

Long Beach City College
2022-2025 Student Equity Plan
Executive Summary

(includes evaluation of the 2019-2022 Student Equity Plan)

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THE LBCC EQUITY IMPERATIVE

Long Beach City College continues to make equity a central priority in everything we do, from our academic programs to campus life, to workforce development. This commitment to equity is reflected in our Mission, Vision, and Values.

Mission Statement

Long Beach City College is committed to empowering our students to become active, ethical participants in their learning, as well as in the democratic structures that give them voice and agency in shaping their society and world. In an environment that is caring, supportive, and inclusive, LBCC promotes equitable learning and educational achievement by delivering innovative, high-quality degree programs, certificate programs, holistic support services, and leading-edge workforce preparation for our diverse communities.

Vision Statement

Long Beach City College creates capacity, builds community, and sparks innovation in support of anti-racism and inclusion to ensure programs and services inspire and prepare learners to thrive as citizens in a diverse democracy and achieve their intellectual, financial, and personal goals. We cultivate a community that fully embraces individuals from all backgrounds, cultures, races, identities, life experiences, perspectives, beliefs, abilities, and values.

Values

Teaching and Learning

Academic Excellence: We promote academic excellence by offering outstanding programs that support students' academic, personal, and professional success. We are committed to academic quality and provide relevant, innovative, and equity-minded curricula.

Equitable Student Learning and Success: We are committed to equitable student learning and success by using the guided pathways framework to promote students' achievement of their educational goals in preparation for future success. We are dedicated to identifying and eliminating equity gaps to ensure that each student has the opportunity to succeed at LBCC.

Connectivity: We are committed to bridging the digital divide by ensuring all students have access to affordable technology, including reliable and secure high-speed Internet access in order to ensure effective participation in our courses, programs, and services.

Diversity, Equity, Inclusion, and Accessibility

Anti-racism and Social Justice: We are actively committed to identifying, opposing, and confronting racism, white supremacy, anti-blackness, and other forms of systemic oppression through the intentional interrogation of policies, procedures, resources, and practices in and outside of the classroom to attain social justice and racial equality for our employees, students, and community members.

Diversity, Equity, Inclusion, and Accessibility: We are dedicated to breaking down existing barriers to equity while recognizing that equity is not the same as equality, creating a welcoming and safe campus environment, encouraging diversity of thought, and ensuring our college's programs, services, academic supports, and activities are accessible for the diverse communities represented at LBCC.

Culture of Care: We value a culture of care and well-being where employees and students are welcomed, supported, understood, and celebrated.

Collaboration and community

Participatory Governance: We value and encourage responsibility, trust, collaboration, and inclusivity among all constituencies through participation in College decision-making processes.

Community Partnerships: We are deeply committed to engaging and serving our local community through collaboration with our local school districts, industry, non-profit and civic organizations, and government agencies to meet the needs of the community and local labor market.

Workforce Development: We value our industry partnerships in supporting upward economic mobility for our students through curricula that is relevant and responsive to local labor trends, internships, and job placement opportunities.

Creative leadership and exploration

Innovation: We are committed to innovation and creativity and embrace the changes needed to eliminate barriers to our students' and employees' success.

Sustainability: We are dedicated to environmental sustainability and engage in environmentally conscious practices and processes to meet the needs of our current and future generations.

Global Citizenship: We are committed to inspiring students to become leaders and responsible global citizens who are dedicated to fostering inclusivity, interconnectivity, and sustainability.

Our goal as an institution is to ensure that we live up to this mission, and we still have a long way to go. As this document will show, we currently see considerable equity gaps among our most vulnerable and disproportionately impacted student groups. Of greatest concern, are longstanding and persistent racial inequities. We aim to fully acknowledge inequities at all levels and areas of the institution, and to address them with focus and intentionality. Our 2022-2025 Student Equity Plan reflects on the outcomes of the 2019-2022 Student Equity Plan and how we aim to address these equity gaps over the next three years. Furthermore, the college's Framework for Reconciliation is the foundation upon which the 2022-2025 Student Equity Plan

is constructed to address anti-Blackness. Thus, we strive to make substantial progress toward closing these gaps, and to provide a more welcoming, inclusive, and supportive environment for all our students.

THE THREE-YEAR STUDENT EQUITY PLAN

The 2022-2025 Student Equity Plan for Long Beach City College is aligned with our Strategic Plan for 2022-2026. The intent of the Student Equity Plan is to guide our work in closing the equity gaps for disproportionately impacted (DI) student groups. The plan examines equity and student success across five distinct metrics:

1. Access: Successful Enrollment

Among all students who applied in the selected or previous year through CCC Apply and indicated any educational goal, the proportion who enrolled in the same community college in the selected year. (Excludes International Students and Special Admit Students.)

2. Retention: Fall to Spring

Among all the students, the proportion retained from fall to spring at the same college in the selected term, excluding students who completed an award or transferred to a postsecondary institution.

3. Completion of Transfer Level Math & English

Among all students who enrolled for the first-time ever in a credit course in the district in the selected academic year, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment. (Excludes Special Admit and non-credit students.)

4. Degree and Certificate Completion

Among all students who enrolled within the selected or previous year and completed 12 or more units up to and including the selected year, the proportion who earned a Chancellor's approved certificate and/or Associates Degree(s), including ADT's. (Excludes Special Admit and students who exited the community college system the following year.)

5. Transfer

Among all students who enrolled within the selected or previous year and completed 12 or more units up to and including the selected year, the proportion who transferred to any four-year institution. That is CSU, UC, Private In State, or Private Out of State. (Excludes Special Admit and students who exited the community college system the following year.)

STRUCTURE OF THE PLAN

The 2022-2025 Student Equity Plan introduced by the Chancellor's Office provides a new structure that centers on an intentional design that is data-informed, race-conscious, responsive, and transformational. The plan is intended to be fluid and dynamic; allowing for annual updating as necessary. Central to the plan is also an explicit focus to interrogate systemic barriers that perpetuate disproportionate outcomes for students. The plan also calls for an intentional focus on one disproportionately impacted student group across all metrics. Finally, the plan should demonstrate explicit alignment with the College's Strategic Plan, Guided Pathways and other college-wide plans.

The first section of the plan articulates how the college aims to be more race-conscious in the construction of the equity plan. The second and third sections of the plan are an opportunity to reflect on the efforts from the 2019-2022 equity plan and consider how that learning will be incorporated into the new plan with special consideration given to the impacts of the global COVID-19 pandemic. The fourth section of the plan outlines our disproportionately impacted (DI) student groups for each metric and sets three-year target outcomes. The fifth section of the plan details intentional activities to achieve those goals for the specified groups and considers systemic barriers that need to be addressed to achieve the intended outcomes.

The establishment of the 2022-2025 Student Equity plan was led by the Student Equity Subcommittee, reflects key contributions from staff and faculty experts, and was vetted through our institutional participatory governance including the Student Success Committee, Associated Student Body, Academic Senate, College Planning Council, and Classified Senate. Open forums were also held for individuals to provide feedback. The Office of Institutional Effectiveness provided all the data analysis and tables as well as invaluable feedback throughout the planning process.

Section I: Race Consciousness

This section of the equity plan required us to consider moving away from the color-blind approach evidenced in the 2019-2022 Student Equity Plan towards race-conscious efforts.

The analysis of the LBCC 2019-2022 Student Equity Plan conducted by the USC Center for Urban Education (CUE), revealed that our college had over 66 activities identified to close equity gaps for various disproportionately impacted groups by metrics. Moreover, the vast majority of the activities were situated for implementation by student services with few activities identified within the purview of academic affairs. The findings from the CUE report also revealed that the plan overall used race-neutral language. As a result of that insight, for the 2022-2025 Student Equity plan, LBCC is committed to having a more focused and race-conscious approach to address equity gaps for our most disproportionately impacted student group(s). Specifically, we have chosen to focus on closing equity gaps across all metrics for our Black/African American students at LBCC who remain the most disproportionately impacted. Importantly, the curated

activities aim to intentionally address equity gaps by employing an integrated approach between academic affairs and student services to address systemic barriers.

Moreover, we have chosen to elevate in our plan, efforts to intentionally expand access to higher education for our local indigenous community. Despite the numbers for this student group being relatively small, we believe that these efforts are demonstrative of our commitment to engage in a reciprocal and responsive relationship with our local indigenous community.

Critically, in summer 2020, the LBCC Board of Trustees unanimously adopted the Framework for Reconciliation that serves as a guiding document to address anti-Blackness on campus and remove systemic barriers that perpetuate disproportionate student success outcomes for students of color. Thus, the Framework for Reconciliation is the foundation upon which the 2022-2025 Student Equity Plan will be operationalized. Lastly, given the new student equity plan is intended to be a living document, we intend to regularly analyze local data, and assess our identified activities, to determine if we need to refine our efforts to more effectively close equity gaps.

Section II: 2019-2022 Equity Plan Reflection

This section of the plan directed us to reflect on the impact of activities outlined in the 2019-22 Equity Plan as a starting point to inform our planning efforts for the new Equity Plan. As such, we identified 5 activities out of 66 that demonstrably decreased equity gaps for disproportionately impacted student groups. A description of those five activities and analysis of their impact follow. Highlighted next to each activity is the associated student equity plan metric that was impacted. Notably, each of these activities led to decreased disproportionate impact for specific student groups.

1. Comprehensive Recruitment Model (access metric)

Activity Description: The Matriculation Office at LBCC provides equity-rooted enrollment support for all disproportionately impacted student groups. Case management supports students through core matriculation services, including orientation, placement, educational planning, and course enrollment and is enhanced by a personalized communication strategy using text, phone call, email, and social media.

Analysis: Over 3 years, the percentage of Black and Latinx students who applied and then enrolled at LBCC (i.e., enrollment rate) remained constant despite the declines to enrollment caused by the pandemic. Black students’ enrollment rate remained constant at 41%. Latinx students’ enrollment rate remained around 47%.

	Summer/Fall 2019	Summer/Fall 2020	Summer/Fall 2021
Black/African American	41%	41%	41%
Latinx/Hispanic	49%	45%	47%

2. First Year Experience (FYE) Program (persistence metric)

Activity Description: FYE offers equity-rooted first-year supports including a summer bridge, case management, and events and activities to increase students' sense of belonging delivered by dedicated first-year success counselors and staff. FYE ensures that students are directly connected to services and resources needed to help them complete.

Analysis: The persistence rate for students in the FYE program is higher (81%) than for students not in FYE (70%). Equity gaps are substantially smaller for FYE participants (ranging from 3-6%) versus non-FYE students (ranging from 11-16%). In the table below HPG refers to highest performing group.

	FYE Students	Not-FYE Students	FYE Student Equity Gap	Not-FYE Student Equity Gap
Asian	89%	78%	HPG	HPG
Black	82%	62%	-6%	-16%
Latinx	85%	67%	-4%	-11%
Am. Indian	85%	63%	-4%	-15%
P. Islander	86%	64%	-3%	-14%

3. Efforts to Support Completion of Transfer Level Math and English

Activity Description: The Math and English departments eliminated all pre-transfer courses and created corequisite supported PLUS courses. Incoming students are recommended to take transfer level Math or English or the appropriate PLUS course. PLUS courses are designed around best practices for active learning and just-in-time supports. The courses are strengthened by ongoing, inquiry- and evidence-based faculty professional development on culturally responsive curriculum, instructional supports, and the use of equity-minded andragogy.

Analysis: Each year, more students complete transfer level math and English. For Latinx students, the equity gap in completion of transfer level English closed in 2020-2021. The Math department continues to explore new options for closing equity gaps in transfer level math completions.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian & Filipino	-2%	HPG	-1%	-1%	HPG	HPG	HPG	HPG	HPG
Black/African American	-10%	-9%	-10%	-11%	-10%	-7%	-11%	-9%	-12%
Latinx	-4%	-2%	-4%	-3%	-3%	-2%	-1%	HPG	-4%

Multi-Eth	-6%	-4%	-3%	-5%	-4%	HPG	-5%	-1%	-4%
White	HPG	-1%	HPG	HPG	-1%	HPG	-4%	-2%	-16%

4. Transfer and Completion Counseling (transfer and completion metrics)

Activity Description: Dedicated Transfer and Completion Counselors provide equity-rooted support to engage disproportionately impacted student groups to ensure they are completing requirements for their intended major and/or transfer goal including navigating the complex requirements for transfer.

Analysis: The percentage of students with 45 transferable units obtaining 60 transferable units within a year of obtaining 45 units increased 3%, but was negatively affected by the pandemic and decreased again. While the aggregate, which is driven by Latinx students, who are the largest racial/ethnic population at LBCC, declined, the completion rate for Black students increased 5% during the 3 years of the equity plan and despite the pandemic.

Year Obtained 45 Transfer Units	Asian & Filipino	Black/African-American	Latinx	Multi-Eth
2017	67.1%	48.6%	65.0%	53.7%
2018	68.9%	55.8%	65.2%	60.6%
2019	70.3%	55.0%	66.4%	61.3%
2020	65.4%	60.1%	64.1%	64.9%
2021	67.7%	58.2%	59.6%	57.9%
5 Year Growth	0.6%	9.6%	-5.4%	4.2%

5. Embedded tutors and supports (course success rate- local metric)

Embedded tutors are peer tutors who are assigned to a specific course section and work closely with faculty to provide students with additional academic support. Embedded tutors and faculty go through training to ensure the tutoring is used effectively to meet student needs.

Analysis: Course success rates when there was an embedded tutor were compared to course success rates by the same faculty when there was not an embedded tutor. Overall, course success rates for courses with an embedded tutor increased 2.1% with Black students experiencing a 5.2% increase in course success. The use of embedded tutors made even more of an impact in Math with a 5.9% aggregate increase and an 8.7% increase in course success rates for Black students.

	Course Success Rate Change
Overall Change w/Tutor	2.1%
Change for Black/AA Students	5.2%

	Course Success Rate Change - Math/Eng
Overall Change w/Tutor	5.9%
Change for Black/AA Students	8.7%

Section III: Planning Efforts and Pandemic Acknowledgement

This section of the plan directed us to describe the ways in which the pandemic affected our 2019-22 equity efforts.

Overall, there was progress on the vast majority of the 66 activities from the 2019-2022 LBCC Student Equity Plan. A small number of activities were not implemented because of the pandemic. Most notably due to the need to shift our institutional focus to a coordinated response, including shifting our services and resources to a virtual modality. As relevant, those activities not implemented will be included in the 2022-2025 student equity plan. In the following we identified those activities that were interrupted, catalyzed or delayed because of the pandemic.

Activities interrupted by the pandemic included:

- Did not activate Inquiry activities (across multiple DI groups)
- Did not expand Transfer tours for DI groups (JSP, FY, HSI tour)
- Did not implement foster youth summer bridge

Activities catalyzed by the pandemic:

The pandemic also helped us accelerate ideas that would have normally received a lot of push-back or taken a longer time to implement, such as

- Accelerated completion of the Teaching Online Seminar and Canvas Learning Management System certifications by LBCC faculty
- Facilitated creative ways to provide students access to services such as online counseling and virtual service lobbies
- Procurement and provision of technology resources (wifi and laptops)
- Re-engagement efforts with a focus on students most impacted by the pandemic (Black /African American and Southeast Asian)
- Initial engagement in a trauma-informed approach to service provision and

classroom engagement

Activities delayed by the pandemic:

- Faculty equity leader's cohort training
- Implementation of student-centered scheduling

Section IV: Student Population(s) Experiencing Disproportionate Impact (DI)

This section of the plan directed us to review data provided by the Chancellor's Office, in conjunction with our local data, and local context, to identify student groups experiencing the most disproportionate impact for each of the five metrics. While we were required to identify one student group to focus on for all five metrics, we could also identify additional student groups to focus on for each metric.

The figures for the Successful Enrollment metric in Data on Demand significantly differ from Long Beach City College's Local Data (LBCC LD) metric definition. There are various factors that impact the vast differences such as CCCCO (California Community Colleges Chancellor's Office) having access to data from all community colleges, excluding students who do not consent for release of personal information, etc.

For example, Data on Demand shows that Asian, White, and Unknown students as disproportionately impacted (DI), defined using a comprehensive formula, yet, while LBCC's local data, and definition, shows that Native American Indian as DI (looking at highest performing group and considering the group with the lowest rate).

Thus, there are significant short comings to using Data on Demand provided by the CCC Chancellor's Office to understand the matriculation process. Because our local students have a large variety of options for college including 4-year universities, many of our applicants end up attending those schools. This is not a negative outcome for our applicants and by treating only enrollment at LBCC as a success we may draw incorrect conclusions about college access.

By using local data, we can incorporate enrollment at local universities into our analysis of enrollment. Doing so provides us with a different and more accurate picture of which groups may be facing barriers to attending college. There are four options: 1) Enroll at LBCC, 2) Not Enroll in any college, 3) Enroll at another 2-yr college, or 4) Enroll at a 4-yr college. For this reason, IE's recommendation is to use LBCC's LD for the Successful Enrollment Metric for the Student Equity Plan 2022-2025.

Not only are Native American students (29%) enrolling at LBCC at lower rates than any other racial/ethnic group (Asian 41%; Black 40%; Latinx 44%; Multi-Ethnic 42%; Pacific Islander 43%; White 40%) (See Table 1), but when looking overall to see where Native American students who submitted a CCCApply application are going, we see they are more likely to not enroll in any college (61%) compared to any other racial/ethnic group (Asian 27%; Black 40%; Latinx 35%; Multi-Ethnic 36%; Pacific Islander 41%; White 37%). See Table 2.

Table 2 below shows us that beyond Native American students, Pacific Islander (41%) and Black African American students (40%) are also least likely to attend any college.

Table 1: Students enrolled at LBCC college

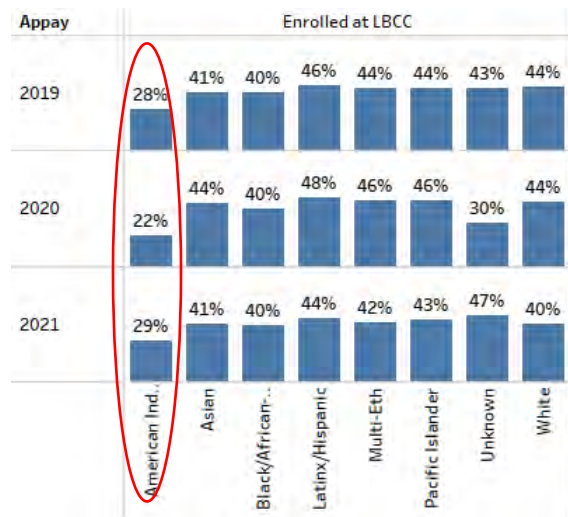
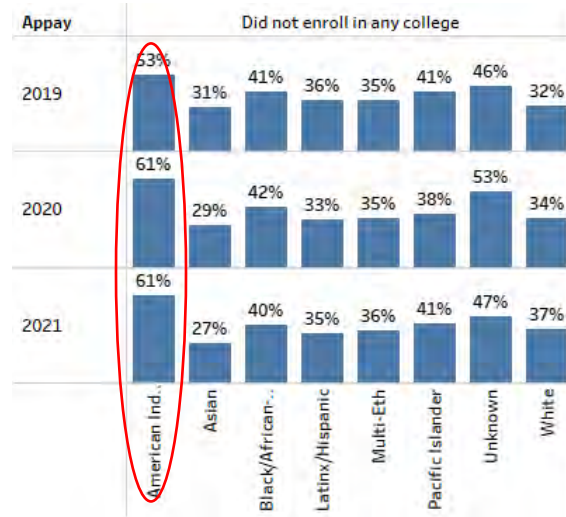
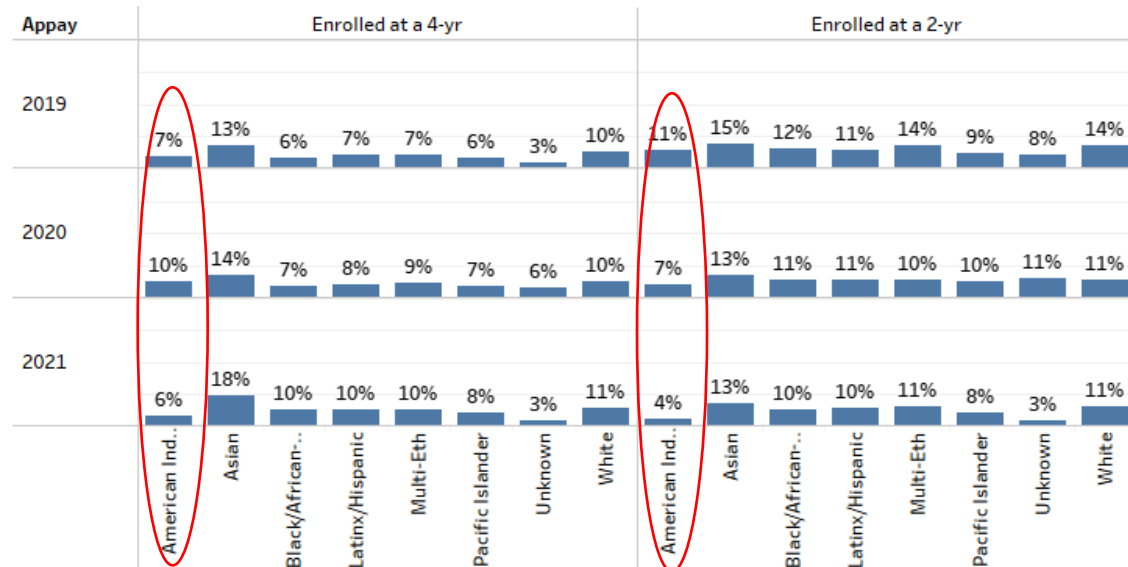


Table2: Students did not enroll in any college



From this metric, we also see that Asian students are enrolling at 4-yr institutions (18%) as well as other community colleges (13%) at higher rates than any other racial/ethnic group (4-yr Institutions: American Indian 6%; Black, Latinx, & Multi-Ethnic 10%; Pacific Islander 8%; White 11%. 2-yr institutions: American Indian 4%; Black & Latinx 10%; Multi-Ethnic & White 11%; Pacific Islander 8%). See Table 3. This particular fact provides additional context for the lower enrollment rate of Asian American students compared to other racial/groups at LBCC.

Table 3: Students enrolled at another educational institution



While analyzing the Chancellor’s Office Data on Demand, we discovered several groups exhibiting Disproportionate Impact (DI) across the remaining equity metrics. Nevertheless, it became apparent that solely Black/African American and First-Generation students demonstrated DI across all four metrics: Transfer Level Math and English Completion, Persistence, Vision for Success completion, and Transfer (see Table 4 below). While it was recommended to concentrate on a single group, LBCC decided it was prudent to also prioritize First-Generation students. This choice aligns with LBCC’s primary objective of aiding First-Generation students in accomplishing their academic milestones. See chart below.

Table 4: Analysis of All Equity Metrics by DI Group.

Red bars signal disproportionate impact.



Through in-depth analysis of available data, the following populations were identified as experiencing the most disproportionate impact and thus became our focus populations for the 2022-2025 Student Equity Plan.

METRIC	AMERICAN INDIAN AND ALASKAN NATIVE	BLACK/AFRICAN AMERICAN	FIRST GENERATION
Successful Enrollment	X		
Completed Transfer Level Math & English		X	X
Retention: First Prim. Term to Second Prim Term		X	X

Transfer		X	X
Completion		X	X

Section V: Metric(s), Evaluation, and Action

The student equity plan directed us to (a) state three-year success outcomes, (b) analyze friction points, and (c) articulate specified activities to close equity gaps for each metric. The three-year target outcomes for each metric follow.

Subsection A: Metrics

Metric: Successful Enrollment

Timeframe	Target Outcome
<i>Baseline (2021-22)</i> <i>LBCC Local Data</i>	Native American: 28.8% or 34 students enrolled at LBCC
<i>Year 1 (2022-23)</i>	Increase American Indian and Alaskan Native student enrollment by 5%. 33.8% or 40 students (an increase of 6 students)
<i>Year 2 (2023-24)</i>	Increase American Indian and Alaskan Native student enrollment by 5%. 38.8% or 46 students (an increase of 6 students)
<i>Year 3 (2024-25)</i>	Increase American Indian and Alaskan Native student enrollment by 5%. 43.8% or 52 students (an increase of 6 students)

Metric: Completed Transfer Level Math and English

Timeframe	Target Outcome for Black Students	Target Outcome for First Generation Students
<i>Baseline (2021-22)</i>	Black: 11.8% or 66 students completed Math/English	First-Generation: 12.7% or 284 completed Math/English
<i>Year 1 (2022-23)</i>	Increase completion of both transfer level Math and English by 4% for Black students to 15.8% or 88 students (an increase of 22 students)	Increase completion of both transfer level Math and English by 4% for First Generation students to 16.7% or 374 students (an increase of 90 students)
<i>Year 2 (2023-24)</i>	Increase completion of both transfer level Math and English	Increase completion of both transfer level Math and English by

	by 4% for Black students to 19.8% or 111 students (an increase of 23 students)	4% for First Generation students to 20.7% or 463 students (an increase of 89 students)
<i>Year 3 (2024-25)</i>	Increase completion of both transfer level Math and English by 4% for Black students to 23.8% or 133 students (an increase of 22 students)	Increase completion of both transfer level Math and English by 4% for First Generation students to 24.7% or 553 students (an increase of 90 students)

Metric: Retention: First Prim. Term to Second Prim Term

Timeframe	Target Outcome for Black Students	Target Outcome for 1st Gen Students
<i>Baseline (2021-22)</i>	Black: 61.9% or 381 students persisted	First-Generation: 67.9% or 1,757 students persisted
<i>Year 1 (2022-23)</i>	Increase Fall to Spring persistence by 3% for Black students which is a 64.9% or 400 students (an increase of 19 students)	Increase Fall to Spring persistence by 2% for First Generation students which is a 69.9% or 1,810 (an increase of 53 students)
<i>Year 2 (2023-24)</i>	Increase Fall to Spring persistence by 3% for Black students which is a 67.9% or 418 students (an increase of 18 students)	Increase Fall to Spring persistence by 2% for First Generation students which is a 71.9% or 1,861 (an increase of 51 students)
<i>Year 3 (2024-25)</i>	Increase Fall to Spring persistence by 3% for Black students which is a 70.9% or 437 students (an increase of 19 students)	Increase Fall to Spring persistence by 2% for First Generation students which is a 73.9% or 1,913 students (an increase of 52 students)

Metric: Transfer

Timeframe	Target Outcome for Black Students	Target Outcome for 1st Gen Students
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<i>Baseline</i> (2021-22)	Black: 11% or 37 students transferred	First-Generation: 14.3% or 166 students transferred
<i>Year 1</i> (2022-23)	Increase transfers by 4% for Black students which is 15% or 51 students (an increase of 14 students)	Increase transfers by 3% for First Generation students which is 17.3% or 200 students (an increase of 34 students)
<i>Year 2</i> (2023-24)	Increase transfers by 4% for Black students which is 19% or 64 students (an increase of 13 students)	Increase transfers by 3% for First Generation students which is 20.3% or 235 students (an increase of 35 students)
<i>Year 3</i> (2024-25)	Increase transfers by 4% for Black students which is 23% or 78 students (an increase of 14 students)	Increase transfers by 3% for First Generation students which is 23.3% or 270 students (an increase of 35 students)

Metric: Completion

Timeframe	Target Outcome for Black Students	Target Outcome for 1st Gen Students
<i>Baseline</i> (2021-22)	Black: 4.7% or 30 students obtained an award	First-Generation: 7.1% or 185 students obtained an award
<i>Year 1</i> (2022-23)	Increase award completions by 3% for Black students which is 7.7% or 49 students (an increase of 19 students)	Increase award completions by 2% for First Generation Students which is 9.1% or 236 students (an increase of 51 students)
<i>Year 2</i> (2023-24)	Increase award completions by 3% for Black students which is 10.7% or 68 students (an increase of 19 students)	Increase award completions by 2% for First Generation Students which is 11.1% or 288 students (an increase of 52 students)
<i>Year 3</i> (2024-25)	Increase award completions by 3% for Black students which is 13.7% or 88 students (an increase of 20 students)	Increase award completions by 2% for First Generation Students which is 13.1% or 340 students (an increase of 52 students)

The student equity plan directed us to state three-year success outcomes, analyze friction points, and articulate specified activities to close equity gaps for each metric. The identified friction points and action plan for each metric follow.

Sub-section B: Friction Points

Metric: Successful Enrollment

- lack of information regarding who can identify as Native American or Alaskan Native.
- In light of decreased enrollment from 2021 to 2022, Native American students may perceive LBCC to be unwelcoming.
- The Native American and Alaskan Native identity has not traditionally been elevated or celebrated in a very visible way.

Metric: Completion of Transfer Level English

- Reaching 1/3 the capacity of students needing transfer-level English who may enroll in the course for the first semester (e.g., 3500 students with 2500 student able to enroll but no classes available and another 3500 able to enroll but no room in their schedule).
- Beyond issues of access to the course, we could improve professional development on high impact teaching practices that center on equity and have proven successful.
- In surveys of faculty and students ,in addition to reviews of Student Learning Outcome assessments, many students reflect the capacity to succeed and persist but struggle with basic needs, financial support, reliable technology, transportation, and other external factors that impeded their overall success.

Metric: Completion of Transfer Level Math

- Students not enrolling in Math/Stat classes for the first year. Nearly 64% of first year students do not attempt Math/Stat in their first year.
- For the 36% of first year students that attempt the courses, there are still challenges with early drops and course success which compound to generate the results we see today.
- Difficulty accessing class materials, navigating various teaching modalities, and an increased need for in-time remediation across entry level transfer Math/Stat courses.

Metric: Persistence

- Many students have to identify ways to address their immediate need to make a living and provide financial support for family, thus choose to not continue attending school.

- The overall value proposition of a college education is not as enticing when compared to short term vocational degrees that can lead to faster employment opportunities with livable wages.
- Lack of sense of belonging and mattering by communities of color in and out of the classroom as reflected in our Fall 2021 student engagement and climate survey.
- Winter/summer melt due to a lack of touchpoints in between semester to keep students motivated and engaged.
- Grading practices that focus on one, or a few high stakes assignments/tests including a lack of scaffolded course supports.
- Limited opportunities to retake tests, redo assignments, or otherwise demonstrate increased knowledge (learning) after receiving a low grade.
- According to some students, intentionally trying to trick or stump students on test questions.
- Activity fees are not paid by a large number of students thus impacting the amount of funding that is available for student-centered programming to enhance connection, sense of belonging, and mattering.
- Lack of diversity among faculty, especially for Black/African Americans.
- The time, modality, and sequencing of courses to complete academic programs are inconsistent thus contributing to stop outs and delayed completion.
- Courses are scheduled based on instructors' availability versus when students need them offered.

Metric: Transfer

- Students are unaware of transfer application deadlines (e.g. students do not know that for UC and CSU transfer, they sometimes apply an academic year in advance).
- Students are unable to identify courses within their major that may lead to a transfer guarantee or increase the likelihood of university admission.
- Students are unaware that completing admissions requirements the semester prior to transfer will typically lead to an admissions denial for CSU and UC campuses.
- Students are unaware of easily accessible online information/resources
 - Major course articulation resources (assist.org and UC Transfer Pathways).
 - CSULB Major Specific Transfer Requirements information (including minimum major and transferable GPA requirements).
 - Specifics on the benefits and limitations of an Associate's Degree for Transfer in terms of admissions guarantees.
- While there are many programs at LBCC supporting transfer of students of color; greater cohesion and intentional partnerships/interventions may improve transfer education, student communication, and motivation to promote transfer outcomes.

- Computer/PeopleSoft programming needed to implement “automatic” evaluation (transfer rules) of courses completed at other colleges/universities to be used for Associates Degrees for Transfer, major transfer requirements or general education.
- With students increased course taking options at other institutions (e.g., increased availability of online courses), there is a greater need to individually review transcripts for articulation, thus requiring evaluation resources (transcript evaluators).
- Black and first-generation college students with undeclared majors are more likely to be delayed in transferring or not transfer at all.

Metric: Completion

- Lack of Black student representation among student leadership.
- Over policing of students, in particular Black students, including a lack of training for instructors to diffuse classroom issues before calling the police.
- Lack of intentional efforts to promote sense of belonging and mattering for Black students (e.g., art and murals, classroom reading selections, elevating Black student voices on campus and in the classroom, intentional opt-out case management, and events all year not just during Black Heritage Month and Black Student Success Week.
- Lack of resources for behavioral intervention team to respond to student concerns.
- While some instructors have completed the cultural curriculum audit and included culturally relevant and responsive pedagogy in the classroom that can promote student success and learning outcomes, these efforts are isolated and have not gained large scale momentum across campus.
- While the college is a minority serving and Hispanic serving institution comprised of over 75% first generation students, little has been done to understand the specific needs of first-generation college students on our campus so that they can successfully navigate and complete a degree.

Subsection C: Action Plan

Metric: Successful Enrollment

Among all students who applied in the selected or previous year through CCC Apply and indicated any educational goal, the proportion who enrolled in the same community college in the selected year. (Excludes International Students and Special Admit Students.)

Focus Populations: For this metric, our analysis revealed that American Indian and Alaskan Native students were the most disproportionately impacted.

Structural evaluation

- Implementation of Comprehensive Matriculation Model resulted in increased enrollment for Black/African American and Latinx students.
- While representing a small population, there is a need to engage in intentional efforts to increase enrollment of Indigenous Students.

Recommended planning and action

- Engage in inquiry activities to better understand barriers and needs of Indigenous students.
- Provide insights gained through inquiry activities to the workgroup to further facilitate the shift in institutional responsiveness to the needs of the Indigenous community.
- Ethnic Studies department is exploring creation of courses centered around the indigenous identity as part of their curriculum to promote culturally relevant pedagogy and increase awareness.

Metric: Completed Transfer Level Math and English

Among all students who enrolled for the first-time ever in a credit course in the district in the selected academic year, the proportion who completed both transfer level math and English in their first academic year of credit enrollment. (Excludes Special Admit and non-credit students.)

Focus Populations: For this metric, our analysis revealed that Black/African American & First-Generation students were the most disproportionately impacted.

Structural evaluation

- Limited course availability relative to student demand, expansion of equity-minded professional development for faculty, and challenges outside of the classroom that impact curricular engagement (English).
- Postponing enrollment in Math courses, dropping math courses, and low course success rates with an increased need for in-course remediation (Math).

Recommended planning and action

- Need an intentional, regular, and supported space and time to encourage faculty to routinely address inequities that remain in their course data and practices-establish a Center for Teaching and Excellence (English and Math).
- Investing in professional development opportunities at the individual, discipline, and department level as an opportunity to increase adoption of high impact teaching practices by English and Math faculty.
- Highlighting Black and African American student outcomes data and the inequities in it.

- Leverage high impact practices for effective teaching, and student-centered successes to showcase strong outcomes (English).
- Invest in a community of practice (Math).
- Recruitment of and competitive pay for embedded tutors
- Adoption of open educational resources (OER)books.
- Incorporating awareness and access to basic needs and wrap-around supports (Math).

Metric: First Primary Term (fall) to Second Primary Term (spring) Persistence

Among all the students, the proportion retained from fall to spring at the same college in the selected term, excluding students who completed an award or transferred to a postsecondary institution.

Focus Population: For this metric, our analysis revealed that Black/African American & First-Generation students were the most disproportionately impacted.

Structural evaluation

- Course level success is a predictive factor of a students’ likelihood to persist to future terms.
- Courses are not offered when students need them. Time, modality, and sequencing of courses impact timely completion of academic programs.
- Expressed lack of sense of belonging and mattering by students of color (as captured in student climate surveys) in and out of the classroom.
- Limited funding collected through activities fee.
- Underrepresentation of Black faculty.
- Lack of intentional connection points between terms to retain and increase engagement.

Recommended planning and action

- Explore and promote equity rooted grading practices.
- Move towards demand-based course scheduling.
- Explore the possibility of year-long registration (students register for Fall and Spring courses at the same time).
- Increase faculty diversity.
- Create intentional connection points, including automatic nudges and motivational messages to keep students engaged between semesters.
- Identify opportunities to include short, stackable certificates of proficiency along every pathway.

- Implement trauma informed approach and professional development to more effectively respond to students' needs.
- Re-align focus and intention of various committees and subcommittees to advance strategic plan goals, which includes persistence/retention.
- Actively promote participation in the honors program.
- Encourage faculty to contact students who need to repeat courses.
- Increase student sense of belonging and mattering (in person and virtually).
- Take meaningful steps toward becoming a "student ready" institution.
- Explore cohort scheduling for in person and online courses to promote sense of belonging.

Metric: Transfer

Among all students who enrolled within the selected or previous year and completed 12 or more units up to and including the selected year, the proportion who transferred to any four-year institution. That is CSU, UC, Private In State, or Private Out of State. (Excludes Special Admit and students who exited the community college system the following year.

Focus Population: For this metric, our analysis revealed that Black/African American & First-Generation students were the most disproportionately impacted.

Structural evaluation

- Students do not receive timely or correct information regarding university transfer timelines.
- Students are unaware of transfer application deadlines.
- Students are unable to identify courses within their major that may lead to a transfer guarantee or increase the likelihood of university admission.
- Students are unaware that completing admissions requirements the semester prior to transfer will typically lead to an admissions denial.
- Limited course evaluation resources and complicated business processes to navigate such as academic renewal.

Recommended planning and action

- Create short informational videos about transfer for first-gen students.
- Create Transfer Equity Advisory Group.
- Work with LBCC Curriculum Committee to address possible revisions to repeat/delete, and academic renewal policies.
- Work with LBCC IITS and Admissions and Records to facilitate and create programming for transcript evaluation and ability to query transcript evaluation.
- Expand Transfer Partnership with CSULB.

- Expand Historically Black Colleges and Universities tours
- Increase student sense of belonging and mattering (in person and virtually).
- Take meaningful steps toward becoming a "student ready" institution.
- Update website information and offer it in multiple languages.

Metric: Degree and Certificate Completion

Among all students who enrolled within the selected or previous year and completed 12 or more units up to and including the selected year, the proportion who earned a Chancellor’s approved certificate and/or Associates Degree(s), including ADT’s. (Excludes Special Admit and students who exited the community college system the following year.)

Focus Population: For this metric, our analysis revealed that Black/African American & First-Generation students were the most disproportionately impacted.

Structural evaluation

- Lack of Black student leaders.
- Law Enforcements’ response to student behavior.
- Lack of training for instructors to diffuse classroom issues before calling the police.
- Expressed lack of sense of belonging and mattering by students of color in and out of the classroom.
- Siloed efforts on Black student success during specific weeks, months, and programs.
- Lack of resources for behavioral intervention team to respond to student concerns.

Recommended planning and action

- Expand Black student success efforts throughout the year.
- Actively promote participation in the Honors Program.
- Encourage faculty to actively contact students who may need to retake a course.
- Automation of suggested courses for students to retake.
- Increase student sense of belonging and mattering in person and online.
- Implement trauma informed approach and professional development to more effectively respond to students’ needs.
- Take meaningful steps toward becoming a "student ready" institution.
- Engage in inquiry activities to better understand the needs of first-gen students.

2019-2022 STUDENT EQUITY PLAN: ASSESSMENT OF THE LAST THREE YEARS

This section of the student equity plan executive summary offers an assessment of the progress made toward achieving the identified goals in the 2019-2022 Student Equity Plan and how funding was expended during that same time.

Progress of Activities from the 2019-2022 Student Equity Plan

Appendix A reflects the implementation status of the various activities identified for each disproportionately impacted student population by metric. The status categories used for each activity are as follows: a) implemented, b) implementing, c) ongoing, and d) pending. Activities that were fully implemented were coded as “implemented.” Activities that are still in progress were marked as “implementing” and those that were not yet implemented as “pending.” Notably, through this coding process we realized that many of the activities were not only implemented but the essence of the work was ongoing and iterative, which is essential to remain responsive to student needs. As such, we coded those activities as “ongoing” to suggest that the work was not only institutionalized, but also evolving.

Overall, the college made great progress in implementing the vast majority of the 66 activities identified in the 2019-2022 Student Equity Plan. However, there were some activities that we were not able to implement due to the Covid-19 pandemic. Specifically, we were not able to implement many of the inquiry activities aimed at helping us better understand students’ educational journey. These inquiry activities remain an important focus for the 2022-2025 student equity plan. We were also not able to implement the faculty equity leaders training or expand the availability of transfer tours.

Resources Allocated in 2019-2022

Table 5 below provides an overview of how Student Equity and Achievement Program funding has been used at Long Beach City College to fund equity related activities. The table is broken down by object code and academic year. Account/object code definitions are as follow:

1. 1000- Academic Salaries
2. 2000- Classified Professional Salaries
3. 3000- Employee Benefits
4. 4000- Non-instructional Supplies and Materials
5. 5000- Other Operating Expenses, Services, Contract Services
6. 6000- Capital Outlay, Equipment
7. 7000- Other Payments to/for Students

Fields that are left black in the table below indicate that there was no cost aligned with that account string for the indicated fiscal year.

Table 5 Three Year Budget Analysis for Student Equity and Achievement Program

Categories/Object Codes	19-20	20-21	21-22	Grand Total
1000- Academic Salaries	\$ 1,160,578	\$ 1,974,842	\$ 1,827,634	\$ 4,963,053
122000-Acad Sal NI Educ Adm Reg Stat	\$ 52,543	\$ 164,566	\$ 281,310	\$ 498,419
123500-Acad Sal NI RS Supv/Coord	\$ 103,541	\$ 120,591	\$ 152,053	\$ 376,185
125000-Academic Sal NI RS Counselor	\$ 229,365	\$ 292,988	\$ 276,633	\$ 798,986
129000-Acad Sal NI All Others	\$ 114,062	\$ 159,189	\$ 175,934	\$ 449,186
133000-Acad Sal IN H Non RS or Contr	\$ 101,270	\$ 95,270	\$ 59,352	\$ 255,891
145000-Acad Sal NI H Counselors	\$ 288,826	\$ 844,930	\$ 715,187	\$ 1,848,944
145500-Acad Sal NI RS CNSL W/H Assign	\$ 207,660	\$ 147,012	\$ 120,060	\$ 474,732
147000-Acad Sal NI E Duty -Slipends	\$ 63,310	\$ 150,295	\$ 47,105	\$ 260,711
2000- Classified Professional Employees	\$ 2,964,779	\$ 2,553,827	\$ 2,663,957	\$ 8,182,564
210300-CI Sal RS Administrators	\$ 141,226	\$ 146,212	\$ 106,688	\$ 394,126
211000-CI Sal NI RS Manager/Supvr	\$ 342,104	\$ 219,996	\$ 173,983	\$ 736,084
212000-CI Sal NI RS Clerical	\$ 1,533,113	\$ 1,070,594	\$ 1,275,809	\$ 3,879,517
212500-CI Sal NI RS <50%	\$ 192,071	\$ 148,226	\$ 205,729	\$ 546,027
221000-CI Sal Reg Status Instr Aides	\$ 16,872	\$ 17,209	\$ 25,703	\$ 59,783
231000-CI Salaries Student Aides	\$ 200,498	\$ 210,066	\$ 129,191	\$ 539,754
232000-CI Sal NI H Clerical	\$ 42,236	\$ 164,795	\$ 81,603	\$ 288,633
232500-CI Sal NI Clerical OT	\$ 138	\$ 133	\$ 2,205	\$ 2,477
233000-CI Sal NI Irregular Sal Sched	\$ 7,240	\$ 14,799	\$ 130,219	\$ 152,257
241000-CI Sal IN H Student Assistants	\$ 158,549	\$ 78,438	\$ 119,432	\$ 356,420
242000-Hourly Instructional Merit Sys	\$ 9,618	\$ 19,937	\$ 6,776	\$ 36,331
243000-CI Sal IN H Irregular Sal Sche	\$ 321,114	\$ 463,422	\$ 406,619	\$ 1,191,155
3000- Employee Benefits	\$ 1,561,848	\$ 1,520,179	\$ 1,617,578	\$ 4,699,604
395000-Staff Benefits Gen, NInstruct	\$ 1,470,900	\$ 1,422,511	\$ 1,525,851	\$ 4,419,262
395100-Staff Benefits Instructional	\$ 90,948	\$ 97,668	\$ 91,727	\$ 280,343
4000- Non Instructional Supplies and Materi	\$ 55,352	\$ 105,703	\$ 183,144	\$ 344,199
432000-In Supp & Materials	\$ 2,257		\$ 1,234	\$ 3,491
432500-Duplicating Instructional	\$ 10,340	\$ 52	\$ 2,280	\$ 12,672
456500-Duplicating Non Instructional	\$ 3,847	\$ 56	\$ 4,385	\$ 8,288
457000-NI Supplies & Materials	\$ 9,694	\$ 57,768	\$ 97,849	\$ 165,310
457300-Hospitality	\$ 29,214	\$ 47,827	\$ 77,396	\$ 154,438
5000- Other Operating Expenses	\$ 308,304	\$ 343,749	\$ 445,032	\$ 1,097,085
514000-Professional Services	\$ 140,157	\$ 82,802	\$ 99,152	\$ 322,111
521000-Mileage and Personal Transp	\$ 402		\$ 298	\$ 700
522200-Conferences Academic	\$ 8,894		\$ 3,059	\$ 11,953
522500-Conferences Admin/Mgr-Supv	\$ 1,011	\$ 291	\$ 3,765	\$ 5,067
522600-Conferences Classified			\$ 1,335	\$ 1,335
524000-Staff Development Activities	\$ 1,860	\$ 7,099	\$ 800	\$ 9,759
526000-Travel,Conf,Events B/Trustees		\$ 77	\$ 22	\$ 99
531000-Memberships/Fees/Dues	\$ 25,000	\$ 345	\$ 2,500	\$ 27,845
544000-Other Insurance	\$ 300			\$ 300
564000-Rent Equip/Bldg/Ind Transp		\$ 734	\$ 7,296	\$ 8,030
565000-Equip Repair In	\$ 613		\$ 103	\$ 716
566000-Equip Repairs Ni	\$ 3,026	\$ 2,847	\$ 1,872	\$ 7,746
584000-Fingerprinting	\$ 3,450	\$ 4,432	\$ 1,941	\$ 9,823
585000-Postage	\$ 5		\$ 1,421	\$ 1,425
589000-Other Services	\$ 69,052	\$ 97,686	\$ 124,356	\$ 291,094
589500-On Line Serv-Sftwr Licensing	\$ 54,535	\$ 147,436	\$ 197,114	\$ 399,085
6000- Capital Outlay			\$ 2,783	\$ 2,783
646000-Equip Non-Inst \$200-\$4999.99			\$ 2,783	\$ 2,783
7000- Other Payments to/for students	\$ 457,339	\$ 9,900	\$ 33,652	\$ 500,891
750100-Student Fin Aid Direct Grants	\$ 446,400	\$ 9,900	\$ 19,400	\$ 475,700
765000-Oth Stu Aid Books/Supplies	\$ 189		\$ 1,500	\$ 1,689
766400-Stu Fin Aid Bus Passes			\$ 9,172	\$ 9,172
767200-Stu Fin Aid Meal Allowance	\$ 10,750		\$ 2,515	\$ 13,265
766800-Stu Fin Aid Registration Fees			\$ 1,065	\$ 1,065
Grand Total	\$ 6,508,200	\$ 6,508,200	\$ 6,773,780	\$ 19,790,180

As evidenced in Table 5, there have been significant investments in management and classified professionals to operationalize the work of the student equity plan. Furthermore, increases are evident in counseling to ensure students receive timely academic, personal, and social counseling services, and an educational plan. Our local data supports that regular contact with a counselor, and attainment of an educational plan, are leading indicators of persistence and increased student success outcomes, especially for students of color.

Furthermore, during the pandemic, a significant portion of the Student Equity and Achievement Program Funds were leveraged to provide students with direct aid as provisioned in Assembly Bill 943. As the district secured other funding to provide direct aid and other types of emergency assistance, we were able to taper off the amount of funds from SEAP that were used to address this need.

Progress Toward Equity in 2019-2022

Table 6 below provides an overview of our institutional progress toward closing our equity gaps in the 2019-2022 period in relation to each equity metric. To follow is the legend for interpreting the table.

Symbol	Definition
è	Denotes the trend remains the same, usually a percent between -2% and 2%
ê	Denotes the trend is going down
é	Denotes the trend is going up
*	Denotes the sample is less than 10
t	Denotes the formula cannot be executed due to a "0" as the denominator

Table 6: Progress Toward Equity

Equity Progress								
Metric		DI Group	2019-2020	2020-2021	2021-2022	% Increase/ decrease formula	Percentage Points Difference 2020 to 2022	Trend
Access	Female	Native American	24%	33%	20%	-17%	-4%	↓
		Asian	41%	39%	37%	-10%	-4%	↓
		Black or African American	39%	35%	36%	-8%	-3%	↓
		Pacific Islander	41%	39%	46%	12%	5%	↑
		White	40%	40%	29%	-28%	-11%	↓
		Some other race	30%	29%	10%	-67%	-20%	↓
		Disabled	51%	47%	49%	-4%	-2%	→
		Foster Youth	39%	36%	28%	-28%	-11%	↓
	LGBT	51%	47%	40%	-22%	-11%	↓	
	Veteran	49%	39%	37%	-24%	-12%	↓	
Male	Black or African American	39%	40%	41%	5%	2%	→	
	Foster Youth	37%	39%	34%	-8%	-3%	↓	
Persistence	Female	Asian	74%	71%	69%	-6%	-5%	↓
		Black or African American	65%	65%	58%	-10%	-7%	↓
		Native American	*	*	*	*	*	*
		White	72%	73%	47%	-35%	-25%	↓
	Foster Youth	65%	65%	61%	-6%	-4%	↓	
	Male	Black or African American	64%	63%	55%	-14%	-9%	↓
		Pacific Islander	52%	70%	48%	-8%	-4%	↓
LGBT		76%	62%	60%	-21%	-16%	↓	
Completion of Transfer-Level Math & English	Female	Black or African American	3%	6%	7%	133%	4%	↑
		Pacific Islander	0%	10%	12%	t	12%	↑
		Disabled	6%	7%	4%	-33%	-2%	→
		Foster Youth	3%	7%	4%	33%	1%	→
	Male	LGBT	6%	8%	7%	17%	1%	→
		Black or African American	5%	9%	3%	-40%	-2%	→
Vision Goal	Female	Disabled	7%	10%	5%	-29%	-2%	→
		Black or African American	9%	9%	10%	11%	1%	→
		Pacific Islander	0.4%	0.5%	0.4%	0%	0%	→
	Male	LGBT	3%	3%	6%	100%	3%	↑
		Native American	*	*	*	*	*	*
		Black or African American	8%	9%	8%	6%	0%	→
Transferred	Female	Foster Youth	1%	2%	2%	35%	1%	→
		Native American	*	*	*	*	*	*
	Male	Native American	*	*	*	*	*	*
		Disabled	8%	8%	11%	46%	3%	↑

Analysis of Equity Progress:

The 2019-2022 Student Equity Plan tasked colleges with analyzing data based on gender intersectionality. While focusing on the intersections of other variables, such as race, and gender, is a valuable perspective when examining data; at LBCC, we found that analyzing data by more than two student characteristics often leads to increased fluctuations and irregularities in outcomes, especially when our sample size is below 50 students, such as with Native American Indigenous students.

While examining the three-year period of the 2019-2022 Student Equity Plan, we considered two significant influences on outcomes: gender intersectionality and the COVID-19 pandemic. Not only did faculty and staff have an abrupt shift in their experience due to the pandemic, but students did as well. For example, we noticed that many of our underserved students lacked access to reliable internet, a quiet study environment, or even high-quality laptop/desktops to

complete their homework and Zoom classes. There was an abundance of technical barriers and frustrations from faculty and staff. Nevertheless, LBCC worked deliberately, and quickly, to respond to the urgent needs of students due to the pandemic, such as basic needs and technology access while simultaneously attempting to implement as many of the activities identifies in our student equity plan.

As a result, our outcomes for the 2019-2022 Student Equity Plan by goal, student group, and metric, was mixed. While we noted some bright spots in our outcomes, there were decreases in many metrics, and no movement in others. Our greatest gains, as measured by percentage points from 2020 to 2022 academic years, were seen in the Access and Persistence metrics. Below is a synopsis of our outcomes:

- White female, Foster Youth female, LGBT female, and Veteran female students all suffered a ~10% decrease in Access from 2020 to 2022 academic years.
- Regarding the Persistence Metric, White female and LGBT male students persisted at significantly lower rates than all other Disproportionate Impacted groups during this pandemic period.
- Although completion rates for Math and English remained low, Black/African American female and Pacific Islander female both experienced an increase of 4 and 12 percentage points, respectively. However, it's important to note that not a single Pacific Islander female student completed Math and English within one year during the 2019-2020 academic year despite Pacific Islander female students being around 40 students in the English and Math cohort. This metric in academic year 2019-2020 is cause for concern, and we will monitor intersectionality among the Pacific Islander student population as the years progress.
- The Vision Goal Completion and Transfer Completion metrics remained stable during this pandemic period.

LBCC STUDENT EQUITY PLAN CONTACTS

Questions about the 2022-2025 LBCC Student Equity Plan can be directed to the following points of contact at Long Beach City College.

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Appendix A: 2019-2022 Equity Plan Activity Status

Activities included in the 2019-2022 Student Equity Plan for ALL students, as requested.

19-22 Student Equity Plan Activity Status				
Overall Student Group				
Activity	Metric	Group	Female/Male	Activity Status
New Outreach and Recruitment Model	Access	Overall	n/a	implemented
Viking Advantage: First-Year Experience Program	Access	Overall	n/a	implemented
Viking Summer Voyage	Access	Overall	n/a	implemented
Viking Preview Day	Access	Overall	n/a	implemented
Viking Welcome Days	Access	Overall	n/a	implemented
Increase Online Course Offerings	Access	Overall	n/a	implemented
Increase Dual Enrollment Course Offerings	Access	Overall	n/a	implemented
Increase Non-Credit Course Offerings	Access	Overall	n/a	implemented
Registration Assistant Labs	Access	Overall	n/a	implemented
Update PeopleSoft to Version 9.2	Access	Overall	n/a	implemented
Continue and Improve Nelnet Student Payment Portal	Access	Overall	n/a	implemented
Expand Use of Campus Bird to Virtually Navigate Campus	Access	Overall	n/a	implemented
Expand Use of QLess (Virtual Queuing Technology)	Access	Overall	n/a	implemented
Professional Development Workshops Around High Impact Pedagogy	Retention: Fall to Spring	Overall	n/a	ongoing
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: Fall to Spring	Overall	n/a	ongoing
Starfish Early Alert	Retention: Fall to Spring	Overall	n/a	ongoing
Student Technology Help Desk	Retention: Fall to Spring	Overall	n/a	implemented
Registration Support Efforts	Retention: Fall to Spring	Overall	n/a	implemented

Increased Focus on Data-Driven, Student-Centered Scheduling	Retention: Fall to Spring	Overall	n/a	in progress
Major Exploration Day	Retention: Fall to Spring	Overall	n/a	implemented
Embedded Tutors and Supports	Retention: Fall to Spring	Overall	n/a	ongoing
Workshops on Utilizing the Canvas Gradebook	Retention: Fall to Spring	Overall	n/a	implemented
Expand Training and Use of Open Educational Resources	Retention: Fall to Spring	Overall	n/a	ongoing
Workshops on Meaningful and Equitable SLO Assessment	Retention: Fall to Spring	Overall	n/a	ongoing
Professional Development to Expand Faculty Use of the Learning Management System	Retention: Fall to Spring	Overall	n/a	implemented
Expand 25Live Scheduling System	Retention: Fall to Spring	Overall	n/a	implemented
Increase the Number of Trainings for Online Teaching Certification	Retention: Fall to Spring	Overall	n/a	implemented
Continue and Improve Nelnet (Student Payment Portal)	Retention: Fall to Spring	Overall	n/a	implemented
Launch of New Student Job Board, Career Coach	Retention: Fall to Spring	Overall	n/a	implemented
Job Development Coordinator	Retention: Fall to Spring	Overall	n/a	implemented
Multiple-Measure Informed Placement	English Math Transfer Level Completion	Overall	n/a	implemented
Condense Pre-Transfer Sequences for Basic Skills	English Math Transfer Level Completion	Overall	n/a	implemented
Professional Development Workshops Around High Impact Pedagogy	English Math Transfer Level Completion	Overall	n/a	ongoing
Embedded Course Supports	English Math Transfer Level Completion	Overall	n/a	ongoing
Community of Practice Professional Development	English Math Transfer Level Completion	Overall	n/a	ongoing

Guided Pathways Roadmaps That Imbed English and Math Early in Students' Educational Plans	English Math Transfer Level Completion	Overall	n/a	implemented
Expand Training and Use of Open Educational Resources	English Math Transfer Level Completion	Overall	n/a	ongoing
Professional Development to Expand Faculty Use of the Learning Management System	English Math Transfer Level Completion	Overall	n/a	implemented
Expand 25Live Scheduling System	English Math Transfer Level Completion	Overall	n/a	implemented
Increase the Number of Trainings for Online Teaching Certification	English Math Transfer Level Completion	Overall	n/a	implemented
Targeted Completion Counseling Interventions	Degree and Cert Completion	overall	n/a	implemented
Creation of Meta Majors under Guided Pathways	Degree and Cert Completion	overall	n/a	implemented
Creation and Expansion of Program Road Maps	Degree and Cert Completion	overall	n/a	implemented
Professional Development Workshops Around High Impact Pedagogy	Degree and Cert Completion	overall	n/a	ongoing
Academic and Career Courses and Workshops	Degree and Cert Completion	overall	n/a	implemented
Major Exploration Day	Degree and Cert Completion	overall	n/a	implemented
Enhanced and Routine Degree Audit	Degree and Cert Completion	overall	n/a	in progress
Increased Focus on Data-Driven, Student-Centered Scheduling	Degree and Cert Completion	overall	n/a	in progress
Creation of New Degrees and Certificates around Specific Areas of Emphasis	Degree and Cert Completion	overall	n/a	implementing
Northern California College/University Tours	Degree and Cert Completion	overall	n/a	ongoing
CSU Tours	Degree and Cert Completion	overall	n/a	ongoing
Expand Training and Use of Open Educational Resources	Degree and Cert Completion	overall	n/a	ongoing

Professional Development to Expand Faculty Use of the Learning Management System	Degree and Cert Completion	overall	n/a	implemented
Expand 25Live Scheduling System	Degree and Cert Completion	overall	n/a	implemented
Increase the Number of Trainings for Online Teaching Certification	Degree and Cert Completion	overall	n/a	implemented
Support Student Transition into Workforce	Degree and Cert Completion	overall	n/a	in progress
Launch of New Student Job Board (Career Coach)	Degree and Cert Completion	overall	n/a	implemented
Job Development Coordinator	Degree and Cert Completion	overall	n/a	implemented
Intentional Transfer Counseling Interventions	Transfer	overall	n/a	implemented
Creation of Meta Majors	Transfer	overall	n/a	implemented
Creation and Expansion of Program Road Maps	Transfer	overall	n/a	implemented
Creation of New Degrees and Certificates around Specific Areas of Emphasis	Transfer	overall	n/a	implementing
Professional Development Workshops Around High Impact Pedagogy	Transfer	overall	n/a	implemented
Academic and Career Courses and Workshops	Transfer	overall	n/a	implemented
Major Exploration Day	Transfer	overall	n/a	implemented
Northern California College/University Tours	Transfer	overall	n/a	ongoing
CSU Tours	Transfer	overall	n/a	ongoing
Expand Training and Use of Open Educational Resources	Transfer	overall	n/a	ongoing
Increased Focus on Data-Driven, Student-Centered Scheduling	Transfer	overall	n/a	in progress
Professional Development to Expand Faculty Use of the Learning Management System	Transfer	overall	n/a	implemented

In addition, to the overall activities offered to students, the following activities were also implemented for specific disproportionately impacted student groups as identified in the

student equity plan. The following tables include the activities by group and metric. Activities not yet implemented are highlighted in yellow and noted as pending.

Current or Former Foster Youth				
Activity	Metric	Group	Female/Male	Activity Status
Targeted Outreach and Matriculation Services through Guardian Scholars and NextUp Programs	Access	Foster Youth	Female	implemented
Foster Youth Support Services Summer Bridge Program	Access	Foster Youth	Female	pending
Financial Aid Application Assistance	Access	Foster Youth	Female	implemented
President’s Equity Task Force	Access	Foster Youth	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Foster Youth	Female	implemented
Individualized Academic, Transfer, and Career Counseling	Retention: F to S	Foster Youth	Female	implemented
Case Management	Retention: F to S	Foster Youth	Female	implemented
Basic Needs Assessment and Provision	Retention: F to S	Foster Youth	Female	implemented
Financial Aid Application Assistance	Retention: F to S	Foster Youth	Female	implemented
Specialized Counseling 1 Course	Retention: F to S	Foster Youth	Female	pending
Book Grants & Book Loan Library	Retention: F to S	Foster Youth	Female	implemented
President’s Equity Task Force	Retention: F to S	Foster Youth	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Foster Youth	Female	ongoing
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	Foster Youth	Female	ongoing
Equity Leaders Cohort Training	Retention: F to S	Foster Youth	Female	pending

Active Recruitment of Women by Programs in Which They Are Underrepresented	Retention: F to S	Foster Youth	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Foster Youth	Female	ongoing
Individualized Referrals and Support to Tutoring Housed in the Foster Youth Support Programs Space	English/Math completion	Foster Youth	Female	implemented
President's Equity Task Force	English/Math completion	Foster Youth	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English/Math completion	Foster Youth	Female	ongoing
Equity Leaders Cohort Training	English/Math completion	Foster Youth	Female	pending
Representative and Relevant Curriculum Audit	English/Math completion	Foster Youth	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English/Math completion	Foster Youth	Female	ongoing
Individualized Academic, Transfer, and Career Counseling	Transfer	Foster Youth	Female	implemented
Milestone-Driven Completion Counseling Interventions	Transfer	Foster Youth	Female	implemented
Specialized Transfer Events and University Tours	Transfer	Foster Youth	Female	ongoing
President's Equity Task Force	Transfer	Foster Youth	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Foster Youth	Female	ongoing
Representative and Relevant Curriculum Audit	Transfer	Foster Youth	Female	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Foster Youth	Female	pending
Northern California Tours (Targeted Outreach)	Transfer	Foster Youth	Female	ongoing
CSU Tours (Targeted Outreach)	Transfer	Foster Youth	Female	ongoing

Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Foster Youth	Female	ongoing
Targeted Outreach and Matriculation Services through Guardian Scholars and NextUp	Access	Foster Youth	Male	implemented
Foster Youth Support Services Summer Bridge Program	Access	Foster Youth	Male	pending
Financial Aid Application Assistance	Access	Foster Youth	Male	implemented
President's Equity Task Force	Access	Foster Youth	Male	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Foster Youth	Male	implemented
Milestone-Driven Completion Counseling Interventions	Degree and Cert Compl	Foster Youth	Male	implemented
Partner with On Campus and Off Campus Job/Career Services to Assist Students in Aligning Career Goals with Job Experience, Certifications, etc.	Degree and Cert Compl	Foster Youth	Male	pending
Individualized Academic, Transfer, and Career Counseling	Degree and Cert Compl	Foster Youth	Male	implemented
President's Equity Task Force	Degree and Cert Compl	Foster Youth	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Cert Compl	Foster Youth	Male	ongoing
Representative and Relevant Curriculum Audit	Degree and Cert Compl	Foster Youth	Male	ongoing
Faculty Equity Leaders Cohort Training	Degree and Cert Compl	Foster Youth	Male	pending
Northern California Tours (Targeted Outreach)	Degree and Cert Compl	Foster Youth	Male	ongoing
CSU Tours (Targeted Outreach)	Degree and Cert Compl	Foster Youth	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Cert Compl	Foster Youth	Male	ongoing

Students with Disabilities				
Activity	Metric	Group	Female/Male	Activity Status
Targeted Outreach and Matriculation Services through DSPS at High School Sites	Access	SWD	Female	implemented
President's Equity Task Force	Access	SWD	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	SWD	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	English/Math Compl	SWD	Female	pending
Explore Use of Assistive Technology in Math Classrooms	English/Math Compl	SWD	Female	implementing
President's Equity Task Force	English/Math Compl	SWD	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English/Math Compl	SWD	Female	ongoing
Faculty Equity Leaders Cohort Training	English/Math Compl	SWD	Female	pending
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	English/Math Compl	SWD	Female	implemented
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English/Math Compl	SWD	Female	ongoing
Representative and Relevant Curriculum Audit	English/Math Compl	SWD	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English/Math Compl	SWD	Male	pending
Expand Use of Assistive Technology	English/Math Compl	SWD	Male	ongoing
President's Equity Task Force	English/Math Compl	SWD	Male	ongoing

Professional Development Workshops Around Equitable Pedagogy	English/Math Compl	SWD	Male	ongoing
Equity Leaders Cohort Training	English/Math Compl	SWD	Male	pending
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	English/Math Compl	SWD	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English/Math Compl	SWD	Male	ongoing
Representative and Relevant Curriculum Audit	English/Math Compl	SWD	Male	ongoing
Milestone-Driven Completion Counseling Interventions	Transfer	SWD	Male	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	SWD	Male	pending
Representative and Relevant Curriculum Audit	Transfer	SWD	Male	ongoing
President’s Equity Task Force	Transfer	SWD	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	SWD	Male	ongoing
Faculty Equity Leaders Cohort Training	Transfer	SWD	Male	ongoing
Northern California Tours (Targeted Outreach)	Transfer	SWD	Male	ongoing
CSU Tours (Targeted Outreach)	Transfer	SWD	Male	ongoing
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	Transfer	SWD	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	SWD	Male	ongoing

Veterans

Activity	Metric	Group	Female/Male	Activity Status
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Veteran	Female	pending
President's Equity Task Force	Access	Veteran	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Veteran	Female	implemented

American Indian or Alaskan Native				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	Am. Indian/Alaskan Nat	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Am. Indian/Alaskan Nat	Female	pending
President's Equity Task Force	Access	Am. Indian/Alaskan Nat	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Am. Indian/Alaskan Nat	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	Am. Indian/Alaskan Nat	Female	pending
Milestone-Driven Completion Counseling Interventions	Transfer	Am. Indian/Alaskan Nat	Female	implemented
Representative and Relevant Curriculum Audit	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
President's Equity Task Force	Transfer	Am. Indian/Alaskan Nat	Female	ongoing

Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Transfer	Am. Indian/Alaskan Nat	Female	implemented
Professional Development Workshops Around Equitable Pedagogy	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
Northern California Tours (Targeted Outreach)	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
CSU Tours (Targeted Outreach)	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Am. Indian/Alaskan Nat	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	pending
Milestone-Driven Completion Counseling Interventions	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	implemented
Representative and Relevant Curriculum Audit	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
President's Equity Task Force	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	in progress

Professional Development Workshops Around Equitable Pedagogy	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
Faculty Equity Leaders Cohort Training	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
Northern California Tours (Targeted Outreach)	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
CSU Tours (Targeted Outreach)	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree or Cert Comp	Am. Indian/Alaskan Nat	Male	ongoing
Male of Color Fellows Program	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
Milestone-Driven Completion Counseling Interventions	Transfer	Am. Indian/Alaskan Nat	Male	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	Am. Indian/Alaskan Nat	Male	pending
Representative and Relevant Curriculum Audit	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
President's Equity Task Force	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Am. Indian/Alaskan Nat	Male	ongoing

Northern California Tours (Targeted Outreach)	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
CSU Tours (Targeted Outreach)	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	Transfer	Am. Indian/Alaskan Nat	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Am. Indian/Alaskan Nat	Male	ongoing

Asian				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	Asian	Female	implemented
Inquiry Activities Disaggregated by Asian Sub-Groups to Better Understand Student Journey and Potential Barriers	Access	Asian	Female	pending
President's Equity Task Force	Access	Asian	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Asian	Female	implemented
Multi-Cultural center focused on supports for LatinX, African American, LGBT, and Asian, and Pacific Islander Students	Retention: F to S	Asian	Female	in progress
Inquiry Activities Disaggregated by Asian Sub-Groups to Better Understand Student Journey and Potential Barriers	Retention: F to S	Asian	Female	pending
Representative and Relevant Curriculum Audit	Retention: F to S	Asian	Female	ongoing
President's Equity Task Force	Retention: F to S	Asian	Female	ongoing

Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Asian	Female	ongoing
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	Asian	Female	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Asian	Female	pending
Active Recruitment of Women by Programs in Which They Are Underrepresented	Retention: F to S	Asian	Female	ongoing
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	Retention: F to S	Asian	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Asian	Female	ongoing

Filipino				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	Filipino	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Filipino	Female	pending
President’s Equity Task Force	Access	Filipino	Female	ongoing

Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Filipino	Female	implemented
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Black or African American				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	Black/African American	Female	implemented
Targeted Outreach and Supports	Access	Black/African American	Female	implemented
President's Equity Task Force	Access	Black/African American	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Black/African American	Female	implemented
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	Black/African American	Female	ongoing
Targeted Programs (Umoja)	Retention: F to S	Black/African American	Female	ongoing
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Retention: F to S	Black/African American	Female	in progress
Representative and Relevant Curriculum Audit	Retention: F to S	Black/African American	Female	ongoing
President's Equity Task Force	Retention: F to S	Black/African American	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Black/African American	Female	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Black/African American	Female	ongoing

Active Recruitment of Women by Programs in Which They Are Underrepresented	Retention: F to S	Black/African American	Female	ongoing
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	Retention: F to S	Black/African American	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Black/African American	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Compl	Black/African American	Female	pending
President's Equity Task Force	English and Math Compl	Black/African American	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Compl	Black/African American	Female	ongoing
Faculty Equity Leaders Cohort Training	English and Math Compl	Black/African American	Female	pending
Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring	English and Math Compl	Black/African American	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Compl	Black/African American	Female	ongoing
Representative and Relevant Curriculum Audit	English and Math Compl	Black/African American	Female	ongoing
Milestone-Driven Completion Counseling Interventions	Degree and Cert	Black/African American	Female	implemented
Targeted Programs (Umoja)	Degree and Cert	Black/African American	Female	ongoing
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander,	Degree and Cert	Black/African American	Female	in progress

and Alaskan Native or Native American Students				
Representative and Relevant Curriculum Audit	Degree and Cert	Black/African American	Female	ongoing
President's Equity Task Force	Degree and Cert	Black/African American	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Cert	Black/African American	Female	ongoing
Faculty Equity Leaders Cohort Training	Degree and Cert	Black/African American	Female	pending
HBCU Tours	Degree and Cert	Black/African American	Female	ongoing
Northern California Tours (Targeted Outreach)	Degree and Cert	Black/African American	Female	ongoing
CSU Tours (Targeted Outreach)	Degree and Cert	Black/African American	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Cert	Black/African American	Female	ongoing
Focused and Data Driven Matriculation Services at High Schools	Access	Black/African American	Male	implemented
President's Equity Task Force	Access	Black/African American	Male	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Black/African American	Male	implemented
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	Black/African American	Male	ongoing
Targeted Programs (Umoja, A2Mend)	Retention: F to S	Black/African American	Male	ongoing
Male of Color Fellows Program	Retention: F to S	Black/African American	Male	ongoing

Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Retention: F to S	Black/African American	Male	in progress
Representative and Relevant Curriculum Audit	Retention: F to S	Black/African American	Male	ongoing
President's Equity Task Force	Retention: F to S	Black/African American	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Black/African American	Male	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Black/African American	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Black/African American	Male	ongoing
Male of Color Fellows Program	English and Math Completion	Black/African American	Male	ongoing
President's Equity Task Force	English and Math Completion	Black/African American	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Completion	Black/African American	Male	ongoing
Faculty Equity Leaders Cohort Training	English and Math Completion	Black/African American	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Completion	Black/African American	Male	ongoing
Representative and Relevant Curriculum Audit	English and Math Completion	Black/African American	Male	ongoing
Milestone-Driven Completion Counseling Interventions	degree and Cert	Black/African American	Male	implemented
Umoja Learning Community	degree and Cert	Black/African American	Male	ongoing
A2Mend	degree and Cert	Black/African American	Male	ongoing

Male of Color Fellows Program	degree and Cert	Black/African American	Male	ongoing
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	degree and Cert	Black/African American	Male	implemented
Representative and Relevant Curriculum Audit	degree and Cert	Black/African American	Male	ongoing
President's Equity Task Force	degree and Cert	Black/African American	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	degree and Cert	Black/African American	Male	ongoing
Faculty Equity Leaders Cohort Training	degree and Cert	Black/African American	Male	pending
HBCU Tours	degree and Cert	Black/African American	Male	ongoing
Northern California Tours (Targeted Outreach)	degree and Cert	Black/African American	Male	ongoing
CSU Tours (Targeted Outreach)	degree and Cert	Black/African American	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	degree and Cert	Black/African American	Male	ongoing

Hispanic				
Activity	Metric	Group	Female/Male	Activity Status
Targeted Programs (PUENTE)	English and Math Completion	Hispanic	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Completion	Hispanic	Female	pending
Milestone-Driven Completion Counseling Interventions	English and Math Completion	Hispanic	Female	impemented
President's Equity Task Force	English and Math Completion	Hispanic	Female	ongoing

Professional Development Workshops Around Equitable Pedagogy	English and Math Completion	Hispanic	Female	ongoing
Faculty Equity Leaders Cohort Training	English and Math Completion	Hispanic	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Completion	Hispanic	Female	ongoing
Representative and Relevant Curriculum Audit	English and Math Completion	Hispanic	Female	ongoing
Targeted Programs (PUENTE)	Degree and Certificate Completion	Hispanic	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Certificate Completion	Hispanic	Female	pending
Milestone-Driven Completion Counseling Interventions	Degree and Certificate Completion	Hispanic	Female	implemented
Multi-Cultural Center Focused On Supports for LatinX, African American, Native American, Alaskan Native, LGBT, and Asian Pacific Islander Students	Degree and Certificate Completion	Hispanic	Female	in progress
Representative and Relevant Curriculum Audit	Degree and Certificate Completion	Hispanic	Female	ongoing
President's Equity Task Force	Degree and Certificate Completion	Hispanic	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Certificate Completion	Hispanic	Female	ongoing
Faculty Equity Leaders Cohort Training	Degree and Certificate Completion	Hispanic	Female	ongoing
Northern California Tours (Targeted Outreach)	Degree and Certificate Completion	Hispanic	Female	ongoing

CSU Tours (Targeted Outreach)	Degree and Certificate Completion	Hispanic	Female	ongoing
Active Recruitment of Women by Programs in Which They Are Underrepresented	Degree and Certificate Completion	Hispanic	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Certificate Completion	Hispanic	Female	ongoing
Milestone-Driven Completion Counseling Interventions	Transfer	Hispanic	Female	implemented
Hispanic Serving Institutions Tour	Transfer	Hispanic	Female	pending
Targeted Programs (PUENTE)	Transfer	Hispanic	Female	ongoing
Representative and Relevant Curriculum Audit	Transfer	Hispanic	Female	ongoing
President's Equity Task Force	Transfer	Hispanic	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Hispanic	Female	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Hispanic	Female	ongoing
Northern California Tours (Targeted Outreach)	Transfer	Hispanic	Female	ongoing
CSU Tours (Targeted Outreach)	Transfer	Hispanic	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Hispanic	Female	ongoing
Targeted Programs (PUENTE)	English and Math Completion	Hispanic	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Completion	Hispanic	Male	pending
President's Equity Task Force	English and Math Completion	Hispanic	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Completion	Hispanic	Male	ongoing

Faculty Equity Leaders Cohort Training	English and Math Completion	Hispanic	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Completion	Hispanic	Male	ongoing
Representative and Relevant Curriculum Audit	English and Math Completion	Hispanic	Male	ongoing
Multi-Cultural Center Focused On Supports for LatinX, African American, Native American, Alaskan Native, LGBT, and Asian Pacific Islander Students	Degree and Certificate Completion	Hispanic	Male	in progress
Milestone-Driven Completion Counseling Interventions	Degree and Certificate Completion	Hispanic	Male	implemented
Targeted Programs (PUENTE)	Degree and Certificate Completion	Hispanic	Male	ongoing
Male of Color Fellows Program	Degree and Certificate Completion	Hispanic	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Certificate Completion	Hispanic	Male	pending
Representative and Relevant Curriculum Audit	Degree and Certificate Completion	Hispanic	Male	ongoing
President’s Equity Task Force	Degree and Certificate Completion	Hispanic	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Certificate Completion	Hispanic	Male	ongoing
Faculty Equity Leaders Cohort Training	Degree and Certificate Completion	Hispanic	Male	ongoing
Northern California Tours (Targeted Outreach)	Degree and Certificate Completion	Hispanic	Male	ongoing

CSU Tours (Targeted Outreach)	Degree and Certificate Completion	Hispanic	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Certificate Completion	Hispanic	Male	ongoing
Milestone-Driven Completion Counseling Interventions	Transfer	Hispanic	Male	implemented
Hispanic Serving Institutions Tour	Transfer	Hispanic	Male	pending
Targeted Programs (PUENTE)	Transfer	Hispanic	Male	ongoing
Male of Color Fellows Program	Transfer	Hispanic	Male	ongoing
Representative and Relevant Curriculum Audit	Transfer	Hispanic	Male	ongoing
President's Equity Task Force	Transfer	Hispanic	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Hispanic	Male	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Hispanic	Male	ongoing
Northern California Tours (Targeted Outreach)	Transfer	Hispanic	Male	ongoing
CSU Tours (Targeted Outreach)	Transfer	Hispanic	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Hispanic	Male	ongoing

Native Hawaiian or Other Pacific Islander				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	Native Hawaiian/Pacific Islander	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Native Hawaiian/Pacific Islander	Female	pending

President's Equity Task Force	Access	Native Hawaiian/Pacific Islander	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Native Hawaiian/Pacific Islander	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention: F to S	Native Hawaiian/Pacific Islander	Female	pending
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Retention: F to S	Native Hawaiian/Pacific Islander	Female	in progress
Representative and Relevant Curriculum Audit	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing
President's Equity Task Force	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing
Active Recruitment of Women by Programs in Which They Are Underrepresented	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Native Hawaiian/Pacific Islander	Female	ongoing

Inquiry Activities to Understand Student Journey and Potential Barriers	English/Math Completion	Native Hawaiian/Pacific Islander	Female	pending
President's Equity Task Force	English/Math Completion	Native Hawaiian/Pacific Islander	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English/Math Completion	Native Hawaiian/Pacific Islander	Female	ongoing
Faculty Equity Leaders Cohort Training	English/Math Completion	Native Hawaiian/Pacific Islander	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English/Math Completion	Native Hawaiian/Pacific Islander	Female	ongoing
Representative and Relevant Curriculum Audit	English/Math Completion	Native Hawaiian/Pacific Islander	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Cert	Native Hawaiian/Pacific Islander	Female	pending
Milestone-Driven Completion Counseling Interventions	Degree and Cert	Native Hawaiian/Pacific Islander	Female	implemented
Representative and Relevant Curriculum Audit	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
President's Equity Task Force	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
Faculty Equity Leaders Cohort Training)	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
Northern California Tours (Targeted Outreach)	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing

CSU Tours (Targeted Outreach)	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
Active Recruitment of Women by Programs in Which They Are Underrepresented	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Cert	Native Hawaiian/Pacific Islander	Female	ongoing
Male of Color Fellows Program	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Retention: F to S	Native Hawaiian/Pacific Islander	Male	in progress
Representative and Relevant Curriculum Audit	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing
President's Equity Task Force	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Native Hawaiian/Pacific Islander	Male	ongoing

White				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	White	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	White	Female	pending
President's Equity Task Force	Access	White	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	White	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention F to S	White	Female	pending
Representative and Relevant Curriculum Audit	Retention F to S	White	Female	ongoing
President's Equity Task Force	Retention F to S	White	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention F to S	White	Female	ongoing
Faculty Equity Leaders Cohort Training	Retention F to S	White	Female	pending
Active Recruitment of Women by Programs in Which They Are Underrepresented	Retention F to S	White	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention F to S	White	Female	ongoing

Some Other Race				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	Some other Race	Female	in progress

Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Some other Race	Female	pending
President's Equity Task Force	Access	Some other Race	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Some other Race	Female	implemented

Homeless				
Activity	Metric	Group	Female/Male	Activity Status
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Homeless	Female	pending
President's Equity Task Force	Access	Homeless	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Homeless	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention: F to S	Homeless	Female	pending
Creation of a Basic Needs Center	Retention: F to S	Homeless	Female	implemented
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Homeless	Female	ongoing
President's Equity Task Force	Retention: F to S	Homeless	Female	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Homeless	Female	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Homeless	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Completion	Homeless	Female	pending
President's Equity Task Force	English and Math Completion	Homeless	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Completion	Homeless	Female	ongoing

Faculty Equity Leaders Cohort Training	English and Math Completion	Homeless	Female	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Completion	Homeless	Female	ongoing
Representative and Relevant Curriculum Audit	English and Math Completion	Homeless	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Certificate Comp	Homeless	Female	pending
Creation of a Basic Needs Center	Degree and Certificate Comp	Homeless	Female	implemented
President's Equity Task Force	Degree and Certificate Comp	Homeless	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Certificate Comp	Homeless	Female	ongoing
Faculty Equity Leaders Cohort Training	Degree and Certificate Comp	Homeless	Female	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Certificate Comp	Homeless	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	Homeless	Female	pending
Creation of a Basic Needs Center	Transfer	Homeless	Female	implemented
President's Equity Task Force	Transfer	Homeless	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Homeless	Female	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Homeless	Female	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Homeless	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Homeless	Male	pending
President's Equity Task Force	Access	Homeless	Male	ongoing

Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Homeless	Male	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention: F to S	Homeless	Male	pending
Creation of a Basic Needs Center	Retention: F to S	Homeless	Male	implemented
Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	Homeless	Male	ongoing
President's Equity Task Force	Retention: F to S	Homeless	Male	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	Homeless	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	Homeless	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Comp	Homeless	Male	pending
President's Equity Task Force	English and Math Comp	Homeless	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Comp	Homeless	Male	ongoing
Faculty Equity Leaders Cohort Training	English and Math Comp	Homeless	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Comp	Homeless	Male	ongoing
Representative and Relevant Curriculum Audit	English and Math Comp	Homeless	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Cert	Homeless	Male	pending
Creation of a Basic Needs Center	Degree and Cert	Homeless	Male	implemented
President's Equity Task Force	Degree and Cert	Homeless	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Cert	Homeless	Male	ongoing
Faculty Equity Leaders Cohort Training	Degree and Cert	Homeless	Male	pending

Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Cert	Homeless	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	Homeless	Male	pending
Creation of a Basic Needs Center	Transfer	Homeless	Male	implemented
President's Equity Task Force	Transfer	Homeless	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Homeless	Male	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Homeless	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Homeless	Male	ongoing

LGBT				
Activity	Metric	Group	Female/Male	Activity Status
Focused and Data Driven Matriculation Services at High Schools	Access	LGBT	Female	in progress
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	LGBT	Female	pending
President's Equity Task Force	Access	LGBT	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	LGBT	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	English/Math Completion	LGBT	Female	pending
President's Equity Task Force	English/Math Completion	LGBT	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English/Math Completion	LGBT	Female	ongoing
Faculty Equity Leaders Cohort Training	English/Math Completion	LGBT	Female	ongoing

Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English/Math Completion	LGBT	Female	ongoing
Representative and Relevant Curriculum Audit	English/Math Completion	LGBT	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Cert	LGBT	Female	pending
Milestone-Driven Completion Counseling Interventions	Degree and Cert	LGBT	Female	pending
Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students	Degree and Cert	LGBT	Female	in progress
Representative and Relevant Curriculum Audit	Degree and Cert	LGBT	Female	ongoing
President's Equity Task Force	Degree and Cert	LGBT	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Cert	LGBT	Female	ongoing
Faculty Equity Leaders Cohort Training	Degree and Cert	LGBT	Female	ongoing
Northern California Tours (Targeted Outreach)	Degree and Cert	LGBT	Female	ongoing
CSU Tours (Targeted Outreach)	Degree and Cert	LGBT	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Cert	LGBT	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention: F to S	LGBT	Male	pending
Professional Development Workshops on Understanding and Addressing Disaggregated Data	Retention: F to S	LGBT	Male	ongoing
Representative and Relevant Curriculum Audit	Retention: F to S	LGBT	Male	ongoing
President's Equity Task Force	Retention: F to S	LGBT	Male	ongoing

Professional Development Workshops Around Equitable Pedagogy	Retention: F to S	LGBT	Male	ongoing
Faculty Equity Leaders Cohort Training	Retention: F to S	LGBT	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention: F to S	LGBT	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Cert	LGBT	Male	pending
Milestone-Driven Completion Counseling Interventions	Degree and Cert	LGBT	Male	pending
Multi-Cultural Center Focused On Supports for LatinX, African American, Native American, Alaskan Native, LGBT, and Asian Pacific Islander Students	Degree and Cert	LGBT	Male	in progress
Representative and Relevant Curriculum Audit	Degree and Cert	LGBT	Male	ongoing
President's Equity Task Force	Degree and Cert	LGBT	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Cert	LGBT	Male	ongoing
Faculty Equity Leaders Cohort Training	Degree and Cert	LGBT	Male	ongoing
Northern California Tours (Targeted Outreach)	Degree and Cert	LGBT	Male	ongoing
CSU Tours (Targeted Outreach)	Degree and Cert	LGBT	Male	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Cert	LGBT	Male	ongoing

Formerly Incarcerated				
Activity	Metric	Group	Female/Male	Activity Status
Targeted Outreach and Support	Access	Formerly Incarcerated	Female	implemented
Inquiry Activities to Understand Student	Access	Formerly Incarcerated	Female	ongoing

Journey and Potential Barriers				
President's Equity Task Force	Access	Formerly Incarcerated	Female	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Formerly Incarcerated	Female	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention	Formerly Incarcerated	Female	ongoing
Justice Scholars Program	Retention	Formerly Incarcerated	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention	Formerly Incarcerated	Female	ongoing
President's Equity Task Force	Retention	Formerly Incarcerated	Female	ongoing
Faculty Equity Leaders Cohort Training	Retention	Formerly Incarcerated	Female	pending
Active Recruitment of Women by Programs in Which They Are Underrepresented	Retention	Formerly Incarcerated	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention	Formerly Incarcerated	Female	ongoing
Representative and Relevant Curriculum Audit	Retention	Formerly Incarcerated	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Completion	Formerly Incarcerated	Female	ongoing
President's Equity Task Force	English and Math Completion	Formerly Incarcerated	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Completion	Formerly Incarcerated	Female	ongoing
Faculty Equity Leaders Cohort Training	English and Math Completion	Formerly Incarcerated	Female	pending

Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Completion	Formerly Incarcerated	Female	ongoing
Representative and Relevant Curriculum Audit	English and Math Completion	Formerly Incarcerated	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Certificate Completion	Formerly Incarcerated	Female	ongoing
Milestone-Driven Completion Counseling Interventions	Degree and Certificate Completion	Formerly Incarcerated	Female	implemented
President's Equity Task Force	Degree and Certificate Completion	Formerly Incarcerated	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Certificate Completion	Formerly Incarcerated	Female	ongoing
Faculty Equity Leaders Cohort Training	Degree and Certificate Completion	Formerly Incarcerated	Female	pending
Northern California Tours (Targeted Outreach)	Degree and Certificate Completion	Formerly Incarcerated	Female	pending
CSU Tours (Targeted Outreach)	Degree and Certificate Completion	Formerly Incarcerated	Female	pending
Active Recruitment of Women by Programs in Which They Are Underrepresented	Degree and Certificate Completion	Formerly Incarcerated	Female	ongoing
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Certificate Completion	Formerly Incarcerated	Female	ongoing
Representative and Relevant Curriculum Audit	Degree and Certificate Completion	Formerly Incarcerated	Female	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	Formerly Incarcerated	Female	ongoing
Milestone-Driven Completion Counseling Interventions	Transfer	Formerly Incarcerated	Female	in progress

President's Equity Task Force	Transfer	Formerly Incarcerated	Female	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Formerly Incarcerated	Female	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Formerly Incarcerated	Female	pending
Northern California Tours (Targeted Outreach)	Transfer	Formerly Incarcerated	Female	pending
CSU Tours (Targeted Outreach)	Transfer	Formerly Incarcerated	Female	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Formerly Incarcerated	Female	ongoing
Representative and Relevant Curriculum Audit	Transfer	Formerly Incarcerated	Female	ongoing
Targeted Outreach and Supports	Access	Formerly Incarcerated	Male	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Access	Formerly Incarcerated	Male	ongoing
President's Equity Task Force	Access	Formerly Incarcerated	Male	ongoing
Develop Bus Pass Pilot and Other Student-Serving Transportation Programs	Access	Formerly Incarcerated	Male	implemented
Inquiry Activities to Understand Student Journey and Potential Barriers	Retention	Formerly Incarcerated	Male	ongoing
Justice Scholars Program	Retention	Formerly Incarcerated	Male	ongoing
President's Equity Task Force	Retention	Formerly Incarcerated	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Retention	Formerly Incarcerated	Male	ongoing
Faculty Equity Leaders Cohort Training	Retention	Formerly Incarcerated	Male	pending

Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Retention	Formerly Incarcerated	Male	ongoing
Representative and Relevant Curriculum Audit	Retention	Formerly Incarcerated	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	English and Math Completion	Formerly Incarcerated	Male	ongoing
President's Equity Task Force	English and Math Completion	Formerly Incarcerated	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	English and Math Completion	Formerly Incarcerated	Male	ongoing
Faculty Equity Leaders Cohort Training	English and Math Completion	Formerly Incarcerated	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	English and Math Completion	Formerly Incarcerated	Male	ongoing
Representative and Relevant Curriculum Audit	English and Math Completion	Formerly Incarcerated	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Degree and Certificate Completion	Formerly Incarcerated	Male	ongoing
Milestone-Driven Completion Counseling Interventions	Degree and Certificate Completion	Formerly Incarcerated	Male	in progress
President's Equity Task Force	Degree and Certificate Completion	Formerly Incarcerated	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Degree and Certificate Completion	Formerly Incarcerated	Male	ongoing
Faculty Equity Leaders Cohort Training	Degree and Certificate Completion	Formerly Incarcerated	Male	ongoing
Northern California Tours (Targeted Outreach)	Degree and Certificate Completion	Formerly Incarcerated	Male	pending
CSU Tours (Targeted Outreach)	Degree and Certificate Completion	Formerly Incarcerated	Male	pending

Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Degree and Certificate Completion	Formerly Incarcerated	Male	ongoing
Representative and Relevant Curriculum Audit	Degree and Certificate Completion	Formerly Incarcerated	Male	ongoing
Inquiry Activities to Understand Student Journey and Potential Barriers	Transfer	Formerly Incarcerated	Male	ongoing
Milestone-Driven Completion Counseling Interventions	Transfer	Formerly Incarcerated	Male	in progress
President’s Equity Task Force		Formerly Incarcerated	Male	ongoing
Professional Development Workshops Around Equitable Pedagogy	Transfer	Formerly Incarcerated	Male	ongoing
Faculty Equity Leaders Cohort Training	Transfer	Formerly Incarcerated	Male	pending
Northern California Tours (Targeted Outreach)	Transfer	Formerly Incarcerated	Male	pending
CSU Tours (Targeted Outreach)	Transfer	Formerly Incarcerated	Male	pending
Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff	Transfer	Formerly Incarcerated	Male	ongoing
Representative and Relevant Curriculum Audit	Transfer	Formerly Incarcerated	Male	ongoing