STUDENT EQUITY AT PASADENA CITY COLLEGE: EXECUTIVE SUMMARY, 2019-2022

LAND ACKNOWLEDGEMENT

The sites that make up Pasadena City College (PCC) exist on the Indigenous homelands of the Tongva people. Student Equity at PCC and the various faculty, staff, and students who partner with us to support student success recognize that we are all simultaneously teachers, learners, and guests on these lands. This land acknowledgment is a small part of an ongoing process of working to be in good relationship with the land and the people of the land, and embodying equity in practice as well as theory.

INTRODUCTION

PCC is an equity-minded learning community dedicated to enriching students' academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support (PCC Mission Statement, 2019). Our mission statement articulates our resolve to provide access to higher education for members of the diverse communities within the 10 cities that make up the Pasadena Area Community College District (PACCD) – as well as the region at large – and to offering courses, programs, and other activities to enhance the economic conditions and quality of life in these communities. Equity is central to our mission as an institution, and the north star for our work.

Yet we also understand that there is deeper meaning to this concept than simply parity in educational outcomes. The Center for Urban Education at the University of Southern California, who has long partnered with PCC to provide critical professional learning opportunities for faculty and staff, defines being equity-minded as being evidence-based; race conscious; institutionally focused; systemically aware; and equity advancing. We are a College that proudly serves a student body that is majority Students of Color across our Colorado, Foothill, Northwest, and Rosemead campuses and learning sites, and have continued to embrace our identity as a Hispanic-Serving Institution since at least 1990. As such, we are pursuing parity in educational outcomes with the purposeful understanding that (a) historical and contemporary policies, practices, and discourses have created structural barriers for Students of Color in particular; (b) race and ethnicity intersect with other defining identity markers such as gender, gender identity, sexual orientation, citizenship status, class, and others that have varying degrees of privilege and marginalization associated with them in higher education and beyond; and (c) even so, Students of Color, LGBTQ+ students, Students with Disabilities, Current and Former Foster Youth, and Veterans bring within their lived experiences and aspirations various assets to our college.

This is the context in which our College continues to engage in processes of individual and organizational learning meant to better support our students' academic, career, and social success. Our work for 2019-2022 is focused on closing equity gaps in such a way that we will be on track to meet the Vision for Success Goal of closing them entirely by 2027. In this Executive Summary of the 2019-2022 Pasadena City College Student Equity Plan, we share the goals and associated strategies and activities for each student group that experiences disproportionate impact; an accounting of how Student Equity funding for 2016-17, 2017-18, and 2018-19 was expended; and an assessment of the progress made in achieving student success metric goals from previous years.

GOALS, STRATEGIES, AND ACTIVITIES FOR CLOSING EQUITY GAPS

In March 2019, the California Community College Chancellor's Office (CCCO) released data showing what our students have been experiencing along five metrics that make up the student lifecycle over the past four academic years from 2014-2015 through 2017-2018. The metrics are:

1. Enrollment in the Same Community College
2. Retained from Fall to Spring at the Same Community College
3. Completed Both Transfer-Level Math and English Within the District in the First Year
4. Attained the Vision Goal Completion Definition
5. Transferred to a Postsecondary Institution

The Student Success Committee, which is composed of students, faculty, staff, and managers from throughout the College, set the goals and activities that would move us closer to equity for our student groups who are disproportionately impacted in such a way to align with the Vision for Success and Local Goals, as well as reflect our ongoing transformation through guided pathways with an equity lens. Over the next three years, resources for these particular activities will come primarily from the Student Equity and Achievement (SEA) Program block grant. We will also continue to seek opportunities to acquire additional local, state, and federal grants as well as to braid resources with existing sources at our College to leverage the impact of our work to close equity gaps.

The following pages share the data that show where disproportionate impact is experienced by student group (further disaggregated by gender), our goals, and the strategies and activities that will move us towards achieving those goals by the end of Spring 2022.

1. Metric: Enrolled in the Same Community College

Student Group	Gender	Baseline	PPG sub1	Goal	Equity Change
American Indian or Alaska Native	Male	64	-9%	76	18.75%
Black or African American	Female	992	-12%	1,293	30.34%
Black or African American	Male	1,024	-4%	1,121	9.47%
Filipina	Female	699	-4%	773	10.59%
Latina	Female	9,349	-3%	9,994	6.90%
Native Hawaiian or other Pacific Islander	Female	31	-10%	40	29.03%
White	Female	3,216	-4%	3,512	9.20%
Foster Youth	Female	316	-7%	358	13.29%
LGBT	Male	723	-4%	791	9.41%

a. **Strategy**: **Expand and institutionalize integrated and customized support to students as they navigate matriculation.**
   i. Keep Welcome Center open year-round as a hub for students to receive streamlined answers and guidance to most common questions related to admissions, orientation, counseling, other support services, and student follow-up.
   ii. Create more personalized engagement activities from application and enrollment that validate students' unique backgrounds and strengths.
   iii. Engage more campus-based programs and services in the guided entry process.
   iv. Deepen relationships with local educational institutions and community partners that also support the building of students' navigational capital (i.e. the skills and abilities to navigate social institutions) to enrollment at PCC.
   v. Provide equity-minded training for ambassadors and other staff members engaged in outreach and recruitment that is community-specific.

b. **Strategy: Braid existing and emerging resources to further establish the impact of enrollment-related activities that are**

equity-minded and communicate a sense of belonging for students at PCC, particularly those who have been historically marginalized in higher education.

    i. Collaborate on developing the programming and services created through the CCCO Serving Formerly Incarcerated Students grant.

    ii. Support continued work on noncredit to credit pathways that is taking place through the SEA Program.

c. **Strategy: Leverage technology to more clearly and proactively communicate in student-centered ways that foster a sense of belonging for students at PCC, particularly for those who have been historically marginalized in higher education.**

    i. Employ graduated communication strategies to students.

    ii. Develop a guided entry communication plan.

    iii. Develop a student app that makes information otherwise nested within the LancerPoint (website) portal more accessible and easier to navigate.

d. **Strategy: Engage in inquiry to assess and evaluate the success of customized guided entry activities.**

    i. Support and streamline data collection through standardized processes and measures.

    ii. Convene cross-functional teams of faculty, staff, students, and managers each semester to participate in ongoing evaluation of the effectiveness of guided entry activities.

2. Metric: Retained from Fall to Spring at the Same Community College

Student Group	Gender	Baseline	PPG sub1	Goal	Equity Change
Black or African American	Female	372	-4%	383	2.96%
Black or African American	Male	299	-13%	334	11.71%
Latino	Male	4,480	-2%	4,549	1.54%
White	Female	1,570	-3%	1,596	1.66%

Student Group	Gender	Baseline	PPG sub1	Goal	Equity Change
Foster Youth	Male	79	-12%	88	11.39%
LGBT	Female	376	-4%	391	3.99%
LGBT	Male	252	-6%	264	4.76%
Veteran	Male	235	-8%	249	5.96%

a. **Strategy: Provide consistent opportunities for professional learning that are equity-minded and student-centered to increase student retention.**
   i. Open a Center for Equity and Professional Learning to serve as a collaborative, cross-functional home for this work.
   ii. Partner Instruction and Student Services to provide faculty with basic training on student advising that considers students' lived experiences inside and outside of the classroom.
   iii. Increase opportunities and recognition for classified staff and adjunct faculty to hone their skills in supporting student success.
   iv. Identify best and promising instructional and pedagogical practices that are culturally sustaining and support the development of intersectional academic identities. Offer myriad trainings on how to implement these practices.
   v. Offer workshops to demystify the use of multiple measures and develop strategies for how to support students in the classroom.
   vi. Offer continuously updated training on leveraging online learning opportunities and interactions with students (e.g. counseling, tutoring, office hours, courses).
   vii. Use Division meetings and Management Team meetings to share current equity data and targeted trainings.

b. **Strategy: Braid existing and emerging resources to further establish the impact of retention efforts that are equity-minded and communicate a sense of belonging for students at PCC, particularly Black/African American, Latina/o/x, and LGBTQ+ students and their peers who have also been historically marginalized in higher education.**

i. Collaborate on developing the programming and services created through the CCCO Serving Formerly Incarcerated Students grant that support retention.
ii. Support work being done on Zero Textbook Cost courses and Open Educational Resources to reduce the hidden costs of attendance such as textbooks and increase access to academic materials.
iii. Partner with the Office of Financial Aid to support more awareness of, applications for, and access to funds available through FAFSA, California Dream Act, and other forms of aid.
iv. Partner with the College Diversity Initiative Coordinator and Cross Cultural Center to create a calendar of events that promote holistic success and a sense of belonging throughout the academic year.

c. **Strategy: Engage in inquiry and design to support historically marginalized student groups in higher education by further strengthening existing resources and services, and determining where additional equity-minded innovations are needed.**
   i. Partner with external universities and research groups to administer campus climate surveys.
   ii. Work with respective centers and programs for Black/African American students, Latina/o/x students, current and former foster youth, veterans, and LGBTQ+ and undocumented students to identify community-specific needs and strengths that can be addressed and cultivated within and across centers and programs.
   iii. Support further inquiry into the experiences of Men of Color at PCC and intersectional resources that may be of support.
   iv. Support the continued redesign of all success centers across the College and provide tutor training that supports the development of intersectional academic identities.
   v. Strengthen infrastructure for equity-minded inquiry and design that is student-facing through the Cross Cultural Center.
   vi. Explore and strategically implement extended hours of service for Instructional and Student Services spaces that create more access to services and resources supporting retention for evening and weekend students.

d. **Strategy: Engage in inquiry to assess and evaluate the success of coordinated support services that facilitate retention.**

i. Support and streamline data collection through standardized processes and measures that are both quantitative and qualitative in nature.
ii. Leverage technology like LancerLife and Baseline (CampusLabs engagement tools) to advertise events that support retention, and evaluate them afterwards.
iii. Convene cross-functional teams of faculty, staff, students, and managers each semester to participate in ongoing evaluation of progress made in closing equity gaps in retention.

3. Metric: Completed Both Transfer-Level Math and English Within the District in the First Year

Student Group	Gender	Baseline	PPG sub1	Goal	Equity Change
Black or African American	Female	5	-8%	10	100.00%
Black or African American	Male	8	-8%	16	100.00%
Latina	Female	115	-8%	200	73.91%
Latino	Male	107	-8%	200	86.92%
Some Other Race	Female	0	-14%	1	
Disabled	Female	4	-11%	8	100.00%
Disabled	Male	13	-6%	20	53.85%
Foster Youth	Female	0	-14%	4	
Foster Youth	Male	0	-14%	3	
LGBT	Female	11	-6%	22	100.00%
LGBT	Male	5	-8%	10	100.00%
Veteran	Male	1	-11%	15	1400.00%

a. **Strategy: Provide consistent opportunities for professional learning that are equity-minded and student-centered to support the completion of transfer-level Math and English.**
     i. Build upon ongoing curriculum redesign efforts in all disciplines to support acceleration with professional learning focused on pedagogy.
     ii. Support the continued redesign of all success centers across the College and provide tutor training that supports the development of intersectional academic identities and informed referrals.
     iii. Engage faculty across the College to create prerequisites that bridge both noncredit and credit programs.

b. **Strategy: Braid existing and emerging resources to further establish the impact of academic support activities that are equity-minded and communicate a sense of belonging for students at PCC, particularly Black/African American, Latina/o/x, and LGBTQ+ students and their peers who have also been historically marginalized in higher education.**
     i. Collaborate on developing the programming and services created through the CCCO Serving Formerly Incarcerated Students grant that support academic success.
     ii. Support work being done on Zero Textbook Cost courses and Open Educational Resources to reduce the hidden costs of attendance like textbooks and increase access to academic materials in transfer-level Math and English courses.
     iii. Explore and strategically implement extended hours of service for Instructional and Student Services spaces that create more access to services and resources supporting academic success for evening and weekend students.
     iv. Support continued building of noncredit to credit pathways by including credit options in education plans and orientation for noncredit students.
     v. Pilot embedded tutoring in transfer-level Math and English courses that did not previously have it in order to build a community of learning with students at the lead.

c. **Strategy: Engage in inquiry and design to support historically marginalized student groups by further strengthening existing resources and services and determining where additional equity-minded innovations are needed.**

i. Work with respective centers and programs for Black/African American students, Latina/o/x students, disabled students, current and former foster youth, veterans, and LGBTQ+ and undocumented students to identify community-specific needs and strengths related to persistence in transfer-level Math and English that can be addressed and cultivated within and across centers and programs.

ii. Collaborate with the Office of Institutional Effectiveness to design additional qualitative and mixed-methods studies to better capture and understand students' experiences moving through transfer-level courses.

d. **Strategy: Engage in inquiry to assess and evaluate the success of coordinated support that facilitates success in transfer-level Math and English.**

i. Convene cross-functional teams of faculty, staff, students, and managers from divisions and success centers each semester to participate in ongoing evaluation of progress made in closing equity gaps related to completing transfer-level Math and English within a student's first year.

4. Metric: Attained the Vision Goal Completion Definition

Student Group	Gender	Baseline	PI	Goal	Equity Change
American Indian or Alaska Native	Male	0	0.00	1	
Black or African American	Female	37	0.67	47	27.03%
Black or African American	Male	18	0.35	43	138.89%
Native Hawaiian or other Pacific Islander	Female	0	0.00	1	
LGBT	Female	27	0.50	45	66.67%
LGBT	Male	28	0.76	31	10.71%

a. **Strategy: Expand instructional efforts and support services that transform policies and practices to more proactively facilitate completion.**

     i.   Identify best and promising instructional and pedagogical practices that are culturally sustaining and support the development of intersectional academic identities. Offer myriad trainings on how to implement these practices.

    ii.   Engage faculty from throughout the College to create prerequisites that bridge both credit and noncredit programs.

   iii.   Include credit options in education plans and orientation for noncredit students.

   iv.   Provide program maps for all students that clearly show guided pathways for both full-time and part-time students, as well as options for stacking noncredit course completion to certificates and/or degrees.

b. **Strategy: Braid existing and emerging resources to further establish the impact of coordinated support activities that are equity-minded and communicate a sense of belonging for students at PCC, particularly Black/African American, Native, Pacific Islander, and LGBTQ+ students and their peers who have been historically marginalized in higher education.**

     i.   Collaborate on developing the programming and services created through the CCCO Serving Formerly Incarcerated Students grant that support guided exit.

    ii.   Work with the Strategic Communications and Marketing department to find evolving ways to provide information to students on resources available to support them, meet myriad needs, and foster aspirational capital (i.e. the ability to maintain hopes and dreams in the face of barriers).

   iii.   Explore and strategically implement extended hours of service for Instructional and Student Services spaces that create more access to services and resources supporting academic success for evening and weekend students.

   iv.   Partner with the College Diversity Initiative Coordinator to collaborate with the Cross Cultural Center and other campus partners to host student, faculty, and staff mixers and other opportunities for more structured faculty/staff engagement that support intersectional academic and professional identities.

    v.   Partner with the Transfer Center and other campus partners to hold Black Graduation, Latinx Graduation, and Lavender Luncheon events that simultaneously affirm the academic goal completion of these students and act as opportunities to provide any just in time resources needed to facilitate completion.

c. **Strategy: Provide consistent opportunities for professional learning that are equity-minded and student-centered to support students in reaching degree and certificate completion.**
- i. Build upon ongoing curriculum redesign efforts in all disciplines to support acceleration with professional learning focused on pedagogy.
- ii. Facilitate messaging and understanding of program maps College-wide to students, faculty, and staff.
- iii. Continue to revise and expand the use of PCC Connect (early alert system) and train faculty and staff on best practices for using it to holistically support students and move them towards key momentum points.
- iv. Support the continued redesign of all success centers across the College and provide tutor training that supports the development of intersectional academic identities and informed referrals.

d. **Strategy: Engage in inquiry and design to support historically marginalized student groups by further strengthening existing resources and services, and determining where additional equity-minded innovations are needed.**
- i. Work with respective centers and programs for Black/African American students and LGBTQ+ students to identify community-specific needs and strengths related to certificate and degree completion that can be addressed and cultivated within and across centers and programs.
- ii. Collaborate with the Office of Institutional Effectiveness to design additional qualitative and mixed-methods studies to better capture and understand students' intersectional experiences and provide targeted interventions.

e. **Strategy: Engage in inquiry to assess and evaluate the success of guided exit activities and their responsiveness to Black/African American, Native, Pacific Islander, and LGBTQ+ students and their peers who have also been historically marginalized in higher education.**
- i. Convene cross-functional teams of faculty, staff, students, and managers each semester to participate in ongoing evaluation of progress made in closing equity gaps related to degree and certificate completion for historically underserved groups.

5. Metric: Transferred to a Four-Year Institution

Student Group	Gender	Baseline	PI	Goal	Equity Change
American Indian or Alaska Native	Female	1	0.47	2	100.00%
American Indian or Alaska Native	Male	0	0.00	1	
Black or African American	Female	51	0.72	57	11.76%
Latino	Male	473	0.67	571	20.72%
Some Other Race	Female	12	0.19	30	150.00%
Some Other Race	Male	8	0.12	31	287.5%
Disabled	Female	81	0.76	89	9.88%
Disabled	Male	62	0.58	89	43.55%
LGBT	Female	44	0.80	55	25.00%
LGBT	Male	30	0.71	42	40.00%

a. **Strategy: Provide opportunities for professional learning that are equity-minded and student-centered to support College-wide involvement in transfer.**
   i. Develop a transfer awareness curriculum that builds foundational transfer-related knowledge in faculty and staff as well as the ability to make informed referrals to the Transfer Center.
   ii. Expand these learning opportunities beyond the Fall application push so that they are taking place year-round.

b. **Strategy: Braid existing and emerging resources to further establish the impact of guided exit efforts focusing on transfer that are equity-minded and communicate validation for students at PCC, particularly those who have been historically marginalized in higher education.**
   i. Collaborate on developing the programming and services created through the CCCO Serving Formerly Incarcerated Students grant that support transfer.

      ii. Partner with empowerment and other campus-based programs to communicate customized support for students to consider transfer as an option from their very first semester and throughout their time at PCC.

     iii. Strengthen partnerships with state programs, organizations, and colleges and universities that expose students to opportunities for transfer through programming that supports the development of intersectional academic identities.

     iv. Partner with the Transfer Center and other campus partners to hold Black Graduation, Latinx Graduation, and Lavender Luncheon events that simultaneously affirm the success of these students and act as opportunities to provide any just in time resources needed to facilitate transfer.

c. **Strategy: Engage in inquiry and design to support transfer for historically marginalized student groups in higher education by further strengthening existing resources and services and determining where additional equity-minded innovations are needed.**

      i. Work with the Transfer Center to collaborate with respective centers and programs for Black/African American students, Latina/o/x students, disabled students, and LGBTQ+ and undocumented students to identify community-specific needs and strengths that can be addressed and cultivated within and across centers and programs focused on transfer.

      ii. Leverage technology like LancerLife and Baseline (CampusLabs student engagement platforms) to advertise events from these centers and programs that support transfer and evaluate them afterwards.

d. **Strategy: Engage in inquiry to assess and evaluate the success of guided exit activities related to transfer.**

      ii. Convene cross-functional teams of faculty, staff, students, and managers each semester to participate in ongoing evaluation of progress made in closing equity gaps related to transfer for various student groups.

ACCOUNTING OF PREVIOUS YEARS' EQUITY FUNDING

In previous years, Student Equity allocations were provided by the CCCCO as separate from what were formerly known as Student Success and Support Program (SSSP) and Basic Skills Initiative (BSI) allocations. Below is an accounting of our previous year's Student Equity budgets, which includes both a given year's allocation as well as any carryover from the previous cycle that was expended by the deadline necessary. These resources have allowed for ongoing professional learning, work and innovations throughout all areas of our College: Non-Credit and Offsite Campuses; Business and Administrative Services; Instruction; Student Services; Human Resources; Institutional Effectiveness; and Strategic Communications and Marketing.

2014-2015 Student Equity Allocation and Expenditures

Object Code	Description	Amount Expended
1000	Academic Salaries	$17,420
2000	Non Academic Salaries	$34,089
3000	Employee Benefits	$8,396
4000	Supplies and Materials	$61,635
5000	Other Operating Expenditures	$560,654
6000	Capital Outlay	$327,272
Total 2014-2015 Budget:		**$1,009,466**

2015-2016 Student Equity Allocation and Expenditures

Object Code	Description	Amount Expended
1000	Academic Salaries	$130, 380
2000	Non Academic Salaries	$468,766
3000	Employee Benefits	$114,544
4000	Supplies and Materials	$62,599
5000	Other Operating Expenditures	$1,113,037
6000	Capital Outlay	$107, 340
7000	Other Outgoing	$62,091
Total 2015-2016 Budget:		**$2,058,757**

2016-2017 Student Equity Allocation and Expenditures

Object Code	Description	Amount Expended
1000	Academic Salaries	$180,554
2000	Non Academic Salaries	$660,073
3000	Employee Benefits	$111,418
4000	Supplies and Materials	$50,245
5000	Other Operating Expenditures	$772,634
6000	Capital Outlay	$170,363
7000	Other Outgoing	$172,748
Total 2016-2017 Budget:		**$2,118,035**

2017-2018 Student Equity Allocation and Expenditures

Object Code	Description	Amount Expended
1000	Academic Salaries	$229,377
2000	Non Academic Salaries	$878,536
3000	Employee Benefits	$203,377
4000	Supplies and Materials	$23,389
5000	Other Operating Expenditures	$630,591
6000	Capital Outlay	$58,174
7000	Other Outgoing	$52,230
Total 2017-2018 Budget:		**$2,075,674**

Student Equity resources now come from the SEA Program block grant. The funds allocated for equity-specific work out of SEA Program for the 2018-2019 academic year reflect the continued resource need that has been shown in previous years.

ASSESSMENT OF PROGRESS MADE

We recognize the work of closing equity gaps as both very complex and an integral part of our responsibility as a primary point of access to higher education. Our students bring their lived experiences inside and outside of the classroom to their academic, career, and social pursuits. These include their resilience as well as their struggles with structural barriers related to race, class, gender, gender identity, citizenship status, sexual orientation, and ability status. Furthermore, students are not solely defined by any of the aforementioned identity markers. They intersect across each other, along with their experiences as, for example, veterans of foreign wars, heads of families, or former foster youth. Equipped with this

knowledge, we have continued to pursue efforts that address the multiple facets that impact students' experiences.

The 2019 data provided by the CCCCO represents new metrics for student success, as well as new ways of analyzing them for substantive disproportionate impact. It shows that progress made in supporting student success has been mixed, as equity gaps have narrowed in some areas for particular groups but widened in other areas. African American/Black students still persistently experience equity gaps across all five metrics, and the new availability of data on our LGBTQ+ students shows that they, too, experience equity gaps across all five metrics. For this latter group, though, while equity gaps still exist, we see that there have been increases in retention, completion of transfer-level Math and English, completion, and transfer over the years. Latina/o/x students continue to be our largest student group at our College, so the persistence of equity gaps that they experience in enrollment, retention, transfer-level Math and English completion, and transfer is a mandate for the necessity of continued work. However, the closing of the equity gap experienced by Latina/o/x students in terms of degree and certificate completion is news worth noting. Also, while the completion of transfer-level Math and English is a generally low rate overall, we have noticed significant increases in those rates for all students – including almost all of those who experience substantive disproportionate impact – during the 2017-2018 year, which marks the first year that we embraced the use of multiple measures for placement as a College.

CONCLUSION

On April 28th, 2019, a group of PCC students participated in the Cross Cultural Retreat in the mountains above San Bernardino. There, they questioned, taught, and learned from one another and themselves about their intersectional academic identities – or *who* they are as PCC students inclusive of the multiple identity markers and associated lived experiences and strengths that make them up. They also articulated visions of what equity does, could, and should look like at PCC, the spirit of which is embodied in the 2019-2022 Equity Plan.

As we continue on the process of institutional transformation that is guided pathways, we can learn from and support campus-based programs such as Puente, Ujima, EOP&S, MESA/MaS^2, and the Veterans Resource Center to replicate and scale those practices that we know sustain the intersectional academic identities of our students who have been historically marginalized in higher education. We can partner with emerging centers like the Foster Youth Center, Center for Equity and Professional Learning, and center for LGBTQ+ and undocumented students to respond to our ongoing needs and come into our strengths. These are practices that will support our continued building of equity-minded infrastructure and student success.