year-round, with online and recorded resources available 24/7. Library access, study spaces, and campus events during breaks will foster engagement, while ongoing counseling and career services will help students stay supported and prepared for the next term.

Completion

Data Review/Establishing Equity and Student Populations Goals

Student Population			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
	% of Students for 2019- 20 (Baseline Year)	# of Students for 2019- 20 (Baseline Year)	% of Increase Needed to Eliminate	# of Students Needed to Eliminate	% of Increase Needed to Fully Close Equity	# of Students Needed to Fully Close Equity
			DI	DI*	Gap	Gap*
Overall Student Population	7.8%	73	N/A	N/A	N/A	N/A
First Generation	6.8%	38	0.5%	4	2.6%	15
Male	5.6%	23	1.7%	7	3.8%	16

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

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

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

Goals

Completion Equity Goals

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

Additional Goals

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

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

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

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

Additional Goals

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

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

Yes, our college has additional goals

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

(500 character max for each goal)

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

- Increase overall completion rate to 25% or higher
- Reduce average time to completion from current average
- Increase completion of stackable credentials (short-term certificate → certificate → associate degree)
- Expand living-wage career pathway completions in CTE programs
- Increase completion for students enrolled part-time (while maintaining support for full-time enrollment)
- Eliminate completion delays due to administrative barriers

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)

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.

- 1 We will fully implement Degree Works to provide students with clear, real-time progress toward degrees, certificates, and transfer goals. Students will access mobile-friendly dashboards, milestone notifications, and “what-if” planning tools to explore options. Counselors will use Degree Works to identify near-completers, support proactive outreach, and remove barriers—helping students complete credentials efficiently and recognize every milestone along the way.
- 2 We will expand Credit for Prior Learning (CPL) to recognize skills gained through work, military, and life experience, accelerating completion and reducing costs. Clear policies, equitable assessments, and multiple pathways—exams, certifications, portfolios, and military credit—will ensure access and rigor. Targeted outreach to veterans, adult learners, and formerly incarcerated students will validate diverse learning and promote equitable, efficient pathways to degree and career advancement.
- 3 We will expand accelerated and flexible course formats—8-week, 12-week, late-start, weekend, and online options—to reduce time to completion. Predictable scheduling and stackable pathways will help students plan and earn credentials faster. We will support online readiness, tutoring, and faculty development, with targeted aid, Success Team outreach, and flexible policies for DI students nearing completion to remove barriers and celebrate achievement.

Additional Key Strategies for Overall Student Population

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

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

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

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Student Population	Transferred to a Four-Year Data					
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
	% of Students for 2018- 19 (Baseline Year)	# of Students for 2018- 19 (Baseline Year)	% 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	22.3%	82	N/A	N/A	N/A	N/A
Econ Disadvantaged	21.2%	69	4.6%	15	9%	30
Hispanic Male	14.1%	17	6%	8	12.3%	15
Male	16.3%	26	4.9%	8	10.7%	18

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

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

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

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

Goals

Transfer Equity Goals

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

Additional Goals

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

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

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

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

Additional Goals

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

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

Yes, our college has additional goals

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

(500 character max for each goal)

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

- Increase overall transfer rate to 25% or higher
- Expand Associate Degree for Transfer (ADT) completion
- Increase transfer to UC system (currently CSU-dominant)
- Improve transfer readiness (GPA, major preparation completion)
- Strengthen university partnerships ensuring coordinated student support
- Increase transfer scholarships received by DI populations

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	We will expand and promote Associate Degree for Transfer (ADT) pathways with clear maps, proactive advising, and targeted outreach. Students will receive early guidance, workshops, and Degree Works tracking to stay on path. We will partner with CSUs to ensure seamless transfer and eliminate course barriers. Focused support for first-generation, foster youth, veterans, justice-impacted, and Black and Latino students will strengthen transfer success and equitable bachelor's degree attainment.
2	We will explore integrating Transfer Center counseling into the Success Team model to ensure transfer planning begins early and continues through completion. By embedding transfer specialists within each Guided Pathways Division, students will receive coordinated academic, career, and transfer guidance. We will assess opportunities for joint workshops, shared case management, and proactive outreach to DI students, strengthening alignment between completion and transfer success.
3	We will expand transfer financial aid and transition support through targeted workshops on Cal Grant, FAFSA renewal, and scholarships, plus early connections to university aid offices. Students will receive assistance with applications, deposits, and award comparisons. Transition support will include housing, orientation, and connections to university programs, along with continued Compton College engagement to ensure a smooth, supported transfer experience.
4	We will expand transfer support for DI students through targeted, culturally responsive strategies. First-generation workshops will engage families, while foster youth, veterans, and CalWORKs students receive coordinated housing, aid, and childcare support. Formerly incarcerated and disabled students will access tailored transition planning and advocacy. Black and Latino students will connect with cultural centers, mentors, and organizations to foster belonging and transfer success.

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.

We will maintain up-to-date articulation agreements with CSUs and UCs, expand TAG participation, and develop an honors program to strengthen transfer readiness. Faculty-mentored research and conference opportunities will prepare students for university-level work. Transfer resources, including library access, an updated website, and social media campaigns celebrating transfer success, will promote a strong transfer culture across the college.

Transfer Emphasis *

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

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

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

Our strategies remove barriers, address diverse student needs, and create clear, equitable pathways to transfer. By expanding ADT pathways and integrating Transfer Center counselors into Success Teams, students receive proactive guidance, early planning, and clear progress tracking through Degree Works. These coordinated supports help students understand requirements, avoid excess units, and stay on track to transfer.

Financial aid and scholarship support address one of the biggest obstacles to completion. Workshops, direct coordination with university aid offices, and emergency grants ensure students can manage transfer-related costs such as housing, transportation, and application fees.

Categorical programs (EOPS, CalWORKs, NextUp, Veterans, DSPS, Rising Scholars) provide case management, counseling, and community support that address non-academic barriers like childcare, housing, and mental health—factors that disproportionately affect DI populations.

Flexible course formats (8-week, 12-week, online, hybrid, evening, and weekend) allow students to balance college, work, and family, while predictable scheduling and stackable credentials keep them progressing.

For DI populations, faculty development, culturally responsive instruction, and mentoring ensure students feel valued and capable. University visits, peer mentors, and targeted workshops increase confidence and belonging.

Together, these actions build a coordinated system that connects instruction, counseling, and support services, ensuring equitable access, sustained engagement, and successful transfer outcomes for all students.

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

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

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

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Male

Current Challenges/Barriers *

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

Several institutional structures create barriers to male student completion, particularly for African American/Black and Hispanic/Latino males. Many college policies, processes, and practices were designed around traditional, full-time students and do not reflect the realities of men balancing work, family, and financial responsibilities.

Policy barriers include rigid enrollment timelines, limited evening or weekend course options, and financial aid requirements tied to full-time enrollment. These structures disadvantage male students who must work or have dependents. Academic progress policies often emphasize penalties over support, discouraging re-engagement after setbacks.

Process barriers stem from fragmented systems that require students to navigate multiple offices to access help. Counseling, financial aid, and academic services often operate separately, creating confusion and frustration. Inconsistent faculty use of early alert systems limits timely interventions for struggling students.

Cultural barriers also persist. A lack of male representation among faculty and staff—particularly men of color—reduces opportunities for mentorship and belonging. Curriculum and teaching practices may not reflect the cultural and lived experiences of male students of color, leading to disengagement. Implicit biases and deficit-based assumptions about motivation or behavior can negatively affect faculty-student relationships.

Finally, institutional culture has not consistently centered male student success as a collective responsibility. While the college prioritizes equity broadly, focused strategies for improving outcomes for men of color have been limited or short-term.

To remove these barriers, the college must shift from reactive systems to proactive, relationship-based supports. This includes intrusive advising, male-focused mentoring, flexible scheduling, early intervention, and culturally responsive teaching within a campus culture that views the success of men of color as central to its equity mission.

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?

Our implementation strategies are designed to remove systemic barriers, expand equitable access, and create clear, supported pathways for both disproportionately impacted (DI) and overall student populations—with intentional focus on improving participation, retention, and completion for male students, particularly African American/Black and Hispanic/Latino males.

Comprehensive College and Career Access Pathways (CCAP) agreements with Compton, Lynwood, and Paramount Unified School Districts ensure every high school student has a clear, structured pathway into college. By expanding dual enrollment offerings across transfer and career education programs—and eliminating GPA and eligibility barriers—we open access to students who have been excluded by traditional metrics, including many young men of color who may not initially view themselves as “college material.”

Through targeted outreach, family engagement, and culturally relevant programming, the college will build a college-going identity early. Multilingual “Noche de Familia” events will help families understand how dual enrollment and the Compton College Promise Program connect students to free college tuition and career pathways. Outreach to continuation and alternative schools will provide opportunities for young men who have experienced academic interruptions or disciplinary setbacks to reconnect to education in a supportive environment.

Academic counseling, tutoring, and faculty professional development will ensure dual enrollment courses align with A-G, high school graduation, and college requirements. Faculty training will emphasize inclusive pedagogy and mentoring, with attention to building trust and belonging for male students. Transportation, technology access, and textbook support through OER/ZTC initiatives will further reduce participation barriers.

For adults—many of whom are working men supporting families—the college will expand adult education and noncredit-to-credit pathways in partnership with the Tri-City Adult Education Consortium. Flexible scheduling, contextualized basic skills instruction, and childcare referrals will help adult learners transition to credit programs without interruption.

The college will continue removing enrollment barriers through simplified applications, extended service hours, online and mobile enrollment, and multilingual assistance. “One-stop” enrollment events will allow students—especially working men—to complete multiple steps in one visit.

Through the Ban the Box initiative, formerly incarcerated men will have equitable access to education, supported by the Rising Scholars Program, which provides outreach, counseling, and community-based reentry support. Similar targeted outreach will connect foster youth, veterans, low-income adults, and students with disabilities to the college through trusted community networks and agencies.

Collectively, these strategies dismantle bureaucratic and cultural barriers that have historically excluded male students from early college experiences and adult learners from reentry opportunities. By combining early outreach, flexible scheduling, family engagement, and supportive structures, the college will create equitable on-ramps that not only expand access but also foster persistence and completion among male students—building pathways to meaningful careers, university transfer, and long-term economic mobility.

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)	35	35	100%	35	100%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	9	9	100%	9	100%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	59	59	100%	59	100%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	20	20	100%	20	100%

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

Not DI indicated for non-exempt comprehensive educational planning for these cohorts.

Comprehensive Education Plan Implementation for DI Student Populations *

To ensure all students receive a comprehensive education plan early in their journey, the college will implement coordinated strategies centered on proactive onboarding, guided support, and early academic planning—with a goal of completion in the first semester and a secondary goal by the end of the first academic year. These efforts aim to ensure all students, especially

those from disproportionately impacted (DI) populations and first-generation backgrounds, have a clear path to transfer, employment, and economic mobility.

The launch of the First Year Experience (FYE) program will serve as a cornerstone of this work, providing structured onboarding, intrusive advising, and early career exploration. FYE students will complete a comprehensive education plan in their first term, supported by Success Team counselors and peer mentors who guide them through the first year.

Education planning will be embedded into orientation, counseling, and Guided Pathways Success Teams using CRM Advise and Degree Works for real-time tracking, reminders, and updates. Students without plans will receive proactive outreach and individualized support.

Through CCAP agreements with Compton, Lynwood, and Paramount Unified School Districts, students will begin college and career planning in high school. Family engagement events such as Noche de Familia will build awareness of educational planning, transfer, and financial aid.

For adult learners, the college will expand access through the Tri-City Adult Education Consortium, offering flexible counseling, workshops, and mobile enrollment to accommodate working adults and male students with family responsibilities.

Ongoing professional development will help faculty and staff support undecided students, apply career-informed and equity-minded advising, and align education plans with student goals.

Progress will be tracked through data dashboards disaggregated by race, gender, and program type to ensure accountability and equity.

Together, the FYE program, Success Teams, and integrated technology will ensure every student begins with a clear, achievable roadmap toward degree completion, transfer, and long-term economic mobility.

Comprehensive Education Plan Implementation for ALL Students *

To ensure all students receive a comprehensive education plan early in their journey, the college will implement coordinated strategies centered on proactive onboarding, guided support, and early academic planning—with a goal of completion in the first semester and a secondary goal by the end of the first academic year. These efforts aim to ensure all students, especially those from disproportionately impacted (DI) populations and first-generation backgrounds, have a clear path to transfer, employment, and economic mobility.

The launch of the First Year Experience (FYE) program will serve as a cornerstone of this work, providing structured onboarding, intrusive advising, and early career exploration. FYE students will complete a comprehensive education plan in their first term, supported by Success Team counselors and peer mentors who guide them through the first year.

Education planning will be embedded into orientation, counseling, and Guided Pathways Success Teams using CRM Advise and Degree Works for real-time tracking, reminders, and updates. Students without plans will receive proactive outreach and individualized support.

Through CCAP agreements with Compton, Lynwood, and Paramount Unified School Districts, students will begin college and career planning in high school. Family engagement events such as Noche de Familia will build awareness of educational planning, transfer, and financial aid.

For adult learners, the college will expand access through the Tri-City Adult Education Consortium, offering flexible counseling, workshops, and mobile enrollment to accommodate working adults and male students with family responsibilities.

Ongoing professional development will help faculty and staff support undecided students, apply career-informed and equity-minded advising, and align education plans with student goals.

Progress will be tracked through data dashboards disaggregated by race, gender, and program type to ensure accountability and equity.

Together, the FYE program, Success Teams, and integrated technology will ensure every student begins with a clear, achievable roadmap toward degree completion, transfer, and long-term economic mobility.

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.

- Evaluate and refine the Success Team structure to ensure consistent case management, clearer role definitions, and stronger collaboration between instruction, counseling, and student services.
- Redesign Guided Pathways milestones to create intentional check-in points for students from onboarding through completion, aligning academic, career, and financial aid interventions at each stage.
- Execute a comprehensive communications in-reach plan to deliver timely, equity-centered messaging that connects students with resources, reminders, and key support staff.
- Strengthen alignment between Guided Pathways and SEA goals by embedding equity metrics into institutional planning, assessment, and resource prioritization.
- Use data dashboards and feedback loops to monitor progress, identify structural barriers, and guide continuous improvement in pathway design and student experience.
- Provide targeted professional development for faculty and staff to reinforce equity-minded practices and ensure consistent, student-centered communication across all pathways.

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.).

- Expand targeted outreach to disproportionately impacted students (first-gen, African American/Black, Hispanic/Latino, foster youth, Dreamers) to increase FAFSA and CADAA completion.
Integrate FAFSA/CADAA application assistance into onboarding, orientation, and Counseling/Outreach workshops.
Use automated communications via Banner and CampusLogic to notify students of missing requirements and deadlines,
- with multilingual templates.
Partner with Outreach, EOPS, and Dream Resource Center to host Cash for College workshops and one-on-one application labs.
- Maximize federal and state aid packaging (Pell, SEOG, Cal Grant, SSCG, Chafee) and ensure timely awarding through monthly reconciliation with COD and CSAC.
- Expand the Foundation Scholarship program.
Monitor aid receipt and application completion rates disaggregated by disproportionately impacted groups, using Argos dashboards, and share findings with the Equity and SEA teams for continuous improvement.
-

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.

- Proactive Outreach & Early Connection: SRC counselors connect with students at intake and throughout the semester to ensure timely access to accommodations, support services, and referrals.
- Accessible Instructional Materials: Alternative media and assistive technology services provide students with equitable access to course content (Kurzweil, screen readers, ASL Interpreters, Genio (Note Taking app), etc.).
- Counseling & Academic Support: SRC counselors provide academic planning, disability management strategies, and workshops (e.g., time management, organization, self-advocacy skills, SMART Goals, and Building Resiliency, Responsibility, and Self-Efficacy for examples).
- Testing Accommodations: Support for extended time, distraction-reduced settings, and assistive technology during exams to reduce barriers.
- Faculty & Staff Collaboration: Ongoing communication with instructors and staff to ensure timely implementation of accommodations and to foster an inclusive campus environment. This includes providing faculty/staff trainings, in-services, and awareness activities on disability-related topics and best practices for supporting students.
- Equity-Focused Practices: Continuous review of data to identify disproportionate impact, and targeted efforts to provide additional support (e.g., referrals to tutoring, Assistive Technology, or community resources).
- Student Engagement: Initiatives to empower students with disabilities through workshops and participation in campus programs that foster a sense of belonging and support persistence. Efforts also include early outreach to high school students and hosting the Road to Transition event each spring to help prepare future students for college success.

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.

- Provide intrusive academic and personal counseling with reduced counselor-to-student ratios to ensure individualized educational planning and continuous progress monitoring.
- Ensure all EOPS and CalWORKs students complete comprehensive education plans in their first semester and receive proactive updates each term.
- Offer direct financial support including book vouchers, transportation assistance, and emergency grants to reduce financial barriers to persistence.
- Coordinate with Financial Aid and Basic Needs services to connect students to additional resources such as childcare, food assistance, housing support, and technology loans.

- Expand peer mentoring and support groups to strengthen community among low-income, single-parent, and first-generation students.
- Provide CalWORKs-specific workshops on self-sufficiency planning, employment readiness, time management, and navigating county reporting requirements.
- Enhance collaboration with county agencies to streamline verification processes and ensure students maintain eligibility for public assistance while enrolled.
- Offer flexible counseling appointments (evening, weekend, virtual) to accommodate working parents and nontraditional students.
- Integrate EOPS and CalWORKs into Guided Pathways Success Teams to ensure wraparound coordination with instructional faculty, tutoring, and career services.
- Provide professional development for staff and faculty focused on trauma-informed care, cultural responsiveness, and serving parenting students.
- Use SEA and program data to track persistence, degree completion, and transfer outcomes, disaggregated by gender, income, and parenting status, to inform continuous improvement.

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.

- Strengthen collaboration with local child welfare agencies, Independent Living Programs, and transitional housing providers to identify and recruit current and former foster youth into college pathways.
- Ensure all foster youth complete a comprehensive education plan within their first semester, supported by a dedicated NextUp counselor or liaison.
- Expand wraparound support through the NextUp Program, including book vouchers, transportation assistance, emergency aid, and mental health counseling.
- Coordinate with the Financial Aid Office to provide priority FAFSA and Chafee Grant application assistance and ensure timely disbursement of aid.
- Establish early connections to campus resources—including tutoring, basic needs, and Success Teams—to support academic persistence and belonging.
- Offer targeted workshops on life skills, money management, self-advocacy, and career planning tailored for foster youth.
- Partner with university Guardian Scholars programs to ensure continuity of support during transfer and access to housing, financial aid, and mentoring at the university level.
- Provide year-round outreach and engagement, including during academic breaks, to maintain consistent connection and prevent stop-outs.
- Develop peer mentoring opportunities pairing current foster youth students with program alumni to build community and model success.
- Use data dashboards to track enrollment, retention, and completion outcomes for foster youth, disaggregated by race, gender, and age, to guide continuous improvement.

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.

- Provide proactive FAFSA and financial aid application assistance tailored for veterans, including support with verifying prior military benefits (VA Chapter 33, 35, 31) and coordination with the Financial Aid Office.

- Offer specialized counseling on stacking VA benefits with federal and state aid programs (Pell Grant, Cal Grant, SSCG) to minimize out-of-pocket costs and ensure timely disbursements. Host veteran-specific workshops focused on academic planning, financial literacy, and transition support in collaboration with Counseling, Financial Aid, and the Veterans Resource Center. Ensure priority registration and proactive Success Team check-ins for veteran students, including connections to tutoring, mental health services, and emergency aid resources.
- Collaborate with Institutional Research to monitor SEA Program metrics for veteran students, disaggregated by disproportionately impacted groups, to assess outcomes and inform continuous program improvement.
-

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.

- Continue to improve outreach and recruitment to increase awareness and participation among justice-impacted and formerly incarcerated students.
- Ensure all Rising Scholars students complete educational plans upon enrollment to establish clear academic and career pathways.
- Connect all Rising Scholars students to basic needs services, including food, housing, transportation, and technology support.
- Expand Rising Scholars programming to include mental health support, life skills development, money management, financial aid workshops, and tutoring to promote holistic student success.
- Enhance sense of belonging and campus integration through peer mentoring, community-building activities, and visibility at campus events.
- Strengthen partnerships with community-based organizations that provide reentry, legal aid, housing, and employment support for formerly incarcerated students.
- Continue collaboration with the Harbor Parole Board to host monthly on-campus sessions that connect justice-impacted students with parole officers, reentry services, and educational opportunities.

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.

- Expand adult dual enrollment opportunities under SB 554, allowing adult education and noncredit students to enroll in college credit courses tuition-free, accelerating completion of certificates and degrees.
- Develop structured pathways from noncredit adult education (GED, ESL, short-term vocational programs) into credit programs aligned with high-demand careers.
- Strengthen partnerships with workforce development agencies, America's Job Centers, and community-based organizations to connect adults to education, training, and employment opportunities.
- Offer flexible course scheduling (evening, weekend, online, hybrid) to meet the needs of working adults and student parents.
- Provide targeted outreach and onboarding through community organizations, CalWORKs, DPSS, and local libraries to reach low-income adults unfamiliar with college systems.
- Integrate basic needs and financial support services, including childcare referrals, transportation assistance, and emergency grants, into adult learner onboarding.
- Expand adult education counseling and transition support to ensure each student develops an education plan and understands available financial aid, including SB 554 benefits.

- Deliver professional development for faculty and staff focused on serving adult learners, addressing barriers such as digital literacy, time management, and prior negative educational experiences.
- Use data tracking and SEA metrics to monitor adult learner enrollment, persistence, and completion outcomes, disaggregated by income and demographic group, to continuously improve supports.

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.

- Expand implementation of Credit for Prior Learning (CPL) to recognize college-level knowledge gained through work experience, military service, professional training, and life experience.
- Develop and maintain a comprehensive CPL policy outlining clear processes, assessment methods, and timelines that ensure equitable access and consistency across disciplines.
- Train counselors and faculty on CPL eligibility, assessment criteria, and documentation requirements to ensure students receive accurate guidance.
- Integrate CPL evaluation into onboarding for veterans using the Joint Services Transcript (JST) and ACE Military Guide to award appropriate credit automatically.
- Recognize industry certifications and standardized exams (e.g., CompTIA, Microsoft, CLEP, AP, IB) through pre-approved credit equivalencies.
- Provide information sessions and workshops on CPL opportunities for students, faculty, and staff each semester.
- Monitor CPL participation and outcomes through Institutional Effectiveness, disaggregating data by race, gender, and student group to assess equity and completion impact.

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.

- Develop district-specific action plans with Compton USD, Lynwood USD, and Paramount USD to coordinate program pathways aligned with local workforce needs and college transfer goals.
- Design and implement equity-centered recruitment strategies focused on increasing participation among historically underserved populations, including African American/Black, Latino, foster youth, English Learners, and students with disabilities.
- Expand professional development opportunities for faculty—both college and high school instructors—on culturally responsive pedagogy, inclusive classroom practices, and effective dual enrollment instruction.
- Align dual enrollment pathways with Guided Pathways meta-majors to ensure students can seamlessly transition from high school to college programs without loss of credit or momentum.
- Engage families and community partners through multilingual outreach and informational events (e.g., Noche de Familia) that build college-going awareness and support informed participation.
- Develop new district data-sharing agreements to monitor equity metrics such as enrollment, course success, and persistence, using findings to refine outreach and instructional strategies.
- Provide structured onboarding and counseling for dual enrollment students, including early education planning and career exploration connected to long-term academic goals.

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.

Launching Handshake to Advance Equitable Job Placement Tailored student onboarding strategies, including multilingual outreach through completion specialists and liaisons. Training for faculty and student services staff to integrate Handshake into program curriculum and advising. Partnerships with local employers, workforce boards, and our regional CTE consortium (LARC) to populate job and internship postings aligned with living-wage programs. Our goal is to position Handshake as a career mobility tool, especially for Compton students historically excluded from high-opportunity labor markets. Noncredit-to-Credit Transition Pathways Align noncredit certificates (e.g., CNA, EMT, Medical Assisting) with for-credit transitions in LVN, RN, Biotech, and FireTech, to provide students industry-recognized credentials that build toward living-wage employment. SEA-funded counselors, Basic Needs Hub resources, and liaisons provide proactive support through each stage of students’ transition, especially to help students navigate financial aid, legal status resources, childcare, and academic planning. We are exploring expanding dual enrollment for adult learners under SB 554. Through inter-program collaboration, we are addressing financial aid policy barriers related to noncredit (e.g., Cal Grant C, DSIG, AB540) and advocating for better alignment to ensure all learners are not excluded from living-wage careers. Return on Investment (ROI) Dashboard: Data-Driven Equity and Program Alignment Disaggregate wage and employment outcomes by race/ethnicity, gender, and program of study. Measure living-wage attainment across programs. Track time-to-wage metrics for adult learners and disproportionately impacted populations. Guide funding decisions, equity initiatives, and program improvement under our integrated Strong Workforce and Equity framework. This dashboard is key to advancing Vision 2030’s outcomes and providing accountability to our students and community.

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.

N/A

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