



Long Beach City College
Black Serving Institution Application Response and Strategic Plan



Board of Trustees
Dr. Virginia L. Baxter
Vivian Malanin
Dr. Ennette Morton
Uduak-Joe Ntuk
Sonny Zia

Superintendent-President
Mike Muñoz, Ed.D.

Long Beach City College • Long Beach Community College District

June 5, 2025

California Community Colleges Chancellor's Office
Attn: Black-Serving Institution Designation Review Committee
1102 Q Street
Sacramento, CA 95811

Dear Members of the Chancellor's Office and the Black-Serving Institution Designation Review Committee:

As President and Chief Executive Officer of Long Beach City College (LBCC), I formally affirm our unwavering institutional commitment to improving outcomes for Black and African American students. On behalf of our Board of Trustees and the broader campus community, I certify that this commitment is aligned with the mission, vision, and values of LBCC, and is central to our work as an equity-driven institution of higher education.

LBCC's mission is to provide equitable learning opportunities and support the academic success of a diverse student population through high-quality programs and holistic student services. The success of Black and African American students is not ancillary to that mission—it is essential to achieving it. Our commitment is reflected in LBCC's student equity goals, its multi-year strategic planning, and the development of a comprehensive Black Student Success Strategic Plan grounded in the African-centered philosophies of Ubuntu, Sankofa, Maat, and Kujichagulia.

We recognize that racial equity must be embedded in our systems, practices, and culture. That is why LBCC has prioritized targeted initiatives such as the expansion of learning communities (e.g., Umoja), intrusive and race-conscious academic advising, culturally responsive pedagogy training for faculty and staff, and comprehensive wraparound support delivered through our Black Student Success Center. Our aim is to not only close equity gaps, but to affirm the cultural identity, agency, and potential of every Black student we serve.

LBCC embraces the California Black-Serving Institution (BSI) designation as a transformational opportunity to advance educational justice. As President, I personally certify our full institutional support and accountability for carrying out the goals and responsibilities associated with this designation.

Please do not hesitate to contact me directly should you require any further information or documentation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mike Muñoz", is written over a horizontal line.

Mike Muñoz, Ed. D
Superintendent-President

Liberal Arts Campus • 4901 East Carson Street, Long Beach, California 90808

Trades, Technology, and Community Learning Campus • 1305 East Pacific Coast Highway, Long Beach, California 90806

1) State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission

Long Beach City College (LBCC) affirms an unwavering, institutionalized commitment to Black and African American student success as a moral, educational, and cultural imperative. This commitment is deeply consistent with LBCC's mission to promote equitable learning and academic achievement through innovative, high-quality programs and holistic support services that serve a diverse community. Rather than treating equity as a peripheral objective, LBCC has embedded racial justice and inclusion at the core of its identity, governance, and operational practices.

A Philosophy Rooted in African Principles and Racial Equity

LBCC's commitment is underpinned by an intentional, race-conscious, and equity-driven philosophy grounded in Black consciousness and African-centered principles, including Ubuntu, Sankofa, and Maat. These guiding values are not abstract ideals but functional philosophies that shape institutional culture, policy development, leadership decisions, and programmatic investments.

Ubuntu: Community and Belonging as Catalysts for Student Success

Rooted in the African philosophy of **Ubuntu** ("I am because we are"), Long Beach City College (LBCC) affirms that the academic success of Black students is inseparable from the well-being of the broader learning community. This foundational belief informs the development and implementation of the College's **Strategic Plan** and **Student Equity Plan**, both of which are intentionally designed to cultivate a campus culture characterized by **collective belonging, interconnectedness, mutual care, and shared accountability**.

LBCC operationalizes Ubuntu through the creation of identity-affirming spaces, the delivery of culturally responsive support services, and the promotion of peer-centered engagement. Together, these efforts foster a campus environment where Black students experience a strong sense of belonging, achieve academic persistence, and pursue holistic personal and professional development.

Sankofa: Learning from the Past to Empower the Future

Rooted in the African principle of **Sankofa**, which means "*go back and get it*," Long Beach City College (LBCC) embraces a philosophy of reflection and restoration to guide its racial equity efforts. This principle inspires LBCC to critically examine historical and systemic injustices in order to build a transformative, inclusive future.

The Framework for Reconciliation in Support of the Black Community

LBCC's commitment to this vision was solidified in 2020 with the adoption of the Framework for Reconciliation in Support of the Black Community. Initiated by the Board of Trustees and shaped by the President's Taskforce on Race, Equity, and Inclusion, established in Spring 2019, this multi-phase initiative was supported by the California Conference for Equity and Justice (CCEJ). The framework outlines four essential phases:

1. **Acknowledging Past Harm**

Through campus-wide anti-racist leadership training, LBCC has actively confronted its own institutional history and systems that have disadvantaged Black students and employees.

2. **Listening to Black Voices**

A series of listening sessions across the college amplified the lived experiences of Black students, faculty, staff, and community members.

3. **Inclusive Decision-Making**

Representative advisory groups were convened to ensure that equity-focused policies and reforms were informed by those most impacted.

4. **Catalyzing Systemic Change**

The President's Leadership Council operationalized these insights into institutional change, ensuring accountability and sustained action.

These actions underscore LBCC's readiness to turn reflection into tangible reform.

Recognition and Momentum

LBCC's bold and equity-driven transformation has garnered significant recognition:

- **\$30 Million Gift from MacKenzie Scott (June 15, 2021)**

This historic, unrestricted gift in acknowledgment of its leadership in racial equity, demographic responsiveness, and efforts to close equity gaps.

- **Equity Champion of Higher Education**

The Campaign for College Opportunity recognized LBCC as an Equity Champion for its intentional work to support Black students, particularly through the Associate Degree for Transfer (ADT) pathway.

- **2023 CABSE Black Excellence Award**

The California Association of Black School Educators (CABSE) honored LBCC for its groundbreaking leadership and unwavering commitment to advancing educational equity for Black students.

Maat: Equity, Justice, and Institutional Accountability

In the tradition of Maat, which emphasizes truth, justice, balance, and harmony, LBCC has prioritized the dismantling of anti-Blackness and white supremacy within its structures and systems. This is evidenced by the College's sustained investment in culturally responsive professional development, including:

- A two-year partnership with Dr. Chika Akua, using his “7-Steps to Black Student Success” framework to improve Black student retention, completion, and cultural self-awareness.
- Collaboration with Lasana Hotep Consulting to provide workshops focused on anti-Blackness, microaggressions, and critically conscious counseling practices that promote mattering and belonging.

These professional learning strategies are designed to equip faculty, staff, and leadership with the tools to create and sustain anti-racist learning environments where Black students can thrive.

Alignment with LBCC’s Institutional Mission

LBCC’s mission explicitly embraces equity and academic achievement for a diverse student body. The College’s commitment to supporting Black and African American students is not only consistent with this mission, it is fundamental to fulfilling it.

This commitment is brought to life through a range of initiatives and culturally affirming practices, including the Equitable Teaching Community, Equity Congress, and the establishment of the Black Faculty and Staff Association (BFSA). Additionally, LBCC fosters belonging and visibility through identity-affirming spaces such as the Black Student Success Center, and celebrates Black excellence through annual events like Black History Month, Black Student Success Week, and Black Graduation.

Together, these efforts reflect LBCC’s intentional focus on visibility, affirmation, and advocacy for Black student identity, leadership, and holistic success.

At its core, LBCC’s approach to Black student success is **institutionalized, culturally grounded, and strategically aligned** with the College’s mission. By uplifting the **lived experiences, cultural assets, and educational aspirations** of Black and African American students, LBCC does more than meet its mission it actively **redefines what is possible** in higher education, creating a legacy of equity, empowerment, and generational transformation.

2) Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term

Long Beach City College (LBCC) proudly meets and exceeds the minimum enrollment threshold required for the Black Serving Institution (BSI) designation. As outlined in the eligibility criteria, a qualifying institution must maintain a student population of at least 10% of enrolled students who identify as Black or African American. LBCC’s current enrollment data for the 2023–2024 academic year reflects a consistent and meaningful representation of Black and African American students across terms:

- Fall 2023: 12% of total headcount

- Spring 2024: 11% of total headcount
- Annual Unduplicated Headcount: 12% of total headcount

These figures underscore LBCC’s sustained engagement and outreach to Black and African American communities, affirming its readiness and institutional capacity to carry forward the responsibilities and opportunities of a BSI designation. The College remains deeply committed to supporting this population through equity-minded practices, culturally responsive programs, and systemic efforts that prioritize belonging, retention, and student success.

3) Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

Long Beach City College (LBCC) remains steadfast in its commitment to equity, diversity, and inclusion principles central to its mission and foundational to its designation as a prospective Black Serving Institution (BSI).

Based on verified enrollment data for the 2023–2024 academic year, 4,460 students at LBCC self-identify as Black or African American. This population represents a significant and vibrant segment of the student body, contributing meaningfully to the campus’s academic, cultural, and civic life.

Enrollment by Term:

Term	Black/ African American Headcount	Total Enrollment
Fall 2023	3068	26,306
Spring 2024	2,694	24,015
Annual Total	4460 (unduplicated)	38,692

*Unduplicated headcount across the academic year.

These enrollment figures not only meet the criteria for **BSI designation** but also reflect the **sustained trust** that Black and African American students and families place in **LBCC as a community-centered institution of higher learning**. LBCC continues to **monitor enrollment trends closely** and remains deeply invested in **targeted outreach, culturally affirming programming, and equity-driven student services** to ensure that Black students are **recruited, retained, supported, and celebrated** throughout their academic experience.

4) Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the

institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Long Beach City College (LBCC) is deeply committed to improving the academic outcomes of Black and African American students through a bold, equity-centered agenda over the next five years. Upon receiving the initial Black-Serving Institution (BSI) designation, LBCC will implement a strategic plan designed to increase retention, reduce time-to-degree and time-to-certificate completion, and raise graduation rates through a comprehensive, culturally responsive approach.

LBCC envisions its initial five-year designation as a California Black-Serving Institution not merely as a pathway to access, but as a **transformational opportunity grounded in “servingness,”** as articulated in the work of Dr. Gina Garcia. The College’s commitment extends beyond closing equity gaps, it is about restoring **dignity, agency, and belonging** for Black and African American students by aligning academic achievement with holistic well-being and cultural affirmation.

This vision is shaped and sustained by African-centered principles that guide the College’s foundational values. These values inform LBCC’s five-year academic equity goals to improve **retention, time-to-degree and certificate completion, and graduation rates** for Black and African American students.

Grounded in LBCC’s institutional values of equity, innovation, and community, the College’s five-year academic goals include:

1. Expansion of Learning Communities and Coordinated Support

- All Black students will be assigned to a learning path and supported through coordinated onboarding, mentorship, and case-managed services.
- A dedicated Black Student Orientation will be required for all new Black students, accompanied by a welcome letter and a connection to a Black staff or faculty mentor.
- Learning communities will be expanded and tailored to the specific cultural, social, and academic needs of Black students.
- Guided pathways and intrusive counseling will be leveraged with annual check-in events centered on Black student progress.
- A curated resource guide will include recommended instructors, services, and Black-affirming resources.

2. Instructional Redesign and Faculty Development

- Faculty will engage in targeted professional development, informed by Gholdy Muhammad, Geneva Gay, Django Paris and other leading scholar practitioners, on Culturally Responsive Pedagogy (CRP) and curriculum development with a focus on the specific needs of Black students.

- LBCC will institutionalize the Equitable Teaching Communities (ETC) and adopt a new version of the Cultural Curriculum Audit to assess instructional inclusivity and rigor.
- Development of an interactive teaching lab at the Trades, Technology and Community Learning Campus (TTC) will support faculty in implementing high-impact, equity-centered strategies and differentiated instruction with diverse modality use training.
- Implementation of CRP-focused redesigns in key disciplines, including transfer-level Math and English, supported by expert consultants such as Dr. Kirk Kirkwood.

3. Curriculum and Academic Pathways

- The College will champion the development of an African American Studies degree program, aligned with statewide priorities and student demand.
- A Social Justice Certificate will be created to foster a sense of belonging and cultural affirmation.
- Exploration of study abroad opportunities in Africa will further globalize student perspectives and deepen cultural identity development.

4. Onboarding, Intrusive Advising, and Completion Interventions

- Each Black student will receive a comprehensive educational plan, facilitated through events designed specifically for Black students.
- LBCC will expand the number of Black counselors and/or provide Black student-focused professional development to ensure culturally competent advising.
- Establishment of annual pivotal checkpoints to assess progress and make adjustments in real time.
- Launch intentional outreach campaigns to re-engage students who have completed 45+ units but not yet earned a credential.

5. Innovative Scheduling and Accelerated Learning Models

- Expansion of our “It Takes Two” campaign, 8-week course offerings across key pathways to accelerate time-to-completion, accompanied by targeted professional development for faculty teaching in this format.
- Adoption of student-centered scheduling practices designed around Black student preferences, responsibilities, and time constraints.

6. Wraparound Services and Family Engagement

- LBCC will scale wraparound case-management services, ensuring every Black student has access to holistic academic and personal support.

- Development of family support programming, including workshops on financial aid, course scheduling, and college navigation, to strengthen the student-family-college connection.

7. Professional and Transfer Preparation

- The College will continue and increase institutional memberships with local and national Black organizations to expand students' access to professional networks, internships, and career pipelines.
- Strengthen Black transfer pipelines, including recruitment and articulation partnerships with Historically Black Colleges and Universities (HBCUs).
- Creation of STEM-based Dual Enrollment/Trades pathway that focuses on high need industry skill development, entrepreneurship, and major exploration and alignment.

8. Signature Initiatives

- LBCC will explore adapting the “ME 1st” (Math and English completion in the first year) learning community, to specifically serve Black students not enrolled in Umoja.
- Pilot case-managed success teams that integrate academic, counseling, and peer mentoring support for Black students on track for transfer or degree completion.

These strategic goals reflect LBCC’s holistic and intentional approach to dismantling systemic and systematic barriers, affirming identity, and fostering institutional transformation. By integrating culturally affirming practices, coupled with comprehensive professional development for faculty and staff, LBCC is positioned to significantly improve educational outcomes for Black and African American students over the next five years and a lasting standard of excellence for what it means to serve the Pan-African community.

5) Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives

Long Beach City College (LBCC) envisions the Black-Serving Institution (BSI) designation as a transformational force that deepens its institutional commitment to dismantling systemic barriers and cultivating a liberatory, equity-centered educational environment where Black and African American students thrive. Rooted in the African-centered philosophies of **Ubuntu**, **Sankofa**, **Maat**, and **Kujichagulia**, LBCC’s five-year academic equity goals are designed to close persistent racial equity gaps and advance academic excellence and holistic success.

Guided by LBCC’s **2025–2028 Student Equity Plan**, which identifies Black/African American students as a disproportionately impacted population, the College’s academic equity agenda

centers on improving **retention, time-to-degree or certificate completion, and graduation rates**. These efforts are driven by the understanding that student success and belonging are inseparable from the wellness and empowerment of Black faculty and staff, and that educational justice must be systemic, sustainable, and whole-person oriented.

Baseline Data and Equity Gaps

From our institutional data (Fall 2023), we identify the following key equity gaps:

- **First-Year Retention Rate**
 - B/AA Students: 42%
 - Overall Student Population: 51%
 - **Equity Gap:** 9 percentage points
- **Three-Year Graduation Rate (Fall 21-22 cohort)**
 - B/AA Students: 7%
 - Overall Student Population: 10%
 - **Equity Gap:** 3 percentage points
- **Units to Degree or Certificate Completion**
 - B/AA Students: 71.5
 - Overall Student Population: 69
- **Equity Gap:** 2.5 units
 - **Transfer- Level English & math Completion within the First year**
 - B/AA Students: 5%
 - Overall Student Population: 10%
 - **Equity Gap:** 5 percentage points

Five-Year Equity Goals (2025–2030)

1. **Increase First-Year Retention (B/AA Students)**
 - *Target:* Reach 52% by 2030
 - *Gap Closure:* ≤ 2 percentage points from overall population
2. **Improve Three-Year Graduation Rate (B/AA Students)**
 - *Target:* 15% by 2030
 - *Gap Closure:* ≤ 2 percentage points
3. **Reduce Units-to-Completion**
 - *Target:* Bring average down to **68 units** for Black students
 - *Gap Closure:* Fully close time-to-completion gap
4. **Close Throughput Gaps in Transfer-Level English and Math**
 - *Target:* Increase successful completion within first year to 10%

Strategic Areas and Philosophical Alignment

As Long Beach City College (LBCC) embraces the transformative potential of the Black-Serving Institution designation, our work must be guided not only by data but also by the profound

intellectual traditions of Black scholars. Our approach to faculty training and pedagogical reform will be firmly grounded in the liberatory scholarship of **Dr. Gloria Ladson-Billings (mentioned previously), Dr. Kimberlé Crenshaw, and Professor Derrick Bell**, each of whom offers essential insights for understanding, confronting, and dismantling systemic barriers to Black student success.

1. Improve Retention: Advancing Collective Success through Ubuntu

LBCC aims to increase fall-to-fall retention rates for Black students by fostering culturally affirming learning environments, employing relational pedagogy, and implementing proactive student support systems. Grounded in the principle of Ubuntu (collective uplift), this goal recognizes that community care and mutual responsibility are fundamental to student persistence.

Key Strategies:

- Expand culturally relevant learning communities (e.g., Umoja) with a cohort model for all new Black students by Fall 2026.
- Provide anti-racist, identity-affirming professional development for faculty and staff.
- Strengthen intrusive counseling, early alert systems, and educational planning (baseline: 74%; goal: 85%+).
- Host culturally relevant events (e.g., Black Family Day), and conduct outreach to students with 45+ units.
- Use climate assessments and focus groups to elevate Black student voice in planning.

2. Improve Time-to-Degree and Certificate Completion: Walking in Sankofa's Wisdom

Acknowledging past disparities, LBCC adopts Sankofa to ensure Black students benefit from timely, guided, and culturally competent academic pathways. Streamlining academic trajectories through ADTs and Certificates supports timely completion and reduces excess units, aligning with institutional goals and student aspirations. By promoting early college exposure through dual enrollment, LBCC aims to catalyze academic momentum and affirm Black students' educational agency, in line with Kujichagulia. LBCC has seen significant growth and progress.

Key Strategies:

- Hire additional **Black culturally responsive counselors and success coaches**.
- Institutionalize **structured educational planning** with comprehensive mapping of Black student pathways.
- Expand **embedded and identity-affirming academic support**, including targeted tutoring in key disciplines.
- Promote ADT pathways through **personalized mentoring and auto-placement strategies** aligned with AB 928.

- Monitor students close to completion and increase **priority registration usage** (currently 34% among Black students).

3. Improve Graduation Rates: Advancing Justice through Maat

Recognizing the historic and ongoing failings of school reform efforts alone, grounded in the justice-oriented principles of Maat and the research of Bettina L. Love, LBCC will elevate student voices and dismantle institutional barriers to completion. As stated by Bisa Butler (1865), LBCC acknowledges a steadfast commitment and responsibility to educate and show Black people in a positive light.

Key Strategies:

- Establish **HBCU transfer pathways**, including team-taught classes, satellite campuses, and graduate programs on-site at LBCC.
- Implement **completion grants**, milestone monitoring, and capstone advising.
- Address barriers to **transfer-level Math and English** completion through culturally responsive pedagogy and academic supports.
- Create peer mentorship bridges with Black transfer students at UCs and CSUs to improve transfer success.

4. Dual Enrollment Expansion:

In 2022 and 2023, Black/African American Students consistently made up 8.9%. By 2024, this increased to 10.7%. **This represents a steady upward trend**, indicating that an increasing number of Black students are accessing early college opportunities over time.

To understand growth in real numbers, apply the percentages to total dual enrollment (DE):

Year	Total DE Enrollment	% Black Students	Approx. Black Students
2022	2,788	8.9%	~248
2023	3,654	8.9%	~325
2024	5,918	10.7%	~633
2025	7,644	11.4%	~872

Additional strategies:

- Recruit Black outreach specialists and faculty with a desire and skillset to work with Black youth.
- Launch entrepreneurship pathways, blending the technical skills (e.g., Barbering) with business acumen.
- Expand CCAP partnerships with high schools serving Black students.

5. Intersectionality, Belonging, and Institutional Wellness: Centering the Whole Black Student Experience

Dr. Kimberlé Crenshaw's theory of intersectionality is foundational to Long Beach City College's (LBCC) approach as a Black-Serving Institution. Intersectionality calls for a deliberate understanding of how overlapping identities—such as race, gender, sexuality, ability, and immigration status—shape both the barriers and resilience experienced by Black students. LBCC is committed to serving not only students who identify as Black or African American broadly, but also Black women, queer and trans students, student-parents, undocumented students, and others navigating layered forms of marginalization. Programs like Pride Scholars and Puente serve as models for intersectional appreciation.

To truly honor this complexity, LBCC also affirms that mattering and belonging are essential to academic success. Guided by the African principles of Ubuntu and Kujichagulia, the institution recognizes that students must feel seen, heard, and valued to realize their academic and personal potential fully. This belief extends to the entire campus ecosystem—students, faculty, and staff—who must thrive in just, balanced, and affirming environments for transformational equity to occur.

Key Strategies:

- Faculty and staff will receive intersectional equity training to critically engage with the multidimensional identities of Black students, challenging bias and transforming pedagogy, advising, and support services.
- LBCC will grow identity-affirming spaces such as the Black Student Success Center and the Social Justice Intercultural Center to serve as hubs for community, mentorship, and resource navigation.
- LBCC will scale affinity-based mental health services, including support specifically tailored to queer and trans Black students, students with disabilities, and those facing economic instability (food, housing, and transportation).
- Implement trauma- and joy-informed professional development for faculty and staff.
- LBCC will refine data practices to ensure metrics reflect the diversity within the Black student population and inform targeted interventions.
- Ensure shared governance policies reflect and support Black student belonging and accountability.
- Provide emergency aid and microgrants, and strengthen partnerships with community organizations and Black-owned businesses for internship and support pipelines.

LBCC also recognizes that the well-being of Black students is inextricably linked to the thriving of Black faculty and staff. The institution draws on the principle of *Maat*, affirming that justice and balance must be present across the institution's internal culture.

Key Strategies:

- Grow membership in the Black Faculty and Staff Association (BFSA) to provide mentoring, advocacy, and leadership. BFSA serves as both a support structure and a driver of systemic change.
- LBCC supports faculty, staff and student participation in the African Diaspora Education Study (ADES), a transformative initiative that fosters cultural reconnection and restorative leadership rooted in ancestral wisdom.
- Provide healing circles, trauma-informed care, and professional development grounded in cultural affirmation that are embedded in the LBCC's human resources and faculty development strategies.
- Conduct a biennial campus climate survey, disaggregated by identity, to evaluate institutional progress in addressing anti-Blackness and fostering an inclusive culture. The survey will be complemented by focus groups that center the lived experiences of Black faculty, staff, and students, ensuring that qualitative insights shape strategic planning and continuous improvement.

These strategies affirm LBCC's commitment to move beyond one-size-fits-all approaches. Through intentional, intersectional, and community-rooted strategies, LBCC is building a future where all Black people, across all identities, can thrive with dignity, purpose, and power.

6. Equity in action: Racial Realism

In embracing this designation, LBCC must also confront the enduring reality of racism in higher education. Professor Derrick Bell reminds us that racism is not an aberration but a permanent feature of American life. Racial realism encourages institutions to eschew superficial diversity efforts and instead invest in building capacity for sustained, systemic change.

At LBCC, this translates into faculty and institutional leadership training that resists the pull of performative equity work and instead commits to what Bell calls "interest convergence," where racial justice is pursued not only when it benefits Black communities but as a moral and institutional imperative.

Key Strategies

- Each academic department will conduct an annual Equity Impact Audit, reviewing all policies, syllabi, and student outcomes disaggregated by race.
- In partnership with the USC Race and Equity Center, all faculty and administrators will participate in anti-racist and anti-Blackness training grounded in Critical Race Theory, which includes an explicit examination of whiteness, privilege, and institutional complicity.
- Campus-wide forums will be established for critical reflection and accountability, ensuring that racial realism informs resource allocation and strategic priorities.

7. Institutionalize Equity-Driven Assessment and Continuous Improvement

To fulfill its equity mission, LBCC will embed data-informed strategies and continuous improvement processes that hold the institution accountable to its Black students and broader community.

Oversight Body:

- A **Black Student Success Advisory Workgroup** of students, faculty, staff, and administrators will monitor implementation and ensure shared responsibility.

Key Responsibilities:

- Launch a public-facing BSI performance dashboard with disaggregated data and qualitative feedback.
- Conduct annual equity audits and impact assessments.
- Analyze disaggregated data on student outcomes.
- Provide public progress reports to maintain transparency and community trust.
- Analyze disaggregated data on student outcomes.

A Transformational Pathway Toward Collective Liberation

LBCC does not view the BSI designation as a symbolic accolade but as a **deep institutional responsibility** to its Black and African American students. By embedding culturally responsive practices, aligning strategic action with student realities and intersectional identities, and affirming Black excellence at every level, LBCC is advancing a model of liberation, equity, and excellence that will shape the future of higher education.

6) Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Institutional Memberships and Affiliations Supporting Black Student Success

At Long Beach City College (LBCC), our commitment to equity and inclusion is demonstrated through active participation in organizations and initiatives that advance the success of Black and African American students. LBCC's academic equity agenda is further enriched through strategic affiliations with organizations that champion Black student achievement and leadership. The following institutional memberships, charters, and affiliations reflect this enduring commitment:

A²MEND (African American Male Education Network and Development)

LBCC is an institutional member of A²MEND, a statewide organization focused on increasing the success of African American male students in California community colleges. A²MEND provides

mentorship, leadership development, and annual student summits that address educational equity and the unique needs of Black male learners. LBCC faculty and staff often serve as mentors and leaders within this network.

Male Success Initiative (MSI)

The Male Success Initiative at LBCC is designed to support the persistence, graduation, and transfer of men of color, especially Black and Latino males. MSI offers targeted services such as mentoring, academic workshops, leadership development, and community-building experiences, helping participants navigate college systems and achieve academic success.

HBCU Transfer Pathways (HBCU Caravan & Combine Participation)

LBCC partners with the California Community Colleges Transfer Guarantee to Historically Black Colleges and Universities (HBCUs). As part of this initiative, LBCC regularly participates in the HBCU Transfer Caravan, which brings HBCU recruiters directly to campus to connect with students. LBCC is set to host the HBCU Transfer Caravan on campus in October, 2025. LBCC also supports student-athlete participation in the HBCU Combine, a recruitment event where HBCUs scout talent from community colleges, opening pathways for both academic and athletic advancement.

Black Student-Athlete Summit (BSAS)

LBCC students and staff participate in the Black Student-Athlete Summit, a national conference that brings together researchers, student-athletes, and higher education professionals to address challenges and build support systems specific to the Black student-athlete experience. Attendance at BSAS informs LBCC's strategic development in culturally responsive athletic programming and mental health services.

California Association of Black School Educators (CABSE)

LBCC aligns with the mission of CABSE through collaborative partnerships and policy engagement that support K-16 pipelines for Black student success. CABSE advocates for educational equity and leadership development in Black communities, and as an institutional member, LBCC supports its work through program alignment, conference participation, and regional engagement.

ADES Ghana Experience

The African Diaspora Education Study (ADES) Ghana Trip is a transformative, culturally immersive program that brings together a cohort of faculty, staff, students, and administrators to explore the history, resilience, and legacy of the African Diaspora. Through guided travel across key sites in Ghana—including Cape Coast and Elmina slave castles—participants engage in academic, cultural, and reflective experiences that deepen understanding of African heritage, strengthen community bonds, and advance institutional equity goals.

National Association of Black Social Workers

The National Association of Black Social Workers advocates for social change, justice, and human development of African people here in the United States and throughout the world. It advocates for social change, justice and human development of African people here in the United States and throughout the world. Their affiliate chapters reflect seasoned practitioners and students of African ancestry who continue the struggle for justice and freedom.

National Black MBA Association, Inc. (NMBAA)

The mission of the National Black MBA Association (NMBAA) is to lead in the creation of educational, wealth building, and growth opportunities for those historically underrepresented throughout their careers as students, entrepreneurs and professionals.

National Society of Black Engineers (NSBE)

NSBE supports and promotes the aspirations of collegiate and pre-collegiate students and technical professionals in engineering and technology. NSBE offers its members leadership training, professional development activities, mentoring, career placement services, community service opportunities and more.

California Community College Equity Leadership Alliance

The USC Race and Equity Center hosts the Alliance to unites community colleges across the state of California for high-quality professional learning experiences on an array of topics pertaining to racial equity.

African American California College Trustees (AACCT) A Caucus of CCCLC

The Black Caucus represents African and African American populations at California's community colleges. The Purpose of the organization shall be to represent the interests of African American students, faculty, classified professionals, administrators, and trustees in the California Community College system.

California Conference of Equality and Justice (CCEJ)

The California Conference for Equality and Justice (CCEJ) mission is to educate and empower youth and adults to lead change for equity and justice in local communities. Their goal is to build a world where people live free of oppression and thrive.

Institutional Performance Overview: Black/African American Student Outcomes

The following tables present a comprehensive analysis of Long Beach City College's institutional performance over the past three academic years. This analysis includes a range of critical indicators that reflect the scope, effectiveness, and impact of LBCC's academic programs and student outcomes, particularly for Black and African American students.

The data highlights total degrees and certificates awarded to both Black/African American students and the general student population, along with transfer rates to four-year institutions for each group. These metrics provide valuable insight into areas of progress and opportunities

for strategic growth as LBCC advances its mission of educational equity and prepares to deepen its impact as a designated California Black-Serving Institution (BSI).

Importantly, the tables also demonstrate LBCC’s responsiveness to the evolving needs of its Black/African American student community. For example, when degree and certificate completion numbers declined in 2022–2023 (Table A), the institution launched focused interventions—including targeted outreach and completion counseling for Black/African American students. These concerted efforts contributed to notable gains in 2023–2024, including an increase in the number of Black students completing their programs within 100% of normal time and a rise in successful transfer outcomes.

These results underscore LBCC’s ongoing commitment to continuous improvement and culturally responsive practices that support the success of Black and African American students at every stage of their academic journey.

Table A: Number of Degree & Certificate Programs Completed by All Students and by Black/African American Students for the Last Three Academic Years

Award Type	Years	Black/African American	Overall
Degrees	2021-22	233	2483
	2022-23	200	2368
	2023-24	240	2494
Certificates	2021-22	268	3081
	2022-23	257	3125
	2023-24	289	3497
Total	2021-22	501	5564
	2022-23	457	5493
	2023-24	529	5991

Table B: Number of Degree and Certificate Program Completions within Normal Time and up to 300% of Normal Time by All Students and by Black/African American Students for the Last Three Academic Years

Award Type	Years	Black/African American 100%	Black/African American 300%	Overall 100%	Overall 300%
Degrees	2021-22	46	129	416	1356
	2022-23	26	116	388	1318
	2023-24	40	113	502	1328
Certificates	2021-22	56	133	648	1554
	2022-23	40	135	652	1607

	2023-24	65	131	940	1641
Total	2021-22	102	262	1064	2910
	2022-23	66	251	1040	2925
	2023-24	105	244	1442	2969

Table C: Number of Transfers to Four-Year Institutions by Black/African American and All Students for the Last Three Academic Years

Years	Black/African American	Overall
2021-22	195	2128
2022-23	191	1978
2023-24	229	2111

8) Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

Campus Resources at Long Beach City College to Promote Equity and Inclusion for Black and African American Students

Long Beach City College (LBCC) has demonstrated an enduring and strategic commitment to the success of its Black and African American students through an ecosystem of academic support, culturally grounded programming, institutional investment, and community engagement. The following outlines the robust campus resources that collectively foster equity, inclusion, and success for Black students.

1. Academic Support Programs

LBCC has embedded several academic interventions and learning structures specifically designed to uplift Black student achievement:

- **Black Student Success Center (BSSC):** A culturally affirming hub providing academic tutoring, cohort-based study groups, embedded advising, and Umoja-affiliated learning communities. The BSSC fosters a supportive academic culture through race-conscious advising and success coaching.
- **Umoja Scholars Program** at Long Beach City College is a culturally responsive learning community that supports the academic and personal success of African American students. Through linked courses, dedicated counseling, mentoring, and cultural

enrichment, Umoja fosters unity, identity, and a strong sense of belonging to help students thrive and transfer successfully

- **SAGE Scholars Academy:** is a pivotal program aims to cultivate a "Culture of Community, Belonging, Trust, and Care," ensuring that Black and African American students feel a profound sense of acceptance and support throughout their academic journey at LBCC. The program is committed to empowering students to bring their authentic selves to the educational environment, thereby enhancing their overall college experience.
- **Supplemental Instruction & Summer Bridge:** Tailored academic readiness programs in Math and English support first-time college students, particularly in gateway courses with historically lower success rates for Black students.
- **Transfer and Workforce Readiness Programs:** These include mentorship by Black alumni, HBCU and CSU/UC transfer pathways, faculty-led college tours, career development workshops, and direct connections to paid internships.

2. Cultural Centers and Programming

LBCC's infrastructure for cultural affirmation and belonging centers around its flagship:

- **Black Student Success Center (BSSC):** More than an academic space, the BSSC hosts storytelling events rooted in the African diaspora, diaspora dinners, leadership programs, and celebrations of Black heritage. It serves as the cultural heartbeat of Black student life on campus.
- **Community Events:** Activities such as open mic nights, cultural festivals, and speaker series featuring Black scholars and artists promote belonging and identity development.

3. Mentorship Opportunities

- **Peer Mentoring Program:** First-year students are matched with trained peer mentors to foster navigation skills, build community, and access resources early in their college journey.
- **BFSA Mentorship Collective:** A cross-functional mentorship initiative involving Black faculty, staff, and student leaders to support both academic advancement and leadership development.
- **Faculty Mentorship for Transfer:** Structured advising and dual-enrollment partnerships provide direct mentorship and academic coaching, especially for students interested in transferring to HBCUs or other four-year institutions.

4. Student Organizations and Leadership Development

LBCC actively funds and supports Black student clubs and leadership pathways, including:

- **Black Student Union (BSU):** This student-led organization engages in advocacy, cultural celebration, and community building.
- **A²MEND Student Chapter:** The African American Male Education Network & Development (A²MEND) Student Chapter focuses on the success of African American male students by providing mentorship, leadership training, and networking opportunities.
- **Leadership Pipeline Programs:** Black students are supported through professional development and pathways to careers in education, policy, and leadership, with mentoring from faculty and administrators.

5. Financial Aid and Basic Needs Initiatives

Recognizing systemic disparities in access to financial resources, LBCC has allocated substantial funding to directly address financial barriers:

- **\$9.88 Million in Direct Financial Aid:** Over a five-year period, LBCC has committed nearly \$10 million to support Black students through grants, scholarships, and financial aid awards.
- **Targeted FAFSA and Scholarship Support:** LBCC offers culturally tailored financial aid workshops and individual guidance.
- **Basic Needs Support:** The Basic Needs Center at Long Beach City College provides vital support to students facing food, housing, financial, and technology insecurity. Services include the Viking Vault food pantry, emergency housing referrals, rental and utility assistance, a safe parking program, mental health counseling, free laptop and Wi-Fi hotspot loans, transportation via LA Metro GoPass, and the Viking Closet for clothing. These resources help ensure students, especially those from historically marginalized communities, can thrive academically without basic needs barriers.

6. Professional Development and Institutional Accountability

Creating a culture of inclusion requires empowered faculty and staff:

- **Culturally Responsive Pedagogy Institutes (CRPIs):** Annual training rooted in Black educational traditions and anti-deficit frameworks.

- **Curriculum Redesign Projects:** Faculty collaborate to infuse African diasporic knowledge across disciplines.
- **Anti-Racist Training Partnerships:** Collaborations with the USC Race and Equity Center bring cutting-edge frameworks to dismantle systemic bias and anti-Blackness in campus policy and pedagogy.
- **Institutional Ethics Forums:** Open spaces for dialogue on race, power, and accountability in academic governance.

7. Sustained Investment and Strategic Vision

LBCC's Black Student Success Strategic Plan focuses on both program development and long-term sustainability. Spanning from foundational work in 2025 to vision renewal in 2030, the plan includes:

- Institutionalized budget lines for Black student initiatives
- Annual impact reporting and equity audits
- Embedded racial equity metrics in strategic planning and accreditation cycles
- Regular listening tours, roundtables, and public forums to inform continuous improvement.

9) Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution

Long Beach City College (LBCC) is fully prepared to be designated as a Black-Serving Institution (BSI), as affirmed by Resolution No. 012225A adopted by the LBCC Board of Trustees. This resolution underscores LBCC's strong commitment to advancing Black student success through strategic, equity-driven initiatives. With focused efforts to close equity gaps and create an inclusive, supportive campus environment, LBCC aligns fully with the criteria established by SB 1348 for BSI designation. The college's proactive measures and deep institutional commitment position it to effectively support, affirm, and enhance the educational experiences of Black students.



Long Beach City College (LBCC) Strategic Plan: A Roadmap for Black Student Success

LBCC's Commitment to Black Student Success

This strategic plan is a living declaration that Black students matter, and that their success is a collective responsibility. Rooted in the African principle of Ubuntu, LBCC affirms that the empowerment of Black students, faculty, and staff contributes to the well-being and excellence of the entire institution. Through this five-year roadmap, LBCC commits not only to closing equity gaps but to creating an environment where Black students are academically empowered, culturally affirmed, and holistically supported.

(A) Mission Statement: Commitment to Serve Black and/or African American Students

Long Beach City College (LBCC) is unequivocally committed to advancing the academic and holistic success of Black and African American students. Grounded in ancestral traditions and principles of racial equity and social justice, LBCC's mission is to foster inclusive, culturally sustaining learning environments that affirm Black identity, dismantle systemic barriers, and promote educational excellence. Through evidence-based strategies and race-conscious leadership, LBCC strives to ensure that Black students are not only retained and graduated but also feel seen, heard, and empowered throughout their educational journey.

(B) Outreach Services to Potential Black and/or African American Students

LBCC's outreach strategy is grounded in Dr. Gina Garcia's framework of **servingness**, emphasizing intentional engagement, identity affirmation, and structural accountability. The college has implemented and will expand the following outreach services:

- **Targeted High School Outreach**
 - Weekly visits to feeder high schools with high Black student enrollment.
 - Dual Enrollment CCAP Expansion at high schools with a greater number of Black students.
 - On-site matriculation support (e.g., application workshops, FAFSA/Dream Act assistance, education planning).
 - Black Family College Promise Nights to foster early engagement and trust with families.
- **Data-Driven Case Management**
 - Tracking application-to-enrollment conversion.
 - Personalized outreach to support disengaged students through texts, calls, and emails.
- **Community-Based Partnerships**

- Outreach and registration support at trusted sites such as the Michelle Obama Library and North Long Beach Higher Education Center.
- Collaborations with Black-led organizations, churches, and neighborhood groups.
- **Culturally Relevant Marketing**
 - Inclusive materials co-developed with Marketing & Public Affairs.
 - Strategic ad placements with Black-owned media and culturally responsive digital campaigns.

(C) Academic and Basic Needs Support Services

The Black Student Success Center (BSSC)

The BSSC serves as a comprehensive campus hub that provides academic, emotional, and cultural support through:

- **Mental Health & Wellness:** Healing circles, culturally competent counseling, and mindfulness rooted in African traditions.
- **Academic Support:** Embedded counseling, cohort-based study groups, tutoring, and advising.
- **Financial Aid Navigation:** FAFSA assistance and scholarship support tailored to address equity gaps.
- **Cultural Programming:** Storytelling from the African diaspora, leadership development initiatives, and cultural celebrations.

Academic Programs and Learning Resources

- **Dedicated Counseling Teams** trained in cultural humility and trauma-informed advising.
- **Black-centered Learning Communities** and Umoja-affiliated pathways.
- **Transfer and Workforce Readiness Programs** with mentorship from Black alumni.
- **Summer Bridge and Supplemental Instruction in Math**, specifically supporting incoming Black students.

Basic Needs Integration

- Food security programs, emergency housing resources, technology access, and emergency aid tailored for Black students disproportionately impacted by systemic disparities.

(D) Five-Year Planned Resource Allocation (2025–2030)

This strategic investment ensures sustainable implementation, evaluation, and scaling of initiatives that center Black student success.

Category	Annual Allocation	Description
<i>Black Student Success Center & Programs</i>	\$438,966	Staffing, programming, cultural events, supplies
<i>Outreach and Matriculation</i>	\$490,038	Community engagement, high school visits, marketing
<i>Academic and Counseling Services</i>	\$361,694	Embedded advisors, cohort support, Umoja integration
<i>Basic Needs Integration</i>	\$91,928	Case management, navigation, emergency support
<i>Professional Development</i>	\$270,549	Equity institutes, speakers, culturally relevant training
<i>Marketing & Communications</i>	\$293,288	Targeted campaigns, Black-owned media placements
<i>Data and Evaluation Infrastructure</i>	\$119,481	Dashboards, analytics, and continuous improvement mechanisms
<i>Financial Aid (Awards & Grants)</i>	\$9,888,000	Direct support to students through financial awards
Total (5-Year Investment)	\$11,953,944	

(E) Professional Development for Faculty and Staff

LBCC is advancing culturally relevant and anti-racist professional development aligned with its BSI goals through the following structured commitments:

- **Theoretical Foundation:** Anchored in Dr. Gloria Ladson-Billings' framework of *Culturally Relevant Pedagogy*, promoting academic success, cultural competence, and sociopolitical consciousness. African principles, Black Consciousness, Gholdy Muhammad, Bettina L. Love, Django Paris, and Cynthia B. Dillard's work will also greatly inform the theoretical framework.
- **Professional Development Activities Include:**

- **Culturally Responsive Pedagogy Institutes (CRPIs):** Annual summer institutes focusing on Black epistemologies, family knowledge, and anti-deficit framing.
- **Curriculum Redesign Projects:** Faculty support for decolonizing syllabi and integrating Black-centered scholarship across disciplines with low course success rates.
- **Peer-Led Learning Communities:** Ongoing faculty discussion circles to refine classroom practices and explore Black educational thought.
- **Equity Impact Audits:** Department-level reviews of syllabi, policies, and disaggregated outcomes.
- **Anti-Racist and Anti-Blackness Training Partnership:** Collaboration with USC Race and Equity Center for Critical Race Theory-based workshops examining whiteness, privilege, and institutional complicity.
- **Institutional Ethics Forums:** Spaces for faculty and administrators to reflect on power, race, and accountability in institutional decision-making.

These efforts ensure that faculty and staff are not only aware of, but deeply engaged in, creating conditions that affirm and uplift Black students' academic and cultural experiences.

Implementation Timeline

Year 1 (2025): Laying the Foundation (Ubuntu & Maat)

Strategic Objectives:

- Establish infrastructure, partnerships, and pilot programs focused on culturally responsive practices and foundational student support.

Key Actions:

- **Governance and Structure:**
 - Fortify the BSS Advisory Workgroup, composed of students, staff, faculty, and community leaders.
 - Onboard departmental liaisons and launch Black Student Success Learning Communities for faculty and staff.
- **Academic and Enrollment Initiatives:**
 - Map Black Pathways aligned to majors with high Black student enrollment.
 - Expand dual enrollment programs at high schools with large Black student populations.
- **Student Support Services:**

- Launch a Summer Bridge Program focused on English and Math readiness, mentorship, and college navigation.
- Implement Supplemental Instruction (**SI**) in gateway math courses.
- Expand English and Math tutoring services with culturally responsive approaches.
- **Advising and Mentoring:**
 - Assign dedicated academic advisors with cultural competence training.
 - Initiate peer mentoring program linking first-year students with trained upper-division students.
- **Leadership and Belonging:**
 - Increase support and funding for Black student clubs and leadership development opportunities.
- **Faculty Development:**
 - Begin culturally relevant pedagogy workshops, anti-racist and anti-Blackness training.
 - Launch institutional learning communities focused on racial healing and identity-affirming teaching.

Year 2 (2026): Expansion and Integration (Kujichagulia & Sankofa)

Strategic Objectives:

- Expand student-centered services, deepen community engagement, and integrate culturally sustaining practices across programs.

Key Actions:

- **Mental Health and Wellness:**
 - Expand culturally competent mental health services and host regular wellness workshops centered on Black identity and healing.
- **Community and Belonging:**
 - Enhance the Black Student Success Center as a hub for identity-affirming programming, academic resources, and mentoring.
 - Launch community-building events such as cultural heritage celebrations, open mic nights, and diaspora dinners.
- **Transfer and Career Pathways:**
 - Formalize transfer partnerships with HBCUs and CSU/UC campuses.
 - Create structured transfer support including application labs, faculty-led tours, and financial aid navigation.
- **Workforce Readiness:**
 - Partner with local employers to provide paid internships and career shadowing programs.

- Host career development workshops focusing on résumé building, networking, and entrepreneurship.
- **Faculty and Curriculum:**
 - Launch curriculum redesign teams to incorporate African diasporic scholarship across disciplines.
 - Conduct faculty peer review circles to evaluate and revise syllabi for cultural relevance.

Year 3 (2027): Data-Driven Scaling and Institutional Learning (Maat & Ubuntu)

Strategic Objectives:

- Scale effective programs, implement data systems for early intervention, and deepen campus-wide accountability.

Key Actions:

- **Analytics and Evaluation:**
 - Develop a BSI performance dashboard (to include quantitative and qualitative) for decision-making and planning.
 - Implement predictive analytics, utilizing AI, to identify at-risk students for proactive and intrusive advising and resource referral.
- **Capstone Advising and Family Engagement:**
 - Pilot a capstone advising model that includes academic planning, career goal setting, and transfer preparation.
 - Scale family engagement programs such as Black Family Promise Nights and workshops on college readiness.
- **Community Partnerships:**
 - Expand collaborations with community-based organizations and churches for off-campus registration, storytelling workshops, and adult learner re-engagement.
- **Feedback and Improvement:**
 - Conduct mid-year and year-end surveys with Black students to assess satisfaction and sense of belonging.
 - Publish a public Black Student Success Impact Report for years 1 through 3, including student narratives, program outcomes, and recommendations

Year 4 (2028): Deepening Impact and Equity Integration (Sankofa & Kujichagulia)

Strategic Objectives:

- Strengthen equity leadership pipelines, deepen institutional reforms, and focus on long-term impact measures.

Key Actions:

- **Transfer and Completion:**
 - Fully launch HBCU transfer pathway initiatives including dedicated articulation agreements, dual advising, and faculty mentorship.
 - Evaluate time-to-degree improvements and close remaining completion equity gaps.
- **Cultural Curriculum and Learning:**
 - Support faculty to integrate Black-centered knowledge into general education and discipline-specific courses.
 - Create interdisciplinary cultural seminars and speaker series featuring Black scholars and community leaders.
- **Leadership Pipeline:**
 - Expand the BFSA Mentorship Collective to include onboarding for Black student leaders and prospective staff/faculty hires.
 - Provide professional development for Black students aspiring to careers in education, policy, or leadership.
- **Systems Change:**
 - Institutionalize budget lines for Black student success programs to ensure financial sustainability.
 - Incorporate BSS metrics into the college's broader strategic planning and accreditation cycles.
- **Evaluation and Refinement:**
 - Host listening tours, roundtables, and learning symposiums to reflect on program impact and surface emerging needs.

Year 5 (2029–2030): Institutionalization and Vision Renewal (Maat & Ubuntu)

Strategic Objectives:

- Solidify sustainability strategies, conduct comprehensive plan evaluation, and set the next long-term vision.

Key Actions:

- **Institutional Review and Reporting:**
 - Conduct a comprehensive impact evaluation, assessing progress on all five-year targets using both quantitative and qualitative data.
 - Publish a public Black Student Success Impact Report for 5-year cycle, including student narratives, program outcomes, and recommendations.

- **Sustainability:**
 - Identify and secure multi-year funding sources to sustain proven initiatives.
 - Strengthen grant development capacity tied to Black student outcomes.
- **Accountability Structures:**
 - Formalize annual departmental reporting on equity metrics.
 - Embed racial equity as a core pillar in college planning, budgeting, and shared governance.
- **Long-Term Visioning:**
 - Facilitate a new visioning summit for 2030–2035 in partnership with students, faculty, and community stakeholders.
 - Update institutional equity frameworks and strategic priorities for continued Black student success.