

2025-28 Student Equity Plan 2025-28

Executive Summary

Santa Rosa Junior College

Introduction

Santa Rosa Junior College (SRJC) is committed to fostering an equitable learning environment for all students. 2025-28 Student Equity Plan (SEP 3.0) will serve as a strategic blueprint for addressing disproportionate impact and closing equity gaps across our institution. This Executive Summary will provide an overview of the plan, including key equity metrics, disproportionately impacted (DI) student populations at SRJC, and key strategies for improving equitable access and success.

This plan is developed with learnings from the 2022-25 Student Equity Plan (SEP 2.0) and intentional alignment with Vision 2030, District's Strategic Plan, Guided Pathway (known as SRJC Forward), Strategic Enrollment Plan, and other equity efforts across the district. The crosswalk among these plans elucidates what impediments students are facing and how the district collectively has been addressing these barriers for better equity outcomes. Further collaboration is underway among SEA Program and other support programs for concerted efforts in supporting students.

Disproportionately Impacted (DI) Student Groups

Equity gap is measured as the percentage point difference between a subgroup's outcome rate and that of all other students. Disproportionate impact (DI) exists if the negative difference is greater than a threshold. Below is a table illustrating student populations that are experiencing DI.

Student Groups	Successful Enrollment	Transfer-level Math & English in 1 st Year	Persistence: 1 st Primary to 2 nd Primary Term	Completion: Degrees & Certificates	Transfer to a Four-year
First Gen		*	*	*	*
Hispanic		*		*	*
Male				*	*
Hispanic Male			*		
Eco Disadvantaged Male				*	
LGBT		*	*	*	
Foster Youth			*		
Homeless			*		
DSPS		*			
Black / African American	*				
Female	*				
White Female	*				

Goals

SEP 3.0 has two sets of goals for each of the five equity metrics, Successful Enrollment, Completed Both Transfer-level Math and English, Persistence, Completion, and Transfer to a Four-year. One set of the goals is to eliminate disproportionate impact (DI), and the other set is to fully close equity gaps.

In addition to the above five equity metrics, SEP 3.0 also will invest efforts in increasing the number of students who complete a comprehensive student education plan by the end of their first year. It is important for students to have a viable roadmap early in their education journey, especially for disproportionately impacted students navigating complex systems.

Key Equity Strategies

The table below summarizes key strategies and planned activities towards reducing and eventually eliminating equity gaps for each goal area. The strategies listed here are intended to guide the implementation of corresponding activities. The implementation will focus on how to address the specific DI student groups as identified by the equity data.

Goal Area	Focused DI Population	Key Strategies	Planned Activities
Successful Enrollment	Black and African American	Strengthen intentional in-reach and outreach efforts Redesign marketing campaign on Steps to Enroll to make it clear to students Design First Year Experience (FYE) / Summer Bridge programs that align with SRJC Forward Conduct additional research into barriers related to application & enrollment processes	Provide enrollment assistance and connect students with resources Partner with high schools serving DI populations Clarify steps, simplify navigation, provide follow-up Intentional alignment with SRJC Forward pathways Conduct additional inquiries to identify impediments, e.g. why student applied but not enrolled
Completion of Transfer-Level Math & English in First Year	First Gen	Focus on system/organizational changes	Develop coherent strategies to address institutional concerns Emphasize importance of Math/English/EMLS 10*/PSYC 9* in the 1 st year

		Align policies and practices with early Math/English/EMLS 10* /PSYC 9* enrollment Build student support communities Expand faculty professional development	Develop more coordinated support structures using existing peer resources Strengthen connection between classrooms and support services *EMLS 10 & PSYC 9 are transferable but not included in the Chancellor's Office Student Equity Data or in SCFF calculations.
Persistence (First to Second Primary Term)	First Gen	Redesign student onboarding Develop coordinated and effective communication Design and implement a structured First Year Experience (FYE) Re-envision peer support networks and strategies Collaborate with instructors on persistence	Implement a phased onboarding process that connects with pathways Triangulate messages across multiple platforms Align FYE with SRJC Forward framework, including support structures Embed peer support both in and outside of classrooms Engage and support faculty in persistence efforts
Completion (Certificates/Degrees)	First Gen	Complete program mapping with lens for part-time/working students Increase awareness and access to support resources Identify barriers for part-time, working	Develop customizable tools and integrate various modalities into mapping Improve marketing/visibility of available resources Conduct additional research to identify challenges; improve data visualization

		students and develop solutions Align course offerings with student needs	Improve data-informed approach for class scheduling that reflects the realities of students
Transfer to Four-Year Institution	First Gen	Build a culture of encouragement to students' progress towards transfer Increase check-ins with counseling and other services Integrate Transfer Center in pathways design, transfer-focused onboard and goal setting	Celebrate milestones; connect students to support resources; regular and targeted messaging about staying on course. Incentivize students to seek services; connect classrooms and Transfer Center; match student needs with appropriate counseling modalities Continue Guided Pathways work including use of ADT in communication
Comprehensive Student Education Plans (CEP)	First Gen Male	Define and communicate CEP expectations Assign default CEPs Embed CEP promotion in gateway courses Gamify FYE with milestones	Establish and publicize a shared institutional definition and its importance Ensure every student starts with a baseline roadmap tailored to their goals Provide resources for faculty and peers to reinforce CEP development and normalize planning Recognize key success behaviors including obtaining a CEP

Resources budgeted for goals

Student Equity and Achievement Program (SEA) provides key resources to achieve equity goals. In addition to SEA Program, district general funds and other categorical programs also contribute to the overall equity efforts at SRJC, including but not limited to:

- Adult Ed Program
- Basic Needs Resources Program
- Doyle Scholarships
- DSPS

- EOPS/CalWorks/NextUp
- Guided Pathway (SRJC Forward)
- Hispanic Serving Institute (HSI) Grants
- MESA
- Rising Scholars Program / Juvenile Justice Grant
- Strong Workforce Program / Perkins
- Student Financial Aid
- Veterans Resource Center

Accounting for Student Equity & Achievement (SEA) Program funds

The following table shows the approximate annual allocation of Student Equity and Achievement funding by accounting codes. All SEA program funds are distributed across the district to support equity initiatives.

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	1,661,980	25.9%
2000 Non-Academic Salaries	2,634,924	41.0%
3000 Employee Benefits	1,930,658	30.0%
4000 Supplies & Materials	32,748	0.5%
5000 Other Operating Expenses & Services	105,052	1.6%
6000 Capital Outlay	44,427	0.7%
7000 Other Outgo	16,794	0.3%
Total	6,426,583	100%

Assessment of the progress towards goals

Santa Rosa Junio College SEP 2.0 had a focus on First Generation students, and the identified goals are primarily set for this student population across all five equity metrics. While Successful Enrollment is showing significant improvement, the other four equity metrics are still at similar levels compared to the baseline. Equity gaps for first generation students are still present. Therefore, SEP 3.0 at SRJC will continue to have an intensive focus on first generation students.

Santa Rosa Junior College's assessment of progress will encompass three activities. The first activity is an Annual Review of Disproportionate Impact (DI) for each area and identified DI group. The second activity is an annual review of the SEP implementation timeline. The third activity is the annual assessment of impact on students. Outcomes from each assessment activity will be presented broadly through our participatory governance structure or public meetings (i.e., Board of Trustees). The goal of this assessment strategy is to maintain accountability as well embed opportunities for process improvements.