LONG BEACH CITY COLLEGE

2025-2028 Student Equity Plan Executive Summary

(includes evaluation of the 2022-2025 Student Equity Plan)

THE LBCC EQUITY IMPERATIVE

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

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

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

Values
Teaching and Learning

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

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

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

Diversity, Equity, Inclusion, and Accessibility

Anti-racism and Social Justice: We are actively committed to identifying, opposing, and confronting racism, white supremacy, anti-blackness, and other forms of systemic oppression through the intentional interrogation of policies, procedures, resources, and practices in and

outside of the classroom to attain social justice and racial equality for our employees, students, and community members.

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

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

Collaboration and community

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

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

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

Creative leadership and exploration

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

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

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

Our goal as an institution is to ensure that we live up to this mission, and we still have a long way to go. As this document will show, we currently see considerable equity gaps among our most vulnerable and disproportionately impacted student groups. Of greatest concern are longstanding and persistent racial inequities. We aim to fully acknowledge inequities at all levels and areas of the institution, and to address them with focus and intentionality. Our 2025-2028 Student Equity Plan reflects on the outcomes of the 2019-2022 Student Equity Plan and

how we aim to address these equity gaps over the next three years. Furthermore, the college's Framework for Reconciliation is the foundation upon which the 2022-2025 Student Equity Plan is constructed to address anti-Blackness. Thus, we strive to make substantial progress toward closing these gaps and to provide a more welcoming, inclusive, and supportive environment for all our students.

THE THREE-YEAR STUDENT EQUITY PLAN

The 2025-2028 Student Equity Plan for Long Beach City College is aligned with our Strategic Plan for 2022-2026. The intent of the Student Equity Plan is to guide our work in closing the equity gaps for disproportionately impacted (DI) student groups. The plan examines equity and student success across five distinct metrics defined below:

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.)

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.

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.)

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 Associate Degree(s), including ADTs. (Excludes Special Admit and students who exited the community college system the following year.)

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 2025–2028 Student Equity Plan, guided by the California Community Colleges Chancellor's Office, introduces a race-conscious, data-informed, and transformational framework aimed at eliminating equity gaps and improving outcomes for disproportionately impacted (DI) student populations. The plan is designed to be dynamic and iterative, allowing for annual updates and continuous improvement.

A central focus of the plan is the intentional interrogation and dismantling of systemic barriers that perpetuate inequitable outcomes. Colleges are required to identify one DI student group for focused support across all success metrics, ensuring targeted strategies and measurable goals. The plan also emphasizes alignment with Vision 2030, Guided Pathways, and other institutional initiatives to ensure coherence and strategic impact.

The plan is organized into five key sections:

1. **Race-Conscious Planning** – Describes how race-consciousness is embedded in the development of the equity plan.
2. **Reflection on 2022–2025 Efforts** – Reflects on prior equity work and incorporates lessons learned.
3. **DI Student Populations and Metrics** – Identifies DI groups for each success metric and sets three-year outcome targets.
4. **Strategic Activities and Barrier Analysis** – Details intentional strategies and systemic barriers to be addressed to achieve equity goals.
5. **Integration and Governance** – Demonstrates alignment with college-wide plans and outlines the participatory governance process.

The development of the 2025–2028 Student Equity Plan at our college was led by the Student Equity Subcommittee and reflects contributions from faculty, staff, and students. The plan was vetted through participatory governance bodies including the Student Success Committee, Academic Senate, College Planning Council, Classified Senate, and Associated Student Body. Open forums provided additional opportunities for campus-wide input. The Office of Institutional Effectiveness supported the planning process with data analysis and strategic guidance.

SECTION 1: DETAILS & ASSURANCES

This section of the plan prompted us to describe how we are ensuring active involvement of all groups on campus, including students, to help inform the development of the student equity

plan. Furthermore, we were asked to describe how we are race-conscious in the development of our plan.

Campus Involvement & Leveraging Student Voice:

In accordance with Administrative Procedure 5300 at LBCC, the student equity plan is developed and informed through the active participation of all constituency groups on campus. Specifically, the plan is shared for reading and feedback through shared governance, in some instances for two readings, including:

- Student Equity Subcommittee (two readings)
- Guided Pathways Subcommittee
- Student Success Committee
- Academic Senate
- Associated Student Body
- College Planning Council (two readings)

Each of these shared governance groups is comprised of faculty, administrators, staff, and student representatives. In addition, a campus-wide forum is scheduled to present the plan to the campus community and solicit feedback. Finally, the Sunflower Group, who participated in the Student Equity Plan Institute, facilitated by CCHALES from San Diego State University, was created to further guide the development of the 2025-2028 Student Equity Plan. Beyond these established efforts, we are connecting with local faculty and staff experts on campus to help inform high-impact strategies to address equity gaps. That group is comprised of 10 key stakeholders from across campus, including the Executive Vice President of Student Services (EVPSS), the Academic Senate President, Institutional Effectiveness, the Guided Pathways Coordinator, and Student Equity Plan leads. The plan also goes to the board for adoption, and an executive summary (this document) is subsequently made publicly available on our website.

Race-Consciousness

Our institution is deeply committed to collecting and disaggregating all student data by salient identity markers such as race and ethnicity, gender, Socioeconomic Status, among others. Since this level of disaggregation is common practice, we routinely analyze and interrogate student success metrics though a racial lens. The insights gleaned from those processes are transparently shared annually through shared governance spaces. This process lends itself to creating institutional accountability relating to race-conscious efforts and informing strategies to address identified equity gaps in student success. Additionally, in 2020, the college adopted the framework for reconciliation speaking to our institutional commitment to remaining race-conscious, confronting anti-blackness, and addressing systemic barriers. Finally, our institutional strategic plan is directly informed by the framework for reconciliation, a stark departure from the color-blind approach elevated through feedback provided from USC's Center for Urban Education in 2019.

In accordance with the Empowering Lessons from the Student Equity Plan Institute (SEPI) Framework, we are steadfast in our commitment to engage in race-conscious efforts through the following:

1. Stand for Equity: Make Symbolic Commitments Visible

2. Invest in Change: Commit Material Resources to Equity

3. Measure What Matters: Build Technical Capacity for Equity

4.Collaborate for Inclusion: Strengthen Relational Commitments

Examples of these commitments include the establishment of the black student success center, black student success advisory workgroup, Native American Indigenous Collaborative, race/ethnicity-based employee resource groups, cultural grad celebrations, Social Justice Intercultural Center, and cultural celebrations. As a testament to these race-conscious efforts, LBCC received the nationally recognized Seal of Excelencia in 2020 and recertification in 2023 for its commitment to advancing Latinx student success outcomes. In April 2025, the college was awarded the American Association of Community Colleges (AACC) Award of Excellence in the category of Advancing Institutional Equity and Belonging for its equity efforts.

Critically, the college employs a racial lens to inform the provision of student services, program creation, resource allocations, policy and procedure revisions, and decision making intended to intentionally address racial equity gaps in student success outcomes.

Local Review Process & Schedule

This section articulates the process we implement as an institution to ensure ongoing local review and evaluation of our student equity plan.

- LBCC is committed to the implementation of the equity plan goals and continuous improvement. To that end, the student equity plan is reviewed on an annual basis within the student equity subcommittee (a subcommittee of shared governance).
- At the beginning of each academic year, the Office of Institutional Effectiveness provides a data presentation to the student equity subcommittee on the progress toward the data metrics of the equity plan.
- At the inception of the equity plan, leads are identified for each high impact activity/strategy of the equity plan. The Student Equity Director and Student Equity Faculty Coordinator hold a meeting with the activity leads to provide guidance on what is to be accomplished and how to report on progress made. Annual updates on the progress made toward implementing identified activities is captured through an online form.

- A comprehensive tracking spreadsheet of all equity plan activities, and their implementation status, is maintained by the Director of Student Equity. This spreadsheet is reviewed with the student equity subcommittee at the beginning of each semester.
- Individual activation meetings for identified activities are held with leads to ensure there is proper support for successful implementation. Activity leads are invited to present at the student equity subcommittee to share the progress made toward implementing the high impact activities.
- As appropriate, the student equity plan leads present to various shared governance groups throughout the year on the progress made toward implementing the activities identified in the student equity plan.
- At the beginning of each academic year, data presentations are provided by Institutional Effectiveness on the progress toward the key data metrics of the equity plan. Based on the progress made, feedback is solicited to improve progress and elevate recommendations to improve our approach to implementing the equity plan strategies.
- Finally, input is gathered to inform the submission of the SEA Program Annual Report. Insight gleaned from that report is also used to inform adjustments to our approach in implementing equity plan strategies.

SECTION 2: CONTACTS

The following individuals are required to review and approve the 2025-2028 Student Equity Plan.

☐ Project Leads: Dr. Eric Becerra, Director of Student Equity, Candace Dickerson, Student Equity Faculty Coordinator and Professor of Reading and Teacher Prep
☐ Alternate Project Lead: Lupe Pasillas, Interim Dean, Student Equity
☐ Superintendent/President Dr. Mike Munoz
☐ Chief Business Officer: Candace Jones, VP of Administrative & Business Services
☐ Chief Instructional Officer Dr. O. Lee Douglas
☐ Chief Student Services Officer Dr. Nohel Corral
☐ Academic Senate President: Dr. Jerome Hunt, Professor of History, Political Science & Ethnic Studies
☐ Guided Pathways Coordinator/Lead: Kenna HIllman, Dean of Academic Services

SECTION 3: EQUITY PLAN REFLECTION 2022-2025

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In this section of the plan, we were asked to reflect on the efforts implemented

to support our college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle.

Key Learnings

In this section, we were asked to identify root causes for equity gaps in our institution and identify 2-3 institutional actions, cultural changes, or processes that are having the most impact in reducing equity gaps to meet our target outcomes from the 2022-2025 Student Equity Plan.

Through analysis of disaggregated student data, LBCC has identified several root causes contributing to equity gaps across the five equity plan metrics. These insights, drawn from both quantitative and qualitative data, highlight critical structural and institutional barriers facing disproportionately impacted (DI) student populations. A significant portion of Pell recipients at LBCC, especially first-generation and Black/African American students, have an Expected Family Contribution of $0, reflecting severe financial hardship. This economic instability is strongly correlated with lower outcomes in course success, persistence, and completion, as it limits access to resources and increases external pressures. Additionally, internal data show that even those who succeed in their first year often fall behind in the second, especially compared to white peers with similar starts, pointing to environmental and institutional factors within the college itself. One such factor is students' sense of mattering in the classroom. Survey data show Black/African American students report lower levels of belonging and engagement, which negatively impacts motivation, persistence, and performance. DI students are also more likely to attend part-time due to work or other responsibilities, which leads to a "persistence penalty" under completion metrics.

While some equity gaps stem from systemic pre-college conditions, LBCC's data clearly show that internal issues, like campus climate, instructional practices, and financial aid structures, also contribute. Addressing these institutional barriers is essential to closing equity gaps. In response, LBCC has taken intentional, high-impact steps to foster a culture of equity. A major shift has been expanding course modalities and schedules, including a significant increase in online and 8-week offerings, giving students more control over their learning. Internal data show that aligning course formats with students' preferences improves success rates. This flexibility also supports faculty and contributes to a more effective learning environment. Importantly, success has not been tied to any single format but to the increased range of options available. Additionally, LBCC has promoted data transparency since 2018 by regularly sharing disaggregated outcomes with campus stakeholders. This practice normalizes equity-minded decision-making and deepens institutional accountability.

 One key insight our college has gained is that housing insecurity is a major root cause of equity gaps, particularly for our Black/African American students. Through data disaggregated by both race/ethnicity and financial aid status, we found that Black/African American students report much higher levels of homelessness and housing instability, regardless of whether they receive

financial aid. This suggests that structural and systemic inequities, rather than income alone, are driving housing insecurity and in turn impacting student success.

Another major root cause of equity gaps for Black/African American students is the presence of racialized barriers within the educational environment. In a study comparing three LBCC high-achieving students with the same enrollment characteristics (full-time and similar GPAs) White students had a higher second-semester success rate (82%) compared to Latinx (76%) and Black students (70%). Despite similar academic performance, students of color, especially Black students, consistently face additional barriers each semester. They are less likely to feel supported or valued in the classroom and receive less positive affirmation from White faculty. This shows that even strong academic performance does not protect students of color from the negative impacts of financial hardship and racial inequities.

To address these barriers, we have prioritized deeper intersectional data analysis, integrated housing instability, belonging, and classroom related questions into major campus surveys, and are using this data to advocate for more inclusive, need-sensitive resource distribution. These approaches help us move beyond traditional indicators like financial aid eligibility and academic metrics to better serve students experiencing unmet needs and negative classroom experiences and reduce equity gaps more effectively. We've collected qualitative feedback through focus groups, listening sessions, and campus forums, and student experience surveys, each offering students various ways to share their perspectives. This input has revealed both service gaps and opportunities to improve physical spaces, such as calls for more inclusive signage, culturally reflective artwork, and improved access to quiet study areas and basic needs. By acting on this feedback, we've been able to enhance the campus environment and implement changes that positively impact student engagement, sense of belonging, and persistence, all of which serve as leading indicators for completion.

Planned Continuity

In this section, we were asked to identify strategies from the 2022-2025 Student Equity Plan that were implemented, and we plan to continue for the 2025-2028 plan.

The Student Equity Plan leads, and Institutional Effectiveness met to identify high-impact practices for each metric of the 2022-2025 equity plan for which data was readily available, and progress had been documented. Through that analysis process, Institutional Effectiveness identified which high-impact activities we should continue to implement based on promising outcome data. A list of those identified per outcome metric is provided below, along with a high-level summary of the activity and its impact.

     a. **Access: Engage in Inquiry Activities to better understand Native students**
Our current method for identifying and coding students as Indigenous has presented challenges, particularly when students report multiple

ethnicities. In such cases, students are often categorized into other prioritized racial or ethnic groups before being recognized as Indigenous, which skews representation. Official data reflects only 70 students identified as Indigenous, despite approximately 1,500 students indicating Indigenous identity through other means. Specifically, LBCC has intentionally engaged in an analysis of data to better understand how Indigenous students are identified. Those efforts have yielded valuable insight. Notably, when applying a much broader definition which captures all students who indicate Indigenous ancestry, we see that our Indigenous students are actually not disproportionately impacted on this metric. Importantly, the vast majority of our indigenous students are also Latinx, signaling a need to better understand the complexities of the multi-faceted identities of our indigenous students so that we can better support them from access to completion. To that end, the college has been working closely with our Native American/Indigenous Employee and Student Resource Groups to better understand the needs of our indigenous students. Simultaneously, as we have become better educated about how our indigenous students are categorized, we have started to elevate our concerns about these definitions within our community to 1) raise awareness about the limitations with the current definitions used, and 2) engage the Chancellor's Office in hopes that it can lead to system level discussions about the current limitations with how students are categorized as Indigenous. To this end, our student trustee elevated a resolution to change the ways indigenous student data is disaggregated through the SSCCC. The resolution was passed at the state level for Chancellor's office consideration. Our student trustee also met with LBCC senior leadership to explore local adoption of a similar resolution.

b. **Completion of Transfer Level of Math/English: Establishing of the Center for Teaching and Learning**
One of the college's activities in the Student Equity Plan to meet the metric of successful completion of transfer-level math and English is the need for intentional, regular, and supported space and time to encourage faculty to routinely address inequities that remain in their course data and practices for these courses. The Center for Teaching and Learning (CTL), launched in Spring 2024, provides a space for faculty to co-create solutions that transform the future of all students through inclusive and effective teaching. Faculty strategically take risks, challenge assumptions, and explore new approaches through inquiry and reflection in pursuit of actions that foster student learning. The

CTL, through coordination and facilitation of professional learning, collaboration, and growth opportunities for all faculty, is grounded in the principles of transformative pedagogy: student-centered, evidence-based, institutionally focused, and action-oriented. By offering a range of opportunities tailored to the needs of faculty in a cohort model, the CTL aims to be the hub of reflective growth and professional development, while fostering an inclusive community that promotes in-depth learning and effective teaching. While we have limited data to analyze the impact of the CTL at this time, we do believe that the establishment of this center might be one of the greatest equity levers to improve student success outcomes for this metric. Initial work of the CTL includes supporting faculty in converting their 16-week courses to 8-weeks as this strategy has been identified nationally for greatly improving course success for disproportionately impacted student populations. Locally, we have preliminary data to suggest that our Black students prefer to enroll in 8-week courses. Additionally, in Winter 2025, the CTL led a workshop for the part-time faculty in the School of Language Arts and Communication to focus on how to respond in the classroom to our equity data, specifically focusing on feedback and assessment. Finally, beginning in Fall 2025, the CTL will collaborate with FPD and Equity Congress to develop a more comprehensive faculty onboarding experience centered on equity.

c. **Persistence: Increasing Faculty Diversity**
A faculty body that reflects the diversity of the student population it serves plays a vital role in creating an inclusive, affirming, and equitable learning environment. When students see themselves represented among their educators, it fosters a sense of belonging and validation that can enhance academic engagement and motivation. Research consistently links faculty diversity to improved student outcomes, including higher levels of persistence, retention, and degree completion, particularly for historically underserved student groups. Diverse faculty also bring a wider range of perspectives and culturally relevant pedagogies that enrich the educational experience for all students.

As an institution, we have made concerted strides toward this goal by significantly increasing diversity among our faculty, administrators, and executive leadership. These efforts demonstrate our commitment to cultivating a campus culture that values representation and inclusion at

every level. However, while progress is evident, we recognize that more work remains to achieve true demographic parity. Sustained investment in equitable hiring practices, mentorship, and professional development is essential to ensuring our workforce continues to evolve in alignment with the communities we serve. Below is a table that reflects the increase of faculty of color from Fall 2021 to Fall 2024. As reflected in the table, the increase in faculty of color has resulted in improved parity in the ratio of student demographics to faculty.

FACULTY TO STUDENT RATIO

	Fall 2021 Ratio	Fall 2024 Ratio
Black African American	1:47	1:39
Latinx	1:84	1:78
Asian American	1:8	1:7
White	1:3	1:3

Notably, when Black African American students take courses with faculty who also identify as Black/African American, we noted a higher persistence rate (51% compared to 45%). While we can aim to continue to focus on increasing the # of faculty of color across disciplines, we should simultaneously work deliberately to support faculty in embracing culturally responsive and equitable teaching practices

d. **Transfer: Sense of Belonging**
A strong sense of belonging has a profound impact on student success, influencing everything from academic performance to overall well-being. When students feel seen, valued, and connected to their campus community, they are more likely to engage in their studies, seek support when needed, and persist through challenges. Belonging fosters resilience and motivation, creating a foundation for deeper learning and personal growth. For students from historically marginalized backgrounds, cultivating this sense of connection is especially critical, as it can counter feelings of isolation and foster confidence in navigating academic spaces. Ultimately, a culture of belonging supports higher retention, persistence, completion, and transfer rates, core measures of institutional effectiveness and equity.

Through many intentional efforts, including those listed below, we were able to increase students' sense of belonging from 50% in Fall 2021 to 92% in Fall 2022, as assessed in our student engagement

survey. This represents an 84% increase. During this same time period, similar patterns were observed for First Generation students (92.39 vs 92.53) and Black/African American students (91.83 vs 92.12). Results from LBCC's Student Experience Survey show a small, positive change in sense of mattering from Fall 2022 (92.24) to Fall 2023 (92.55). These results indicate that students generally feel valued and included, and that LBCC is maintaining a strong sense of student mattering. For this notable achievement in a 2-year time span, we were recognized by The League for Innovation with the Innovation of the Year award in2024, and an American Association of Community Colleges award in 2025.

- Annual Student Climate survey
- Employee Resource Groups
- Cultural Student Clubs
- Heritage Month Activities
- Cultural Graduation Celebrations
- Learning Communities
- Support Programs
- Public Art
- Student-Parent Support
- Faculty Support
- Physical Spaces
- Social Justice Intercultural Center (SJIC)
- Black Student Success Center
- Center for Teaching and Learning
- Student Parent Hub (coming soon)

Beyond the activities highlighted above, we also analyzed the relationship between sense of belonging and transfer rates. Correlations were conducted for First-Time Fall 2022 students to examine the relationship between sense of mattering and key academic outcomes within three years: degree completion, certificate completion, and transfer. Results show small but statistically significant relationships between mattering and both degree and certificate completion. No significant relationship was found with transfer, suggesting that transfer decisions may be more influenced by external factors, perhaps by articulation agreements or financial constraints. The positive impact of mattering is more pronounced among first-generation students, who may benefit more from feeling valued and supported on campus. No statistically significant relationships were found for Black/African American students.

Table 1: Correlations Between Sense of Mattering and Academic Outcomes

	Transfer within 3 years	Degree within 3 years	Certificate within 3 years
Overall (n=540)	.057	.136**	.101*
First-Generation (n=203)	.069	.167*	.146*

i. **Completion: Sense of Belonging and Inquiry Activities**
Ongoing opportunities for students to share feedback are essential to creating a responsive, student-centered institution. Student input helps identify barriers, improve services, and ensure programs remain aligned with their evolving needs. Consistently gathering feedback fosters a culture of trust and empowers students to shape the campus experience in meaningful ways.

During Fall 2024, we engaged in a cross-sectional analysis of student success metrics and identity markers such as first-generation status. Based on that analysis, we learned that there is a small but statistically significant relationship between mattering and degree/certificate completion. However, we did not identify any difference between first-gen and non-first-gen students when analyzing completion of transfer-level English and math, and sense of mattering.

SECTION 4: EXECUTIVE SUMMARY
This section of the plan directed us to include a link to our 2025-2028 Student Equity Plan Executive Summary (this document) on our webpage. This executive summary can be accessed at the following link/URL: https://lbcc.edu/pod/student-equity-plan

SECTION 5: STUDENT POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT (DI)

This section of the plan directed us to review data provided by the Chancellor's Office, in conjunction with our local data and local context, to identify student groups experiencing the most disproportionate impact for each of the five metrics. The Chancellor's office provided each college with baseline data and a system goal for each metric in our Student Equity Plan to

(1) eliminate disproportionate impact (DI), and
(2) fully close equity gaps for all students

Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps.

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
White	6.4%	515	16.1%	1310	18.1%	1471
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	5.9%	35	6.8%	41	8.8%	53
DSPS	8.7%	34	2.6%	11	5.4%	21
First Generation	11.8%	293	1.5%	37	3.4%	85
LGBT	8.7%	40	2.9%	14	5.5%	26
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Econ Disadvantaged	54.9%	2333	1.2%	53	3.3%	141
First Generation	47.1%	1369	15.6%	454	17.6%	513
LGBT Male	46.3%	68	1.5%	3	9.7%	15
Male	50.8%	1421	7.7%	216	9.7%	271
White	26.1%	384	37.8%	558	40.1%	591
Completion - DI Student Populations						
Black or African American	6.4%	40	1.7%	11	3.7%	24
First Generation	7.5%	203	2.2%	59	4.2%	114
Hispanic	8.2%	282	1.8%	61	3.8%	130
Male	8%	208	1.1%	28	3.1%	80
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged Male	20.4%	116	2%	12	5.3%	30
First Generation	19.4%	136	4.9%	35	7.8%	55
Hispanic	22.1%	211	1.6%	16	4.2%	41
Male	20.7%	158	3%	23	5.9%	45

SECTION 6: METRIC-SUCCESSFUL ENROLLMENT

The table below, per the MIS definition stated above and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for our college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to (1) eliminate disproportionate impact and (2) fully close the equity gap for each DI student group. If we identified an additional group, the group and goals are also reflected in the table to follow.

Table 2: Successful Enrollment Data

| Student Population | Successful Enrollment

% of students for 2022-23
(Baseline Year) | Successful Enrollment

# of students for 2022-23
(Baseline Year) | GOAL 1
Eliminate Disproportionate Impact | | GOAL 2
Fully Close Equity Gap | |
|---|---|---|---|---|---|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 18.3 | 4381 | N/A | N/A | N/A | N/A |
| White | 6.4 | 515 | 16.1 | 1310 | 18.1 | 1471 |

The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Successful Enrollment Goals

In this section, we are asked to provide a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) our college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for our identified DI student population(s).

After accounting for BOT activity and potential fraudulent actors in the dataset, no student population met the criteria to be considered disproportionately impacted (DI) across this metric. While initial data suggested White students may have been DI, further analysis confirmed this was not the case. Additionally, all other student groups were reviewed, and no DI status was identified.

Additional Key Strategies for the overall Student Population

Beyond the key strategies identified above, the college is asked to identify additional key strategies (structural changes, initiatives, action steps, activities, etc.), for the DI populations, that our college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population.

To increase overall Successful Enrollment, our college will continue to engage in the following key strategies:

- Expansion of CCAP dual enrollment with feeder school districts while applying an equity lens to intentionally engage with Schools with higher populations of traditionally underserved students
- Matriculation conversion case management to support students moving from application to enrollment
- Robust and targeted outreach efforts at feeder high schools
- Comprehensive registration events (registration labs)
- Matriculation call campaign projects

SECTION 7: METRIC-COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

The table below, per the MIS definition stated above and retrieved from DataVista, displays the

disproportionately impacted (DI) student groups for our college for the completion of college-level math and Enlgish metric, as well as the percentage of increase the college needs to achieve to (1) eliminate disproportionate impact and (2) fully close the equity gap for each DI student group. If we identified an additional group, the group and goals are also reflected in the table to follow.

Table 3: Completion of Both Transfer-Level Math and English

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	**% of Students Completed Transfer-Level Math and English for 2022-23** (Baseline Year)	**# of Students Completed Transfer-Level Math and English for 2022-23** (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	13.7	743	N/A	N/A	N/A	N/A
DI: Black/African American	5.9	35	6.8	41	6.8	53
DI: Disabled Students	8.7	34	2.6	11	5.4	21
DI: First Generation	11.8	293	1.5	37	3.4	85
Additional Student Population: LGBTQ	8.7	40	2.9	14	5.5	26

The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista; Data Vista: Data View - Single Metric – NSA Students

Key Strategies to Advance Transfer-Leel Math and English Goals

In this section, we are asked to provide a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) our college will employ to ensure equitable Completion of Both Transfer-Level Math and English rates AND meet the above goal(s) for our identified DI student population(s).

Strategy 1. Culturally Responsive and Equity-Focused Instruction: We foster inclusive learning for Black and first-gen students through identity-based communities (UMOJA, ME 1st, KOBE, MSI, PRIDE Scholars), equity-focused faculty development (CTL, EQC, CCF), and online teaching certification to support first-year success in Math and English.

Strategy 2. Accelerated and Supportive Academic Pathways: We support Black and first-gen students in completing college-level Math and English in year one through accelerated course scheduling (8-week/online), Statistics Bootcamps, PRIDE Scholars linked courses with free materials, and enhanced DSPS tools and services like JamWorks and THRIVE.

Strategy 3. Strategic Faculty Engagement and Professional Development: We engage faculty in equity-focused training (CTL, EQC, CCF, ETC), collaborate on course design with Math and English departments, and use outcomes-based planning to ensure Black and first-gen students complete transfer-level Math and English in their first year.

Additional Key Strategies for the overall Student Population

Beyond the key strategies identified above, the college is asked to identify additional key strategies (structural changes, initiatives, action steps, activities, etc.), for the DI populations, that our college plans to employ to further assist in achieving an equitable increase in Completion of

Both Transfer-Level Math and English and meet the above goal(s) for the overall student population.

To increase college-level math and English completion, our college will continue to engage in the following key strategies:

- All incoming students who receive an educational plan will include transfer-level Math and English courses in the first year
- Discipline-specific and course-embedded tutoring is available for both transfer-level English and Math courses
- Expansion of 8-week and online course modalities provide more options for students to complete transfer-level math and English in the first year
- The Math Success Center and the Writing & Reading Success Center will continue to maximize in-person hours and 24/7 online support to further support successful completion of transfer-level Math and English

SECTION 8: METRIC-PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

The table below, per the MIS definition stated above and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for our college for the persistence metric, as well as the percentage of increase the college needs to achieve to (1) eliminate disproportionate impact and (2) fully close the equity gap for each DI student group. If we identified an additional group, the group and goals are also reflected in the table to follow.

Table 4: PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	55.7%	3143	N/A	N/A	N/A	N/A
DI: Economically Disadvantaged	54.9%	2333	1.2%	53	3.3%	141
DI: First Generation	47.1%	1369	15.6%	454	17.6%	513
DI: LGBTQ Male	46.3%	68	1.5%	3	9.7%	15
DI: Male	50.8%	1421	7.7%	216	9.7%	271
DI: White	26.1%	384	37.8%	558	40.1%	591
Additional Student Population: Black or African American	56.5%	372	6.8%	45	10.6%	69

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Student Persistence Goals

In this section, we are asked to provide a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) our college will employ to ensure equitable Persistence rates **AND** meet the above goal(s) for our identified DI student population(s).

Strategy 1. Case Management and Holistic Student Support: Coordinated case management across equity programs ensures Black/African American, First-Gen, and Male students receive timely support with education plans, financial aid, and enrollment. Frequent check-ins, early alerts, and basic needs referrals promote persistence and completion.

Strategy 2. Learning Communities and Identity-Based Support: Culturally responsive learning communities like EOPS, UMOJA, PRIDE Scholars, MANA, MSI, and PUENTE provide Black/African American, First-Gen, and Male students with mentorship, counseling, and milestone tracking, fostering belonging and academic momentum to support persistence and success.

Strategy 3. Onboarding and Online Student Monitoring Platforms: Education planning, registration tracking, and timely outreach, like FYE 101 workshops, help Black/African American, First-Gen, and Male students start strong. Online tools connect students to support services and monitor progress, promoting engagement and persistence to completion.

Additional Key Strategies for the overall Student Population

Beyond the key strategies identified above, the college is asked to identify additional key strategies (structural changes, initiatives, action steps, activities, etc.), for the DI populations, that our college plans to employ to further assist in achieving an equitable increase in Persistence and meet the above goal(s) for the overall student population.

To increase persistence for all students, our college will continue to engage in the following key strategies:

- All students at LBCC receive just-in-time nudges via online student monitoring platforms and emails to encourage enrollment in courses that are identified in their educational plan.
- Faculty meet students' needs in current topics by engaging in professional development that applies adult learning principles, enabling them to reflect on their practice, collaborate with peers, and adapt teaching strategies to address evolving educational challenges and student expectations.
- Implementation of Early Alert to identify students in need of additional support to promote course success as well as access to other services and resources
- All students have access to counseling to support their academic, personal, and social development in alignment with their educational goal.
- Expanded registration labs during peak periods to support new and continuing students (with the goal to reach 12 enrolled units).
- Academic probation interventions in collaboration with Financial Aid, Counseling, and special programs.

Section 9: METRIC-COMPLETION

The table below, per the MIS definition stated above and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for our college for the completion metric, as well as the percentage of increase the college needs to achieve to (1) eliminate disproportionate impact and (2) fully close the equity gap for each DI student group. If we identified an additional group, the group and goals are also reflected in the table to follow.

Table 5: Completion

Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	9.7%	543	N/A	N/A	N/A	N/A
DI Student Population: Black/AA	6.4%	40	1.7%	11	3.7%	24
DI Student Population: First Gen	7.5%	203	2.2%	59	4.2%	114
DI Student Population: Latinx	8.2%	282	1.8%	61	3.8%	130
DI Student Population Male	8%	208	1.1%	28	3.1%	80
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Completion Goals

In this section, we are asked to provide a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) our college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for our identified DI student population(s).

Strategy 1. Equity-Rooted Completion Counseling: Intrusive counseling monitors transfer units (30+), award eligibility, and graduation steps. Programs like Dual Enrollment, including Early College at Browning, Umoja, Puente, and MSI offer culturally responsive mentorship and milestone tracking to guide Black/African American, First-Gen, and Male students toward timely transfer and completion.

Strategy 2. Holistic First-Year & Adult Learner Success: FYE and adult learner counselors provide personalized education plans and progress tracking. Targeted support helps Black/African American, First-Gen, and Male students, especially reentry and nontraditional learners, stay on track for transfer and degree completion.

Strategy 3. Integrated Counseling Access & Cultural Engagement: Co-located counselors in cultural hubs like the Black Student Success Center offer direct support for transfer and

graduation. Identity-affirming events build community and empower Black/African American, First-Gen, and Male students to persist and achieve academic goals.

Additional Key Strategies for the overall Student Population

Beyond the key strategies identified above, the college is asked to identify additional key strategies (structural changes, initiatives, action steps, activities, etc.), for the DI populations, that our college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population.

To increase completion for all students, our college will continue to engage in the following key strategies:

- Proactive completion counseling services for all students who complete 30+ transferrable units.
- Promote counseling courses that support completion/transfer (e.g. COUNS 3).
- Raise tracking items in online student monitoring platforms to case manage students close to completion with a focus on DI populations.

Section 10: METRIC-TRANSFERRED TO A FOUR-YEAR

The table below, per the MIS definition stated above and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for our college for the transfer metric, as well as the percentage of increase the college needs to achieve to (1) eliminate disproportionate impact and (2) fully close the equity gap for each DI student group. If we identified an additional group, the group and goals are also reflected in the table to follow.

Table 6: Transfer

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	**% of Transfer Students** for 2018-19 (Baseline Year)	**# of Transfer Students** for 2018-19 (Baseline Year)	**GOAL 1** **Eliminate Disproportionate Impact**		**GOAL 2** **Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	23.8%	379	N/A	N/A	N/A	N/A
DI: Econ Disad Male	20.4%	116	2%	12	5.3%	30
DI: First Gen	19.4%	136	4.9%	35	7.8%	55
DI: Latinx	22.1%	211	1.6%	16	4.2%	41
DI: Male	2.7%	158	3%	23	5.9%	45
Additional Student Population: Black	5.4%	62	2.2%	25	4.2%	47
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**						

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Key Strategies to Advance Transfer Goals

In this section, we are asked to provide a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) our college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for our identified DI student population(s).

Strategy 1. Personalized Transfer Support and Guidance: Dedicated counselors, specialists, and coaches offer tailored transfer support for Black/African American, First-Gen, and Male students. Outreach, events, and financial aid workshops ensure students are informed, prepared, and supported in transferring to four-year institutions.

Strategy 2. Community-Based Engagement and Mentorship: Learning communities like UMOJA, PUENTE, MSI, MANA, and PRIDE provide Black/African American, First-Gen, and Male students with mentorship, counseling, and milestone tracking, building confidence and guiding them through the transfer process with purpose and support.

Strategy 3. Student Readiness and Academic Preparation: Programs that build self-efficacy, transfer awareness, and belonging help Black/African American, First-Gen, and Male students envision success at four-year institutions. These efforts strengthen readiness and motivation to meet transfer requirements and thrive post-transfer.

Additional Key Strategies for the overall Student Population

Beyond the key strategies identified above, the college is asked to identify additional key strategies (structural changes, initiatives, action steps, activities, etc.), for the DI populations, that our college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population.

To increase transfer for all students, our college will continue to engage in the following key strategies:

- Any student with a transfer goal is placed on an ADT pathway under AB 928.
- Collaborate w/completion counseling team to provide transfer support services for all students who hit 30+ transferable units.
- Transfer Academy Bootcamp. Five-week cycle covering CSU/UC apps, essays, FAFSA/CADAA, and scholarship search.
- Online transfer application assistance has expanded through Zoom labs, removing space limitations. Students can hear answers together and get private help in breakout rooms. Labs are staffed by counselors, Transfer Specialists, the Transfer Coordinator, Completion Coaches, and Completion Counselors.

Section 11: INTENSIVE FOCUS ON POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT (DI)

Student Population(s) Experiencing DI Selected for Intensive Focus

LBCC will continue its intensive focus on supporting the success of our Black /African American Students

Current Challenges/Barriers

In this section of the plan, we are asked to consider our institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI? (2500 characters max)

Long Beach City College has identified critical structural challenges impacting Black and African American students, who represent a disproportionately impacted population at our institution. These challenges span enrollment access, academic equity, institutional culture, and resource allocation, requiring comprehensive transformation to achieve authentic "servingness."

Enrollment and Representation Gaps: Significant representation disparities exist within our highest-impact support programs. African American students comprise only 10% of EOPS enrollment compared to 14% of overall college enrollment, representing 29% underrepresentation with approximately 29 fewer African American students than proportional representation would indicate. Latinx students represent 48% of EOPS enrollment versus 52% collegewide, representing 8% underrepresentation with approximately 29 fewer Latinx students. These gaps suggest that despite program availability, eligible Black students are not accessing services at proportional rates. Contributing factors include insufficient awareness of program benefits, potentially cumbersome application processes requiring extensive documentation (tax forms, verification materials), generic rather than culturally tailored marketing and messaging that may not resonate with Black students and families, and lack of systematic referral processes enabling faculty, counselors, and admissions staff to proactively identify and connect eligible students to support services.

Academic Equity Gaps: Persistent disparities exist across key student success metrics. Black students' first-year retention rate stands at 42% compared to 51% overall, a 9-percentage-point gap. Three-year graduation rates show Black students at 7% versus 10% overall, a 3-percentage-point disparity. Only 5% of Black students complete transfer-level English and math within their first year compared to 10% collegewide, a 5-percentage-point gap significantly impacting academic momentum and time-to-degree. Time-to-completion data reveals Black students average 71.5 units to earn a degree or certificate versus 69 units overall, representing a 2.5-unit gap that translates to additional time, expense, and potential discouragement.

Institutional Culture and Capacity: Capacity constraints exist in providing culturally responsive counseling services tailored to Black students' unique experiences and needs. While progress has occurred in professional development, deeper and more sustained anti-racist faculty training is needed to ensure all instructors create inclusive,

affirming learning environments. Curriculum across most disciplines lacks sufficient integration of African diasporic scholarship, Black voices, and culturally relevant content that would help students see themselves reflected in their coursework. Coordination between student services and academic affairs remains insufficient to provide the wraparound, holistic support that research demonstrates is essential for historically underserved students.

Resource Access Barriers: Black students at LBCC are disproportionately impacted by basic needs insecurity, including food insecurity, housing instability, and limited technology access. These material conditions create significant barriers to academic success, even when academic support services are available. Emergency aid, while available, has not been deployed with sufficient intentionality to address the acute needs of Black students specifically.

These challenges reflect both historical inequities in higher education and current institutional practices that, while not intentionally exclusionary, nonetheless create differential outcomes, demanding movement beyond access to authentic "servingness", transforming structures, practices, and culture to center Black student dignity, agency, and belonging.

Action Plan for Ideal Institution

In this section of the plan, we were asked to articulate our college's action plan to achieve our identified goals across all five metrics for this specific student population. (5,000 characters max)

Long Beach City College's comprehensive five-year action plan (2025-2030) addresses identified barriers through equity-rooted strategies grounded in African principles of Ubuntu, Sankofa, Maat, and Kujichagulia. By 2030, LBCC commits to increasing first-year retention from 42% to 52% (reducing gap to ≤2 percentage points), improving three-year graduation from 7% to 15% (gap ≤2 points), reducing average units-to-completion from 71.5 to 68 (fully closing gap), increasing transfer-level English/math first-year completion from 5% to 10% (closing gap), and achieving proportional representation of Black students in support programs matching overall enrollment percentages.

Addressing Enrollment and Representation Barriers: To close representation gaps in EOPS and other support programs, LBCC will implement targeted, culturally responsive outreach including visits to feeder high schools with high Black student enrollment, Black Family College Promise Nights fostering early family engagement, on-site matriculation support with application workshops and FAFSA/Dream Act assistance, and partnerships with Black-led community organizations at trusted sites including Michelle Obama Library and North Long Beach Higher Education Center. Application barriers will be addressed through simplified application forms, reducing redundant questions, online document upload systems, step-by-step video tutorials in English and Spanish, application assistance appointments (in-person and virtual), conditional

acceptance pending documentation for faster onboarding, and peer navigator training to assist with applications. A streamlined referral system will collaborate closely with Admissions and Records to identify Pell-eligible students not in EOPS, include EOPS info and application links in acceptance packets, train counselors on eligibility and benefits, provide faculty with referral tools, assign EOPS liaisons to each division, and generate bi-weekly reports for targeted outreach. Culturally responsive marketing campaigns will feature African American-specific materials highlighting Black student success stories, Spanish-language materials for Latinx families, partnerships with Black Student Success Taskforce and Latinx/Chicanx student clubs, targeted tabling at culturally relevant campus events, social media campaigns with demographic targeting, and EOPS information sessions with cultural centers/programs.

Integrated Academic and Student Affairs Strategies: The Black Student Success Center serves as a comprehensive hub providing embedded counseling, cohort-based study groups, tutoring, advising, mental health services through healing circles and culturally competent counseling rooted in African traditions, financial aid navigation and scholarship support, and cultural programming featuring African diaspora storytelling and leadership development. All new Black students will be assigned to culturally relevant learning pathways (Umoja Scholars, SAGE Scholars Academy) with dedicated Black Student Orientation, welcome letters, and connections to Black staff or faculty mentors. Learning communities will be tailored to specific cultural, social, and academic needs with guided pathways, intrusive counseling, and annual check-in events centered on Black student progress. Summer Bridge programs in Math and English will support incoming students with academic readiness, mentorship, and college navigation. Supplemental Instruction will be implemented in gateway math courses with historically lower Black student success rates, with expanded English and Math tutoring using culturally responsive approaches.

We will hire additional Black culturally responsive counselors and provide Black student-focused professional development, ensuring culturally competent advising. Each Black student will receive a comprehensive educational plans facilitated through events designed specifically for Black students. We will implement intensive case management with monthly (versus semester) contact, establish annual pivotal checkpoints assessing progress for real-time adjustments, and launch intentional campaigns, re-engaging students who have completed 45+ units but have not yet earned credentials. Peer mentoring programs will match first-year students with trained peers. Our Basic Needs Center provides comprehensive wraparound support, including Viking Vault food pantry, emergency housing referrals, rental and utility assistance, safe parking program, mental health counseling, free laptop and Wi-Fi hotspot loans, LA Metro GoPass transportation, and Viking Closet clothing, addressing food, housing, financial, and technology insecurity which disproportionately impact Black students.

Faculty will engage in Culturally Responsive Pedagogy Institutes informed by scholars, including Gholdy Muhammad, Geneva Gay, Django Paris, and Cynthia B. Dillard, focusing on Black epistemologies, family knowledge systems, and anti-deficit framing. Curriculum Redesign Projects will support faculty in decolonizing syllabi and integrating African diasporic scholarship, particularly in courses with low Black student success rates. Culturally Relevant Pedagogy-focused in transfer-level Math and English will be supported by expert consultants. We will institutionalize Equitable Teaching Communities and adopt Cultural Curriculum Audits to assess instructional inclusivity and rigor. An interactive teaching lab at our Trades, Technology and Community Learning Campus will support faculty implementing high-impact, equity-rooted strategies. In partnership with USC Race and Equity Center, faculty and administrators will participate in anti-racist and anti-Blackness training grounded in Critical Race Theory, examining whiteness, privilege, and institutional complicity. Each academic department will conduct annual Equity Impact Audits reviewing policies, syllabi, and disaggregated outcomes. We will champion African American Studies degree program development and create a Social Justice Certificate fostering belonging and cultural affirmation. We will explore study abroad opportunities in Africa, including African Diaspora Education Study (ADES) Ghana Experience.

Transfer, Completion, and Career Pathways: LBCC will strengthen HBCU transfer pipelines through team-taught classes, satellite campuses, and graduate programs on-site at LBCC, and hosting the HBCU Transfer Caravan in October 2025. We will promote Associate Degree for Transfer pathways through personalized mentoring and auto-placement strategies aligned with AB 928. Our "It Takes Two" campaign expands 8-week course offerings, accelerating time-to-completion with faculty professional development for accelerated formats. Student-centered scheduling will be designed around Black student preferences, responsibilities, and time constraints. Completion interventions include milestone monitoring, tracking students approaching completion, completion grants providing financial support, capstone advising, integrating academic planning and transfer preparation, and increasing priority registration usage (currently 34% among Black students). We will create peer mentorship bridges with Black transfer students at UCs and CSUs. Partnerships with local employers and Black organizations (A²MEND, CABSE, National Black MBA Association, National Society of Black Engineers) will expand paid internships, career shadowing, professional networks, and career pipelines. We will create STEM-based Dual Enrollment/Trades pathways focusing on high-need industry skills, entrepreneurship, and major exploration, recruiting Black outreach specialists and faculty skilled in working with Black youth, and launching entrepreneurship pathways blending technical skills (Barbering) with business acumen. Intersectionality and Holistic Support: Honoring Dr. Kimberlé Crenshaw's intersectionality framework, we serve Black students across all identities, Black women, queer and trans students, student-parents, students with disabilities, and undocumented students. Faculty receive intersectional equity training, transforming pedagogy, and advising. We scale affinity-based mental health services tailored to diverse Black student populations and grow identity-affirming spaces including Black

Student Success Center and the Social Justice Intercultural Center. Family support programming includes workshops on financial aid, course scheduling, and college navigation, strengthening student-family-college connections. We will provide emergency aid, microgrants, and strengthen partnerships with community organizations and Black-owned businesses.

Resources, Accountability, and Sustainability: LBCC invests $11,953,944 over five years, including $9,888,000 in direct student financial aid, $438,966 annually for Black Student Success Center operations, $490,038 for outreach and matriculation, $361,694 for academic and counseling services, $270,549 for professional development, $293,288 for marketing and communications, $91,928 for basic needs integration, and $119,481 for data and evaluation infrastructure. A Black Student Success Advisory Workgroup of students, faculty, staff, administrators, and community leaders monitors implementation, ensuring shared responsibility. We will launch a public-facing BSI performance dashboard with disaggregated data and qualitative feedback, implement predictive analytics utilizing AI, identifying at-risk students for proactive advising, conduct biennial campus climate surveys disaggregated by identity with complementary focus groups centering lived experiences, and publish annual public progress reports, maintaining transparency and community trust. Budget lines are institutionalized, ensuring permanent commitment. The Black Faculty and Staff Association will grow membership, providing mentoring, advocacy, and leadership as both a support structure and driver of systemic change.

This plan represents a moral commitment to transformation, moving beyond access to authentic "servingness" where Black students thrive, experience belonging (maintaining 92% sense of belonging achieved through culturally affirming programming), see themselves in curriculum and leadership, and leave empowered. Through Ubuntu, "I am because we are." We affirm that Black student success strengthens our entire institution and community.

SECTION 12: STUDENT COMPREHENSIVE EDUCATION PLANS

A comprehensive education plan (CEP) is defined as at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e., degree, certificate, transfer, apprenticeship).

In this section of the plan, we were asked to analyze institutional data to identify populations experiencing disproportionate impact in CEP completion. In addition, we were asked to identify key strategies to close equity gaps for DI populations and increase CEP completion for the overall student population.

Table 7: Comprehensive Education Plans (CEP)

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	# of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	6,734	4,783	71%	5,025	75%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	2,087	1,104	53%	1,199	57%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	7,256	5,184	71%	5,428	75%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	2,696	1,336	50%	1,454	54%

Using local college data and the **CCCCO Percentage Point Gap Minus One (PPG-1)**, we were asked to identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. (2,500 characters max)

After reviewing and analyzing disaggregated data from the previous three years, we have identified two populations as experiencing disproportionate impact in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. Through extended dialogue between our office of institutional effectiveness, the dean of counseling, the dean of student Equity, the director of student equity, department heads in counseling, the transfer center coordinator, and counseling faculty, we identified LGBTQIA+ and Asian Pacific Islander Desi (APID) students as our priority for ed planning service.

We were asked to summarize key strategies (structural changes, initiatives, action steps, activities, etc.) our college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. (2,500 characters max)

At Long Beach City College, we are committed to closing equity gaps by ensuring that disproportionately impacted student populations receive timely and culturally responsive academic planning. Our strategies are designed to deliver Comprehensive Education Plans (CEPs) early on the student journey. Ideally, within the first semester and no later than the end of the first academic year, while fostering a sense of belonging and trust.

To better understand and address the needs of our diverse student body, we are further disaggregating APID student data to identify trends and barriers in CEP completion. This data-informed approach allows us to tailor interventions and allocate resources more effectively as part of our Student Equity Plan.

We are leveraging Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement Program and LGBTQ+ strategic plan funds to provide dedicated counseling services that include CEP development within the first year. These services are embedded within identity-affirming spaces and are supported by wraparound coaching models that help students navigate referrals and complete key milestones that are leading indicators for success, including CEPs.

LBCC will work closely with learning communities such as Pride Scholars and MANA to facilitate direct access to counseling and CEP services for LGBTQ+ and AANHPI students. We are also exploring the use of cohort-based engagement through online student monitoring platforms, which enable intrusive counseling and real-time monitoring of milestone completion, including CEPs.

To strengthen trust and cultural relevance, we aim to secure counselors who self-identify with the communities they serve, ensuring students feel seen and supported. This is complemented by professional development for counseling faculty, including retreats and workshops that promote cultural sensitivity and inclusive practices.

We continue to promote a safe and welcoming campus environment, where students feel comfortable accessing services. Events that blend social connection with academic planning, such as community gatherings that offer on-site CEP appointments, are used to increase visibility and reduce stigma around seeking support.

Through these intentional and equity-rooted strategies, LBCC is ensuring that DI students receive the early academic planning they need to thrive, persist, and achieve their educational and career goals.

In this section we were asked to summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, our college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility. (2,500 characters max)

At Long Beach City College (LBCC), we recognize that early academic planning is essential to student success, particularly for transfer-intending students and those from disproportionately impacted (DI) populations. To ensure all students receive a Comprehensive Education Plan (CEP) within their first semester, and no later than the end of their first academic year, we have implemented a multi-tiered strategy that combines structural enhancements, targeted initiatives, and equity-rooted case

management.

Our process begins with automated CEP generation for new incoming students within 2–3 days of application, ensuring that students begin their journey with a clear academic roadmap. During peak registration periods, we offer First Come, First Serve counseling support, prioritizing first-term CEP delivery for students enrolling in their primary term.

To increase accessibility, LBCC has expanded and diversified counseling services, offering year-round support through in-person appointments, online platforms, and extended evening/weekend hours to accommodate working students and non-traditional learners. This flexibility ensures that all students, regardless of schedule or circumstance, can engage in timely academic planning.

We also leverage student affiliations in PeopleSoft (PS) to activate CEP provision through a case management model. Programs such as EOPS, MSI, FYSS, and FYE use affiliation data to proactively connect students with counselors who specialize in their academic and personal needs. This targeted outreach is complemented by early alerts, which flag students without a CEP on file, prompting timely follow-up and intervention.

Within our Career and Academic Pathways (CAPs), students benefit from case-managed counseling and follow-up services that align their educational plans with career goals. Career Counseling plays a pivotal role by generating CEPs as a follow-up to the MyMajors Career Assessment, ensuring that students' academic trajectories are informed by their professional aspirations.

Together, these strategies reflect LBCC's commitment to equitable access, early engagement, and student-centered planning. By embedding CEP delivery into the student experience from day one, we empower all learners to navigate their academic journey with clarity and confidence, ultimately supporting transfer, employment, and long-term economic mobility.

SECTION 13: VISION 2023 EQUITY ALIGNMENT AND COORDINATION

In this section of the plan, we were asked to demonstrate how Long Beach City College integrates Student Equity and Achievement Program efforts with equity-related categorical programs and campus-based support services, aligning our work with the systemwide Vision 2030 goals of equity in access, equity in success, and equity in support. We were specifically directed to consider how our strategies serve priority populations, including veterans, justice-impacted students, dual enrollment students, foster youth, and the 6.8 million Californians who have completed high school but have not earned a college credential, a group that is highly racialized and likely to be low-income. As directed by the Chancellor's Office, we will be sharing integrated efforts and strategies across multiple college programs, departments, and initiatives to demonstrate our coordinated, institution-wide approach to equity. Our responses below,

reflect collaborative efforts across programs to create tailored, supportive pathways that lead to family-sustaining wages or baccalaureate degree completion, while centering equity in all aspects of access, support, and student experience. (2,500 character max per response)

Guided Pathways

Long Beach City College (LBCC) advances Guided Pathways through structural transformation and equity-centered strategies aligned with Education Code §§88921–88922 and Vision 2030. Our approach integrates Associate Degrees for Transfer, Zero-Textbook-Cost programs, Burden-Free Instructional Materials, Adult Education, Strong Workforce initiatives, and Student Equity Plan to create seamless pathways, centering student experience and equitable outcomes.

To support student success through structural changes, LBCC has established a cross-functional leadership team spanning Admissions & Records, Enrollment Services, Financial Aid, Academic Affairs, Institutional Effectiveness, and Information Technology. This team ensures enrollment integrity by blocking over 61,000 fraudulent applications since 2021 while clearing 11,000+ verified students. Program Mapper provides students with access to degree maps, Career and Academic Pathways, and transfer roadmaps. Student-centered scheduling offering 8, 12, and 16-week terms supports diverse student needs.

To promote completion and accelerate time-to-degree, LBCC has implemented the innovative Accelerate Program, piloting 8-week terms in Psychology where 86% of students graduated with an ADT in 17 months and 100% successfully transferred. This program is expanding to Communication Studies. Placement reforms and the Math/English 1st Learning Community accelerate gateway course completion, contributing to transfer-level Math rates rising from 14% in 2020 to 19% in 2025, and English from 27% to 34%. Additionally, Success Teams provide intrusive advising through Degree Planner and early alert systems.

Furthermore, LBCC has established the Black Student Success Advisory Workgroup (BSSAW), which coordinates targeted interventions that improved Black student course success from 75% to 83%. This equity-centered support drives measurable improvements for students historically underserved by higher education.

LBCC has expanded program integrations that amplify student success. The college offered 250 OER sections in 2024–25, saving students $4.45 million while providing ZTC ADTs in Philosophy and Psychology. Adult Education bridges boost noncredit CTE enrollment by 80%, awarding over 540 certificates. Strong Workforce partnerships with Port of Long Beach, Boeing, and Long Beach Memorial expand apprenticeships and living-wage opportunities. Lastly, Student Equity Programs drove persistence gains from 64% to 67%.

Through these ongoing, integrated efforts, LBCC's Guided Pathways framework strengthens student persistence, completion, and transfer. Examples of progress include: Enrollment exceeding Strategic Plan goals (9,361 vs. 7,050 target, +17% FTES). Three-year completion rates rising 50% over five years, and transfers to CSULB climbing 20% since 2012. Notably, Black

students attaining living-wage jobs increased from 26% to 32%, demonstrating success in closing equity gaps while preparing students for high-demand careers.

Student Financial Aid Administration

The Financial Aid Office at Long Beach City College (LBCC) employs a holistic, equity-centered strategy to ensure students, particularly those from disproportionately impacted (DI) populations, successfully access and receive financial aid. Our approach integrates proactive outreach, cross-campus collaboration, and targeted interventions to increase FAFSA completion and maximize all available financial aid resources, including Pell Grants, Cal Grants, emergency aid, and institutional scholarships.

To increase access, the Financial Aid Office implements a comprehensive communication plan that includes multilingual messaging via text, email, phone calls, and printed materials. Special outreach is directed at DI groups identified in our Equity Plan including Black/African American students, first-generation college students, Latinx males, LGBTQIA+ students, and economically disadvantaged students. Our communications emphasize deadlines, eligibility changes, and the importance of financial aid to college completion. We also offer FAFSA workshops and one-on-one support through campus events, high school partnerships, and community-based outreach.

To promote persistence and reduce attrition, we actively case-manage students with incomplete files and leverage early alert systems to identify those at risk of losing eligibility. In collaboration with the Counseling Department, we run targeted reports to flag students nearing their maximum time frame for financial aid. This collaboration allows for timely academic planning and helps students stay on track for degree or certificate completion.

Furthermore, the Financial Aid Office has assigned dedicated liaisons to work closely with equity-serving programs such as EOPS, DSPS, UMOJA, Puente, and our Student Success teams. This coordination expedites aid processing and ensures students receive all awards they are eligible for in a timely manner. These efforts are especially impactful for DI populations who often face greater financial and institutional barriers.

LBCC has also expanded access to emergency micro-grants and basic needs funding for students experiencing financial crises. These rapid-response funds have been instrumental in supporting retention among high-need students.

Through these ongoing, integrated efforts, LBCC's Financial Aid Office not only facilitates access to financial aid, but also strengthens student persistence, completion, and transfer among our most vulnerable populations.

Students with Disabilities (DSPS)

In coordination with Disabled Students Programs and Services (DSPS) our college is proactively implementing a multifaceted approach to eliminate disproportionate impact and support

equity goals for students with disabilities. Recognizing that students with disabilities often face layered barriers in accessing, succeeding in, and completing postsecondary education, DSPS plays a critical role in closing equity gaps through collaboration, innovation, and student-centered support.

To promote equity in access, DSPS continues to expand outreach efforts in partnership with local high schools, adult education centers, and community organizations. We conduct targeted orientations for incoming students with disabilities to ensure a smooth transition into college. In addition, DSPS staff participate in campus-wide orientation events and deliver targeted presentations aimed at de-stigmatizing accommodations and increased visibility of available support. We also provide customized onboarding sessions and priority appointments during key enrollment periods to ensure timely access to accommodations.

To address equity gaps in the completion of transfer-level Math and English, DSPS is collaborating with instructional faculty and academic support services to embed accommodations and provide targeted academic support. We have expanded faculty professional development on Universal Design for Learning (UDL), inclusive pedagogy, and disability awareness to ensure classroom environments foster belonging and accessibility. In addition, DSPS is partnering with faculty to integrate assistive technology into the classroom.

To advance equity in support, DSPS is expanding proactive and holistic support structures. This includes individualized case management through the THRIVE Program, which provides intentional, equity-minded follow-up for students experiencing academic progress concerns. Through THRIVE, students receive coordinated support from DSPS counselors and instructional assistants to address academic and personal barriers early and consistently. DSPS also offers enhanced training and access to assistive technology, particularly tools tailored to support students in STEM coursework.

Finally, DSPS works collaboratively with categorical as well as equity-based initiatives to holistically support disproportionately impacted student populations who may also be navigating disabilities. Through these integrated efforts, DSPS is helping to ensure that students with disabilities are not only accommodated but fully included and empowered to thrive at Long Beach City College.

Extended Opportunity Programs (EOPS)

EOPS and CalWORKs collaborate to promote equitable outcomes by expanding access to academic resources, connecting students with tutoring and success workshops, and providing financial assistance for textbooks, technology, transportation, and childcare. Students receive proactive outreach throughout the semester for progress checks, needs assessments, and intervention planning to prevent attrition.

Through shared data analysis and cross-program coordination, both programs identify equity gaps and design strategies aligned with the Student Equity Plan, including targeted outreach to underrepresented populations, integration of student voices in program design, and

partnerships with campus departments and community agencies to connect students with housing, mental health, and legal services.

Equity-minded practices are embedded through staff training in trauma-informed care, cultural humility, and asset-based frameworks such as Community Cultural Wealth, ensuring students are supported as whole individuals. Student leadership opportunities, such as serving as peer advisors, mentors, or focus group participants, empower students to influence program improvement and advocate for institutional change.

By addressing structural barriers and fostering an inclusive learning environment, EOPS and CalWORKs create pathways for disproportionately impacted students to access resources, achieve educational goals, and attain upward mobility while feeling valued and included.

NextUp/Foster Youth

The Foster Youth Support Services (FYSS) program at LBCC advances the academic and personal success of current and former foster youth through a holistic, equity-minded network of supports. Serving over 300 identified foster youth, including those in NextUp and Guardian Scholars, FYSS facilitates smooth college transitions, persistence, and progress toward educational and career goals. Data and student feedback reveal significant challenges, housing instability, basic needs insecurity, limited mental health access, and financial hardship, prompting targeted strategies to remove barriers, build resilience, and strengthen pathways to degree completion and transfer.

By combining proactive outreach, culturally relevant support, and strong community partnerships, FYSS creates a supportive environment where foster youth can access resources, persist in their studies, and achieve their educational and career goals.

Programs for Veterans (Veterans Resource Center)

The Veterans Resource Center (VRC) at Long Beach City College (LBCC) provides holistic support to veterans and military-connected students, with focused attention on those holding intersecting disproportionately impacted (DI) identities such as First Generation, Black/African American, Latinx, LGBTQIA+, and economically disadvantaged. While veterans are not a designated DI group under the five core equity metrics, LBCC's veteran population is represented within each, and the VRC actively works to close equity gaps across all Student Equity Plan goals.

Access is strengthened through early engagement, veteran-specific onboarding, orientations, dedicated counseling, and guidance on benefits and enrollment. Veterans who complete orientation and educational planning receive priority registration, ensuring timely access to required courses.

Completion of transfer-level Math and English is supported through tailored educational planning and pathway guidance that minimize remediation and accelerate entry into transfer-level courses.

Persistence is promoted through ongoing academic counseling, expedited admissions and financial aid processing, and consistent outreach by VRC staff. Veterans receive timely services that remove barriers and maintain engagement.

Degree completion is advanced through evaluation of military transcripts (JST, DD-214) for credit for prior learning, reducing units and time to completion. Additional resources include a textbook loan program, computer lab, VetSuccess on Campus (VSOC), and mental health services through Outside the Wire (U.S. Vets). An outreach specialist, funded through VAR allocation, assists with claims and discharge upgrades.

Transfer is supported through partnerships with the Transfer Center to identify appropriate institutions, complete applications, and secure financial aid such as the California Promise Grant. Veterans are also referred to culturally responsive programs like UMOJA and Pride Scholars.

The VRC reviews disaggregated data to identify and address equity gaps within the veteran population, adjusting services to meet emerging needs. In alignment with Vision 2030, the VRC ensures all veterans, particularly those from DI groups, receive comprehensive, equity-focused support throughout their educational journey at LBCC.

Justice Impacted Students

Long Beach City College (LBCC) continues to implement targeted strategies to increase access and success for justice-impacted students, particularly those identified as disproportionately impacted. The Justice Scholars Program (JSP) offers holistic, trauma-informed support through dedicated staffing, individualized case management, and cross-campus collaboration.

Structural changes include the establishment of a permanent Justice Scholars Center and the integration of formerly incarcerated staff, ensuring culturally relevant, lived-experience-informed support. Students receive one-on-one assistance with applications, financial aid, transcripts, registration, and educational planning. As of Spring 2025, 98.45% of participants had completed a comprehensive educational plan. JSP also facilitates warm handoffs to EOPS, DSPS, Basic Needs, and Phoenix Scholars to promote early and sustained support.

JSP maintains student connection through regular outreach to those who fall out of enrollment, offering re-engagement support, peer-led invitations, and check-ins. Events such as student-led art exhibits, monthly workshops, and graduation celebrations foster belonging and identity.

To support persistence and completion, JSP offers peer mentorship, study jams, and academic success workshops. Mental health support is provided through a partnership with CSULB's MSW program, with interns helping students navigate stress, reentry transitions, and relapse prevention. In Spring 2025, degree completion increased by 178%, with 39 students earning degrees or certificates, reflecting the impact of sustained support.

Transfer and career pathways are supported through campus tours, CSU/UC application workshops, and partnerships with Project Rebound and Underground Scholars. Students

connect with credible messengers and formerly incarcerated professionals, building confidence and demystifying four-year transfer.

As part of LBCC's DEIA Heritage Month, the fourth annual Empowerment Fair has become a signature structural initiative, with the Justice Scholars Program (JSP) leading its planning and coordination. Open to the broader community and focused on supporting formerly incarcerated individuals, the fair offers access to vital reentry resources such as employment, legal aid, education, healthcare, and housing. Hosted in collaboration with Invest, LA County Probation, California State Parole, the City of Long Beach, and the LA County Justice, Care and Opportunities Department, the event reflects strong cross-sector partnership. It also aligns with April's Second Chance Month, reinforcing the values of grace, opportunity, and systemic change.

These efforts support LBCC's Vision 2030 and Student Equity Plan by fostering a campus culture where justice-impacted students are seen, supported, and empowered to thrive.

Low-Income Adults

In an effort to more intentionally support low-income adult learners who are indirect matriculants, the college has secured two federal grants (PASO and SCAN). Listed below are key features of the PASO and SCAN programs.

Assigned Peer Navigator: All PASO/SCAN participants are assigned to a Peer Navigator (PN) who will serve as a primary touchpoint for students as they navigate the College and access resources. Specific topics that PNs can assist students with include but are not limited to navigating the course registration process, accessing campus and departmental resources, connecting with faculty, adjusting to college-level expectations, and balancing academic demands with personal responsibilities. Peer Navigators can act as peer mentors to new Indirect Matriculants as they both may share similar experiences with working full-time, balancing families and busy schedules while attending college full-time or part-time.

Individualized academic counseling: dedicated program counselors provide one-on-one support to program participants to ensure students are on track to achieve their educational goals of obtaining a certificate or an AA/AS degree. Counselors also assist students with class management, utilizing campus resources, and navigating their new college experience successfully.

Events and Workshops: monthly in-person and virtual events are offered to promote a sense of community among program participants, share valuable knowledge and resources to facilitate their success, and expand their network. One hallmark event is the Summer Bridge Program, a 10-hour in-person experience designed to prepare incoming IDMs for their first semester at LBCC. Summer Bridge covers relevant topics such as successful online learning, accessing financial aid, establishing an optimal educational plan, etc.

Cross-campus partnerships: We currently have financial aid, enrollment, and basic needs liaisons whom participants can reach out to for support on more difficult questions and issues.

Equity consultant: A consultant with experience in equity is engaged with the program through December 2026, who will provide asset-based professional learning experiences for faculty/staff aimed at promoting the success of IDMs at LBCC each semester.

Credit for Prior Learning

The college is expanding Credit for Prior Learning (CPL) to build sustainable, equitable growth. Current efforts establish pathways from noncredit to credit, beginning with Credit by Exam. Foundational changes include developing separate noncredit applications, reaching faculty consensus on grading noncredit coursework, and configuring systems to transcript noncredit courses.

In Fall 2024, the District created a dedicated CPL Coordinator position (GP funds), separate from Adult Learner Coordinator. The CPL Coordinator leads a cross-functional team including Admissions & Records, Academic Affairs, Counseling, Enrollment Services, Articulation, Transfer, Financial Aid, Veterans Services, and IT. This team identifies barriers, designs solutions, and aligns processes. The District partners with the MAP Initiative to expand military CPL for veterans.

The CPL Coordinator works with faculty in six disciplines to expand CPL opportunities: high school credit (AP, IB), CLEP, Credit by Exam, occupational training, professional licenses, job experience, and documented learning. A dedicated CPL website will serve as a central student resource listing approved courses.

Additional strategies under discussion: integrating CPL questions into CCCApply, embedding CPL in Online Student Orientation, expanding assessment methods including portfolio evaluation, and comprehensive Joint Services Transcript evaluation. Advanced Placement chart is approved, with CPL implementation planned for Fall 2025.

Early data shows CPL's potential. In 2023–24, students saved over $109,000 and preserved $567,000 in long-term costs. For 2024–25, these figures nearly doubled to over $1.1 million combined. These impacts will grow substantially as CPL expands, supporting disproportionately impacted populations in accelerating academic and career progress.

Dual Enrollment

LBCC is committed to California's Vision 2030, ensuring every high school student graduates with at least 12 units of dual enrollment credits. To work towards this goal, we have actively endeavored to dismantle barriers to access. This meant eliminating restrictive GPA and age requirements that disproportionately impacted students of color, waiving all fees that created financial hurdles, and establishing a textbook loan program to address economic inequities. Our outreach efforts are designed to meet families where they are, offering multilingual

information sessions and embedding support directly within the high school environment, fostering true access.

This equity-centered approach has yielded encouraging results. In the 2024-25 academic year, we saw 7,716 dual enrollments, a testament to our expanded reach. Most notably, we've experienced a remarkable 500% increase in Black/African American and Latinx student participation since the 2019-20 academic year. Working in close partnership with our academic departments, we've carefully identified courses that are developmentally appropriate for students at each stage. This includes developing a specialized counseling course sequence for ninth graders, specifically designed to foster college preparation. For students in tenth through twelfth grades, we've established comprehensive pathway sequences that connect their high school pathway to our college programs, leading directly to university transfer or career technical certificates. A key element of this approach is integrating LBCC classes directly into the high school schedules, ensuring a smooth transition.

Our commitment goes beyond simply providing access; we're dedicated to ensuring every student succeeds. To that end, our academic case management and early alert systems are in place to identify and support students before they encounter significant challenges. Dual enrollment counselors offer crucial support with educational planning, while comprehensive tutoring services are available both on campus and online for academic assistance. Through these combined strategies, we've achieved an 86% success rate in 2024-25. For our Black/African American students, their success rates notably climbed from 75% to 83% between 2019-20 and 2024-25. We remain focused on deepening these equity-driven strategies and continually innovating to serve our students more effectively.

Strong Workforce Program/Perkins
Our college's Strong Workforce Program and Perkins funding coordinate with the SEA Program through integrated services and braided funding approaches to improve social mobility and labor marketability for disproportionately impacted student populations. This coordinated strategy ensures we think about outcomes holistically while leveraging multiple funding streams to address equity gaps through our certified initiatives, including Black Student Success in CTE Pathways and Equity Strategies for CTE Pathway Success of Disproportionately Impacted Students.

Strong Workforce reviews disaggregated data to make informed decisions about funding innovative initiatives that specifically target disproportionately impacted populations. Our data analysis reveals that nursing is among the top majors for Black students, but only 4 graduates last year. This significant gap demonstrates the need for targeted interventions through our Expanding Dual Enrollment Pathways for Black/African American Students initiative and Empowering Futures: Targeted Outreach to Increase Enrollment of DI Students program. We are responding by interrogating nursing program admission practices while simultaneously exposing students to information about other potential health-related programs during waiting periods, with a focused effort to get more Black students into diverse health-related fields.

Through braided funding and our Equitable Employment Success: Advancing Career Readiness and Work-Based Learning initiative, we are building high-quality, industry-aligned CTE programs that respond to both industry needs and student needs while ensuring access to wraparound services. Our Empowering CTE Faculty: A Strategic Plan for Upskilling and Workforce Alignment supports enrollment growth and creates more and better CTE opportunities through enhanced faculty capacity and Pathway Enrichment, Curricular Innovations & Program Development Initiatives.

This integrated approach allows us to build robust CTE pipelines while making data-informed funding decisions that address the specific challenges faced by our disproportionately impacted student populations, ensuring alignment with Vision 2030 goals

2022-2025 STUDENT EQUITY PLAN: DETAILED ACCOUNTING OF THE LAST 3 YEARS

This section of the student equity plan executive summary offers an overview of the progress made toward achieving the identified goals in the 2022-2025 Student Equity Plan and how funding was expended during that same time period.

Progress of Activities from the 2022-2025 Student Equity Plan

The tables below reflect the implementation status of the various activities identified by metric. The status categories used for each activity are as follows: a) pending, b) in progress, and c) implemented. Activities that were fully implemented were coded as "implemented," including those that are ongoing in nature. Activities that are still in progress were marked as "in progress," and those that were not yet implemented as "pending." Through this coding process, we identified that twenty-three (70%) of the activities were implemented, seven (21%) are in progress, and three (9%) are pending. Collectively, we saw progress on 91% of our proposed activities. Moreover, the essence of several implemented and in-progress activities is iterative, which is essential to remain responsive to student needs. Finally, while this summary captures the status of activities explicitly listed on the student equity plan, we implemented many unlisted activities that were intended to reduce equity gaps.

Overall, the college made great progress toward implementing the majority of the 33 activities identified in the 2022-2025 Student Equity Plan. However, there were some activities that we were unable to implement due to their aspirational and complex nature. We will assess the continued relevance of the activities identified as pending. As our context continues to change, some of the identified activities may no longer be appropriate.

Metric: Successful Enrollment

Activity in SE Plan	Activity Status
Engage in inquiry activities to better understand barriers and needs of Indigenous students	Implemented

Activity in SE Plan	Activity Status
Provide the feedback to the NAIC workgroup to further facilitate the shift in institutional responsiveness to the needs of the Indigenous community, to increase Native student enrollment	Implemented
Ethnic Studies department is exploring creation of indigenous courses as part of curriculum to promote culturally relevant pedagogy	In Progress

Metric: Completion of Transfer Level Math and English

Activity in SE Plan	Activity Status
Need an intentional, regular, and supported space and time to encourage faculty to routinely address inequities that remain in their course data and practices- Center for Teaching and Excellence (English and Math)	Implemented
Investing in individual, discipline, and department level professional development and support staff to increase adoption of high impact teaching practices (English and Math)	Implemented
Highlighting Black and African American student outcomes data and the inequities in it, high impact practices of effective teaching, and student-centered successes to showcase strong outcomes (English)	Implemented
Invest in the community of practice (Math)	Implemented
Recruitment and competitive pay for embedded tutors	In Progress
adoption of OER books for Math	Implemented
incorporating access to basic needs and wrap around supports (Math)	Implemented

Metric: Persistence

Activity in SE Plan	Activity Status
Explore equity rooted grading practices	In Progress
Move towards demand-based course scheduling	In Progress
Explore the possibility of year-long registration (students register for Fall and Spring courses at the same time)	Pending
Increase faculty diversity	Implemented

Create intentional connection points including automatic nudges and motivational messages to keep students engaged between semesters	Implemented
Identify opportunities to include short, stackable certificates of proficiency along every pathway	Implemented

Metric: Transfer

Activity in SE Plan	Activity Status
Create short informational videos about transfer for first-gen students	Implemented
Create Transfer Equity Advisory Group	Implemented
Work with LBCC Curriculum Committee to address possible revisions to repeat/delete and academic renewal policies	In Progress
Work with LBCC IITS and Admissions and Records to facilitate and create programming for transcript evaluations and ability to query transcript evaluation	Implemented
Expand Transfer Partnership with CSULB	In Progress
Expand HBCU tours	In Progress
Increase student sense of belonging and mattering (in person and virtually)	Implemented
Take meaningful steps toward becoming a "student ready" institution	Implemented
Update website information and offer it in multiple languages	Implemented

Metric: Degree Completion

Activity in SE Plan	Activity Status
Expand Black student success efforts throughout the year	Implemented
Actively promote participation in the Honors Program	Pending
Encourage faculty to actively contact students who may need to retake a course	Pending
Automation of suggested courses for students to retake	Implemented
Increase student sense of belonging and mattering in person and online	Implemented
Implement trauma informed framework and professional development to more effectively respond to students' needs	Implemented

Take meaningful steps toward becoming a "student ready" institution	Implemented
Engage in inquiry to better understand the needs of first-gen students at LBCC	Implemented

Resources Allocated in 2022-2025

Table 8 below provides an overview of how Student Equity and Achievement Program funding has been used at Long Beach City College to fund equity related activities. The table is broken down by object code and academic year. Account/object code definitions are as follow:

1. 1000- Academic Salaries

2. 2000- Classified Professional Salaries

3. 3000- Employee Benefits

4. 4000- Non-instructional Supplies and Materials

5. 5000- Other Operating Expenses, Services, Contract Services

6. 6000- Capital Outlay, Equipment

7. 7000- Other Payments to/for Students

Table 8: Three Year Budget Analysis for Student Equity and Achievement Program

As shown in the table below, significant investments have been made in management and classified professionals, including tutors, to operationalize the work of the student equity plan. Furthermore, increases are evident in counseling to ensure that students receive timely academic, personal, and social counseling services, as well as an educational plan. Our local data support the notion that regular contact with a counselor and the attainment of an educational plan are leading indicators of persistence and increased student success outcomes, especially for students of color.

The second largest expense for the reporting period was in Other Operating Expenses, Services, and Contract Services. Allocations were made primarily to Online Services/Software Licensing (Starfish, Comevo, and Qless), Professional Services, and Other Services (LAZ Shuttle Service to transport students traveling between LAC and TTC). These expenditures are essential to student success, as they fund technology platforms that enable data-driven student support and milestone tracking, contracted counseling and mental health expertise serving disproportionately impacted populations, and professional development to ensure our faculty and staff deliver culturally responsive, equity-minded services.

Sum of Expended Amt Categories /Object Codes	22-23	23-24	24-25	Grand Total
1000- Acadenic Salaries	$ 2,628,825	$ 2,095,650	$ 1,813,632	$ 6,538,106
122000- Acad Sal NI Educ Adm Reg Stat	$ 983,174	$ 576,421	$ 254,815	$ 1,814,411
123500- Acad Sal NI RS Supv/Coord	$ 147,882	$ 159,017	$ 157,478	$ 464,376
125000- Academic Sal NI RS Counselor	$ 276,192	$ 258,522	$ 236,614	$ 771,328
129000- Acad Sal NI All Others	$ 211,649	$ 128,308	$ 125,400	$ 465,357
133000- Acad Sal IN H Non RS or Contr	$ 41,525	$ 91,411	$ 53,951	$ 186,887
133500- Acad Sal IN RS W/Hrly Assign			$ 4,385	$ 4,385
145000- Acad Sal NI H Counselors	$ 872,421	$ 800,828	$ 873,493	$ 2,546,742
145500- Acad Sal NI RS CNSL W/H Assign	$ 63,959	$ 67,187	$ 104,166	$ 235,312
147000- Acad Sal NI E Duty -Stipends	$ 32,021	$ 13,810	$ 1,200	$ 47,031
149000- Acad Sal NI Other Hourly		$ 147	$ 2,130	$ 2,277
2000- Classified Professional Employees	$ 2,189,974	$ 2,686,635	$ 2,835,930	$ 7,712,539
210300- Cl Sal RS Administrators	$ 155,424	$ 85,551	$ 87,608	$ 328,583
211000- Cl Sal NI RS Manager/Supvr	$ 148,436	$ 154,869	$ 102,764	$ 406,069
212000- Cl Sal NI RS Clerical	$ 699,155	$ 1,319,137	$ 1,237,579	$ 3,255,872
212500- Cl Sal NI RS <50%	$ 215,449	$ 294,871	$ 327,059	$ 837,379
221000- Cl Sal Reg Status Instr Aides	$ 31,540	$ 42,392	$ 38,598	$ 112,531
221500- Cl Sal IN RS Insr Aides <50%		$ 13,696	$ 2,590	$ 16,286
231000- Cl Salaries Student Aides	$ 133,691	$ 143,074	$ 182,603	$ 459,369
232000- Cl Sal NI H Clerical	$ 78,699	$ 69,010	$ 143,356	$ 291,065
232500- CL Sal NI Clerical OT	$ 1,598	$ 694	$ 1,000	$ 3,292
233000- Cl Sal NI Irregular Sal Sched	$ 214,006	$ 172,779	$ 210,690	$ 597,475
241000- Cl Sal IN H Student Assistants	$ 134,523	$ 156,796	$ 129,743	$ 421,062
242000- Hourly Instructional Merit Sys	$ 4,394	$ 5,806	$ 7,913	$ 18,113
243000- Cl Sal IN H Irregular Sal Sche	$ 373,059	$ 227,959	$ 364,426	$ 965,443
3000- Employee Benefits	$ 1,658,343	$ 1,743,683	$ 1,568,957	$ 4,970,983
395000- Staff Benefits Gen, NInstruct	$ 1,568,862	$ 1,649,494	$ 1,477,441	$ 4,695,797
395100- Staff Benefits Instructional	$ 89,481	$ 94,189	$ 91,516	$ 275,187
4000- Non Instructional Supplies and Materi	$ 83,570	$ 104,216	$ 229,185	$ 416,970
432000- In Supp & Materials	$ 2,754	$ 3,558	$ 6,654	$ 12,966
432500- Duplicating Instructional	$ 2,500	$ 3,363	$ 4,042	$ 9,905
456500- Duplicating Non Instructional	$ 10,566	$ 4,296	$ 3,349	$ 18,211
457000- NI Supplies & Materials	$ 8,310	$ 17,767	$ 112,756	$ 138,832
457200- NI Supplies & Mat- Promotional		$ 2,654	$ 3,000	$ 5,654
457300- Hospitality	$ 59,080	$ 72,578	$ 99,284	$ 230,941
461000- Fuel (gasoline and Diesel)	$ 360		$ 101	$ 461
5000- Other Operating Expenses	$ 545,437	$ 410,724	$ 599,621	$ 1,555,782
514000- Professional Services	$ 168,660	$ 50,016	$ 139,918	$ 358,593
521000- Mileage and Personal Transp	$ 4,419	$ 2,403	$ 2,000	$ 8,823
522200- Travel/Conferences - Academic	$ 20,143	$ 3,197	$ 17,154	$ 40,494
522500- Travel/Conf- Admin/Mgr/Supv	$ 24,676	$ 9,544	$ 19,399	$ 53,619
522600- Travel/Conferences-Classified	$ 10,972	$ 5,653	$ 9,687	$ 26,313
522700- Student Travel	$ 29,382	$ 34,853	$ 87,132	$ 151,367
564000- Rent Eqip/Bldg/Ind Transp	$ 4,999	$ 7,528	$ 10,000	$ 22,527
565000- Equip Repair In	$ 667	$ 877	$ 1,401	$ 2,944
566000- Equip Repairs Ni	$ 7,109	$ 3,392	$ 5,178	$ 15,678
584000- Fingerprinting	$ 828	$ 1,637	$ 948	$ 3,413
585000- Postage	$ 10,217		$ 5,000	$ 15,217
589000- Other Services	$ 102,195	$ 99,800	$ 102,196	$ 304,191
589500- On Line Serv-Sftwr Licensing	$ 161,169	$ 191,825	$ 199,608	$ 552,603
6000- Capital Outlay		$ 3,137		$ 3,137
646000- Equip Non-Inst $200-$9,999.99		$ 3,137		$ 3,137
7000- Other Payments to/for students	$ 7,012	$ 69,117	$ 65,837	$ 141,966
750100- Student Fin Aid Direct Grants	$ 500	$ 4,800	$ 5,000	$ 10,300
765000- Oth Stu Aid Books/Supplies	$ 1,095	$ 1,000	$ 1,141	$ 3,236
766400- Stu Fin Aid Bus Passes		$ 55,209	$ 50,293	$ 105,502
766900- Stu Fin Aid Personal Items	$ 1,697	$ 8,108	$ 9,403	$ 19,208
767200- Stu Fin Aid Meal Allowance	$ 3,720			$ 3,720
Grand Total	$ 7,113,161	$ 7,113,161	$ 7,113,161	$ 21,339,483

Progress Toward Equity in 2022-2025

Table 9 below provides an overview of our institutional progress toward closing our equity gaps as identified in the 2022-2025 period for each equity metric.

Table 9: Progress Toward Equity

Metric	DI Group	2022-2023	2023-2024	2024-2025	Trend
Equity Progress Between 2022-2025					
Access	American Indian/Alaska Native	18%	19%	34%	↑
English/Math	First Generation	6%	9%	9%	↑
	Black/African-American	4%	4%	5%	→
Persistence	First Generation	52%	68%	68%	↑
	Black/African-American	57%	66%	64%	↑
Awards	First Generation	8%	9%	8%	→
	Black/African-American	7%	7%	8%	→
Transfer	First Generation	5%	5%	7%	→
	Black/African-American	5%	6%	7%	→

Data Source: LBCC LDM and KPI Tableau Dashboards
Note: The trend arrow is based on the difference between 2023 and 2025.

Analysis of Equity Progress:
 As part of our 2022–2025 Student Equity Plan, the college identified three disproportionately impacted (DI) populations: Native American students (for access only), and Black and first-generation students across the remaining metrics. Through intentional implementation of equity-focused activities outlined in the plan, we observed measurable progress in three of the five metrics. Specifically, we achieved a reduction in equity gaps for first-generation students in transfer-level completion of math and English, as well as persistence.

While the remaining metrics did not reflect notable improvements, all showed positive movement, with the sole exception of awards for first-generation students, which remained unchanged. During the plan cycle, the college also regained large college status, expanding both our reach and responsibility to scale high-impact practices that close equity gaps.

Looking ahead to our 2025–2028 Student Equity Plan, we will maintain our focus on Black and first-generation students. Our institution has fostered a strong culture of using disaggregated data to drive equity-minded decision-making, positioning us to deepen our impact and accelerate progress toward systemwide goals.