



**2022**

**2025**

**STUDENT EQUITY PLAN**



**PASADENA CITY COLLEGE**

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# BACKGROUND

**This plan is the District’s guiding document for all efforts focused on increasing measurable equitable outcomes for our racially minoritized students. We invite you into this work as we take the opportunity to invest in student equity personally and professionally in service to our students. *It starts with each of us.***

To help colleges focus and support their efforts in eliminating opportunity or equity gaps, the California Community Colleges Chancellor’s Office (CCCCO) established the Student Equity and Achievement Program (SEA) in 2018, which includes Student Equity Plans every three years. SEA combines several previous initiatives to include: Basic Skills, Student Success and Support, and Student Equity. Student Equity Plans are designed to address closing gaps in five student success metrics:

- *Successful enrollment*
- *Persistence from term to term (first primary term to second primary term)*
- *Completed transfer-level math and English within the first year of credit enrollment*
- *Attainment of a degree or certificate within three years*
- *Transfer to university (4-year institution) within three years*

This document is intended to be a tool to guide Pasadena City College’s student equity work in each of these five student success metrics. It is organized to provide background, context, areas of focus, and action plans. For each metric, data, 3-year target outcomes, and strategies are provided. To ensure that this work is championed and shared with the larger campus community, Equity Leads are departments, areas, or staffing positions identified throughout the plan. Equity Leads shepherd the strategy, ensuring oversight and the progress of the work.

Pasadena City College is a learning community within the indigenous homelands of people who have been known as the Gabrieliño Bands of Mission Indians of the Sisitcanongna [pronounced “Shesh-i-i-kunan-ga”] Village and Kizh Nation. We acknowledge the painful history of genocide and forced removal from this land on which we gather.

We honor the legacy of the African diaspora and recognize that the United States as we know it was built at the often-fatal expense of forcefully enslaved Black people. We are indebted to their labor and the labor of many Black and Brown bodies that continue to work in the shadows for our collective benefit.

PCC and its faculty, staff, and students recognize that we are all simultaneously teachers, learners, and guests on these lands. This acknowledgement is a small part of an ongoing process of working to raise awareness and histories that are too often erased or forgotten, to recognize our place in this history, and to affirm our commitment to social justice, systemic change, and anti-racism.

# LAND ACKNOWLEDGMENT

# ABOUT THE COLLEGE

Pasadena City College (PCC) is steeped in a rich and proud tradition of providing quality education for students. Celebrating our 95th year, PCC is the alma mater of Jackie Robinson and host to the Rose Parade Marching Band. Home to 40,000 students from across Los Angeles County, PCC's mission is to be "an equity-minded learning community dedicated to enriching students' academic, personal, and professional lives." As one of the largest community colleges in the nation, with a Hispanic Serving Institution designation, we proudly serve 47% Hispanic/Latina/o/x students. Widely recognized for innovation, excellence, and a leader in equity and diversity, PCC is ranked first in the state for transfers to the California State University (CSU) and University of California (UC) systems. Moreover, it is the recipient of the Chancellor's Office Student Success Award, an Example of Excelencia winner, and named a top 10 finalist for the Aspen Prize for Community College Excellence in 2017, 2019, and 2021. PCC's greatest strength lies in the campus stakeholders, faculty, staff, and students who have shown exemplary leadership in racial equity efforts over the last decade.

Despite the accolades and campus-wide efforts, persistent opportunity<sup>[1]</sup> gaps continue to exist, particularly for our Black/African American and Hispanic/Latina/o/x students. Campus leaders are working across constituencies and programs to understand these implications, develop an inquiry culture, make data-informed decisions, and center racial equity and social justice in all work. The PCC community remains proud of its traditions but recognizes the necessity of supporting our diverse student population with the goal of closing gaps for our College.

*[1] "Opportunity gap" instead of "achievement gap" draws attention to an inequitable system that does not provide opportunities for students to succeed versus placing the responsibility for "achieving" on the student. Opportunity gap and equity gap can be used interchangeably. <https://www.teachforamerica.org/one-day/top-issues/why-we-say-opportunity-gap-instead-of-achievement-gap>*

# NEW EQUITY DATA COLLECTION

The latest Student Success Metric data released from the Chancellor’s Office in May 2022 provides colleges with student cohort data. Unlike in prior years, some metric timeframes measure student success within the first two years while others within three years (Figure 1). Following cohorts provides an understanding of how successful first-time college applicants and students are on their college path.

The most recent academic year of available cohort data for each metric was established by the CCCC0 as the baseline year. While this results in a different baseline year depending on the metric definition, it provides the most recent equity gap information for the 2022 Student Equity Plan. The table below lists the metric and its corresponding baseline year.

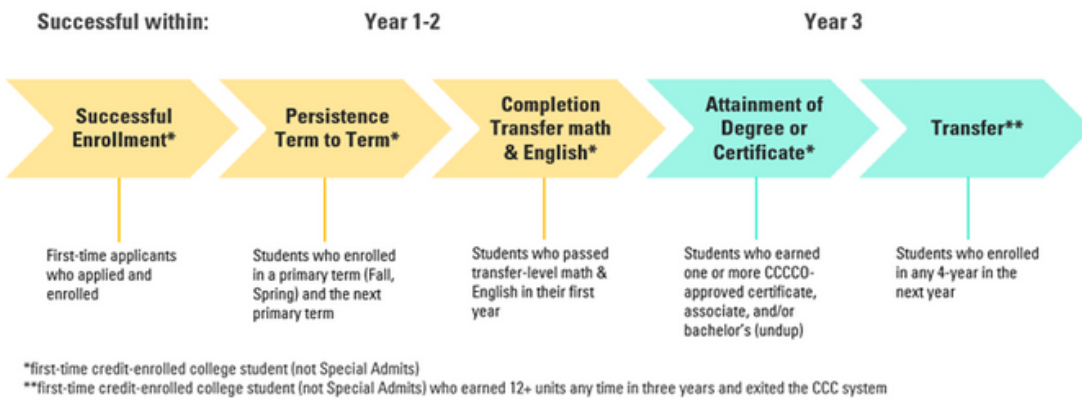


Figure 1 Diagram showing the five Student Success Metrics, the timeframes in which they measure student success, and the student population they include.

The most recent academic year of available cohort data for each metric was established by the CCCC0 as the baseline year. While this results in a different baseline year depending on the metric definition, it provides the most recent equity gap information for the 2022 Student Equity Plan. The table below lists the metric and its corresponding baseline year.

Metric	Baseline Year
Successful Enrollment (Enrolled)	2021
Persistence Term to Term (Persisted)	2020
Completion of Transfer Level math and English (Completed)	2021
Attainment of Degree or Certificate within 3 years (Attained)	2018
Transfer within 3 years (Transferred)	2017* one-year data delay

Table 1 The revised 2022 Student Success Metrics and their corresponding baseline year or, the most recent academic year of available equity data.

# RACIAL EQUITY

## WHO HAS THE MOST GAPS?

Reviewing our new student equity cohort data, we must reckon with both our historical and current realities – we underperform for our Black/African American and Hispanic/Latina/o/x students on almost every indicator of student success year after year.

### Which Groups Experienced the MOST Equity Gaps?

Baseline Year	*N>100 / PPG-1	Group Overall	Equity Gap
2021	Successful Enrollment	Black or African American	-4.5%
2020	Persistence from Term to Term	Black or African American	-10.3%
		Hispanic/Latina/o/x	-3.8%
2021	Completion of Transfer Level math/English	Black or African American	-14.3%
		Hispanic/Latina/o/x	-13.9%
2018	Attainment of Degree/Certificate	Black or African American	-11.8%
		Hispanic/Latina/o/x	-11.7%
2017	Transfer	Hispanic/Latina/o/x	-13.8%

Table 2: Black or African American and Hispanic or Latina/o/x are the SEP priority populations based on the number of equity gaps they have (4 of 5 Student Success Metrics) and their group size. Their respective baseline equity gaps are displayed. \*N>100 denotes that the denominator of the population is greater than 100 students for each metric. PPG-1 or percentage point gap minus one, refers to the methodology used by Chancellor’s Office to calculate equity gaps (compare the outcome rate of the group of interest to all other students minus the group of interest).

Our Black/African American students experience the most gaps with disproportionate impacts in all 5 student success metrics when accounting for gender.[2]

Our Hispanic/Latina/o/x students, the largest student group on campus, experience disproportionate impacts in 4 out of 5 student success metrics.

## EQUITY IMPERATIVE

Given that these gaps persist year after year, the only way we can make considerable progress in closing these identified gaps is to center racial equity.

Therefore, we have crafted a plan from an anti-racist, trauma-informed lens to support the College’s next steps towards equitable educational strategies to close gaps for our Black/African American and Hispanic/Latina/o/x students.

[2] The Student Equity Plan’s Five Student Success Metrics: Successful Enrollment, Persistence from Term to Term, Completion of Transfer Level math/English, Attainment of Certificate/Degree, and Transfer

## GENDER INTERSECTION

The examination/ intersection of gender is key in closing the racial equity gaps for our Black/African American and Hispanic/Latina/o/x students. Students who reported more than one gender value, reported non-binary, or did not report a gender value face substantial equity gaps as compared to those who identify as male or female. In addition, under Assembly Bill 504, colleges are required to examine equity gaps by subgroups of specific student characteristics such as race/ethnicity, gender, disability status, veteran status, socio-economic status, sexual orientation, homelessness, foster youth status, and first generation in a post-secondary education. The Bill also asks us to explore potential equity gaps at the intersection of these subgroups and gender[3] (CCCCO, Applied PPG-1 Method to Further Examine Disproportionate Impact, pg.1). Although this is our main equity priority, our support for other groups continue and to view all primary student groups experience gaps, please see Appendix G.

# RACIAL EQUITY

The data below further examines equity gaps at the intersection of race and gender for the priority groups of Black/African American and Hispanic/Latina/o/x students.

### Intersectional (RACE-GENDER) Equity Gaps Among Priority Groups

Baseline Year	PPG-1	Group and Gender	Equity Gap
2021	Successful Enrollment	Black or African American All Other Gender	-31.1%
2020		Hispanic/Latina/o/x Males	-5.2%
2021	Completion of Transfer Level math/English	Black or African American All Other Gender	-17.1%
		Hispanic/Latina/o/x All Other Gender	-14.3%
2018	Attainment of Degree/Certificate	Hispanic/Latina/o/x Males	-5.3%
2017		Black or African American Males	-14.6%
	Hispanic/Latina/o/x Males	-10.9%	
	Hispanic/Latina/o/x All Other Gender	-20.8%	

Table 3: Intersectional Equity gaps for Black or African American and Hispanic or Latina/o/x students in baseline academic years. Gender selections include overall (Group Overall, with no gender disaggregation), female, male, and all other [gender] values.

[3] Chancellor's Office Applied PPG-1 to Future Examine Disproportionate Impact, pg. 1 <https://launchboard-resources.wested.org/resources/114>

# 2022-25 STUDENT EQUITY PLAN FRAMEWORK

The development of the 2022-25 Student Equity Plan was supported by the Student Equity Planning Institute led by the San Diego State University CCHALES Research Collective, a 3-year professional development learning series made up of 17 community colleges across the state focused on providing support, resources, and tools for the 2022-25 planning process.

Under the direction of Institutional Equity, Diversity and Justice (IEDJ), a team of PCC staff, faculty, and administrators across campus worked in community in creating the Student Equity Plan over the course of the 2022 year, leading writing teams for each student success metric. Moreover, the diverse Student Equity Plan Advisory Team provided feedback and input throughout the year and engaged in ongoing training and sessions on building capacity to understand the planning process. The Student Success Committee evaluated the previous 2019-22 Student Equity Plan and in partnership with students, provided evaluation on PCC's accomplishments and challenges. Support from the Office of Institutional Effectiveness provided analysis of the data collected concerning equity gaps and target outcomes. The process of this work through collaboration across disciplines and departments was as important as the Plan itself as we used this transformative opportunity to engage in reflective dialogue and build the relationships needed to sustain these efforts.

To achieve our critical equity goals, we enlisted the scholarship of USC's Center for Urban Education (CUE). CUE's framework serves as a guide in understanding student equity and the multi-complexities of identity group membership and its role in achievement. CUE defines equity as "a two-dimensional concept. One axis represents institutional accountability that is demonstrated by the achievement of racial parity in student outcomes... [and the] second axis represents a critical understanding of the omnipresence of whiteness at the institutional and practice levels." [4] Working towards equity requires explicit acknowledgment of structural inequality and institutionalized racism, understanding that racial biases are embedded in our systems that must be examined and disrupted.

The Student Equity Plan is our call to action to continue our investment in courageous truth-telling and openness that our campus must come to terms with the reality that we fail to deliver equitable outcomes for our Black/African American and Hispanic/Latina/o/x students.

To close gaps, we must recognize how historical and systemic racism has impacted the ways in which we operate as a college and acknowledge that it continues to permeate our local, national, and global societies. As we enter into the 100th year of PCC's existence, we recognize the deeply entrenched legacy of anti-blackness that is intimately tied to the City of Pasadena. That legacy includes exclusionary practices that have harmed communities of color, including barriers to higher education. We must come to terms with the legacy of harm that is not only in our past but remains in our present. In doing so, the District commits to the critical work of organizational reflection, repair, and reconciliation as we address our shortcomings with the aim to do better for our racially minoritized students and communities.

As a flagship community college within the state, PCC is poised to lead efforts toward dismantling policies, practices, and norms that create inequitable outcomes for students. We must strive for improvement with the commitment that equity is non-negotiable. This will require each of us to self-reflect on our own racialized assumptions and take responsibility for the success of our racially minoritized students. [5] With individual and collective action, the College strives to uphold and foster our mission and values and center the success of our racially minoritized students in our work.

[4] Bensimon, E.M. *Reclaiming racial justice in equity*. *Change: The Magazine of Higher Learning* 60, 97.

[5] McNair, T.B., Bensimon, E.A., Malcolm-Piqueux, L. (2020). *From Equity Talk to Equity Walk*. *Association of American Colleges and Universities*, 2, 20.



# As such, the 2022-25 Student Equity Plan is committed to centering our Black/African American and Hispanic/Latina/o/x students.

A critical function of funding decisions will focus on changing the college to meet the needs of Black/African American and Hispanic/Latina/o/x students. As such, all Student Equity and Achievement Program resource allocation will engage in the assessment of positions and programs to ensure that they are intentionally focused on the goal of eliminating racial equity gaps for our Black/African American and Hispanic/Latina/o/x students. Working in partnership with Business and Administrative Services, all allocations will be evaluated in alignment with the goals of the 2022-23 Student Equity Plan.

## STRATEGIC AREAS OF FOCUS

Along with ensuring that budget decisions support our equity goals, the Student Equity Plan will focus on five key areas that support equitable student outcomes for our Black/African American and Hispanic/Latina/o/x students.

- 1. Inquiry and Action** – critically reflecting and interrogating on the root causes of equity gaps, centering Black/African American and Hispanic/Latina/o/x student voices in inquiry, co-constructing action steps to address equity gaps.
- 2. Anti-Racist and Trauma-informed Approach**- acknowledging and repairing widespread trauma from both COVID-19 and institutional racism, and engaging in training and spaces that cultivate trauma-informed practices in the workplace and the classroom to support Black/African American and Hispanic/Latina/o/x students, faculty and staff.
- 3. Institutional Structures, Practices, Policies, and Norms**- identifying and changing college policies, structures, and norms that create barriers for student equity and workforce diversity, strengthening promising practices and communication.
- 4. Equity-minded Teaching and Learning** - supporting full-time and adjunct faculty to solve equity gaps and foster race-conscious pedagogy and equitable classrooms through opportunities including communities of practice, inquiry, and professional development.
- 5. Oversight and Accountability** - ensuring student equity is viewed and operationalized as an all-campus effort by increasing regular communication to campus community on progress in closing gaps and sharing how funding and programs are supported under the Student Equity and Achievement Program.

**SUMMARY OF FIVE FOCUS AREAS**

# Areas of Focus

Each Area of Focus has key strategies that are prioritized in addition to the specific student success metrics action plans.

## 1. Inquiry and Action

Interrogating the complex and often unique obstacles of understanding and responding to the increasing racial disparities in education is critical. Inquiry and action are the tools that guide us in these efforts to fully understand the historical and societal legacies attached to opportunity gaps for Black/African American and Hispanic/Latina/o/x students. Inquiry requires the process of critical reflection, meaning-making, contextualization, and examination of questions that interrogate how and why current practices are failing to serve students experiencing inequities. [6] Centering the voices and experiences of Black/African American and Hispanic/Latina/o/x students will be key to inquiry efforts, which involves scaling up efforts to engage students through surveys, focus groups, listening sessions, and leadership opportunities to examine root causes for why gaps exist and co-construct action steps and strategies to address them. Our Black/African American and Hispanic/Latina/o/x students need to feel connected to the plan with their voices centered in the decisions of the College.

[6] McNair, T.B., Bensimon, E.A., Malcolm-Piqueux, L. (2020). From Equity Talk to Equity Walk. Association of American Colleges and Universities, 3, 61)

### Key Strategies:

- Inform action plans by **collecting and centering Black/African American and Hispanic/Latina/o/x student voices** and experiences through data collection (surveys, listening sessions, interviews, focus groups). (Equity Lead: Institutional Effectiveness, Student Success Committee)
- Increase **professional development** centered on individual and collective inquiry and reflection centered on BIPOC experiences, Importance of Diversity, Equity and Inclusion, Cross-Racial Engagement, Encounters with Racial Stress, and racial dialogues across campus for Administrators, Faculty, and Staff. (Equity Lead: Institutional Equity, Diversity and Justice (IEDJ), Professional Development)
- Evaluate current successful key programs that focus on Black/African American and Hispanic/Latina/o/x students and upscale/expand, which includes a **high touch concierge model** specific to Black/African American students from outreach to completion as well as retention efforts for identified Hispanic/Latina/o/x student groups. (Equity Lead: Student Success Committee)

# Areas of Focus

Each Area of Focus has key strategies that are prioritized in addition to the specific student success metrics action plans.

## 2. Anti-Racist and Trauma-Informed

As we work to make meaning of the data that guides our priorities and strategies, we do so with an anti-racist and trauma-informed lens. Led by Institutional Equity, Diversity and Justice, PCC is committed to the imperative of becoming a trauma-informed Institution. The Substance Abuse and Mental Health Services Administration (SAMSHA) identified six principles of being a trauma-informed organization - safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice, and choice, cultural, historical, and gender inclusion (See Appendix for more information on Trauma Informed). In response to the broad detrimental impacts arising from the dual pandemics of COVID-19 and institutional racism, as well as District-specific feedback (obtained in campus climate surveys, through the Partnership Resource Team's work, and community excellence grant proposals) - it is critical to recognize and repair widespread trauma that our community has faced and is still grappling with. Acknowledging the toll and cultural taxation experienced by our racially minoritized students, staff, and faculty is essential to the efforts of closing student equity gaps.

By growing our use of trauma-informed practices and centering racial equity in our work towards being an anti-racist institution, we will increase the sense of belonging for all students, faculty, and staff— a key focus area within our student equity priorities.

### Key Strategies:

- Create and implement recommendations from disaggregated student data and campus climate surveys to strengthen a sense of belonging and connection through trauma-informed practices for students, faculty, and staff. (Equity Lead: IEDJ/Institutional Effectiveness)
- Increase campus-wide professional development opportunities for PCC's commitment to be a trauma-informed institution starting at the beginning stages of being trauma aware through a transformative cultural shift of being trauma responsive and informed. (Equity Lead: IEDJ/Professional Development)
- Increase mental health services and support for racially minoritized students as the College has seen an increased need as a result of collective trauma from the COVID-19 pandemic. (Equity Lead: Health Center/Personal Counseling)

# Areas of Focus

Each Area of Focus has key strategies that are prioritized in addition to the specific student success metrics action plans.

## 3. Equity-Minded Teaching and Learning

Recognizing that students spend significant time in the classroom and interact the most with instructional faculty, intentionally centering racial equity efforts in the classroom context is vital to closing opportunity gaps. Along with faculty, Deans, Chairs, and Academic Senate will be key leaders in the work of the 2022-25 Student Equity Plan. Every faculty member of the College can see how they can contribute and are personally invested in student equity efforts. The priority is to give agency to instructional faculty to help identify and solve equity challenges in their classrooms with support from the College. This includes examining and addressing how to increase collaboration across Student Services and Instruction, and creating improved structures for increased communication and engagement.

### Key Strategies:

- **Equity Professional Development** including faculty learning communities, instructional division-specific retreats, new faculty orientation/seminar to increase community and belonging for faculty. Increased opportunities for adjunct faculty will be prioritized. (Equity Lead: Instruction/IEDJ)
- Investment in a **Center for Liberatory Education** for faculty will be key to inspire, cultivate, and celebrate teaching excellence and support faculty to build and foster equitable classrooms for our Black/African American and Hispanic/Latina/o/x students. Culturally sustainable pedagogy, gateway course re-design, racial equity data coaching, race-conscious inquiry, expansion of open educational resources/zero textbook costs, and communities of practice, all centered within an anti-racism and equity framework will be incorporated in the College's commitment to faculty learning and development. (Equity Lead: IEDJ/Instruction)

# Areas of Focus

Each Area of Focus has key strategies that are prioritized in addition to the specific student success metrics action plans.

## 4. Institutional Structures, Practices, Policies, and Norms

Closing opportunity gaps requires us to interrogate our own policies, practices, and culture, focusing on how to change the College, not the student. Understanding the root causes that contribute to opportunity gaps and what structures play a part in creating inequities for our Black/African American and Hispanic/Latina/o/x students are prioritized throughout the plan. Taking inventory of all the equity work across campus, increasing collaboration, and minimizing duplication of efforts will be essential in understanding what needs to be changed as we strive to best serve students. Shared responsibility and opportunity will be emphasized across the College.

### Key Strategies:

- In partnership with Human Resources, examine our hiring and retention policies to ensure that we expand institutional practices that support equitable outcomes for our racially minoritized students including:
  - **Strengthen and build on our current EEO training** (Culturally Responsive Selection Processes) to embed the values and mission of the college, promote workforce diversity, explore and mitigate biases and move from compliance to seeing equity as an imperative with the college's mission and values.
  - **Inquiry into past and current trends in Black/African American and Hispanic/Latina/o/x hiring, promotions, and retention** are needed. The College must understand the structural barriers to recruiting and retaining our racially minoritized staff and faculty and prioritize resources as we strive to be an anti-racist and inclusive campus environment.
- **Strengthen Program Review and Annual Planning processes** to ensure that we are systemically aware of and focused on closing racial gaps, specifically in Instruction. While aspects of equity, diversity, and inclusion exist in both processes, there is an opportunity to enhance and expand the current structures to better align the college's efforts by including data, outcomes and reflections on achieving equitable outcomes in the annual plans and program/unit reviews. (Equity Lead: Institutional Effectiveness)
- **Increase collaboration and communication between Student Services and Instruction** in relation to outreach and retention efforts including integration of projects supported by Hispanic Serving Institution grants. (Equity Lead: Instruction VP/Student Services VP)
- Continue **reviewing and revising Board Policies and Administrative Procedures** impacting student success (i.e. grading policies, probation, etc) for the college to be more student-centered and equity-minded for our Black/African American and Hispanic/Latina/o/x students. (Equity Lead: Institutional Effectiveness/College Council)

# Areas of Focus

Each Area of Focus has key strategies that are prioritized in addition to the specific student success metrics action plans.

## 5. Oversight and Accountability

In the efforts to ensure student equity is viewed and operationalized as an all-campus effort and not only the responsibility of one department, the Student Equity and Achievement Program is led under the Administrative Unit of Student Equity and Success, within the Office of Institutional Equity, Diversity and Justice, which engages across all areas of the college. Working within PCC's governance structure, Student Equity and Success, along with Student Success Committee and College Council, made up of diverse faculty and staff, will be the stewards of the Student Equity Plan and ensure continuous accountability, evaluation, and communication. The Student Success Committee and College Council, alongside the Executive Director for Institutional Equity, Diversity and Justice is the accountability and operational body for creating check points and monitoring progress to ensure the Student Equity Plan is a living document that is regularly reported out to the campus community. Every student success metric has an outcome and there will be an implementation and communication plan with a designated Equity Lead to make certain the efforts are on track and benchmarks are accomplished.

### Key Strategies:

- The Student Success Committee composition and goals will be reviewed and revised to **monitor progress and report quarterly** to College Council on the success metrics outcomes of the Student Equity Plan. (Equity Lead: Student Success Committee)
- **Equity Leads** to include departments/divisions and staffing positions are identified throughout the action plans to ensure the Student Equity Plan is operationalized and accountable in all areas of the campus. (Equity Lead: Executive Director, Student Equity and Success)
- Increase **campus communication** on the progress and accomplishments of faculty and staff across campus through monthly newsletters/correspondences and/or community forums. (Equity Lead: Student Success Committee/Instruction/Student Services)
- Strengthen collaboration/coalition building for campus-wide **success coaching model** to ensure intentional support services for Black/African American and Hispanic/Latina/a/o students. (Equity Lead: Student Services, Student Success Committee)

# STUDENT SUCCESS METRICS

The following section outlines the **five student success metrics** with target outcomes/goals and specific actions to close opportunity gaps for our Black/African American and Hispanic/Latina/o/x students. Prioritized student populations and target outcomes were informed by the most recent Chancellor’s Office student equity data collected, utilizing a cohort model by following students through a three-year period. This illustrates how the five metrics fit on the student path. If we followed a single cohort of first-time applicants and students through time, we would see these students progress from successful enrollment at PCC through their one and two-year milestones to attaining a degree or certificate and transferring to a university (4-year institution) by the third year.

The following illustrates the new SEP cohort and revised Student Success Metrics. Unlike previous years, some metrics measure success within two years while others within three years.



## Successful Enrollment

First-time applicants who then enrolled at PCC as first time credit students (Year 1-2 metric)



## Persistence from Term to Term

First-time students who enrolled in back to back primary term (Year 1-2 metric)



## Completion of Transfer-Level Math & English

First-time students who passed transfer-level math & English in their 1st year of enrollment (Year 1-2 metric)



## Attainment of Certificate or Degree

First-time students who earned one or more certificates or associate degrees (Year 3 metric)



## Transfer

First-time students who enrolled in any university in the next year (Year 3 Metric)

# Successful Enrollment

Our target by 2025 is to **fully close** the equity gap and increase enrollment by 4.5% for overall **Black or African American** applicants.[7]

The steps to enrollment at PCC include outreach, application, matriculation, and registration. PCC has been engaged in a process to simplify and clarify this process to reduce points of confusion for students that could lead in their abandonment of the enrollment process. Our focus is to ensure Black/African American students' enrollment experience is guided and supported from point of interest through enrollment to completion.

[7]The Successful Enrollment metric tracks first-time applicants, not enrolled students, which differs from the other four metrics. And, since student cohorts will change over time, PCC will be setting percentage targets based on the equity gaps.

## Action Plan for Successful Enrollment

- Review existing studies, examine, collect, and further disaggregate data to understand why Black/African American students have applied to PCC but do not complete enrollment through tailored focus groups, surveys, and panels of students who were and were not able to complete. (Equity Lead: Outreach Department, Dean of Enrollment, IE)  
Inquiry questions include:
  - ·What barriers do Black/African American students experience in the enrollment process? What does holistic enrollment look like?
  - ·Utilizing the Guided Pathways model, how can career communities/success centers increase enrollment support for Black/African American students?
- Create Black/African American outreach/recruitment plan for credit and noncredit to support enrollment including intentional outreach to high school feeders with high Black/African American enrollment, Black student and parent organizations, and community groups. (Equity Lead: Outreach Department)
- Evaluate Freshman 15 case management program and identify key successful strategies to upscale and expand concierge model specific to Black/African American students to complete registration, enrollment, and financial aid (Equity Lead: Enrollment Dean, Outreach Department, Student Success Committee)
- Survey instructional faculty to identify barriers to participation in outreach efforts and provide incentives/support for adjunct faculty to be more involved. (Equity Lead: Deans/Chairs)
- Centralized calendar of events specific to Black/African American outreach including institutionalizing support for annual Black Family Reunion, African American High School Conference, and Black Student Counseling Day (Equity Lead: Student Success Committee and Outreach Department)

### When we asked Students:

"What was your experience enrolling at PCC?"

"The registration process, especially the schedule of classes is unclear. Finding resources was difficult to navigate. More communication and information from PCC would have been helpful."

"Enrolling in college was fairly easy for me. I was able to fill out my application properly but I had trouble navigating through the schedule of classes and understanding what resources to use."





# Persistence from Term to Term

Our target by 2025 is to **reduce the equity gap** for persistence to -1.3% for overall **Black/African American** students and fully close the gap and increase persistence to 5.2% for **overall Hispanic/Latina/o/x** students, and 3.8% for **Hispanic/Latina/o/x male** students.

Pasadena City College serves over 20,000 students each semester. Of these students, 62% of them attend part-time. For students to reach their educational goals, they must persist from term to term. Many studies have shown that if a student persists from their primary term to their secondary term, they are more likely to reach their educational goal.

## Action Plan for Persistence:

- Review existing studies, examine, collect, and disaggregate data further to understand why gaps exist for Black/African American and Hispanic/Latina/o/x students in relation to Persistence through tailored focus groups, surveys, panels of those who continue to the next semester and those who drop in gateway courses, paying particular attention to part-time students. (Equity Lead: IE Office, PD office, Deans, Chairs)
- - What barriers do Black/African American and Hispanic/Latina/o/x students experience attending college from one semester to the next?
  - Utilizing the Guided Pathways model, how can career communities/success centers support Black/African American and Hispanic/Latina/o/x students?
- Support ongoing culturally sustaining student-centered programming (Cultural Heritage Months, Empowerment Programs, etc.) to foster sense of belonging for Black/African American and Hispanic/Latina/o/x students and other minoritized student groups.
- Increase equity professional development opportunities for instructional faculty specific to departments and courses.
- Support success coaches for Black/African American and Latina/o/x students to connect and increase communication to resources and support services on campus related to retention.

When we asked students:

What support would help you persist?

"I wish there was an easy way to know about resources in Canvas or on bulletin boards. Most students don't know all the support they can get here."

"They told me what I needed to take in my first year but my second year I had to figure it out by myself and I didn't know what to do. I wish I had more counseling help."

"As a nontraditional student, some professors don't understand me because school isn't only my life. I do have to work, pay bills, maintain my home, I have responsibilities. I need professor's attitude and willingness to help me, accommodate me, and motivate me."

"Finding community (Quest Center, DSPS) on campus made me feel good and hopeful for my future here at PCC."



# Completion Transfer-Level Math & English

Our target by 2025 is to **reduce the equity gap** for math/English completion to -5.3% for overall **Black/African American** students and to -4.9% for overall **Hispanic/Latina/o/x** and -14.3% for **Hispanic/Latina/o/x all other gender** students.[8]

Multiple studies have shown that completion of transfer-level Math and English are key milestones in a student's educational journey and a significant friction point toward graduation.

## Action Plan for Completion of Transfer Level Math/English:

- Review existing studies, examine, collect, and disaggregate data further to understand why gaps exist for Black/African American and Hispanic/Latina/o/x students in relation to completion of math/English through tailored focus groups, surveys, panels of those who have passed and not passed math/English as well as those who drop. (Equity Lead: Math/English Deans, Institutional Effectiveness Office, Chairs)
- Engage in inquiry with success coaches to understand their processes and the messages they are sending out to students and identify ways to target sub-groups specifically. (Equity Lead: Instruction/Success Coach Coordinator)
- Improve faculty engagement and functionality of early alert system process and integration to close the loop on flags. (Equity Lead: Instruction/Student Services)
- Expand support for equity and grading efforts including support for standards-based grading through additional proctoring and make-up testing hours with a centralized location. (Equity Lead: Instruction)
- Create a professional development plan, including Team-Teaching Models and data coaching, for math/English faculty to support Black/African American students and Hispanic/Latina/o/x students by focusing on the student voice from panels and surveys. (Equity Lead: math/English Dean/Chairs/ Student Equity & Success/Professional Development Office)

### When we asked Students:

"What would help you complete math/English?"

"I've been at PCC since 2017 when remedial courses were still here. I was placed in the very end of the branch in both English and math. I passed all my remedial courses and got into college level math and but couldn't pass it. I had my first panic attack in my stats 50 class. I've gone to the Math Center and it works but need more help and not sure what to do or what could help."

"When you have a good professor, who cares and is very empathetic about the courses, you feel they have your back."



[8]Because the cohort will change each year, PCC will focus on percentages needed to close gaps rather than the number of students. Our goal is to reduce the gaps experienced by our Black/AA students by 3% each year.

# Attainment of Degree/Certificate

Our target by 2025 is to **fully close the equity gap** for Attainment of a Degree/Certificate for **Black/African American males** and **overall Hispanic/Latina/o/x** students and increase attainment by 3.7% for **Hispanic/Latina/o/x males**.<sup>[9]</sup>

PCC's efforts to improve college-wide completion rates focus on two major areas: becoming student-ready and removing barriers to attainment of a degree/certificate. While efforts to become student ready had centered on the onboarding process, we realized that we must invest further in helping students complete their academic goals.

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## Action Plan for Attainment of Degree/Certificate

- Review existing studies, examine, collect, and disaggregate data further to understand why gaps exist for Black/African American and Hispanic/Latina/o/x students in relation to Completion through tailored focus groups, surveys, and panels of those who indicate completion of degree/certificate as their educational goal. (Equity Lead: Instruction/Student Services, Institutional Effectiveness)  
Inquiry questions include:
  - What are the factors that influence program (degree/certificate) choice for Black/African American students at PCC? What are the factors that influence program (degree/certificate) choice for Hispanic/Latina/o/x students at PCC?
  - What are the factors that influence registration of courses for Black/African American students at PCC? What are the factors that influence registration of courses for Hispanic/Latina/o/x students at PCC?
  - What barriers to completion do Black/African American students at PCC self-identify? What barriers to completion do Hispanic/Latina/o/x students at PCC self-identify?
  - What supports to completion are identified by Black/African American students at PCC? What supports to completion are identified by Hispanic/Latina/o/x students at PCC?
- Evaluate and disaggregate the data on Black/African American and Hispanic/Latina/o/x PCC students who participated in PCC Complete and create strategies for completion. (Equity Lead: Guided Pathways/Counseling/ Institutional Effectiveness)
- Evaluate and disaggregate data on the use of program maps and number of units earned for students who have enrolled in five or more terms and create strategies for completion. (Equity Lead: Guided Pathways/Counseling/ Institutional Effectiveness)
- Evaluate common milestones for PCC students who have completed certificates in fewer than 2 years and associate degrees in fewer than 3 years and create strategies for completion. (Equity Lead: Guided Pathways/Counseling/ Institutional Effectiveness)

<sup>[9]</sup>Since student cohorts will change over time, PCC will be setting percentage targets based on the equity gaps.

# Attainment of Degree/Certificate

Our target by 2025 is to **fully close the equity gap** for Attainment of a Degree/Certificate for **Black/African American males** and **overall Hispanic/Latina/o/x** students and increase attainment by 3.7% for **Hispanic/Latina/o/x males**.

PCC's efforts to improve college-wide completion rates focus on two major areas: becoming student-ready and removing barriers to attainment of a degree/certificate. While efforts to become student ready had centered on the onboarding process, we realized that we must invest further in helping students complete their academic goals.

## Action Plan for Attainment of Degree/Certificate (continued)

- Evaluate and disaggregate data to identify any gateway courses that create common exit points for certificate and degree paths for Black/African American and Hispanic/Latina/o/x PCC students and work with Instruction on strategies to increase success rates in identified courses. (Equity Lead: Guided Pathways/Counseling/ Institutional Effectiveness)
- Evaluate noncredit articulation with credit CTE programs and identify gaps and needs to increase noncredit certificate completion and provide additional resources. (Equity Lead: Deans, Instruction)
- Identify strategies and create action plans based on inquiry findings and continue evaluation, reflection, and data collection each year. (Equity Lead: Instruction and Student Services)
- Create seamless bridge programs from noncredit high school diploma and ESL programs. (Equity Lead: Noncredit/ Instruction)

When we ask Students:

"What would help you complete your degree or certificate?"

"More de-stigmatization from being a part-time student and less pressure to finish in a certain amount of time. People need to understand that it's okay to have a longer learning process."

"Finding community (Quest Center, DSPS) on campus made me feel good and hopeful for my future here at PCC."

"Faculty believing in me as a student."



# Transfer

Our target by 2025 is to **fully close** the equity gap for Transfer for **Black/African American** and **Hispanic/Latina/o/x males**, and **Hispanic/Latina/o/x students of all other gender values.**[10]

Pasadena City College has a strong history of successfully transferring students to CSU and UC systems. PCC has also consistently transferred African American and Hispanic/Latino students to four-year universities, with 24 and 314 students transferring in 2017 from each group, respectively. Despite being one of the state's top-performing schools in transfer, California community college transfer numbers for these groups remain low.

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## Action Plan for Transfer

- Review existing studies, examine, collect, and disaggregate data further to understand why gaps exist for Black/African American and Hispanic/Latina/o/x students in relation to Transfer through tailored focus groups, surveys, and panels of those who indicate transfer as their educational goal. (Equity Lead: Transfer Center, Institutional Effectiveness Office)  
Inquiry questions include:
  - What are the barriers Black/African American male and Hispanic/Latina/o/x students experience in the transfer process? What does successful transfer support look like for Black/African American male and Hispanic/Latina/o/x students look like at PCC? Utilizing the Guided Pathways model, how can career communities/success centers increase transfer support for Black/African American males and Hispanic/Latina/o/x students?
- A virtual concierge transfer community to remove barriers: Give me 5 Campaign - A concierge model specific to Black/African American students to complete transfer applications, financial aid, and transfer process. The program is designed to provide campus-wide transfer support in collaboration with constituent groups across campus who can actively participate in a student's transfer journey. Faculty, staff, and empowerment programs will engage in an intrusive transfer community with concierge support between students, faculty members, university partners, and the transfer center. (Equity Lead: Transfer Center)
- Expand collaboration with instructional faculty to present transfer information in Division meetings and classrooms and provide professional development based on student inquiry/findings and experiences. Examine all the equity work across campus, increasing collaboration, and minimizing duplication. (Equity Lead: Student Services VP and Instruction VP)
- Utilize University Partners (CSU, UC, Privates, HBCU) to support Transfer Center staff to assist students' complete admission applications in a timely and accurate manner through workshops. (Equity Lead: Transfer Center)

[10]Because the cohort will change each year PCC will focus on parentages needed to close gaps, rather than the number of students. The goal is to reduce the gaps experienced by Black/African American students by 3%.

# Transfer

Our target by 2025 is to **fully close** the equity gap for Transfer for **Black/African American** and **Hispanic/Latina/o/x males**, and **Hispanic/Latina/o/x students of all other gender values**.

Pasadena City College has a strong history of successfully transferring students to CSU and UC systems. PCC has also consistently transferred African American and Hispanic/Latino students to four-year universities, with 24 and 314 students transferring in 2017 from each group, respectively. Despite being one of the state's top-performing schools in transfer, California community college transfer numbers for these groups remain low.

## Action Plan for Transfer (continued)

- Partner with the Transfer Center and Instruction by providing Professional Development about transfer knowledge through increased targeted transfer events such as (FLEX) Day Training and Staff & Faculty Transfer Symposium and Becoming a Transfer Agent. Participation and engagement with Instructional Deans and instructional faculty will be prioritized, monitored, and reported yearly to College Council and the Student Success Committee. In addition, create collaborative programming.
  - Becoming a Transfer Agent: A Symposium for Staff & Faculty: A four-hour training for staff and faculty; the training aims to foster a transfer-sending culture across campus. Upon completion, participants will receive a Transfer Agent badge honoring their dedication to supporting transfer students at PCC. (Equity Lead: Transfer Center, Instruction)
- Provide students with accurate and resourceful transfer information through a published Transfer 101 extension of the Counseling 10 course. The course aims to be widely promoted and shared with all incoming / recent high school graduates. (Equity Lead: Transfer Center)
- Support targeted Black/African American and Latina/o/x student events and services through Transfer Bound and CLAVE such as On the Yard HBCU Caravan, college tours, cultural events, and workshops. (Equity Lead: Transfer Center)

### When we asked Students?

"If transfer is your goal, what support do you need?"

"Counselors need to talk to one another. I've not taken the right classes. General counselors give me a certain ed plan and then transfer counselors give me another one."

"I feel that it's hard for students to stay updated as there is a lot of information. There are a lot of events going on and resources around us, but sometimes students don't really know about them. "



# Appendix A: Reflections of the 2019-22 Student Equity Plan

During the spring 2022 semester, the Student Success Committee, which serves as the advisory body for creating the student equity plan, engaged in analyzing and reflecting on the goals and outcomes of the 2019-2022 plan. Members of this shared governance committee, which includes representatives from all constituent groups, including students, started by identifying the extent to which established goals had been achieved and which activities had been implemented. Extensive time throughout the academic year was dedicated to reviewing each of the five metrics in the current plan. The biggest challenge towards implementation of the 2019-22 Equity Plan was COVID-19 and the changes in the College being remote for almost two of the three years of the Plan. Although we faced challenges, significant progress was made in several initiatives including:

## Key Successful Efforts:

**First Year Experience:** Our comprehensive first year experience (FYE) program serves all incoming new-to-college students, supporting a smooth transition to college and access to resources to succeed academically. Components of this program have been expanded through equity including outreach to local high schools as well as dedicated first year success coaches and first year counselors. Students apply to the college during high school outreach and have access to career advisors and counselors at this time. All incoming students are assigned a success coach who serves as a first point of contact to prepare students for an informed academic counseling session and to connect students to any needed services such as tutoring, personal counseling, career counseling, financial aid, etc. Success coaches also refer students to academic counselors to complete their comprehensive student education plan by the end of their first year.

The 2019 evaluation of the FYE Pathways program focused on the impact the program had on Hispanic or Latina/o/x students. Outcomes were compared for Hispanic or Latina/o/x students who received the benefits of the program and those who did not. Hispanic or Latina/o/x students in FYE Pathways outperformed their non FYE peers on a variety of metrics including Persistence (FYE 87%/Non FYE 80%), Completion of Transfer-level math and English (FYE 31%/Non FYE 22%), Transfer-Preparedness (FYE 47%/Non FYE 34%), and Transfer-Readiness (FYE 29%/Non FYE 20%).<sup>[11]</sup>

[11] FYE Pathways evaluation: <https://pasadena.edu/academics/support/pathways/about/docs/evaluation-reports/Student-Success-Report-2019.pdf>

## Appendix A: Reflections of the 2019-22 Student Equity Plan (continued)

**AB 705:** The Student Equity and Achievement Program has also fully supported efforts to implement AB 705 by the 2019 statewide deadline. The Faculty Academic Success Coordinator has served in a support role and has been instrumental in analyzing and sharing data that has informed faculty decisions to eliminate all remedial math and English offerings. The Faculty Academic Success Coordinator has also provided updates to all AB 705 impacted areas on implementing best practices, including corequisite course models. She has also coordinated professional learning to facilitate the transition of math faculty from teaching college algebra to statistics.

PCC's efforts to fully implement AB 705 have also resulted in decreases in disproportionate impact for all student groups experiencing equity gaps. The college tracks these efforts through the AB 705 dashboard, which is publicly available on the PPC website.[12] To illustrate, in 2017 prior to implementation, 940 Hispanic or Latina/o/x students enrolled in English 1A and 465 passed. In 2019 with full implementation 1,916 Hispanic or Latina/o/x students enrolled in English 1A and 940 passed; the number of Hispanic or Latina/o/x students passing English 1A had more than doubled. The number of black students enrolling also increased from 38 to 73 and the number of students passing increased from 27 to 37. Similar increases in access and success occurred in math classes. For example, in 2017 prior to implementation 48 Hispanic or Latina/o/x students took transfer-level statistics, 26 of whom experienced success in the course. In 2020, a year after implementation 196 Hispanic or Latina/o/x students took transfer-level statistics with 89 successful completions.

[12] AB 705 dashboard:<https://pasadena.edu/institutional-effectiveness/data-dashboards/ab705-dashboard.php>



## Appendix B: Understanding the Trauma-Informed Approach

Black/African American and Hispanic/Latina/x/o and other minoritized students and employees, often face numerous levels of individual, community, and systems level trauma. By focusing on the critical intersections of the often-compounded traumas experienced by PCC's historically marginalized community members, and strategies to foster success for employees and students, these efforts will help narrow opportunity gaps amongst our Black/African American and Hispanic/Latina/o/x students.

Trauma has been studied and quantified at the individual, community, intergenerational and systemic levels. Approximately 61% of adults have experienced at least one traumatic incident within their home before age 18 (e.g., parental mental illness, poverty, neglect, or incarceration). Nearly 1 in 6 adults report that they have experienced 4 or more types of adverse childhood experiences. For historically marginalized communities, the levels of trauma exposure at an individual level are even higher and occur repeatedly at a community level.[13]

Though adaptive for our survival, repeated exposure to incidents that trigger the body's trauma response can be damaging to learning and cognition. When individuals experience the fight-flight-freeze response, the body releases stress hormones, prepares the body to fight, and suppresses functions that aren't necessary to respond and react. Prolonged exposure to incidents that trigger this response can result in neurological changes in the brain, including diminished functioning in areas responsible for learning and emotion regulation. [14]

On a lower level, exposure to trauma can decrease productivity, reduce energy and stamina, and reduce creativity or optimism. Repeated or higher trauma exposure is correlated with increased risk for mental health problems, physical health conditions (like cancer, heart disease, and high blood pressure), drug or alcohol abuse, unprotected sex, and more. As a result, students who have experienced high levels of trauma may be more likely to experience disengagement, engage in physical violence or misconduct, or experience higher levels of absenteeism as well.[15] Further, students of color, students with disabilities, and students with a history of poverty, abuse, or neglect are more likely to face exclusionary disciplinary approaches in education.[16]

Trauma-informed approaches in education ultimately underscore the imperative that educational institutions are beholden to – providing educational opportunities for students designed to successfully learn and grow. Hence, such approaches promote and prioritize student access to additional support and resources; prioritize flexibility; focus on learning outcomes rather than grades alone; and utilizes restorative approaches in favor of solely punitive, “zero tolerance”, or exclusionary approaches.

[13] <https://www.philadelphiaaces.org/philadelphia-ace-survey>

[14] <https://www.apa.org/ed/schools/primer/trauma>

[15] <https://roadmapproject.org/wp-content/uploads/2020/02/Creating-Paths-for-Change-Understanding-Student-Disengagement-and-Reengagement.pdf>

[16] [https://www.nclld.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality\\_Trends-and-Actions-for-Impact\\_FINAL-1.pdf](https://www.nclld.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf)

# Appendix B: Understanding the Trauma-Informed Approach

## Key Strategies:

The Substance Abuse and Mental Health Services Administration (SAMSHA) identified six principles of being a trauma-informed organization: safety, trustworthiness and transparency, peer support.[17] collaboration and mutuality, empowerment, voice, and choice, cultural, historical, and gender inclusion. In addition, they describe a trauma-informed organization, program, or system as one that:

- Realizes** the widespread impact of trauma and understands potential paths for recovery;
- Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- Responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Actively** resist re-traumatization

## *Year 1 of PCC's Trauma-Informed Transformation*

Deepening the Executive Leadership team's understanding of trauma-informed practices in the workplace and in the classroom and prioritizing wellness and care for students and employees will be prioritized. As we move towards an institutional cultural shift/transformation, it is imperative to have shared understanding to be able to effectively acknowledge and address the healing and restoration needed for the PCC community. As we genuinely engage in closing opportunity gaps for our racially minoritized students, investing and valuing the employees needed to lead this crucial human work and recognizing this trauma is the way forward. By growing our use of trauma-informed practices and centering racial equity and racial trauma in our work towards being an anti-racist institution, we will increase the sense of belonging for all students, faculty, and staff— a key focus area within our student equity priorities.

In the 2022-2023 academic year, the Executive Leadership Team will lead these efforts by engaging in training and discussion spaces to deepen their understanding of trauma and of trauma-informed practices in the workplace and the classroom as an introduction to enhancing wellness and wellbeing. These initial efforts will be focused primarily on assessing and supporting the wellness of PCC employees and understanding the direct impact their well-being has on the students they serve.

This inaugural year will include the formation of a campus working group. This group will undergo preliminary training on understanding trauma and trauma-informed practices, with a focus starting on workplace wellness and vicarious (or secondary) trauma. In this first year, this working group will identify opportunities and assess readiness for broadscale implementation of trauma-informed principles that aim to support the well-being of employees.

[17] [https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA_Trauma.pdf)

# Appendix C: Equity Data for Black/African American and Hispanic/Latina/o/x Students at Baseline:

The two tables below highlight several data points for our priority populations: Black or African American and Hispanic or Latina/o/x students. Displaying baseline academic year data only, the tables show the equity gap, group size, and number of additional students needed to close the equity gap. Baseline academic years are shown as columns at the top, with the name of the metric shown underneath.

The number of students needed to close a gap can be helpful for understanding how many additional students we need to support to eliminate an equity gap but since student cohorts will change over time, PCC will be setting percentage targets based on the equity gaps. More importantly, focusing on increasing our number of successful students alone misses the opportunity to examine and change the institutional policies, practices, and norms that have continued to disadvantage Black or African and Hispanic or Latina/o/x students.

## Equity Gaps for Group Overall at Baseline

Equity Gaps for Black or African American and Hispanic or Latina/o/x Students at Baseline

Primary Subgroups	Gender		Metric / Academic Year				
			Enrolled 2021	Persisted 2020	Completed Math & Eng 2021	Attained Award 2018	Transferred 2017
Black or African American	Group Overall	Equity Gap (%)	-4.5%	-10.3%	-14.3%	-11.8%	
		# Students in Cohort (Denominator)	439	198	166	237	
		# Students to Close Gap	20	21	24	28	
Hispanic or Latina/o/x	Group Overall	Equity Gap (%)		-3.8%	-13.9%	-11.7%	-13.8%
		# Students in Cohort (Denominator)		2,930	2,351	3,088	1,321
		# Students to Close Gap		111	327	361	182

# Appendix C: Equity Data for Black/African American and Hispanic/Latina/o/x Students at Baseline:

## Intersectional Equity Gaps by Race and Gender at Baseline

The second table in this series shows intersectional equity gaps that result from the intersection of race and gender. While a group overall may not experience any equity gaps, it is often helpful to understand whether gender gaps may exist within a group. In addition, per Assembly Bill 504, colleges are required to explore the potential for equity gaps by disaggregating primary subgroups of student characteristics by gender. Please note that when a student count in the denominator is less than 10, data suppression has been applied to protect student privacy.

Intersectional Equity Gaps for Black or African American and Hispanic or Latina/o/x Students at Baseline

Primary Subgroups	Gender		Metric / Academic Year				
			Enrolled 2021	Persisted 2020	Completed Math & Eng 2021	Attained Award 2018	Transferred 2017
Black or African American	All Other Gender Values*	Equity Gap (%)	-31.1%		-17.1%		
		# Students in Cohort (Denominator)					
		# Students to Close Gap	1		1		
	Male	Equity Gap (%)					-14.6%
		# Students in Cohort (Denominator)					46
		# Students to Close Gap					7
Hispanic or Latina/o/x	All Other Gender Values*	Equity Gap (%)			-23.3%		-20.8%
		# Students in Cohort (Denominator)			15		29
		# Students to Close Gap			6		10
	Male	Equity Gap (%)		-5.2%		-5.3%	-10.9%
		# Students in Cohort (Denominator)		1,343		1,450	614
		# Students to Close Gap		89		210	121

# Appendix D: All Years of Available Data

The Chancellor’s Office collects and provides several years of equity data. The table below shows the metric and the years in which data are available.

A metric’s timeline defines when the latest equity data are available. For example, a three-year timeframe defines Transfer success. And due to a one-year delay in data reporting, the latest year of Transfer success data available is 2017. Metrics that end in year 1 or 2 are represented by yellow circles while metrics that end in year 3 are represented by teal circles.

Using the latest available data as the baseline year (salmon-colored circles), we can identify which student groups have been experiencing equity gaps, the extent of those gaps, and track our progress in addressing them over the next three years of the 2022-25 Student Equity Plan.

Metric Years	Metric	Academic Year										
		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Year 1-2	Enrollment				●	●	●	●	●	●	●	●
	Persistence	●	●	●	●	●	●	●	●	●	●	●
	Transfer Math & Eng	●	●	●	●	●	●	●	●	●	●	●
Year 3	Attainment Degree/Cert	●	●	●	●	●	●	●	●	●	●	●
	Transfer	●	●	●	●	●	●	●	●	●	●	●

**Legend**

- Year 1-2, Baseline
- Year 1-2, All Other Years
- Year 3, Baseline
- Year 3, All Other Years

# Appendix E: Equity Gaps for Black/African American and Hispanic/Latina/o/x Overall across All Years Available Data

The table below shows equity gaps experienced by our priority student populations since the 2012 academic year. Each academic year, shown as columns at the top, represents a different cohort of Black or African American and Hispanic or Latina/o/x applicants or students. A red circle denotes an academic year where these student groups experienced an equity gap in a particular metric (listed as columns on the left). The size of circle represents the size of the gap such that the larger the circle, the more negative or severe the gap.

Equity Gaps for Black or African American and Hispanic or Latina/o/x Students All Years Available



# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Successful Enrollment

In 2021, 439 Black or African American first-time applicants indicated an intent to enroll at PCC and 136 successfully enrolled (31.0%). This is a **-4.5% equity gap** compared to the reference rate (35.5%, everyone else who wasn't Black or African American).

To fully close the equity gap for this cohort, an additional 20 Black or African American first-time applicants would have needed to experience a successful enrollment. One additional Black or African American student of All Other Gender Values would have closed the equity gap for this gender category.



Our target by 2025 is to fully close the equity gap and increase successful enrollment by **+4.5%** for Black or African American applicants overall (Table 1) and to reduce the equity gap to **-22.1%** for All Other Gender Values (Table 2).

Annual Target Outcomes for <b>Group Overall</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-4.5%	-1.5%	+1.5%	+4.5%

Table 1 Annual Target Outcomes to close the Enrollment equity gaps for Black/African American students overall.

Annual Target Outcomes for <b>All Other Gender Values*</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-31.1%	-28.1%	-25.1%	-22.1%

Table 2 Annual Target Outcomes to reduce the Enrollment equity gaps for Black/African American students of All Other Gender Values. \*Students who checked non-binary, those who selected multiple gender values, or those who did not report a gender value.

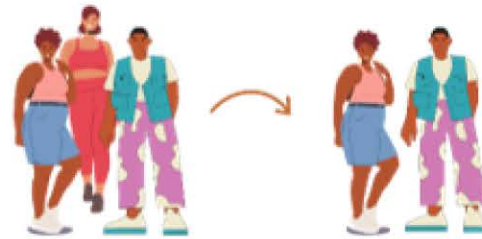
Note: This metric tracks first-time applicants, not enrolled students, which differs from the other four metrics. Note: Due to rounding, percentages in tables may not add up.

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Persistence from Term to Term

In 2020, 198 Black or African American first-time students enrolled in a primary term at PCC. Among these students, 132 successfully persisted to the next primary term (66.7%). This is a **-10.3% equity gap** compared to the reference rate (77.0%, everyone else who wasn't Black or African American).

**Black or African American Students**  
First-time students who enrolled in a primary term and returned the following primary term (Fall or Spring)



### Annual Target Outcomes for Group Overall

Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Gap	-10.3%	-7.3%	-4.3%	-1.3%

Table 3 Annual Target Outcomes to reduce the Persistence equity gaps for Black/African American students overall.

Note: Due to rounding, percentages in tables may not add up.

To fully close the equity gap for this cohort, an additional 21 Black or African American students would have needed to experience successful persistence.

Our target by 2025 is to reduce the equity gap to -1.3% for Black or African American students overall (Table 3).



# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Persistence from Term to Term

In 2020, 2,930 Hispanic or Latina/o/x first-time students in a primary term and 2,188 successfully persisted (74.7%). This is a **-3.8% equity gap** compared to the reference rate (78.5%, everyone else who wasn't Hispanic or Latina/o/x).

**Hispanic or Latina/o/x Students**  
First-time students who enrolled in a primary term and returned the following primary term (Fall or Spring)



To fully close the equity gap for this cohort, an additional 111 Hispanic/Latina/o/x students would have needed to experience successful persistence. In addition, 89 Hispanic or Latina/o/x male students would have needed to experience successful persistence to close the gap for this gender category.

Our target by 2025 is to fully close the equity gap and increase persistence to **+5.2%** for Hispanic or Latina/o/x students overall (Table 4) and **+3.8%** for Hispanic/Latina/o/x male students (Table 5).

Annual Target Outcomes for <b>Group Overall</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-3.8%	-0.8%	<b>+2.2%</b>	<b>+5.2%</b>

Table 4 Annual Target Outcomes to close the Persistence equity gaps for Hispanic/Latina/o/x students overall.

Annual Target Outcomes for <b>Males</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-5.2%	-2.2%	<b>+0.8%</b>	<b>+3.8%</b>

Table 5 Annual Target Outcomes to close the Persistence equity gaps for Hispanic/Latina/o/x male students.

Note: Due to rounding, percentages in tables may not add up.

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Math/English Completion within First Year

In 2021, 166 Black or African American first-time students enrolled in transfer-level math and English and 28 successfully completed (16.9%). This is a **-14.3% equity gap** compared to the reference rate (31.2%, everyone else who wasn't Black or African American).

**Black or African American Students**  
First-time students who passed transfer-level math and English in their first year of credit enrollment



To fully close the equity gap for this cohort, an additional 24 Black/African American students would have needed to experience success in Completion. In addition, one Black or African American student of All Other Gender Values would have needed to experience success in Completion to close the gap for this gender category.

Our target by 2025 is to reduce the equity gap to **-5.3%** for Black or African American students overall (Table 6) and **-8.1%** for Black or African American students of All Other Gender Values (Table 7).

Annual Target Outcomes for **Group Overall**

Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-14.3%	-11.3%	-8.3%	-5.3%

Table 6 Annual Target Outcomes to reduce the Completion equity gaps for Black/African American students overall.

Annual Target Outcomes for **All Other Gender Values\***

Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-17.1%	-14.1%	-11.1%	-8.1%

Table 7 Annual Target Outcomes to reduce the Completion equity gaps for Black/African American students of All Other Gender Value. \*Students who checked non-binary, those who selected multiple gender values, or those who did not report a gender value.

Note: Due to rounding, percentages in tables may not add up.

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Math/English Completion within First Year

In 2021, 2,351 Hispanic or Latina/o/x first-time students enrolled in transfer-level math and English and 544 successfully completed (23.1%). This is a **-13.9% equity gap** compared to the reference rate (37.0%, everyone else who wasn't Hispanic or Latina/o/x).

To fully close the equity gap for this cohort, an additional 327 Hispanic or Latina/o/x students would have needed to experience success in Completion. In addition, six Hispanic/Latina/o/x students of All Other Gender Values would have needed to experience success in Completion to close the gap for this gender category.

**Hispanic or Latina/o/x Students**  
First-time students who passed transfer-level math and English in their first year of credit enrollment



**Our target by 2025 is to reduce the equity gap to -4.9% for Hispanic or Latina/o/x students and reduce the equity gap to -14.3% for Hispanic/Latina/o/x students of All Other Gender Values.**

Annual Target Outcomes for <b>Group Overall</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-13.9%	-10.9%	-7.9%	-4.9%

Table 8 Annual Target Outcomes to reduce the Completion equity gaps for Hispanic/Latina/o/x students overall.

Annual Target Outcomes for <b>All Other Gender Values*</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-23.3%	-20.3%	-17.3%	-14.3%

Table 9 Annual Target Outcomes to reduce the Completion equity gaps for Hispanic/Latina/o/x students of All Other Gender Values. \*Students who checked non-binary, those who selected multiple gender values, or those who did not report a gender value.

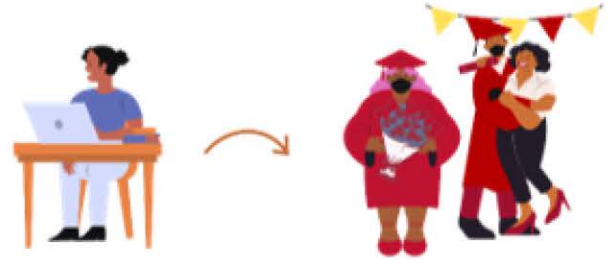
Note: Due to rounding, percentages in tables may not add up.

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Attainment of Degree/Certificate

In 2018, 237 Black or African American first-time students started college at PCC. Within three years, 23 had successfully earned an award (9.7%). This is a **-11.8% equity gap** compared to the reference rate (21.5%, everyone else who wasn't Black or African American).

**Black or African American Students**  
 First-time students who earned one or more Chancellor-approved degree or certificate within three years



Annual Target Outcomes for <b>Group Overall</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-11.8%	-8.8%	-4.4%	0.0%

Table 10 Annual Target Outcomes to reduce the Attainment equity gaps for Black/African American students overall.

To fully close this equity gap, an additional 28 Black or African American students would need to experience success in attainment.

Note: Due to rounding, percentages in tables may not add up.

Our target by 2025 is to fully close the equity gap Black or African American students overall (Table 10).

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

In 2018, 3,088 Hispanic or Latina/o/x first-time students started college at PCC. Within three years, 461 had earned an award (15%). This is a **-11.7% equity gap** compared to the reference rate (26.6%, everyone else who wasn't Hispanic or Latina/o/x).

### Hispanic or Latina/o/x Students

First-time students who earned one or more Chancellor-approved degree or certificate within three years



To fully close this equity gap, an additional 361 Hispanic or Latina/o/x students would need to experience success in attainment. In addition, 210 Hispanic or Latina/o/x male students would have needed to experience success in attainment to close the gap for this gender category.

Our target by 2025 is to fully close the equity gap for Hispanic or Latina/o/x students overall (Table 11) and to fully close the equity gap and increase attainment to **+3.7%** for Hispanic/Latina/o/x male students (Table 12).

Annual Target Outcomes for Group Overall				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Gap	-11.7%	-8.7%	-4.4%	0.0%

Table 11 Annual Target Outcomes to reduce the Attainment equity gaps for Hispanic/Latina/o/x students overall.

Annual Target Outcomes for Males				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Gap	-5.3%	-2.3%	+0.7%	+3.7%

Table 12 Annual Target Outcomes to close the Attainment equity gaps for Hispanic/Latina/o/x male students.

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Transfer

In 2017, 46 Black or African American first-time male students started college at PCC. Within three years, eight had successfully transferred to a four-year university (17.4%). This is a **-14.6% equity gap** compared to the reference rate (32.0%, everyone else who wasn't Black or African American male).

**Black or African American Students**  
First-time students who transferred to a 4-year post-secondary institution within three years



To fully close the equity gap for this cohort, an additional 7 Black or African American students would have needed to experience success in transferring.

Annual Target Outcomes for Males				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-14.6%	-11.6%	-5.8%	0.0%

Table 14 Annual Target Outcomes to reduce the Attainment equity gaps for Black/African American male students.

Note: Due to rounding, percentages in tables may not add up.

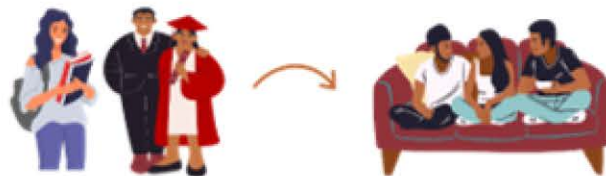
**Our target by 2025 is to close the equity gap for Black or African American males (Table 14).**

# Appendix F: Annual Target for Black/African American and Hispanic/Latina/o/x Students

## Transfer

In 2017, 1,321 Hispanic or Latina/o/x first-time students started college at PCC. Within three years, 314 had transferred to a four-year university (23.8%). This is a **-13.8% equity gap** from the reference rate (37.5%, everyone else who wasn't Hispanic or Latina/o/x).

**Hispanic or Latina/o/x Students**  
First-time students who transferred to a 4-year post-secondary institution within three years



To fully close the equity gap for this cohort, an additional 182 Hispanic or Latina/o/x students would have needed to experience success in transferring. In addition, 121 Hispanic or Latina/o/x males and 11 students of All Other Gender Values would have needed to experience success in transferring to close the gap for these gender categories.

**Our target by 2025 is to fully close the equity gap for Hispanic or Latina/o/x students overall, All Other Gender Values, and males (Tables 15-17).**

Annual Target Outcomes for <b>Group Overall</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-13.8%	10.8%	-5.4%	0.0%

Table 15 Annual Target Outcomes to reduce the Transfer

Annual Target Outcomes for <b>All Other Gender Values*</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-20.8%	17.8%	-8.9%	0.0%

Table 16 Annual Target Outcomes to reduce the Completion equity gaps for Hispanic/Latina/o/x students of All Other Gender Values. \*Students who checked non-binary, those who selected multiple gender values, or those who did not report a gender value.

Annual Target Outcomes for <b>Males</b>				
Year	Baseline 2020-21	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<b>Gap</b>	-10.9%	-7.9%	-4.0%	0.0%

Table 17 Annual Target Outcomes to reduce the Completion equity gaps for Hispanic/Latina/o/x male students.

Note: Due to rounding, percentages in tables may not add up.

# Appendix G: Student Groups with Equity Gaps in the Baseline Year:

Equity Gaps (circles) and denominators (bars) at Baseline Year for All Primary Students Groups

Primary Group	Primary Subgroups	Gender	Enrollment 2021	Persistence 2020	Transfer Math & Eng 2021	Attainment Degree/Cert 2018	Transfer 2017	Gender Gap	Primary Gap	
DSPS	Student Who Received Disability Services	Group Overall			-7.3% •   240	-9.5% •   395	-7.5% •   138			
		Male				-7.1% •   206	-13.1% •   75			
		All Other Gender Values*			• -24.3%		• -25.2%			
Ethnicity	American Indian/Alaska Native	Group Overall	• -31.5% •   26		• -30.8%					
		Male				-21.1% •				
		All Other Gender Values*					• -31.8%			
Asian	Asian	Group Overall	-7.7% •   13							
		All Other Gender Values*	• -31.0%							
		Female	-7.4% •   1,546							
Black or African American	Black or African American	Group Overall	-4.5% •   439	-10.3% •   198	-14.3% •   166	-11.8% •   237				
		Male					-14.6% •   46			
		All Other Gender Values*	• -31.1%			-17.1% •				
Filipino	Filipino	All Other Gender Values*	• -35.3%							
		Hispanic or Latina/o/x	Group Overall		-3.8% •   2,930	-13.9% •   2,351	-11.7% •   3,088	-13.8% •   1,321		
			Male		-5.2% •   1,343		-5.3% •   1,450	-10.9% •   614		
All Other Gender Values*				• -23.3%		-20.8% •   29				
Pacific Islander or Hawaiian Native	Pacific Islander or Hawaiian Native	Group Overall					• -31.8%			
		Male				-21.1% •				
		All Other Gender Values*	• -35.3%							
Two or More Races	Two or More Races	All Other Gender Values*				-21.1% •				
		Female		-9.9% •   121						
		White	Group Overall		-3.2% •   757	-8.2% •   1,057	-2.6% •   903			
Male					-4.8% •   413					
All Other Gender Values*				-13.9% •   19	-14.1% •   20					
First Generation	First Generation Student	Group Overall	-4.4% •   1,494	-5.5% •   2,484	-6.1% •   1,167	-2.5% •   2,418				
		Male		-3.5% •   1,106		-3.8% •   1,136				
		All Other Gender Values*					• -32.0%	17		
Unknown/Unreported	Unknown/Unreported	Group Overall			-5.8% •   2,599	-7.5% •   1,484	-22.3% •   1,279			
		Male					-4.8% •   650			
		All Other Gender Values*				-14.7% •   30	-15.5% •   20			
Foster Youth	Foster Youth	Group Overall			-18.8% •   33	-13.3% •   63	-13.5% •   38			
		Male					• -26.3%	19		
		Group Overall	-6.7% •   7,059							
Gender	Female	Group Overall				-4.5% •   3,177	-7.2% •   1,526			
		Male								
		Non-Binary	Group Overall	• -29.1%	• -43.4%	• -30.8%				
Homeless	Homeless	Group Overall		• -43.5%	• -26.1%					
		Group Overall		-11.1% •   322	-9.4% •   266	-10.6% •   212	-9.0% •   91			
		All Other Gender Values*		• -40.3%	• -22.0%	-11.2% •	• -23.9%			
LGBT	LGBT	Female			-8.6% •   175					
		Group Overall				-2.7% •   2,291	-4.2% •   1,079			
		All Other Gender Values*				-21.1% •				
Perkins Econom. Veterans	Perkins Economically Disadvan. Veteran	Male								
		All Other Gender Values*				-14.0% •   14	• -31.8%			
		Female								



# Appendix H: Point of Contact/Acknowledgements

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