

Long Beach City College 2019-2022 Student Equity Plan Executive Summary

THE LBCC EQUITY IMPERATIVE

Long Beach City College has chosen 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 Statement:

Mission Statement

Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high-quality educational programs and support services to our diverse communities.

Our goal as an institution is to ensure that we live up to this mission, and we still have a long way to go to. As this document will show, we currently see considerable inequities across race, gender, sexual orientation, ability/disability, socio-economic class, and personal history (as with Veterans and Foster Youth). We aim to fully acknowledge student inequities at all levels and areas of the institution, and to address them with focus and intentionality. Our Student Equity Plan outlines how we plan to address these equity gaps over the next three years. We aim 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 2019-2022 Student Equity Plan for Long Beach City College is aligned with our Strategic Plan for 2016-2022 and the Vision for Success. The intent of the Student Equity Plan is to guide our work in closing the achievement 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 first section of the plan addresses our overall student population. It establishes our current baselines for each metric, sets goals, and designates focused, intentional activities to achieve those goals. The second section of the plan addresses equity. It outlines our disproportionately impacted (DI) student groups for each metric, sets goals, and designates focused, intentional activities to achieve those goals for our specific DI groups. Key contributors to the development of this plan include the Student Equity Subcommittee who provided valuable insights regarding goals and activities – especially regarding our DI groups, and our Office of Institutional Effectiveness who provided all the data analysis and tables as well as invaluable feedback. Lastly, the plan incorporates feedback from various shared governance bodies including the Student Success Committee, Academic Senate, and the College Planning Committee.

METHODOLOGY

The Chancellor’s Office supplied the initial baseline data for the overall student population, as well as disaggregated data to establish the disproportionately impacted groups, by pre-populating an equity plan template in *NOVA*. In addition, they supplied the numbers needed to achieve “minimum equity” (defined as within 2% of closing the equity gap) and the numbers needed to achieve “full equity” (a complete closing of the equity gap) in three years.

I. Assessing Disproportionate Impact

The data was gathered from the *Data On Demand* repository and the methodology used for determining DI groups and baseline numbers was *Percentage Point Gap Minus One (PPG –1)* for Access, Retention, and Math and English Completion. *Proportionality Index (PI)* was used for Degrees and Certificates, and Transfer. The PPG-1 method determines DI groups in relation to the *average* rates at the college when the group analyzed has been removed from the data set. PI determines DI groups by comparing their representation at the college to their

representation within the given metric. We strongly believe that both methodologies used in the plan mask some inequitable outcomes – especially regarding our Hispanic students. Since colleges may use other methodologies for planning purposes, we have chosen to include our Hispanic student population by analyzing their DI using the 80% rule, which determines DI by analyzing whether the group in question falls below 80% of the rates of the highest performing group. This is the methodology we used in our 2015 Equity Plan. In addition, Formerly Incarcerated students were not included by the Chancellor’s Office as a group to be assessed for DI. Since we believe that they are also very likely disproportionately impacted at the college, we have chosen to include them under the Group H designation. (Group H refers to additional categories of students defined by the governing board of the community college district.) We will engage in inquiry activities for this group in order to better understand how they may be disproportionately impacted at our college, as well as offer activities to support their success. And finally, while Homeless Students were included in the list of groups to assess, they nevertheless were not designated as DI by the Chancellor’s Office due to a lack of data. Since we are confident that they are also disproportionately impacted at the college, we have also included them under the Group H designation and will engage in inquiry and support activities for this group. Tables 1A-1E below illustrate the differences in DI designations according to the four main methodologies.

Table 1A: DI Group identification by Metric using PPG, PPG-1, PI and 80% rule

Gender	DI GROUPS	PPG	PPG-1	PI	80% HPG
Access					
Female	American Indian or Alaska Native	DI	DI	DI	DI
	Asian	DI	DI		DI
	Black or African American	DI	DI	DI	DI
	Native Hawaiian or other Pacific Islander	DI	DI	DI	DI
	White	DI	DI		DI
	Some other race	DI	DI		DI
	Disabled	DI	DI		
	Veteran	DI	DI		DI
	Foster Youth	DI	DI	DI	DI
Male	LGBT	DI	DI		DI
	Black or African American	DI	DI		
	Foster Youth	DI	DI		

Table 1B: DI Group identification by Metric using PPG, PPG-1, PI and 80% rule

Persistence					
Female	American Indian or Alaska Native			DI	DI
	Asian	DI	DI		
	Black or African American	DI	DI		DI
	Native Hawaiian or other Pacific Islander	DI	DI		DI
	White	DI	DI		
	Foster Youth	DI	DI	DI	DI
Male	American Indian or Alaska Native				
	Black or African American	DI	DI		
	Native Hawaiian or other Pacific Islander	DI	DI		DI
	Some other race			DI	DI
	LGBT	DI	DI		

Table 1C: DI Group identification by Metric using PPG, PPG-1, PI and 80% rule

English and Math Completion					
Female	Black or African American	DI	DI	DI	DI
	Hispanic or Latino				DI
	Native Hawaiian or other Pacific Islander	DI	DI	DI	DI
	White				DI
	More than one race				DI
	Disabled	DI	DI	DI	DI
	Foster Youth	DI	DI	DI	DI
	LGBT	DI	DI	DI	DI
Male	Asian				DI
	Black or African American	DI	DI	DI	DI
	Hispanic or Latino				DI
	Native Hawaiian or other Pacific Islander			DI	DI
	White				DI
	More than one race				DI
	Disabled	DI	DI	DI	DI
	Veteran				DI
	LGBT			DI	DI

Table 1D: DI Group identification by Metric using PPG, PPG-1, PI and 80% rule

Award Completion					
Female	American Indian or Alaska Native				DI
	Asian				DI
	Black or African American			DI	DI
	Hispanic or Latino				
	Native Hawaiian or other Pacific Islander			DI	DI
	White				
	More than one race				DI
	LGBT			DI	DI
Male	American Indian or Alaska Native			DI	DI
	Asian				
	Black or African American			DI	DI
	Hispanic or Latino				DI
	Native Hawaiian or other Pacific Islander				DI
	White				
	More than one race				DI
	Some other race				DI
	Foster Youth	DI	DI	DI	DI
	LGBT			DI	DI

Table 1E: DI Group identification by Metric using PPG, PPG-1, PI and 80% rule

		Transferred			
Female	American Indian or Alaska Native	DI	DI	DI	DI
	Asian				DI
	Black or African American				DI
	Hispanic or Latino				DI
	Native Hawaiian or other Pacific Islander				DI
	White				
	More than one race				DI
	Economically Disadvantaged				DI
	Foster Youth	DI	DI	DI	DI
Male	American Indian or Alaska Native	DI	DI	DI	DI
	Asian				DI
	Black or African American				DI
	Hispanic or Latino				DI
	Native Hawaiian or other Pacific Islander				DI
	White				DI
	More than one race				DI
	Some other race				DI
	Economically Disadvantaged				DI
	Disabled	DI	DI	DI	DI
	Veteran				DI
	Foster Youth				DI
	LGBT				DI

GOALS FOR STUDENT GROUPS

The Student Equity Plan sets three-year success goals for the overall student population as well as equity goals (reduction of equity gaps) for all disproportionately impacted groups.

I. Overall Student Success Goals:

Our goals for the overall student population were determined through close consultation with our Office of Institutional Effectiveness. Considerations included our current college trends, the goals already set in other institutional plans, the LBCC 2016-2022 Strategic Plan, and new and upcoming success initiatives and activities on our campus. Table 2 below captures our success goals for the overall student population by metric.

Table 2: Overall Student Success Goals by Metric

Year	Metric	Numerator	Denominator	Baseline Rate	New Goal (3 yr Goal Rate)	3 Year Goal Rate
2018	Enrolled in the Same Community College	20975	53167	39%	21506	40%
2018	Retained from Fall to Spring at the Same College	18032	25810	70%	19834	77%
2018	Math & English Completion	321	5244	6%	642	12%
2018	Attained the Vision Goal Completion Definition	1386	50150	3%	2507	5%
2017	Transferred to a Four-Year Institution	2044	25541	8%	2344	9%

II. Equity Goals for DI Groups

Originally, we had decided to set our goal for all DI groups at a 40% reduction in equity gaps, in alignment with the *Vision for Success*. However, when we received the pre-populated template in N from the Chancellors Office, we saw that they provided data for two equity goals: “minimum equity” and “full equity.” *Full equity* is the complete closing of the equity gap. *Minimum equity* is defined as closing the gap within two percent of full equity. While closing equity gaps within 2% seemed to be a very lofty goal for a three-year plan, our Office of

Institutional Effectiveness analyzed the numbers that had been provided for “minimum equity” and found that they were actually very similar to the numbers we had initially determined as needed to achieve a 40% reduction. How and why these numbers match so closely depends on a variety of complicated calculations, the opacity of which has frustrated researchers up and down the state. But since these numbers are so similar, we decided to set our equity goals at the minimum equity numbers provided by the Chancellor’s Office. Table 3 provides the goal numbers and rates needed to achieve minimum equity for each DI group across each metric.

Table 3: 2019-2022 Goals by Metric disaggregated by Gender and DI Group

Metric By DI Group	Method	Current Equity Data			Goal Setting				
		Baseline Data			Minimum Equity #			Increase Analysis	
		Num	Denom	Rate	Num	Denom	Rate	Increase #	Increase Rate
1. Access (Enrolled in Same Community College)									
2018 LBCC Overall		20699	52138	40%	--	--	--	--	--
Female American Indian or Alaska Native	PPG-1	57	185	31%	70	185	38%	13	18%
Female Asian	PPG-1	1002	2761	36%	1046	2761	38%	44	4%
Female Black or African American	PPG-1	1650	5369	31%	2079	5369	39%	429	21%
Female Native Hawaiian or other Pacific Islander	PPG-1	100	332	30%	125	332	38%	25	20%
Female White	PPG-1	1482	4302	34%	1642	4302	38%	160	10%
Female Some other race	PPG-1	62	191	32%	72	191	38%	10	14%
Female Disabled	PPG-1	539	1495	36%	565	1495	38%	26	5%
Female Foster Youth	PPG-1	296	975	30%	369	975	38%	73	20%
Female LGBT	PPG-1	644	1858	35%	704	1858	38%	60	9%
Female Veteran	PPG-1	75	224	33%	85	224	38%	10	11%
Male Black or African American	PPG-1	1287	3486	37%	1321	3486	38%	34	3%
Male Foster Youth	PPG-1	178	502	35%	189	502	38%	11	6%
2. Retention (Retained from Fall to Spring at the Same College)									
2018 LBCC Overall		17878	25551	70%	--	--	--	--	--
Female Asian	PPG-1	627	943	66%	642	943	68%	15	2%
Female Black or African American	PPG-1	1034	1612	64%	1102	1612	68%	68	6%
Female Native Hawaiian or other Pacific Islander	PPG-1	56	96	58%	65	96	68%	9	14%
Female White	PPG-1	1123	1672	67%	1140	1672	68%	17	1%
Female Foster Youth	PPG-1	67	126	53%	86	126	68%	19	22%
Male Black or African American	PPG-1	705	1115	63%	761	1115	68%	56	7%
Male Native Hawaiian or other Pacific Islander	PPG-1	42	75	56%	51	75	68%	9	18%
Male LGBT	PPG-1	194	306	63%	208	306	68%	14	7%
3. Readiness (Completed Both Transfer-Level Math and English within the District)									
2018 LBCC Overall		317	5128	6%	--	--	--	--	--
Female Black or African American	PPG-1	8	298	3%	13	298	4%	5	39%
Female Native Hawaiian or other Pacific Islander	PPG-1	0	14	0%	1	14	4%	1	100%
Female Disabled	PPG-1	1	88	1%	4	88	4%	3	73%
Female Foster Youth	PPG-1	0	11	0%	0	11	4%	0	100%
Female LGBT	PPG-1	4	131	3%	6	131	4%	2	28%
Male Black or African American	PPG-1	1	313	0%	14	313	5%	13	93%
Male Disabled	PPG-1	1	84	1%	4	84	4%	3	72%
4. Completion (Attained the Vision Goal Completion Definition)									
2018 LBCC Overall		1383	49692	3%	--	--	--	--	--
Female Black or African American	PI	70	3388	2%	76	3388	2%	6	8%
Female Native Hawaiian or other Pacific Islander	PI	4	184	2%	4	184	2%	0	4%
Female LGBT	PI	8	908	1%	20	908	2%	12	61%
Male American Indian or Alaska Native	PI	1	47	2%	1	47	2%	0	6%
Male Black or African American	PI	55	2489	2%	56	2489	2%	1	2%
Male Foster Youth	PI	1	132	1%	3	132	2%	2	66%
Male LGBT	PI	12	671	2%	15	671	2%	3	21%
5. Completion (Transferred to a Four-Year Institution)									
2017 LBCC Overall		2042	25448	8%	--	--	--	--	--
Female American Indian or Alaska Native	PI	0	32	0%	2	32	6%	2	100%
Female Foster Youth	PI	7	154	5%	10	154	6%	3	30%
Male American Indian or Alaska Native	PI	0	26	0%	2	26	6%	2	100%
Male Disabled	PI	38	777	5%	51	777	6%	13	25%

SOURCE: Student Equity and Achievement (SEA) Data File, Data on Demand, CA California Community College.

NOTE: Gap Value "Rate": For Percentage Point Gap, this is the percentage difference of the focal group's performance compared to the performance of everyone else (all students minus the focal group). For the Proportionality Index it is the ratio comparison of the focal group's representation among all outcomes over the focal group's representation among all students considered. Gap Value "Students" PPG or PI value represented as number of students needed to reach equitable outcomes.

As noted earlier, we have also chosen to include our Hispanic student population in the plan, even though they do not appear DI within any metric by the methodologies used by the Chancellor’s Office. For this population, we have used the 80% rule methodology, as shown in Table 4 below.

Table 4. Goals by Metric for Hispanic Students

ay	Gender	Race	num	denom	perc	HPG	HPG*80%	Gap	Reduce Gap By 40%	New Raw Goal Number	New Goal Rate
Math/English Completion											
2017-2018	Female	Hispanic	95	1681	6%	13%	11%	5%	2%	129	8%
2017-2018	Male	Hispanic	93	1504	6%	13%	11%	4%	2%	120	8%
Awards											
2017-2018	Female	Hispanic	502	16340	3%	10%	8%	5%	2%	811	5%
2017-2018	Male	Hispanic	293	12349	2%	10%	8%	5%	2%	561	5%
Transfers											
2016-2017	Female	Hispanic	645	8445	8%	20%	16%	8%	3%	927	11%
2016-2017	Male	Hispanic	422	6216	7%	20%	16%	9%	4%	651	10%

We would also like to note that “Course-Level Success” (A, B, C, CR, or P in a course), was not included by the Chancellor’s Office as a metric to be assessed in the Student Equity Plan. We find this to be rather unfortunate. Although this metric is certainly related to retention, transfer, and degree and certificate completion, we believe it is a crucial metric for measuring our ongoing efforts to provide better and more equitable instruction in the classroom. Improving overall course success and student equity at the course level are key priorities at Long Beach City College and serve as important metrics in our college planning. Our current course success rates are shown in Table 5.

Table 5. Course Level Success 2015-2019

White	73%
Asian	71%
Hispanic	63%
Pacific Islander	55%
Black/African American	53%
College Average	64%

Despite its lack of inclusion in the Chancellor’s Office metrics, we would like to identify a three-year goal to raise the college average course success rate to 72%, and to close course-level equity gaps by 40%.

ACTIVITIES DESIGNATED FOR STUDENT GROUPS

The Student Equity Plan also outlines activities that will facilitate goal attainment for each metric in relation to the overall student population (Table 5) and by DI group (Table 6). Activities included in the plan were informed the by the Student Equity Subcommittee, Department Plans, School Plans, each of the Vice Presidents’ Plans, the LBCC Strategic Plan, the 2017-2019 Integrated Plan, faculty and student services experts, and our prior work with the Center for Urban Education. Activities were also informed by local data and current student trends. We tried to create focused, and intentional activities for each DI group whenever possible.

Table 6. Activities for the Overall Student Population

Student Population	Activities for Each Success Metric
Overall Student Population	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 20975, Goal: 21506)</p> <ul style="list-style-type: none"> • New Outreach and Recruitment Model • Viking Advantage: First-Year Experience Program • Viking Summer Voyage • Viking Preview Day • Viking Welcome Days • Increase Online Course Offerings • Increase Dual Enrollment Course Offerings • Increase Non-Credit Course Offerings • Registration Assistant Labs • Update PeopleSoft to Version 9.2 • Continue and Improve Nelnet Student Payment Portal • Expand Use of Campus Bird to Virtually Navigate Campus • Expand Use of QLess (Virtual Queuing Technology) <p>RETENTION: FALL TO SPRING (Baseline: 18032, Goal: 19834)</p> <ul style="list-style-type: none"> • Professional Development Workshops Around High Impact Pedagogy • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Starfish Early Alert • Student Technology Help Desk • Registration Support Efforts • Increased Focus on Data-Driven, Student-Centered Scheduling • Major Exploration Day • Embedded Tutors and Supports • Workshops on Utilizing the Canvas Gradebook • Expand Training and Use of Open Educational Resources • Workshops on Meaningful and Equitable SLO Assessment • Professional Development to Expand Faculty Use of the Learning Management System • Expand 25Live Scheduling System • Increase the Number of Trainings for Online Teaching Certification • Continue and Improve Nelnet (Student Payment Portal) • Launch of New Student Job Board, Career Coach • Job Development Coordinator <p>ENGLISH AND MATH TRANSFER LEVEL COMPLETION (Baseline: 321, Goal: 642)</p> <ul style="list-style-type: none"> • Multiple-Measure Informed Placement • Condense Pre-Transfer Sequences for Basic Skills

- Professional Development Workshops Around High Impact Pedagogy
- Embedded Course Supports
- Community of Practice Professional Development
- Guided Pathways Roadmaps That Imbed English and Math Early in Students' Educational Plans
- Expand Training and Use of Open Educational Resources
- Professional Development to Expand Faculty Use of the Learning Management System
- Expand 25Live Scheduling System
- Increase the Number of Trainings for Online Teaching Certification

DEGREE AND CERTIFICATE COMPLETION (Baseline: 1386, Goal: 2507)

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

TRANSFER (Baseline: 2044, Goal: 2344)

- Intentional Transfer Counseling Interventions
- Creation of Meta Majors
- Creation and Expansion of Program Road Maps
- Creation of New Degrees and Certificates around Specific Areas of Emphasis
- Professional Development Workshops Around High Impact Pedagogy
- Academic and Career Courses and Workshops
- Major Exploration Day
- Northern California College/University Tours

	<ul style="list-style-type: none"> • CSU Tours • Expand Training and Use of Open Educational Resources • Increased Focus on Data-Driven, Student-Centered Scheduling • Professional Development to Expand Faculty Use of the Learning Management System
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Table 7. Activities for Disproportionality Impacted Students

Student Population	Population’s DI Metrics and LBCC Equity Activities
(A) Current or Former Foster Youth (Female)	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 296, Goal: 369)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Outreach and Matriculation Services through Guardian Scholars and NextUp Programs • Foster Youth Support Services Summer Bridge Program • Financial Aid Application Assistance • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Baseline: 67, Goal: 86)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Individualized Academic, Transfer, and Career Counseling • Case Management • Basic Needs Assessment and Provision • Financial Aid Application Assistance • Specialized Counseling 1 Course • Book Grants & Book Loan Library • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Equity Leaders Cohort Training • Active Recruitment of Women by Programs in Which They Are Underrepresented • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>ENGLISH AND MATH COMPLETION (Baseline: 0, Goal: 1)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Individualized Referrals and Support to Tutoring Housed in the Foster Youth Support Programs Space • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy

	<ul style="list-style-type: none"> • Equity Leaders Cohort Training • Representative and Relevant Curriculum Audit • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>TRANSFER (Baseline: 7, Goal: 10)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Individualized Academic, Transfer, and Career Counseling • Milestone-Driven Completion Counseling Interventions • Specialized Transfer Events and University Tours • Individualized Academic, Transfer, and Career Counseling • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Representative and Relevant Curriculum Audit • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p style="text-align: center;">(A) Current or Former Foster Youth (Male)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 178, Goal: 189)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Outreach and Matriculation Services through Guardian Scholars and NextUp • Foster Youth Support Services Summer Bridge Program • Financial Aid Application Assistance • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 1, Goal: 3)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Milestone-Driven Completion Counseling Interventions • Partner with On Campus and Off Campus Job/Career Services to Assist Students in Aligning Career Goals with Job Experience, Certifications, etc. • Individualized Academic, Transfer, and Career Counseling • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Representative and Relevant Curriculum Audit • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 539, Goal: 565)</p>

<p>(B) Students with Disabilities (Female)</p>	<ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Outreach and Matriculation Services through DSPS at High School Sites • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>ENGLISH AND MATH COMPLETION (Baseline: 1, Goal: 4)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Explore Use of Assistive Technology in Math Classrooms • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit
<p>(B) Students with Disabilities (Male)</p>	<p>ENGLISH AND MATH COMPLETION (Baseline: 1, Goal: 4)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Expand Use of Assistive Technology • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Equity Leaders Cohort Training • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>TRANSFER (Baseline: 38, Goal: 51)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Milestone-Driven Completion Counseling Interventions • Inquiry Activities to Understand Student Journey and Potential Barriers • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring

	<ul style="list-style-type: none"> • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(C) Veterans Female</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 75, Goal: 85)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs
<p>(C) Veterans Male</p>	<p>Not DI in any metric</p>
<p>(D) Low Income Female</p>	<p>Not DI in any metric</p>
<p>(D) Low Income Male</p>	<p>Not DI in any metric</p>
<p>(E.i) American Indian or Alaskan Native (Female)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 57, Goal: 70)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>TRANSFER (Baseline: 0, Goal: 2)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(E.i)</p>	<p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 1, Goal: 1)</p>

<p>American Indian or Alaskan Native (Male)</p>	<ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>TRANSFER (Baseline: 0, Goal: 2)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Male of Color Fellows Program • Milestone-Driven Completion Counseling Interventions • Inquiry Activities to Understand Student Journey and Potential Barriers • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(E.ii) Asian (Female)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 1002, Goal: 1046)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Inquiry Activities Disaggregated by Asian Sub-Groups to Better Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Baseline; 627, Goal: 642)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population

	<ul style="list-style-type: none"> • Multi-Cultural center focused on supports for LatinX, African American, LGBT, and Asian, and Pacific Islander Students • Inquiry Activities Disaggregated by Asian Sub-Groups to Better Understand Student Journey and Potential Barriers • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Faculty Equity Leaders Cohort Training • Active Recruitment of Women by Programs in Which They Are Underrepresented • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(E.ii) Asian (Male)</p>	<p>Not DI in any metric</p>
<p>Filipino* (Female)</p> <p><small>*late designation by Chancellor’s Office</small></p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 475, Goal: 515)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs
<p>Filipino* (Male)</p> <p><small>*late designation by Chancellor’s Office</small></p>	<p>Not DI in any metric</p>
<p>(E.iii) Black or African American (Female)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 1650, Goal: 2079)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Targeted Outreach and Supports • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Baseline: 1034, Goal: 1102)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Targeted Programs (Umoja)

	<ul style="list-style-type: none"> • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Active Recruitment of Women by Programs in Which They Are Underrepresented • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>ENGLISH AND MATH COMPLETION (Baseline: 8, Goal: 13)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Expand HR Partnership with Communications to Expand Marketing and Branding for More Diverse Hiring • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 70, Goal: 76)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Milestone-Driven Completion Counseling Interventions • Targeted Programs (Umoja) • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • HBCU Tours • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 1287, Goal: 1321)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population

<p>(E.iii) Black or African American (Male)</p>	<ul style="list-style-type: none"> • Focused and Data Driven Matriculation Services at High Schools • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Baseline: 705, Goal: 761)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Targeted Programs (Umoja, A2Mend) • Male of Color Fellows Program • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>ENGLISH AND MATH COMPLETION (Baseline: 1, Goal: 14)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Male of Color Fellows Program • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 55, Goal: 56)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Milestone-Driven Completion Counseling Interventions • Umoja Learning Community • A2Mend • Male of Color Fellows Program • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • HBCU Tours
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	<ul style="list-style-type: none"> Northern California Tours (Targeted Outreach) CSU Tours (Targeted Outreach) Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
(E.iv) Hispanic (Female)	Not DI in any metric in the Chancellor’s Office Data (Designated as a Group H Below Using 80% Rule Methodology.)
(E.iv) Hispanic (Male)	Not DI in any metric in the Chancellor’s Office Data (Designated as a Group H Below Using 80% Rule Methodology.)
(E.v) Native Hawaiian or other Pacific Islander (Female)	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 100, Goal: 125)</p> <ul style="list-style-type: none"> Activities Listed for the Overall Student Population Focused and Data Driven Matriculation Services at High Schools Inquiry Activities to Understand Student Journey and Potential Barriers President’s Equity Task Force Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Baseline: 56, Goal: 65)</p> <ul style="list-style-type: none"> Activities Listed for the Overall Student Population Inquiry Activities to Understand Student Journey and Potential Barriers Professional Development Workshops on Understanding and Addressing Disaggregated Data Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students Representative and Relevant Curriculum Audit President’s Equity Task Force Professional Development Workshops Around Equitable Pedagogy Faculty Equity Leaders Cohort Training Active Recruitment of Women by Programs in Which They Are Underrepresented Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>ENGLISH AND MATH COMPLETION (Baseline: 0, Goal: 1)</p> <ul style="list-style-type: none"> Activities Listed for the Overall Student Population Inquiry Activities to Understand Student Journey and Potential Barriers President’s Equity Task Force Professional Development Workshops Around Equitable Pedagogy Faculty Equity Leaders Cohort Training Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff Representative and Relevant Curriculum Audit

	<p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 4, Goal: 4)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training) • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Active Recruitment of Women by Programs in Which They Are Underrepresented • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(E.v) Native Hawaiian or Other Pacific Islander (Male)</p>	<p>RETENTION: FALL TO SPRING (Baseline: 42, Goal: 51)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Male of Color Fellows Program • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(E.vi) White (Female)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 1482, Goal: 1642)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Baseline: 1123, Goal: 1140)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training

	<ul style="list-style-type: none"> • Active Recruitment of Women by Programs in Which They Are Underrepresented • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
(E.vi) White (Male)	Not DI in any metric
(E.vii) Some Other Race (Female)	ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 62, Goal; 72) <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs
(E.vii) Some Other Race (Male)	Not DI in any metric
(F) Homeless (Female)	Not DI in any metric in the Chancellor’s Office Data (Designated as a Group H Below)
(F) Homeless (Male)	Not DI in any metric in the Chancellor’s Office Data (Designated as a Group H Below)
(G) LGBT (Female)	ACCESS: SUCCESSFUL ENROLLMENT (Baseline: 644, Goal: 704) <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Focused and Data Driven Matriculation Services at High Schools • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs ENGLISH AND MATH COMPLETION (Baseline: 4, Goal: 6) <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit DEGREE AND CERTIFICATE COMPLETION (Baseline: 8, Goal: 20) <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers

	<ul style="list-style-type: none"> • Milestone-Driven Completion Counseling Interventions • Multi-Cultural Center Focused on Supports for LatinX, African American, LGBT, Asian Pacific Islander, and Alaskan Native or Native American Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(G) LGBT (Male)</p>	<p>RETENTION: FALL TO SPRING (Baseline: 194, Goal: 208)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Professional Development Workshops on Understanding and Addressing Disaggregated Data • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 12, Goal: 15)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • Multi-Cultural Center Focused On Supports for LatinX, African American, Native American, Alaskan Native, LGBT, and Asian Pacific Islander Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
	<p>ENGLISH AND MATH COMPLETION (Baseline: 95, Goal: 129)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Programs (PUENTE) • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions

<p>(H) Hispanic Female</p>	<ul style="list-style-type: none"> • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 502, Goal: 811)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Programs (PUENTE) • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • Multi-Cultural Center Focused On Supports for LatinX, African American, Native American, Alaskan Native, LGBT, and Asian Pacific Islander Students • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Active Recruitment of Women by Programs in Which They Are Underrepresented • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>TRANSFER (B: 645, G: 927)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Milestone-Driven Completion Counseling Interventions • Hispanic Serving Institutions Tour • Targeted Programs (PUENTE) • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(H)</p>	<p>ENGLISH AND MATH COMPLETION (Baseline: 93, Goal: 120)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Programs (PUENTE) • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy

<p>Hispanic Male</p>	<ul style="list-style-type: none"> • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Baseline: 293, Goal: 561)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Multi-Cultural Center Focused On Supports for LatinX, African American, Native American, Alaskan Native, LGBT, and Asian Pacific Islander Students • Milestone-Driven Completion Counseling Interventions • Targeted Programs (PUENTE) • Male of Color Fellows Program • Inquiry Activities to Understand Student Journey and Potential Barriers • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>TRANSFER (Baseline: 422, Goal: 651)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Milestone-Driven Completion Counseling Interventions • Hispanic Serving Institutions Tour • Targeted Programs (PUENTE) • Male of Color Fellows Program • Representative and Relevant Curriculum Audit • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
	<p>ACCESS: SUCCESSFUL ENROLLMENT (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Outreach and Support • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Insufficient Data)</p>

<p>(H) Formerly Incarcerated (Female)</p>	<ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Justice Scholars Program • Professional Development Workshops Around Equitable Pedagogy • President’s Equity Task Force • Faculty Equity Leaders Cohort Training • Active Recruitment of Women by Programs in Which They Are Underrepresented • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>ENGLISH AND MATH COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Active Recruitment of Women by Programs in Which They Are Underrepresented • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>TRANSFER (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach)
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	<ul style="list-style-type: none"> • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit
<p style="text-align: center;">(H) Formerly Incarcerated (Male)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Targeted Outreach and Supports • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Justice Scholars Program • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>ENGLISH AND MATH COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit

	<p>TRANSFER (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Milestone-Driven Completion Counseling Interventions • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Northern California Tours (Targeted Outreach) • CSU Tours (Targeted Outreach) • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit
<p>(H) Homeless (Female)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Creation of a Basic Needs Center • Professional Development Workshops Around Equitable Pedagogy • President’s Equity Task Force • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>ENGLISH AND MATH COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Creation of a Basic Needs Center • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy

	<ul style="list-style-type: none"> • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>TRANSFER (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Creation of a Basic Needs Center • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
<p>(H) Homeless (Male)</p>	<p>ACCESS: SUCCESSFUL ENROLLMENT (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Develop Bus Pass Pilot and Other Student-Serving Transportation Programs <p>RETENTION: FALL TO SPRING (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Creation of a Basic Needs Center • Professional Development Workshops Around Equitable Pedagogy • President’s Equity Task Force • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>ENGLISH AND MATH COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff • Representative and Relevant Curriculum Audit <p>DEGREE AND CERTIFICATE COMPLETION (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Creation of a Basic Needs Center • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy

	<ul style="list-style-type: none"> • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff <p>TRANSFER (Insufficient Data)</p> <ul style="list-style-type: none"> • Activities Listed for the Overall Student Population • Inquiry Activities to Understand Student Journey and Potential Barriers • Creation of a Basic Needs Center • President’s Equity Task Force • Professional Development Workshops Around Equitable Pedagogy • Faculty Equity Leaders Cohort Training • Create and Expand a Student Equity Website with Resources for Students, Faculty, and Staff
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RESOURCES BUDGETED FOR 2019-2022 ACTIVITIES

The 2019-2022 Student Equity Plan also provides an overview of the resources we have planned to allocate for our activities. Table 7 below includes a projected total cost for various activities. Many of the activities listed in the plan will be covered under the Operational- SEAP line item in the table. In addition, it is important to note that we anticipate several activities will impact equity gaps for various DI groups across metrics. For example, the Male of Color Fellows Program is anticipated to be an impactful practice that will impact retention, completion and transfer rates for Black/African American, Hispanic, Pacific Islander, American Indian or Alaskan Native, and Native Hawaiian or Other Pacific Islander males.

Table 7: Projected Cost by Activity

	Sum of Total
A2MEND	\$14,500
Disabled Students	\$37,797
Embedded Tutors	\$159,990
English	\$112,501
Flex Day (Professional Development)	\$15,000
Formally Incarcerated/Foster Youth	\$41,175
Guardian Scholars	\$124,610
LBCC Shuttle	\$150,000
Male of Color Fellows Program	\$10,000
Math Supports	\$267,500
Multicultural Center	\$51,072
Online Educational Resources	\$20,000
Operational - Hourly Counseling	\$705,426
Operational - SEAP	\$3,683,188
Puente	\$10,000
Student Learning Outcomes	\$43,050
Speaker Series	\$15,000
Student Technology Help Desk	\$35,000
Transfer Tours	\$40,000
Umoja	\$82,000
Veterans	\$124,415
Grand Total	\$5,742,223

ASSESSMENT OF THE LAST THREE YEARS

I. Resources Allocated in 2015-2018

The following table provides an overview of how Student Equity dollars have been used at LBC to fund various 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. Note that lines 514000 and 589000 are duplicated in the table below. The second is italicized and represents the cost of the projected expense to be encumbered this fiscal year using last year's carry over funds.

A couple of trends are important to note. First, there has been a decrease in the amount of funds expended overall in academic salaries (1000 object/account band) and classified salaries (2000 object/account band). The one area of exception under the academic salaries is an increase in the amount of money expended on hourly counseling. In addition, there has been an increase in the amount of resources expended directly for student payment (7000 object/account band) that helps fund things like books, meal cards, and gas cards for our DI groups. These changes reflect intentional review and refinement of expenditures to more intentionally support promising equity practices.

Table 8: Resource Allocation 2015-2018

Row Labels	2015-16	2016-17	2017-18	Grand Total
1000- academic salaries				
125000-Academic Sal NI RS Counselor			\$90,979.09	\$90,979.09
129000-Acad Sal NI All Others	\$71,672.57	\$62,897.65	\$30,897.13	\$165,467.35
145000-Acad Sal NI H Counselors		\$114,156.90	\$208,645.82	\$322,802.72
145400-CHI Summer Counselor Hourly			\$32,063.48	\$32,063.48
145500-Acad Sal NI RS CNSL W/H Assign			\$64,119.85	\$64,119.85
147000-Acad Sal NI E Duty -Stipends	\$171,942.50	\$146,777.80	\$86,782.36	\$405,502.66
149000-Acad Sal NI Other Hourly	\$5,090.20	\$0.00	\$0.00	\$5,090.20
2000- classified professional employees				
210300-CI Sal RS Administrators	\$14,368.00	\$172,209.53	\$25,471.96	\$212,049.49
212000-CI Sal NI RS Clerical	\$83,338.01	\$309,715.20	\$25,129.07	\$418,182.28
212500-CI Sal NI RS <50%	\$988.91	\$21,359.56	\$232.14	\$22,580.61
231000-CI Salaries Student Aides	\$26,733.75	\$5,922.03	\$44,488.76	\$77,144.54
232000-CI Sal NI H Clerical	\$36,039.94	\$12,718.82	\$7,487.30	\$56,246.06
232500-CL Sal NI Clerical OT	\$8,296.02	\$9,303.69	\$5,182.15	\$22,781.86
233000-CI Sal NI Irregular Sal Sched	\$208,743.28	\$2,494.13	\$7,420.00	\$218,657.41
243000-CI Sal IN H Irregular Sal Sche	\$6,854.84	\$132,626.03	\$150,199.37	\$289,680.24
3000- employee benefits				
395000-Staff Benefits Gen, NInstruct	\$141,404.05	\$330,095.71	\$171,795.86	\$643,295.62
395100-Staff Benefits Instructional	\$891.15	\$17,241.75	\$19,526.30	\$37,659.20
4000- non-instructional supplies and materials				
456500-Duplicating Non Instructional	\$2,620.21	\$5,505.65	\$0.00	\$8,125.86
457000-NI Supplies & Materials	\$351,328.41	\$89,090.05	\$194,881.63	\$635,300.09
457300-Hospitality	\$63,044.61	\$102,632.25	\$48,355.00	\$214,031.86
5000- other operating expenses, services, contract				
514000-Professional Services	\$516,874.16	\$196,845.72	\$357,472.97	\$1,071,192.85
514000-Professional Services-projected expenses			\$10,945.84	\$10,945.84
521000-Mileage and Personal Transp	\$0.00	\$0.00	\$44.13	\$44.13
522200-Conferences Academic	\$61,917.09	\$66,933.41	\$37,719.33	\$166,569.83
522500-Conferences Admin/Mgr-Supv	\$9,678.76	\$4,298.37	\$14,046.98	\$28,024.11
522600-Conferences Classified	\$29,878.08	\$11,368.94	\$22,471.52	\$63,718.54
524000-Staff Development Activities	\$1,588.83	\$10,500.00	\$0.00	\$12,088.83
531000-Memberships/Fees/Dues			\$75.00	\$75.00
544000-Other Insurance			\$518.66	\$518.66
564000-Rent Equip/Bldg/Ind Transp			\$292.18	\$292.18
565000-Equip Repair In	\$0.00	\$0.00		\$0.00
566000-Equip Repairs Ni	\$242.51	\$126.63	\$285.67	\$654.81
585000-Postage	\$17,997.79	\$287.38	\$0.00	\$18,285.17
589000-Other Services	\$125,740.57	\$186,238.73	\$84,952.96	\$396,932.26
589000-Other Services - projected expenses			\$47,790.23	\$47,790.23
589500-On Line Serv-Sftwr Licensing	\$11,000.00	\$21,021.69	\$2,764.42	\$34,786.11
6000- capital outlay, equipment				
641000-Equip Inst \$200-\$4999.99	\$215,227.79	\$0.00	\$0.00	\$215,227.79
646000-Equip Non-Inst \$200-\$4999.99	\$22,054.00	\$8,718.13	\$1,429.54	\$32,201.67
647000-Equip Non-Inst \$5,000 & Up	\$4,941.32	\$17,045.41	\$0.00	\$21,986.73
647100-Intangible Asst. N-Inst5,000Up	\$46,562.50		\$2,187.50	\$48,750.00
652000-Lease Purchase Non Instr			\$262.19	\$262.19
7000- other payments to/for students				
765000-Oth Stu Aid Books/Supplies	\$120,972.57	\$152,975.50	\$350,762.91	\$624,710.98
766000-Stu Fin Aid Health Fees			\$843.00	\$843.00
766400-Stu Fin Aid Bus Passes	\$0.00	\$259,960.98	\$270,639.02	\$530,600.00
766500-Stu Fin Aid Gas Allowance	\$788.58		\$0.00	\$788.58
766600-Stu Fin Aid ASB Cds/Pkg Permit			\$1,210.00	\$1,210.00
767200-Stu Fin Aid Meal Allowance	\$460.00	\$3,211.36	\$4,422.00	\$8,093.36
790100-Reserves	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total	\$2,379,281.00	\$2,474,279.00	\$2,424,793.32	\$7,278,353.32

The following table shows which activities that were funded to address equity gaps across metrics over the last three years.

Table 9: Funded Equity Activities 2015-18

Activities	Year 1 (2015-2016)			Year 2 (2016-2017)			Year 3 (2017-2018)		
	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
EOPS Book Loan		X	X		X	X		X	X
Library Reservers		X	X		X	X		X	X
Student Athletes		X	X		X	X		X	X
Equity in Math Supports					X	X		X	X
UMOJA Program				X			X	X	
PUENTE Learning Community									
ENGL105AX Supports					X	X		X	
Compressed Reading									
COUNSSO					X			X	
Multicultural ENGL		X	X						
Classroom Observations			X		X				
Supplemental Instruction Tutors			X		X	X		X	X
Embedded Tutoring									
ALEKS PPL									
Math Matters Boot Camp				X					
Shuttle Service					X	X		X	X
Bus Passes						X		X	X
Cornel West					X				
Van Jones			X		X				
Alicia Cass								X	
Luis Sinco					X				
Carl Heart					X				
Marom May								X	
Chef-T								X	
Oz Sanchez									
Handicap This									
Transfer Tours			X			X			X
Social Sciences Speaker Events									
Student Help Desk								X	X
Flex Day			X			X			X
Puente Phase III						X			
ENGL Composition Alignment		X							
Shared Science			X						
Visiting Artists		X	X						
Science Night			X			X			
Mentoring/LBCC Reads One Book		X							
Math Modules			X						
Our Turn Making Movies			X						
Math Over Lunch		X	X						
Metal Fabrication		X	X						
Student Barriers Project					X				
Veterans Equity		X	X						
Male Summit						X			X

II. Progress Toward Equity in 2015-2018

Table 10 below provides an overview of progress toward closing our equity gaps in the 2015-2018 period in relation to access, English and Math completion, certificates, degrees and transfer. Positive gains (closing of equity gaps) are designated by the green arrows, increases in the equity gaps are designated by red arrows, and no significant change by the black arrows.

Table 10: Progress on Closing Equity Gaps by Metric for DI group

Equity Progress						
Metric	DI Group	2015-2016	2016-2017	2017-2018	% Increase	Trend
Access	American Indian/Alaska Native	40.0%	37.1%	29.6%	-25.9%	↓
	Black/African-American	38.6%	38.5%	38.1%	-1.3%	↓
	Pacific Islander	35.5%	43.8%	37.1%	4.7%	↑
English	American Indian/Alaska Native	4.5%	8.1%	14.3%	214.3%	↑
	Black/African-American	6.8%	7.8%	8.5%	24.4%	↑
	Pacific Islander	12.7%	8.0%	10.2%	-19.3%	↓
Math	American Indian/Alaska Native	9.1%	4.8%	10.7%	17.9%	↑
	Black/African-American	4.2%	4.9%	4.6%	10.4%	↑
	DSPS	4.1%	5.4%	4.9%	19.8%	↑
	Pacific Islander	5.4%	4.9%	9.7%	78.8%	↑
Certificates	Black/African-American	11.8%	9.3%	12.4%	4.7%	↑
	Hispanic	49.2%	53.3%	51.2%	4.1%	↑
	Male	36.1%	34.5%	38.0%	5.3%	↑
Degree	Black/African-American	9.2%	9.3%	9.8%	6.6%	↑
	DSPS	5.9%	5.6%	5.9%	-1.4%	↓
	Hispanic	48.1%	53.0%	56.8%	18.1%	↑
	Pacific Islander	1.6%	1.5%	1.9%	17.4%	↑
Transfer	Black/African-American	13.2%	14.0%	12.8%	-3.1%	↓
	DSPS	2.3%	2.2%	2.5%	5.3%	↑
	Economically Disadvantage	57.6%	55.0%	55.1%	-4.4%	↓
	Hispanic	41.5%	46.0%	46.1%	11.0%	↑

Data Source: Strategic Plan Dashboards

For many of the metrics in the table above the increases and decreases are not very large. The primary lesson is that we have much more work to do to close our equity gaps. Nevertheless, we did see some fairly significant gains in certain metrics. Math completion showed improvements across all student groups. English saw a 214% increase for our American Indian/Alaskan Native students and a 24.4% increase for African American students. Double-digit increases were gained in Hispanic transfers and degrees, as well as for Pacific Islander degree completion. The most significant decrease pertained were Pacific Islanders in English completion and access for American Indian/Alaskan Native and Pacific Islanders. We hope to increase these positive gains and reverse the losses in the coming years through more focused activities for these groups. For a complete assessment of the 2015-16 and 2016-2017 equity goals and progress, see the [2017-19 Integrated Plan](#) on the LBCC website.

LBCC STUDENT EQUITY PLAN CONTACTS

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