

2025-28 Student Equity Plan 2025-28

Santa Rosa Junior College

Student Equity Plan 2022-25 Reflection

What we have learned

Through the implementation of Student Equity Plan 2022-25 (SEP 2.0), Santa Rosa Junior College (SRJC) was able to turn the institution's focus to organizational structure as well as policy and process changes that benefited removing some barrier for equitable student access and success. Our SEP 2.0 focused student population is first generation students.

Successful enrollment can be a complex and challenging process, particularly for first-generation students. To better understand and address these challenges, SRJC formed a dedicated workgroup to gather student input on the enrollment experience. In response, the college has expanded its efforts to offer more targeted support through various initiatives. As a result, successful enrollment rate among first-generation students has significantly improved as of 2024.

To boost the number of students completing both Math and English in their first year, SRJC outlined several action steps in SEP 2.0, focusing on enhanced learning support and class scheduling. Many initiatives are in place and in progress, including embedded tutoring in Math and English courses, a comprehensive Canvas shell to help students access support resources, and data-informed scheduling led by deans. However, recent data shows that only 27% of new SRJC students are enrolling in transfer-level math. Improving this outcome will require stronger collaboration and more fine-tuned data usage.

Persistence from one primary term to the next has remained stable. SRJC has made significant progress with some action steps outlined in SEP 2.0. Many other action steps will be accomplished under Guided Pathway (SRJC Forward) framework, including creating a First Year Experience (FYE) program and addressing support needs for disproportionately impacted student populations from the beginning of their education journey.

SRJC identified institutional impediments to students completing a degree or certificate in a realistic timeframe as the limitation in course offerings as well as the time and modality options. Continued efforts in creating data-informed scheduling that meet student needs are ongoing. There is more collaboration underway between district's Strategic Enrollment Management Plan (SEMP) and Guided Pathway (GP). GP's work on program mapping in the coming semesters will further elucidate strategic and student-centered scheduling.

For Transfer, SRJC has a vibrant Transfer Center. It provides a comprehensive array of services, including counseling, transfer workshops, university rep consultation, and field trips to universities. One of the key action steps in SEP 2.0 was to provide vital support information early on in a student's journey at SRJC and find ways to do so more actively. The college, through its vibrant Transfer Center, continues to invest efforts in creating materials such as ADT videos to inform students and to increase in-reach to connect with instructional faculty and other support programs.

Continuity between Student Equity Plans

One key insight from SEP 2.0 and its implementation is that SRJC will continue pursuing strategies with high potential impact that remain incomplete, while adapting others to meet the evolving needs of students and the college.

In the 2024–25 academic year, the Student Equity and Achievement (SEA) Program launched its first large-scale program assessment, following preparation in 2023–24. All programs and service areas receiving SEA funding are now required to complete an assessment cycle that includes designing equity-focused activities, gathering student feedback, analyzing results through an assessment report, and refining efforts for improvement. This process has strengthened equity-minded practices and fostered a culture of continuous improvement across SEA-supported programs and services. SEA will continue this assessment cycle to enhance effectiveness.

Another key observation is that first-generation students remain a disproportionately impacted population. Many SEP 2.0 efforts targeted equity outcomes for this group, and significant work remains. SEP 3.0 will maintain a strong focus on First Gen students while also advancing strategies with broader institutional impact to support other DI populations.

SRJC will also continue collaborating with other equity initiatives, such as Guided Pathways (GP, known as SRJC Forward at this college). From onboarding and First Year Experience (FYE) to program mapping and integrated support networks, SEA and GP will work closely over the coming years to align efforts and maximize impact.

Executive Summary

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 (Margin of Error). Below is a table illustrating student populations 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 calls for 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	Provide enrollment assistance and connect students with resources

		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	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 Build student support communities Expand faculty professional development	Develop coherent strategies to address institutional concerns Emphasize importance of Math/English/EMLS 10*/PSYC 9* in the 1st year Align policies and practices with early Math/English/EMLS 10*/PSYC 9* enrollment 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	Implement a phased onboarding process that connects with pathways

		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	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 students and develop solutions Align course offerings with student needs	Develop customizable tools and integrate various modalities into mapping Improve marketing/visibility of available resources Conduct additional research to identify challenges; improve data visualization 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-	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

		focused onboard and goal setting	
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 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
- DSPS
- EOPS/CalWorks/NextUp
- Financial Aid and Scholarships
- Guided Pathway
- Hispanic Serving Institute grants (HSI)
- MESA
- Rising Scholars Program / Juvenile Justice Grant
- Strong Workforce Program / Perkins
- Veterans Resource Center

Accounting for Student Equity & Achievement Program (SEA) funds

The following table shows the estimated annual spending of Student Equity and Achievement Program funds by accounting codes. SEA 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 has shown significant improvement, the other four equity metrics are still at similar levels compared to the baselines. 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.

Metric - Successful Enrollment

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # 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	26.2%	2868	N/A	N/A	N/A	N/A
DI: Black or African American	17.7%	55	4.5%	15	8.8%	28
DI: Female	25%	1347	0.4%	24	2.4%	131
DI: White Female	22%	466	3.2%	69	5.3%	112

Focused DI Population: Black and African American

Recommended Key Strategies

1. Strengthen intentional In-reach and outreach efforts to target disproportionately impacted (DI) demographics
 - a. Provide more assistance with enrollment in various ways and connect students with support resources; consider short and high impact events, such as tour day and registration jam events;
 - b. Partner with high school groups that represent the target student populations to host perspective students on campuses for events.
2. Redesign marketing campaign on Steps to Enroll, giving clear guidance to students on processes, including clarity on prerequisites and challenges, such as case management.
3. Design and offer First Year Experience (FYE) / Summer Bridge programs that align with SRJC Forward pathways; Summer Bridge can be two-week mini sessions targeted to disproportionately impacted student populations for enrollment preparation and building a sense of belonging.
4. Conduct additional research and inquiries into barriers related to application and enrollment processes, for example, a Welcome Survey, to gain insight why students (especially Black and African American) applied but not enrolled.

Metric - Completion of Transfer-Level Math and English in First Year

(This metric applies to students whose educational goals require transfer-level Math/English)

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English 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	9.8%	354	N/A	N/A	N/A	N/A
DI: DSPS	7.6%	35	0.1%	1	2.5%	12
DI: First Generation	8%	111	1%	15	3%	42
DI: Hispanic	7.8%	133	1.8%	32	3.9%	67
DI: LGBT	6.1%	26	1.9%	8	4.2%	18

Focused DI Population: First Gen

Recommended Key Strategies

1. Focus on system/organizational changes
 - a. Develop coherent strategies that addresses institutional concerns around getting students to attempt Math/English/EMLS 10* in their first year; recognize that completing Math/English in the first year is a critical milestone that provides momentum and skill development;
 - b. Emphasize the importance of Math/English/EMLS 10* in the first year in student orientation, recognizing varied student needs and situations. Orientation should be flexible, just-in-time, and spread out over the first-year student life cycle;
 - c. Align institutional policies and counseling practices with promoting first-year enrollment in Math and English by addressing the concerns and barriers identified by counseling faculty. Recognize their critical role in guiding students and work collaboratively to ensure more students benefit from the proven impact of early completion of these foundational courses.
(*EMLS 10 is transferable but not included in the Chancellor's Office Student Equity Data or in SCFF calculations.)
2. Create a community that connects students with needed supports
 - a. Faculty needs a process, for example through PALS (Peer Assisted Learning Specialists), that notifies appropriate support teams, such as tutors and dedicated instructional support labs on issues such as multiple absences, lack of textbooks or other instructional materials, or poor performance on first test/graded assignment.
 - b. Class-based peer support should be consistent and uses department-created set of best practices;
 - c. Students need support advocates such as peer coaches and be oriented to the vast array of support services:
 - Embed support into courses to increase student access
 - Streamline the addition of Canvas modules for support services to Canvas shells
3. Expand faculty professional development
 - a. Inform faculty, including associate faculty of the vast array of support services available through various venues, especially discipline specific resources;
 - b. Identify and provide opportunities related to Strategic Plan (SP) Initiative: Academic Quality – Goal 1 Action Steps 2 & 3:
SP Action Step 2 – Ensure excellence in instruction across disciplines and modalities by prioritizing professional development that (1) supports all faculty in utilizing their disciplinary expertise to enhance teaching and learning; (2) equips them with evidence-based practices to improve student retention and persistence.
SP Action Step 3 - Increase equitable access to incorporate the three core principles of Universal Design for Learning (UDL): Engagement, Representation, and Action & Expression, into program design and delivery.

- c. Offer enhanced resources to support the connections between classrooms and support services through tours, warm hand-offs, etc.

Metric - Persistence (First to Second Primary Term)

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	67.5%	2168	N/A	N/A	N/A	N/A
DI: First Generation	62.5%	764	5.3%	66	8%	99
DI: Foster Youth	51.2%	43	6%	6	16.7%	15
DI: Hispanic Male	63.7%	403	1%	7%	4.7%	30
DI: Homeless	46.2%	12	2.2%	1	21.5%	6
DI: LGBT	59.7%	184	3.1%	10	8.5%	27
DI: Male	64.7%	1007	2.9%	45	5.3%	83

Focused DI Population: First Gen

Recommended Key Strategies

1. Revise/redesign student onboarding
Implement a phased onboarding process that connects students with a pathway and tailors program and support, using opt-out design principles and just-in-time delivery of resources.
2. Develop effective communication strategies to students
Develop a coordinated communication model that is built to support persistence, triangulating important messages across multiple platforms (e.g. instructors, peer mentors, text messages, Canvas, and student services). Emphasize short, clear, and repeated messaging aligned with just-in-time support.
3. Revise/redesign first year experience
Design and implement a structured First Year Experience (FYE) program that all new students are automatically enrolled in, with options to personalize based on their needs (a 'create your own adventure' style experience). This includes cohort-based milestones, assigned mentors, learning support, and Canvas-integrated touchpoints tied to critical academic moments (for example, registration, midterms). FYE program design needs to address part-time student needs.

4. Re-envision peer support networks and strategies
Create opt-out peer support systems embedded into both onboarding and FYE structures. These networks should include peer mentors, interest-based groups, and identity-affirming communities. Delivery mechanisms include orientation, classroom integration, and ongoing community-building events.
5. Collaborate with instructors to support student persistence
Invite instructional faculty to engage in coordinated persistence efforts by embedding short, consistent messages into syllabi, slides, and classroom discussions. Increase the number of Zero Textbook Cost courses for courses most commonly taken in the first semester. Support faculty by providing optional tools and training to participate in early alert mechanism; encourage milestone tracking; and promote help-seeking behavior.

Metric - Completion (Certificates / Degrees)

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	11.5%	482	N/A	N/A	N/A	N/A
DI: Eco Disadvantaged Male	9%	108	1.5%	18	3.5%	42
DI: First Generation	8.2%	143	3.7%	65	5.7%	99
DI: Hispanic	9%	167	2.5%	47	4.5%	84
DI: LGBT	8.9%	35	0.1%	1	2.9%	12
DI: Male	9.1%	185	2.7%	56	4.7%	96

Focused DI Population: First Gen

Recommended Key Strategies

1. Complete program mapping projects with lens for part-time and working students
Advance and complete the program mapping initiative to support part-time and working adult students. Emphasize pathways that allow students to complete degrees and certificates within three years, using customizable, student-centered tools that:
 - a. Is interactive and enables students to apply self-agency to explore and build their own education plans based on their schedule, needs, and goals, and then meet with a counselor for review, support, and accuracy;

- b. Integration of evening, online, and hybrid class options into mapping tools to better serve working adults.
- 2. Increase student, especially first-gen and part-time students, awareness and access to academic and basic needs support through coordinated outreach and improved communication strategies.
 - a. Improve communication and marketing of student support resources to make services more visible and integrated into learning experiences: Launch a clear and consistent marketing campaign to promote available learning support services (tutoring, labs, student success centers, etc.);
 - b. Encourage and support faculty to embed links to support services in their Canvas course shells and syllabi. Provide faculty with ready-to-use materials (e.g., a Canvas module or service guide) to make integration easy and consistent;
 - c. Ensure that students know what services exist before they are in crisis—support early intervention and academic success;
 - d. Identify the needs and solutions for evening and weekend students.
- 3. Conduct research to identify and better understand barriers for part-time students to completing their goals and develop solutions to address those barriers.
 - a. Facilitate focus groups with part-time students to learn directly from their experiences—academic, financial, logistical, and personal;
 - b. Add “Part-Time” and “Career Education” filters on all visualizations to isolate data by those subgroups. Determine a definition for “Career Education” that can identify students primarily focusing on CE coursework;
 - c. Audit and evaluate existing services to see how well they are supporting part-time students;
 - d. Use student input and institutional data to inform potential solution, for example, more flexible scheduling, better communication, and targeted supports.
- 4. Align course offerings with student needs using data-informed approach to ensure that course scheduling reflects the realities of students, especially those of working adults and part-time learners.
 - a. Expand the availability of courses in evening and online formats, including HyFlex options, to serve students with daytime jobs and other commitments;
 - b. Use data from student education plans and College Scheduler to determine which courses are in demand and when students need them;
 - c. Prioritize access to high-demand or required courses that can make or break timely completion.

Metric - Transfer to a Four-Year Institution

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	26.9%	389	N/A	N/A	N/A	N/A
DI: First Generation	17.8%	90	10.7%	55	14.1%	72
DI: Hispanic	21.7%	116	4..7%	25	8.2%	44
DI: Male	24.3%	171	1.8%	13	5%	35

Focused DI Population: First Gen

Recommended Key Strategies

1. Create a culture of encouragement to students' progress towards transfer
 - a. Milestone check-in and celebration that focuses on progress (30+ credits, Golden Four courses (transfer-level Math, English Composition C1000, oral Communication COMP 4, and critical thinking COMM 9, PHIL 5, ENG C1001). This should celebrate students in a concrete and tangible manner with student feedback on identifying incentives;
 - b. Connect students to support services and affinity groups;
 - c. Instructional faculty are encouraged to provide regular messaging for students to stay on course;
 - d. Targeted messaging for students who are identified as having dropped or failed a Golden Four class with emphasis on options to retake and support resources.
2. Increase regular check-ins with counseling and other support services
 - a. Improve incentives: collect feedback from first-gen students about what would motivate them to seek counseling and transfer services in addition to the current incentive of Early Bird registration priority;
 - b. Ask faculty to remind students: use Department Chairs Council meetings share updates about counseling and transfer services, including about Early Bird priority;
 - c. Create a mechanism to connect faculty with Counseling/Transfer Center for classroom visits from transfer counselors and staff;
 - d. Examine modalities of counseling sessions: match student needs and goals to appropriate counseling modalities.

3. Integrated Transfer Center support in design of pathways, transfer-focused onboarding and goal-setting for students intend to transfer
 - a. Continue Guided Pathway work through SRJC Forward;
 - b. Utilize ADT videos in promoting and marketing transfer pathways: the videos will be implemented in Fall 2025 and available in the college catalog.

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

SRJC will have an intensive focus on First Generation/Hispanic students. This is a student population that continues to experience disproportionate impact across multiple equity metrics. SRJC's SEP 2.0 planned for many action steps addressing DI for this population. Much of the work needs to continue or be adapted in SEP 3.0 in order to further reduce equity gaps.

A. Current Challenges/Barriers

1. **Institutional Policies**

SRJC lacks required professional development for employees on how to effectively serve Hispanic and First-Generation students. Existing opportunities are siloed and limited to small groups tied to specific initiatives, leaving many staff without critical insight into culturally responsive strategies. This gap hinders holistic support for the target population.

2. **Organizational Processes**

Key processes remain underdeveloped, particularly for noncredit students. The application and onboarding experience are complex and difficult to navigate independently. Additionally, there are few structured supports to help noncredit students transition into credit programs, which often involves moving to a new campus and adapting to a more complex environment.

3. **District Practices**

Limited course offerings via Distance Education, delayed implementation of Guided Pathways, and resistance to first-year math and English completion programming have created persistent structural barriers. Although momentum is building, past delays and inconsistent execution have negatively impacted retention and completion for Hispanic and First-Generation students.

4. **Campus Culture**

There are few asset-based courses, such as Latinx/Chicanx Studies, that allow students to explore their cultural identity in historical and societal contexts. Culturally sustaining content and instructional approaches are not widely infused across the curriculum. Additionally, the absence of dedicated space for Latinx students limits opportunities for peer connection and community building.

B. Action Plan for Ideal Institution

Santa Rosa Junior College (SRJC) is committed to advancing equity and student success through a comprehensive action plan focused on improving outcomes for Latine, first-generation students. As a Hispanic-Serving Institution (HSI), SRJC addresses barriers such as fragmented coordination, limited

culturally relevant professional development, and weak bridges between non-credit and credit programs by aligning academic and student affairs initiatives.

1. Addressing Challenges and Barriers

SRJC will build infrastructure to embed HSI initiatives across the institution. A dedicated HSI Advisory Group of faculty, staff, students, and community partners will guide decision-making and ensure alignment. Professional development on “servingness” will foster cultural humility and equip employees to support Latine learners. Structured pathways will connect non-credit to credit programs, supported by inclusive student services.

2. Strategies Across Academic and Student Affairs

- **Academic Pathways:** Formalize bridges between non-credit and credit programs with peer mentors and “Bridge Clubs.”
- **Curriculum Relevance:** Integrate culturally affirming content and bilingual materials.
- **Student Engagement:** Involve students in HSI event planning and Latine Student Center development.
- **Community Connection:** Host Spanish-language family nights and partner with Latine-led organizations.
- **Professional Development:** Launch HSI 101 PD Series and host Latine scholars to build cultural competence.
- **Institutional Identity:** Define and publicize “What It Means to Be an HSI at SRJC” through banners, syllabi, and media campaigns.

3. Resources and Support

SRJC will invest in personnel, PD, student programming, and partnerships:

- \$10K for HSI Advisory Group
- \$40K for academic bridges and mentoring
- \$25K for defining servingness
- \$50K for HSI 101 PD
- \$50K for student-led events and Latine Center
- \$25K for community partnerships

4. Success Metrics

- Increased non-credit to credit transitions
- Higher persistence, retention, and completion rates
- Positive employee feedback and PD implementation
- Enhanced student engagement and belonging
- Stronger community partnerships and family involvement

In summary, SRJC’s plan weaves HSI initiatives into its institutional fabric, creating a sustainable culture of equity and achievement for Latine, first-generation students and their families.

Student Education Plans

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 (out of the total number of students enrolled in cohort) 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 (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2,348	658	28.0%	838	35.7%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	505	115	22.8%	143	28.3%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	2,658	780	29.3%	1,014	38.1%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	548	125	22.8%	155	28.2%

Educational planning early in a student journey fosters equitable outcomes and increases success. A comprehensive education plan is at least two terms in length and should reflect the number of terms required to achieve the student’s declared course of study.

At SRJC, it is observed that male students are completing their comprehensive education plan at a significantly lower rate than female students. (More local data can be found in Appendix.)

Focused DI Population: First Gen Male

Recommended Key Strategies

1. Define and communicate a shared institutional definition of what a “Comprehensive Ed Plan” (CEP) is and why it’s important:
This will clarify expectations for students, counselors, and faculty and improve consistencies in academic advising, and will be especially helpful for disproportionately impacted students navigating complex systems.
2. Assign all students a default comprehensive ed plan based on their goals to address students who have only worked with counselors for a first semester ed plan or have not created one. This will help ensure students start with a viable roadmap.
3. Provide resources for faculty to embed first year resources into common first-year gateway courses (e.g., English C1000). Consider using peers to help provide the “peer effect” of explaining the importance/impact of developing CEP. This will help reach

undecided and disproportionately impacted students early and normalize and integrate planning into the academic experience.

4. Gamify the first-year experience with milestones and incentives (e.g., “level up” for completing ed plan), promoting key student success behaviors. This strategy can be particularly effective for first-gen and male students who may feel disconnected from traditional academic structures. Reinforces proactive behavior, celebrates progress, and increases early momentum through visible rewards or recognition.

Vision 2030 Equity Alignment and Coordination

Vision 2030 is a call from California Community Colleges Chancellor’s Office to all colleges to commit to equity and excellence through three shared goals – Equity in Access, Equity in Success, and Equity in Support.

Guided Pathway

SRJC is leveraging the Guided Pathways (SRJC Forward) framework, re-conceptualized as SRJC Forward, as the foundation for institutional transformation, with equity-centered strategies focused on improving outcomes. The college is implementing structural reforms and integrated practices to improve outcomes in the five metric areas in Student Equity Plan 3.0.

Key strategies include:

- **Academic Interest Areas:** SRJC is organizing majors and certificates into Academic Interest Areas so students can explore options, see connections between programs and careers, and choose a direction with confidence.
- **Course Mapping and Reflection:** Using CourseLeaf software currently being implemented, faculty are mapping clear program sequences. These efforts are integrated with equity data via the Discipline and Course Health Dashboard to guide course success and scheduling.
- **Cohort Management & Embedded Supports:** Cross-functional success teams—including counselors, faculty, and peer/student success coaches—offer proactive, embedded support within each Interest Area, especially for parent students, multilingual learners, and DI populations.
- **Technology Optimization and Communication:** SRJC is integrating CRM Advise and other tools to provide personalized nudges and milestone tracking. Success tools are embedded into pathways to support navigation and reduce friction.
- **Onboarding, FYE, and Website Redesign:** The onboarding process and student-facing website are being redesigned around the "Student Journey" framework. Each phase—Start, Connect, Plan—features just-in-time resources and embedded support. FYE options will be tailored to student needs, including ESL, noncredit, and adult learners.
- **Institutional Structures for Sustained Change:** The SRJC Forward workgroup, reporting to the Office of the President, includes faculty, classified, management, and students. This group makes recommendations, oversees implementation, and ensures alignment with SEA, SWP, CAEP, ZTC, and ADT efforts.

SRJC Forward reflects a cultural and structural shift that centers students and addresses long-standing equity gaps through systemic redesign and continuous improvement.

Student Financial Aid Administration

The SRJC Financial Aid Office plays a key role in the college's equity mission by removing financial barriers that mainly impact underrepresented students. Besides managing federal, state, and institutional aid, the office leads SRJC for Free, a program supported by the California College Promise and Doyle Scholarship Programs. Through the CCPG fee waiver or an AB19 grant and a Doyle Scholarship for new high school graduates, first-time full-time students can have their enrollment fees paid and also receive extra financial support for books, supplies, or other costs included in the students' cost of attendance.

The work of the Student Financial Services/Financial Aid Office goes beyond providing financial resources. Through our Financial Wellness Program, a dedicated Financial Aid Program Specialist meets with students by appointment to review their awards, create spending plans, and develop strategies to reduce or eliminate student loan borrowing. This proactive approach helps students stay on track, achieve their goals, and graduate with less debt.

Equity-Minded Practices Across All Areas

- Disaggregate financial aid, SRJC for Free, and financial wellness participation data by disproportionately impacted population to identify gaps and adjust outreach strategies.
- Develop culturally responsive training for financial aid staff to improve communication and trust-building with historically underserved populations.
- Leverage technology to simplify processes, reduce administrative barriers, and provide real-time application status updates in multiple languages.

Key Strategies for Equity and Student Success:

- Early Access and Outreach: Partner with high schools, community organizations, and culturally relevant student groups to ensure disproportionately impacted students apply for aid and understand their benefits before enrollment.
- Embedded Financial Wellness: Integrate budgeting, award optimization, and loan-avoidance strategies into onboarding, FYE, and CEP development.
- Persistence Support: Use proactive communication and term-to-term financial check-ins to help students stay eligible for aid and manage costs.
- Completion and Transfer Readiness: Provide personalized funding guidance for students nearing graduation and collaborate with the Transfer Center to prepare students for university-level costs.
- Equity-Minded Practices: Disaggregate program participation data by disproportionately impacted student populations, provide culturally responsive staff training, and simplify processes through technology.

Our Goal:

By combining equitable access to funding with financial education, the Financial Aid Office ensures that

more students, particularly those from disproportionately impacted populations, can start, persist, and complete their educational journeys by reducing financial barriers.

Student with Disabilities (DSPS)

To reduce equity gaps in access, persistence, and completion for disabled students, the Disability Resources Department (DSPS) has developed targeted goals that address barriers faced by DSPS students and intersections with other disproportionately impacted groups, including first-generation, part-time, male, Hispanic, LGBT, Black, and African American female students. These goals aim to improve awareness, access, and success through inclusive strategies and measurable outcomes.

- Increase Awareness & Access: Launch a multi-channel campaign (email, Canvas, flyers, social media, faculty announcements) to promote accommodations, assistive tech, tutoring, and basic needs services. This initiative will be led by DSPS in coordination with Marketing Communication, starting Fall 2025, with progress measured by annual increases in DSPS student awareness.
- Address Barriers for DSPS Part-Time Students: Conduct a service audit in Spring 2026 to address barriers, focusing on accessibility and effectiveness of services. Completion of the audit and implementation of recommendations are success metrics.
- Align Course Offerings: Use education plans and course request data, including modalities, to prioritize scheduling of required courses. Success metric is the percentage of DSPS students enrolling in needed courses without delay.
- Support Transfer: Integrate DSPS into Guided Pathways by embedding transfer checkpoints and accessible ADT videos. Pathway maps will be updated by Fall 2025. Success will be measured by the number of DSPS student using transfer tools.
- Promote Comprehensive Education Plans (CEPs): Create a DSPS-specific CEP guide with integration of accommodations by Spring 2026. Success will be measured by CEP completion rates and student engagement with counselor/faculty.
- Facilitate Enrollment: Partner with high school Special Education departments to enroll students in DRD 370A and host family info sessions, starting Fall 2025. The number of student enrollment and their transition-to-college rate will serve as success metrics.
- Accelerate Math & English Completion by DSPS students: Expand DRD 700 Learning Strategies and integrate assistive technology training by Spring 2026. Embed DSPS support in cultural centers and other equity-focused programs. Success measures are first-year completion rates and support service usage.
- Boost Persistence from the first primary term to the second: Collaborate with faculty to provide Universal Design for Learning resources and messaging templates to ensure accommodations. Increase the percentage of faculty using DSPS messaging and the persistence rate for DSPS students.

Extended Opportunity Programs and Services (EOPS)/CalWORKS/NextUp/Foster Youth

The EOPS, CalWORKs & Foster Youth Programs proactively support the elimination of disproportionate impact by centering their services on access, retention, transfer, and completion for disproportionately impacted populations, including Black and Native American students, foster youth, parenting students, housing-insecure students, athletes, and non-credit learners. Long-term goals are aligned with the Vision for Success, focusing on increasing enrollment of underrepresented students, ensuring every participant has a comprehensive educational plan, and providing timely support to overcome barriers.

Key initiatives include expanded outreach and in-reach through partnerships with Athletics, Puente, Umoja, APASS, housing programs, and foster youth networks, ensuring early identification and enrollment of eligible students. Priority is placed on onboarding Black and Native American students, with immediate financial aid connections to secure access. Parenting students benefit from integrated CARE–CalWORKs workshops addressing family needs, self-care, and career readiness, while EOPS counselors and advisors provide tailored support for athletes, probationary students, and foster youth.

To advance transfer outcomes, EOPS, CalWORKs & Foster Youth Programs collaborates with the Transfer Center and career programs (HOPE, MESA, Avanzando) to deliver targeted workshops, student panels, and college visits, including increased focus on HBCUs. Structured events like “Registration Jams” ensure students stay on track with their education plans. Holistic development is supported through workshops on budgeting, wellness, and self-advocacy, as well as community-building activities such as hiking events and empowerment sessions.

Finally, program integration with Disability Resources, Financial Aid, and Psychological Services strengthens wraparound care. By embedding academic, financial, and personal supports into student pathways, EOPS, CalWORKs & Foster Youth Programs not only reduce equity gaps but also foster a culture of belonging, persistence, and long-term success for the most vulnerable student populations.

Programs for Veterans (Veterans Resource Center)

SRJC’s Veterans Success Center works to align with the college’s commitment to equity by assisting students in gaining access to federal and state benefits earmarked for veterans and their family members.

Through the Cal Vet Fee Waiver program, and facilitated by the Veterans Success Center and Financial Aid, spouses and children of disabled veterans can have their tuition waived. Our participation in administering federal VA education benefits allows close to 300 students annually receive book stipends, housing subsistence, and tuition payments.

Beyond federal and state benefits, the Veterans Success Center collaborates with Legal Aid of Sonoma County to assist veterans to have access to their health and education benefits restored through the legal system. Oftentimes, these are veterans who received a dishonorable discharge from the military prior to the repeal of Don’t Ask Don’t Tell, or for experiencing an untreated mental health crisis during their enlistment period.

Additionally, the Veterans Success Center partners with Nation's Finest to assist unhoused veterans and veterans at risk of becoming unhoused in securing temporary housing while they work with a Nation's Finest caseworker to address any of their underlying needs that are impeding their ability to secure permanent housing. Nation's Finest also assists the Veterans Success Center with providing housing for students that are entering and/or maintaining sobriety.

The Veterans Success Center offers imbedded disability resource services for veterans and family members of veterans. Our program intake form includes an option for students to request disability services and allows them to directly attach their medical verification. Rather than sending a student to a separate office to receive their disability services, we coordinate with DRD to provide those services in-house, and the use of our intake form as a request for accommodations prevents students from completing more forms than necessary.

Through our intake form, we identify students that are first generation students which allows us to filter our students by who might benefit from additional support during their first semester.

All students who receive services through the Veterans Success Center have access to comprehensive academic counseling support. We ensure our veteran students are able to meet with academic counselors for 1-hour appointments, where they receive a comprehensive education plan, and spend time reviewing their goals, and learning more about what specific resources at the college might benefit them.

Justice-Impacted Students

The college will expand access for justice-impacted students by offering a structured cycle of courses inside local detention centers, creating a pathway that begins in custody and continues upon release at SRJC. To ensure continuity, the college will formalize transitions between IGNITE (in-custody) and Second Chance (post-release) programs, while strengthening enrollment pipelines through partnerships with county jails and Juvenile Hall. Students will receive proactive and comprehensive academic counseling, including the development of education plans early in their academic journey to minimize excess units and accelerate progress toward certificates, degrees, and transfer. These structured supports directly address equity gaps by helping disproportionately impacted students stay on track academically while navigating complex reentry challenges.

Student success will also be advanced through peer coaching, targeted resource supports, and expanded student services. Trained peer coaches will provide case management, structured check-ins, and connection to academic and basic needs resources during the pivotal first year, while additional tutoring and mentoring will reinforce learning and engagement. Financial barriers will be reduced through proportional book grants and direct support for transfer costs, such as honor society or application fees, removing common obstacles to completion and transfer. To further promote belonging and upward mobility, the college will host a Rising Scholars transfer event in partnership with Project Rebound and Underground Scholars programs, directly connecting students to CSU representatives and peer networks. Together, these activities foster a holistic support system that promotes equity in access, retention, and achievement for justice-impacted students while advancing the college's Vision 2030 goals.

Low-income Adults

To support low-income adult learners. SRJC has an Adult Education Program, mainly noncredit academic programs, that provides various learning opportunities to students in need. This program collaborates with various student service areas, including noncredit matriculation, outreach, and basic needs.

Basic Needs and Homeless and Housing Insecure Programs provide free food, transportation, community resources, Social Workers' support, and referrals to community partners. These support services provide much needed resources for low-income adults.

More specifically, the Adult Ed Program has a three-year plan (2025-28) that aligns with student equity goals. Together with the support services, SRJC strives to achieve the following objectives.

Objective #1 – Address Educational Needs

- Target under-enrolled populations (men, adults 55+, and White individuals in need of services).
- Diversify workforce in instruction and support roles to reflect community demographics.
- Expand short-term CTE programs in **construction, landscaping, technology, and healthcare**.
- Increase ESL retention by revising course schedules (shorter semesters, shorter class sessions, Friday/Saturday options, earlier evening classes).
- Offer GED/HiSET prep and short-term CTE at multiple off-site locations.

Objective #2 – Improve Integration of Services & Transitions

- Use data more effectively through quarterly reviews and dashboards.
- Provide professional development on effective transitions, integrated education and training (IET), and equity-based practices.
- Align best practices and procedures across the consortium.
- Expand flexible learning options (HyFlex, hybrid, in-person, virtual tutoring/support).

Objective #3 – Improve Effectiveness of Services

- Expand professional development (AI, trauma-informed instruction, culturally responsive curricula, Canvas use).
- Strengthen community partnerships and transition/counseling services.
- Update EMLS curriculum, pre-apprenticeship opportunities, dual enrollment pathways, and GED programs.
- Enhance data analytics to evaluate and prioritize services, and increase student retention.

Credit for Prior Learning

SRJC will expand Credit for Prior Learning (CPL) as a core equity strategy that shortens time to program completion, reduces costs, and recognizes college-level learning. A cross-department CPL Implementation Team (A&R, Evaluations, Curriculum, Counseling, Veterans Affairs, Articulation) owns policy, workflow, and communication.

Implemented practices: AP/IB/CLEP credit with SIS/degree-audit integration; a petition/routing process for industry/agency certifications and portfolios; use of the MAP Initiative to evaluate Military JSTs via ACE recommendations (170+ JSTs uploaded since March 2025); clear web policies/FAQ and catalog language; transcript notation (“Advanced Standing”); a student-facing list of courses approved for CPL; and outcomes tracking.

Faculty/staff readiness will be strengthened through professional development on CPL types, GE applicability, and equitable assessment, plus stakeholder training at the MAP conference. Targeted support for veterans includes proactive MAP reviews and outbound VA counselor communication about potential credits.

2025–28 equity-centered strategies for CPL:

- Onboarding & counseling—embed CPL screening in orientation, ed-planning, and early advising; counselors/outreach routinely explore CPL with students.
- Faculty capacity & adoption—offer a training series on portfolio evaluation and shared rubrics; expand beyond early CTE adopters (Wastewater, Fire, EMT, Auto) into Corrections, CIS, and Real Estate using state recommendations.
- Systems & policy—ensure full Banner integration (SIS/degree audit), set transparent turnaround targets, and clearly annotate CPL on transcripts and audits so students see applicability.
- Employer & community—partner with local employers, union apprenticeships, and community-based organizations to align certifications and workplace training with course credit.
- Outreach & marketing—deliver targeted, multilingual materials and campaigns (e.g., for veterans, working learners, and EOPS) that validate non-traditional learning and give simple “how to claim credit” steps.
- Staffing & resources—seek state funds to sustain a CPL Coordinator and faculty assessor stipends.
- Continuous improvement—disaggregate CPL access, credit awarded, and completion outcomes for disproportionately impacted (DI) groups; use dashboards to close gaps, update the approved-courses database, and celebrate success stories.

Dual Enrollment

To meet the Vision 2030 ninth grade strategy goal, SRJC will implement a coordinated, equity-focused dual enrollment expansion plan in partnership with the Sonoma County Office of Education (SCOE) and local K–12 districts, with a priority on disproportionately impacted students including low-income, first-generation, English Language Learners, foster youth, students with disabilities, and racially/ethnically minoritized populations.

Structural Changes

Establish a Countywide Dual Enrollment Partnership Council with SCOE, district leaders, and community stakeholders to align policies, calendars, and pathways:

- Expand College and Career Access Pathways (CCAP) agreements to all major Sonoma County K-12 districts, ensuring offerings are accessible to all comprehensive and alternative high school students
- Integrate equity goals into all CCAP MOUs to ensure that course enrollment reflects the diversity of our student community, with opportunities for disproportionately impacted students to participate and succeed.

Initiatives & Action Steps

- Pathway Development: Create sequenced, articulated pathways beginning in 9th grade in transfer, CTE, and apprenticeship-aligned programs (e.g., healthcare, early childhood education, agriculture, advanced manufacturing)
- Onboarding & Support: Provide application assistance, bilingual orientation, and academic planning for students and families
- Instructional Quality: Provide ongoing faculty professional development in culturally responsive pedagogy and strategies for supporting high school learners
- Embedded Supports: Integrate tutoring, counseling, and progress monitoring directly into CCAP classes; provide technology and materials at no cost to students with financial need

Activities to Advance Equity

- Engage middle school and 9th grade students, especially those from disproportionately impacted communities through outreach that is culturally responsive, multilingual, and designed to make every student feel seen, valued, and invited to participate.
- Host Discovery Days and campus visits for CCAP students to connect them with SRJC resources, programs, and college culture
- Implement real-time data tracking dashboards to monitor participation and success rates by student group, allowing for rapid interventions when gaps emerge

Outcome Goal By 2028

Every high school student in Sonoma County will have the opportunity to start a dual enrollment pathway as early as 9th grade. Students will be able to earn at least 12 college units by the time they graduate, with equitable participation and success for students from all disproportionately impacted groups. These efforts will advance SEP 3.0 by supporting successful college enrollment, with a strong focus on first-generation students.

Strong Workforce Program/Perkins

Santa Rosa Junior College (SRJC) will strengthen coordination among the Strong Workforce Program (SWP), Perkins Program, and Student Equity Achievement (SEA) Program to advance the goals of California Community Colleges Vision 2030 and increase success for disproportionately impacted (DI) student populations.

Integrated Planning and Alignment

SRJC will align planning processes to ensure equity goals guide investments in workforce and CTE pathways. SEA equity data will inform SWP and Perkins decisions on program development, resource

allocation, and labor market alignment. Planning committees will collaborate to embed targeted equity strategies across all workforce initiatives.

Student Support and Retention

SEA-funded services—academic counseling, tutoring, mentoring, and emergency aid—will be integrated with SWP and Perkins opportunities such as work-based learning, internships, apprenticeships, and career readiness. This coordinated approach ensures DI students have equitable access to high-demand pathways and the support needed to persist and complete.

Professional Development for Inclusive Pedagogy

Perkins and SWP will continue funding professional development for CTE faculty and staff, with SEA coordination to emphasize culturally responsive teaching, inclusive practices, and trauma-informed approaches that support DI students.

Shared Data, Accountability, and Vision-Aligned Reporting

All three programs will use shared metrics to track persistence, transfer, credential attainment, and employment outcomes, disaggregated by DI student groups. Vision-Aligned Reporting (VAR) offers a statewide framework to streamline reporting, align accountability, and foster collaboration across programs. This alignment promotes transparency, highlights equity-focused outcomes, and supports continuous improvement.

Impact on Disproportionately Impacted Students

Through intentional collaboration, SRJC will:

- Increase DI student access to high-wage, high-demand CTE pathways
- Improve persistence and completion by combining academic supports with career preparation
- Enhance employment outcomes for DI populations, ensuring access to living-wage careers

By coordinating SWP, Perkins, and SEA, SRJC will operationalize Vision 2030's equity commitments and ensure DI students are supported to achieve their educational and career goals.

Appendix

Disproportionately Impacted Student Populations: Comprehensive Student Education Plan

Time to Comprehensive Ed Plan	Fall 2022			Spring 2023			Fall 2023			Spring 2024		
	Total	By end of First Term	By end of First Year	Total	By end of First Term	By end of First Year	Total	By end of First Term	By end of First Year	Total	By end of First Term	By end of First Year
Gender												
Female												
Male	1,206	DI	DI	273	DI	DI	1,364	DI	DI	285	DI	DI
First Gen												
Female												
Male	333	DI	DI	92	DI	DI	416		DI			
Foster Youth												
Female												
Male												
DSPS												
Female												
Male												
Homeless												
Female										6	DI	
Male												
LGBTQ+							244	DI				
Female							147	DI	DI			
Male				22		DI						
Veterans												
Female												
Male												

Time to Comprehensive Ed Plan	Fall 2022			Spring 2023			Fall 2023			Spring 2024		
	Total	By end of First Term	By end of First Year	Total	By end of First Term	By end of First Year	Total	By end of First Term	By end of First Year	Total	By end of First Term	By end of First Year
African American												
Female							26	DI				
Male												
Asian												
Female												
Male												
Hispanic				237	DI	DI						
Female												
Male	571	DI	DI	128	DI	DI	653	DI	DI			
Filipino												
Female												
Male	4	DI	DI							1	DI	DI
Mutli-Ethnic												
Female												
Male										17		DI
Native American	11	DI	DI							2	DI	DI
Female	6	DI	DI									
Male	5	DI	DI							2	DI	DI
Pacific Islander							11	DI				
Female							5	DI				
Male										2	DI	DI
White	779	DI	DI	178		DI	885	DI				
Female												
Male	443	DI	DI	103	DI	DI	474	DI	DI	109	DI	