



2025–2028

STUDENT EQUITY PLAN



PASADENA CITY COLLEGE

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LAND ACKNOWLEDGMENT



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.

BACKGROUND

The Student Equity Plan serves as Pasadena City College's institutional roadmap for closing racial equity gaps and improving educational outcomes for racially minoritized students.

Despite Federal efforts to weaken or dismantle equity initiatives in higher education, California remains committed to equity as both a legal requirement and a moral imperative. California Education Code §78220 explicitly charges community colleges to “ensure equal educational opportunities and to promote student success” for student groups experiencing disproportionate impact, including racially minoritized populations. ^[1] This statutory mandate affirms that advancing equity is not optional, but rather an institutional responsibility embedded in the mission of the California Community Colleges.

At Pasadena City College, this responsibility carries particular importance. As a Hispanic-Serving Institution (HSI), an Asian American Native American Pacific Islander-Serving Institution (AANAPISI), and an emerging Black-Serving Institution (BSI), PCC occupies a significant role in the state and national landscape of minority-serving institutions. Our mission is inseparable from our obligation to remain steadfast in building and sustaining an inclusive, equity-centered college culture- one that actively dismantles barriers and affirms the identities, strengths, and aspirations of the students we serve.

This plan provides a districtwide strategic framework that establishes explicit goals and measurable outcomes for each of the five Chancellor's Office student success metrics:

- **Successful enrollment**
- **Persistence** from term to term (*Fall to Spring, Spring to Fall*)
- **Completion of transfer-level math and English** within the first year of credit enrollment
- **Attainment of a degree or certificate** within three years
- **Transfer** to a four-year institution within three years

A review of Pasadena City College's most recent student equity cohort data reaffirms the District's equity imperative - first articulated in the 2022-25 Student Equity Plan, to prioritize and close equity gaps for **Latine and Black/African American students**. Although progress has been made, these two groups continue to experience the most significant and persistent gaps across all five student success metrics.

Closing these gaps requires moving beyond deficit-based views of students and focusing instead on the policies, practices, and conditions that shape their success. Disparities in outcomes are not the result of individual shortcomings, but rather the product of structural barriers, systemic inequities, and institutional practices that must be critically examined and intentionally redesigned. ^[2]

The 2025-28 Student Equity Plan is committed to disrupting inequitable structures, transforming policies and pedagogy, and creating the conditions for all students to thrive.

Beyond compliance, this plan serves as a living document, a tool for reflection, accountability, and collective action. It affirms that equity work requires continuous evaluation, data-informed decision making, and collaboration across all areas of the College. By centering Latine and Black/African American students in its design, the plan ensures that their voices, experiences, and success remain at the forefront of institutional transformation. **We recognize that if we can successfully serve Black/African American and Latine students, who are most impacted by systemic inequities, we ultimately create structures and practices that benefit the success of all students.**

BACKGROUND Cont.

The development of the 2025-28 Student Equity Plan continues to be informed by the Student Equity Planning Institute (SEPI) led by the San Diego State University Community College HigherEd Access Leadership Equity Scholarship (CCHALES) Research Collective [3], an on-going professional development learning community made up of community colleges across the state focused on providing support, resources, and tools for equity planning processes.

Under the leadership of Institutional Equity, Diversity and Justice (IEDJ), Pasadena City College faculty, staff, and administrators partner to address the ongoing efforts and goals of the Student Equity Plan, with areas overseeing specific metrics and action plans. Stakeholders within Instruction, Student Services, shared governance, and student groups reviewed equity data and provided input on programs and services funded under SEA. The Office of Institutional Effectiveness provided critical data analysis on equity gaps and target outcomes. This collaborative, cross-campus process continues to foster reflective dialogue and coalition building across campus as we continue to sustain and prioritize equity efforts.

As indicated in our 2022-25 Student Equity Plan, we enlisted the scholarship of USC's Center for Urban Education and Dr. Estella Bensimon to **define equity** through 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 the ***critical understanding of the omnipresence of whiteness at the institutional and practice levels.***" [4] Working towards equity requires the on-going interrogation and disruption of structural inequity and institutional racism that are embedded in our systems.

1) California Education Code (EC) 78220 https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5.

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

3) Community College HigherEd Access Leadership Equity Scholarship (CCHALES) <https://www.drericfelix.com/cchaless>

4) Bensimon, E.M. Reclaiming racial justice in equity. Change: The Magazine of Higher Learning 60.97.



“

It just feels weird that systems are built in place, but the systems aren't being used. It's like I don't have the key to the system, but you're telling me to use the system. And I can't do that without help.
-PCC Student

”

STUDENT EQUITY PLAN FRAMEWORK

Pasadena City College is committed to closing racial equity gaps for our Black/African American and Latine students. Acknowledging that these gaps persist year after year due to historical and systemic inequities, we recognize that this work cannot be completed within a single three-year planning cycle. Closing equity gaps requires sustained, institution-wide commitment, long-term investment, and continual transformation of structures, policies, and practices.

In carrying this work forward, PCC's identity as a minority-serving institution serves as both a foundation and a guide, connecting our many equity efforts into one shared mission. PCC's roles as a Hispanic-Serving Institution (HSI), an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and an emerging Black-Serving Institution (BSI), together with our engagement in the Seal of Excelencia [5] framework, form an integrated, intersectional strategy to dismantle structural barriers and ensure that all students can thrive. These frameworks share common goals: data-driven accountability, culturally sustaining practices, leadership and capacity building, and centering student voice.

Continuing and Strengthening Equity Strategies (2025-28)

The strategies developed in 2022-25 will continue into 2025-28, but with an enhanced focus on **evaluation, assessment, and the intentional use of disaggregated data** to identify which practices and programs have the greatest impact on closing racial equity gaps. This focus is vital to understanding which programs and practices are moving the needle and why.

This emphasis aligns PCC's goal to achieve the Seal of Excelencia [5], integrating Data, Practice, and Leadership and with our parallel efforts to become an emerging Black-Serving Institution (BSI). [6]

Building a Culture of Evaluation and Resource Alignment

PCC is a data-rich institution, with our Office of Institutional Effectiveness providing robust equity dashboards that track trends in success, retention, and enrollment over time. These tools give us a valuable bird's-eye view of outcomes across the college. However, broad metrics alone cannot tell us which programs and services are making the most, or least impact on closing equity gaps. That is why the 2025-28 plan must center evaluation as an equity practice, focusing not just how students are succeeding, but how institutional practices, resource allocations and systemic conditions shape those outcomes. This is especially important because Student Equity and Achievement (SEA) funds support a wide variety of initiatives across the District, covering all areas across the College.

5) Seal of Excelencia Framework: <https://www.edexcelencia.org/seal-excelencia/seal-excelencia-framework>

6) Black Serving Institution Designation: <https://pasadena.edu/about/bsi/index.php>

STUDENT EQUITY PLAN REFLECTION

To ensure that these investments truly serve our Black/African American and Latine students, we must move beyond participation-level data and evaluate which strategies work, which need to be scaled, which need redesign, and where entirely new approaches may be required.

In the 2025–28 cycle, Pasadena City College will strengthen its capacity for equity evaluation by intentionally integrating the frameworks of the Seal of Excelencia, emerging Black Serving Institution, and the Student Equity Plan success metrics:

Data:

Guided by Excelencia’s self-assessment framework and PCC’s Black Thriving Plan, the College will expand its use of disaggregated, longitudinal data to measure outcomes across enrollment, persistence, completion, transfer, and campus climate. This includes examining where Black/African American and Latine students thrive and where systemic barriers persist. Both frameworks emphasize that data alone is insufficient; it must be contextualized through student voice, focus groups, and community input to inform action.

Practice:

As both an HSI and emerging BSI, PCC will evaluate SEA-funded initiatives through program review. The Seal of Excelencia challenges institutions to scale only practices that demonstrably close equity gaps, while PCC’s BSI framework centers identity-affirming, anti-racist, and holistic support across outreach, retention, and academic pathways.

Leadership:

Both frameworks stress the role of leadership and accountability. PCC’s Excelencia’s Lead Team, Black/African American Serving Institution Committee and Student Success Committee will work with the Office of Institutional Effectiveness to ensure that equity dashboards, program reviews, and evaluation cycles are used as tools for continuous improvement, not only compliance. In addition, the Seal of Excelencia’s call for leadership at every level aligns with PCC’s emphasis on building equity capacity among faculty, staff, and administrators through professional learning and anti-racist pedagogy.



STUDENT EQUITY PLAN REFLECTION CONT.

By aligning SEA-funded initiatives with Excelencia and emerging BSI goals, PCC ensures that evaluation is not only a compliance requirement but a comprehensive institutional practice that is intersectional and collaborative. This integration will allow the College to:

- Identify high-impact practices that demonstrably close gaps for Black/African American and Latine students and invest in their expansion;
- Develop new strategies where inequities remain unaddressed; and
- Use both quantitative data and student voice to ensure evaluation reflects lived experience as well as institutional metrics.

Through this prioritization toward evidence-based, equity-minded evaluation, Pasadena City College affirms that closing racial equity gaps is not about doing more, but about doing what works most effectively, most equitably, and most sustainably in service of students.

Priority **assessment** and **evaluation** will be for identified programs/services funded by the Student Equity and Achievement Program. Examples include:

- **Successful Enrollment** (closing gaps for Black/African American students): **success coaching**, Black/African student-centered **open house/outreach services**;
- **Persistence from Term to Term** (closing gaps for Black/African American and Latine students): **tutoring, empowerment programs and success centers**;
- **Completion of Transfer-Level math and English** (closing gaps for Black/African American and Latine students): **Tutoring and redesigned Stats C1000 gateway courses**;
- **Vision Completion of Degree or Certificate** (closing gaps for Black/African American and Latine students): **centralized general counseling** and **New Faculty Seminar/LancerTrak**;
- **Transfer to a Four-Year University** (closing gaps for Black/African American and Latine students): **Transfer Bootcamp, CLAVE, Transfer Bound, Athletic Transfer Initiative, and Black Honors**.

As stated in the 2022-25 Student Equity Plan, assessment and evaluation will assist with resource allocations to ensure that they are intentionally focused on the goal of eliminating racial equity gaps for our Black/African American and Latine students. Working in partnership with Business and Administrative Services, all allocations will be evaluated in alignment with the goals of the Student Equity Plan.

“Doing this as an adult is hard, and PCC needs to come up with some ways to make it easier for us because I want a degree. But can you make it a little more accessible?”
-PCC Student

EQUITY IMPERATIVE

The purpose of the 2025–28 Student Equity Plan is clear: to advance educational equity by eliminating gaps and improving outcomes for Black/African American and Latine students.

Given that these gaps persist year after year and closing racial equity gaps requires sustained commitment beyond a single planning cycle, PCC remains focused on intentional support for our Black/African American and Latine students.

Table Two indicates the equity gaps for our Black/African American and Latine students for the baseline year used for the 2025–28 Student Equity Plan.

Equity Gaps for Black or African American and Hispanic or Latine Students at Baseline Year

			Metric Id / Academic Year				
			Enrollment 2022-23	Persistence 2021-22	Transfer Math & Eng 2022-23	Attainment Degree/Cert 2019-20	Transfer 2018-19
Black or African American	All	Equity Gap (%)	-0.7%	-14.5%	-16.7%	-10.0%	-2.5%
		# Students to Close Gap	16	18	33	20	2
		# Students in Cohort	2,361	123	196	200	80
		Group Success Rate (%)	7.2%	57.7%	6.6%	11.0%	28.8%
		All Other Students' Success Rate (%)	7.9%	72.3%	23.4%	21.0%	31.2%
Hispanic or Latine	All	Equity Gap (%)		-2.1%	-14.7%	-11.7%	-2.3%
		# Students to Close Gap		43	388	354	24
		# Students in Cohort		2,048	2,639	3,013	1,070
		Group Success Rate (%)		70.7%	14.7%	14.4%	29.7%
		All Other Students' Success Rate (%)		72.8%	29.4%	26.2%	32.0%

Black/African American students experienced the largest gaps in Persistence (-14.5%) and Completion of Transfer-level Math and English courses (-16.7%). In 2021-22, 6.6% of the Black student cohort completed transfer-level Math and English while their peers had an average rate of 24.4%. Similarly, Latine students also struggled to complete transfer level math and English with a success rate of 14.7% compared to the average rate of their peers at 29.4%.

EQUITY DATA COLLECTION

The latest Student Success Metric data released by the Chancellor’s Office in May 2025 provides colleges with the most recently available student cohort data. 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.

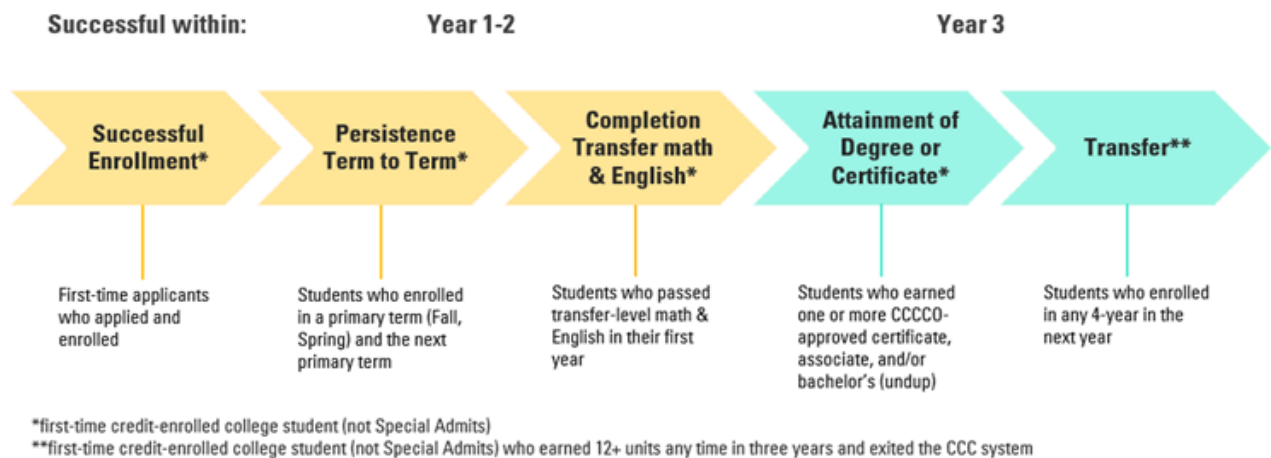


Figure 1 Diagram showing the five Student Success Metrics, the timeframes in which they measure student success, and the student population they include.

The most recent academic year of available cohort data for each metric was established by the CCCC 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 2025-28 Student Equity Plan. The table below lists the metric and its corresponding baseline year.

Metric	Baseline Year
Successful Enrollment (Enrolled)	2022-23
Persistence Term to Term (Persisted)	2021-22
Completion of Transfer Level Math and English (Completed)	2022-23
Attainment of Degree or Certificate within 3 Years (Attained)	2019-20
Transfer within 3 Years (Transferred)	2018-19

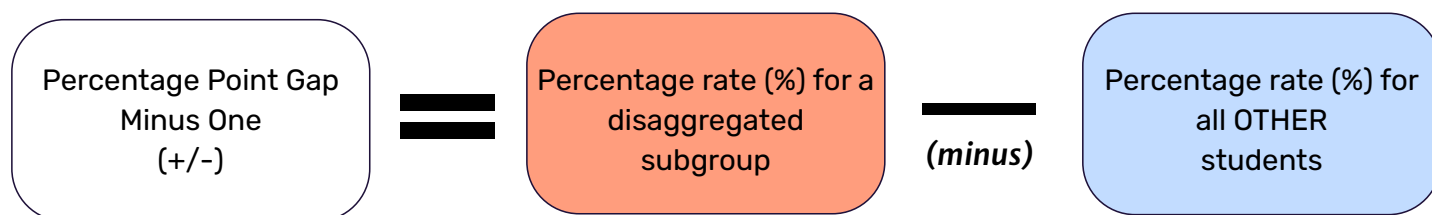
Table 1 The revised 2023 Student Success Metrics and their corresponding baseline year or, the most recent academic year of available equity data.

How Equity Gaps are Calculated:

To identify and address equity gaps in student outcomes, the California Community Colleges Chancellor's Office employs the Percentage Point Gap minus 1 (PPG-1) methodology. [7] This approach compares the success rate of a specific student group (e.g., Black/African American, Latine/x or Hispanic, Veteran, or first-generation students) to the average success rate of all other students, with the reference group excluded from the comparison.

In practice, PPG-1 answers a critical question: "Is this student group performing at a lower rate than their peers, and if so, by how much?" By quantifying disproportionate impact in a clear and consistent way across all colleges, PPG-1 provides a standardized framework for identifying equity gaps, prioritizing student groups, and guiding the design of targeted interventions.

Figure 2: Percentage Point Gap Minus One Formula



7) California Community Colleges Chancellor's Office Percentage Point Gap Minus One (PPG-1):
<https://datavista.cccco.edu/resources/9>

“

I think in order to be an effective teacher, you need to have exchange with your colleagues. It's really important to have someone to talk it through with. So you're not isolated as an instructor.
-PCC Faculty

”

“

The best thing for you to do is try to get as involved as you can in order to make friends and make connections. And really tap into the things that they have to offer. But at first glance, it's kind of hard to see that when you first get there.
-PCC Student

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PROGRESS FOR BLACK/AFRICAN AMERICAN AND LATINE STUDENTS FROM 22-25 TO 25-28 STUDENT EQUITY PLAN

Student Equity Plan Comparison: Baseline Equity Gaps for Black/African American and Hispanic/Latine Students

				Metric Id / Academic Year									
				Successful Enrollment		Persistence		Transfer Math & Eng		Attainment Degree/Cert		Transfer	
				2020-21	2022-23	2019-20	2021-22	2020-21	2022-23	2017-18	2019-20	2016-17	2018-19
Black/African American	All	Equity Gap (%)	-5.6%	-0.7%	-9.1%	-14.5%	-13.6%	-16.7%	-10.8%	-10.0%		-2.5%	
		# Students to Close Gap	165	16	19	18	24	33	27	20		2	
		# Students in Cohort	2,967	2,361	200	123	172	196	242	200		80	
		Group Success Rate (%)	4.8%	7.2%	67.0%	57.7%	16.3%	6.6%	9.1%	11.0%		28.8%	
		All Other Students' Success Rate (%)	10.4%	7.9%	76.1%	72.3%	29.9%	23.4%	19.9%	21.0%		31.2%	
Hispanic/Latine	All	Equity Gap (%)			-3.2%	-2.1%	-12.4%	-14.7%	-10.9%	-11.7%	-0.7%	-2.3%	
		# Students to Close Gap			98	43	300	388	343	354	7	24	
		# Students in Cohort			3,013	2,048	2,424	2,639	3,157	3,013	1,028	1,070	
		Group Success Rate (%)			74.1%	70.7%	22.6%	14.7%	13.8%	14.4%	27.0%	29.7%	
		All Other Students' Success Rate (%)			77.3%	72.8%	35.0%	29.4%	24.6%	26.2%	27.7%	32.0%	

This table compares baseline equity gaps reported in the 2022–25 Student Equity Plan with those identified in the 2025–28 Student Equity Plan. While each baseline reflects a different student cohort, the purpose of this comparison is to examine whether equity gaps are narrowing over time. Ideally, each successive cohort should demonstrate smaller gaps than those observed in previous cohorts.

As highlighted, progress is evident in enrollment for Black/African American students and in persistence for Latine students. Unfortunately, persistence rates overall have declined, which partly explains the narrower gap observed for Latine students. In addition, equity gaps have widened in nearly all other metrics, underscoring the ongoing need for long-term, intentional, equity-minded interventions. Equity data also must be understood within the context of broader external forces and disruptions, including the ongoing repercussions of the COVID-19 pandemic and the local devastation of the Eaton Canyon fires, both disproportionately affecting our Black/African American and Latine communities and, profoundly impacting student success. In addition, changes and requirements in legislation impacts the ever-changing landscape of public education.

“

One of the things that I think would help me to feel more connected is if some, if more of the instructors looked like me, meaning if they were Black, if they were female...I don't think that I have had a Black instructor yet. And that does something to me in terms of creating and deepening a connection.

-PCC Student

”

GENDER INTERSECTION

The data below further examines equity gaps at intersection of race and gender for the priority groups of Black/African American and Latine students. When accounting for gender, equity gaps appear for the Transfer metrics, -6.8% for Black/African American and -6.9% for Latine men.

Intersectional Equity Gaps for Black or African American and Hispanic or Latine Students at Baseline

			Metric Id / Academic Year				
			Enrollment	Persistence	Transfer Math & Eng	Attainment Degree/Cert	Transfer
			2022-23	2021-22	2022-23	2019-20	2018-19
Black or African American	All Other Gender Values*	Gender Equity Gap %	-4.9%	-58.7%	-6.7%	-11.2%	
		# Students to Close Gap	2	2			
		# Students in Cohort	33				
		Group Success Rate (%)	3.0%	0.0%	0.0%	0.0%	
		Success Rate For Other Groups (%)	7.9%	58.7%	6.7%	11.2%	
	Female	Gender Equity Gap %	-0.9%				
		# Students to Close Gap	9				
		# Students in Cohort	1,061				
		Group Success Rate (%)	7.1%				
		Success Rate For Other Groups (%)	7.9%				
	Male	Gender Equity Gap %	-0.4%		-4.2%		-6.8%
		# Students to Close Gap	5		20		3
		# Students in Cohort	1,267		106		45
		Group Success Rate (%)	7.5%		4.7%		24.4%
		Success Rate For Other Groups (%)	7.9%		8.9%		31.3%
Hispanic or Latine	All Other Gender Values*	Gender Equity Gap %	-1.4%	-3.3%	-0.2%	-4.7%	-22.9%
		# Students to Close Gap	4	2	7	7	3
		# Students in Cohort	262	40	48	41	12
		Group Success Rate (%)	6.5%	67.5%	14.6%	9.8%	8.3%
		Success Rate For Other Groups (%)	7.9%	70.8%	14.7%	14.5%	31.2%
	Male	Gender Equity Gap %		-4.2%	-1.2%	-3.8%	-6.9%
		# Students to Close Gap		40	185	190	34
		# Students in Cohort		897	1,212	1,374	484
		Group Success Rate (%)		68.3%	14.1%	12.4%	25.4%
		Success Rate For Other Groups (%)		72.5%	15.3%	16.2%	32.3%

*All Other Gender Values contains students who checked Non-Binary, More than One Gender, or for whom gender is Not reported/Unknown in order to mask groups that may have less than 10 students.



“

Doing this as an adult is hard, and PCC needs to come up with some ways to make it easier for us because I want a degree. But can you make it a little more accessible?

-PCC Student

”

STRATEGIC AREAS OF FOCUS

Along with addressing the identified five student success metrics, the Student Equity Plan continues to focus on the current five key areas to support equitable outcomes for our Black/African American and Latine students.

- 1. Inquiry and Action** – critically reflecting and interrogating on the root causes of equity gaps, centering Black/African American and Latine student voices in inquiry, co-constructing action steps to address equity gaps.
- 2. Healing Centered Engagement and a Culture of Care (formally Anti-Racist and Trauma-Informed Approach)** – Focusing on the strength and resilience of our PCC Community, grounding events and programs in cultural practices that reflect students’ and faculty/staff backgrounds and histories, prioritizing trusting and supportive relationships, creating opportunities for individual ownership of healing journey and systemic changes to promote collective wellbeing.
- 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 and evaluation on progress in closing gaps and sharing how funding and programs are supported under the Student Equity and Achievement Program.

1. Inquiry and Action

Addressing racial equity gaps requires both critical reflection and intentional action. Persistent disparities for Black/African American and Latine students are not the result of individual student deficits, but the outcome of systemic inequities embedded in higher education. At PCC, inquiry means asking difficult questions about how institutional structures, policies, and practices contribute to inequitable outcomes, while centering student voice to guide solutions. Through surveys, focus groups, interviews, and leadership and research opportunities, students provide the insight needed to co-create strategies. The Student Equity Plan continues to support PCC's identity-affirming student advisories, EQUIPO, BLACC, and APIDA, in partnership with HSI and AANAPISI efforts. Together with Associated Students, these leadership groups ensure equity efforts reflect the lived experiences of those most impacted.

Healing Centered Engagement and a Culture of Care 2. (formally Anti-Racist and Trauma-Informed Approach)

The plan also emphasizes the importance of shifting from trauma-informed approaches to healing-centered engagement. These are unprecedented times, with students and families experiencing threats to human rights nationally and local disruptions such as the Eaton Canyon fires that displaced thousands in our community. Healing-centered engagement places wellness, belonging, and care at the core of equity, affirming that success cannot come at the expense of students' wellbeing. At PCC, this means centering mental health, safety, financial stability, and cultural affirmation as conditions for learning, while embedding care into policies, pedagogy, and services. A culture of care ensures that students, faculty, and staff feel valued, supported, and included as whole people in the educational process. In the 2025–28 planning cycle, PCC will expand professional learning and institutional practices that sustain healing-centered engagement, integrating it into advising, instruction, student services, and workplace culture.

“

When a professor makes time for me, even if I'm not failing, it shows they see me and want me to succeed.

-PCC Student

”

3. Institutional Structures, Practices, Policies, and Norms

Achieving equity requires systemic transformation. For PCC, digital accessibility has emerged as a critical equity priority as more courses are offered online or hybrid. In 2024–25, six percent of students with disabilities identified as Black/African American and nearly half identified as Latine, underscoring the urgency of this work. PCC has partnered with the California Community Colleges Accessibility Center to implement the Accessibility Capability Maturity Model (ACMM), moving beyond compliance to build a culture of accessibility. Guided by the College’s Accessibility Working Group, priorities for this plan include web accessibility, accessible instructional materials, inclusive procurement practices, and college-wide accessibility trainings. These structural commitments affirm that equity and accessibility are inseparable.

Equity-Minded Teaching and Learning 4.

Because students spend most of their time in classrooms, faculty are central to closing equity gaps. The 2025–28 plan continues to elevate faculty voices, recognizing that teaching excellence is equity work. The College is investing in systems of support, particularly for part-time faculty who make up the majority of the instructional workforce. PCC’s development of a Center for Teaching and Learning (CTL), in partnership with Institutional Equity, Diversity and Justice, Organizational Professional and Organizational Development, Instruction, and the Academic Senate, will serve as a hub for innovation, reflection, and collaboration. In addition, faculty development efforts continue to focus on culturally sustaining pedagogy, redesign of gateway courses, expansion of racial equity data coaching, increased adoption of OER/ZTC materials, and the growth of faculty learning communities. Activities in this planning cycle emphasize building a virtual faculty hub, centralizing professional development opportunities, centralizing resources and professional development opportunities, ensuring that all faculty have the tools needed to sustain teaching excellence. This investment is essential; equity cannot be realized if the faculty most responsible for delivering instruction lack the resources, recognition, and support to sustain transformative practice. The District recognizes that closing racial equity gaps requires a deep, sustained pledge to transforming pedagogy, practice, and the culture of supporting faculty.

“When we don’t get the support, that means we’re getting less support to help out our students. Being supported would mean that we’re better able to support our students.
–PCC Faculty”

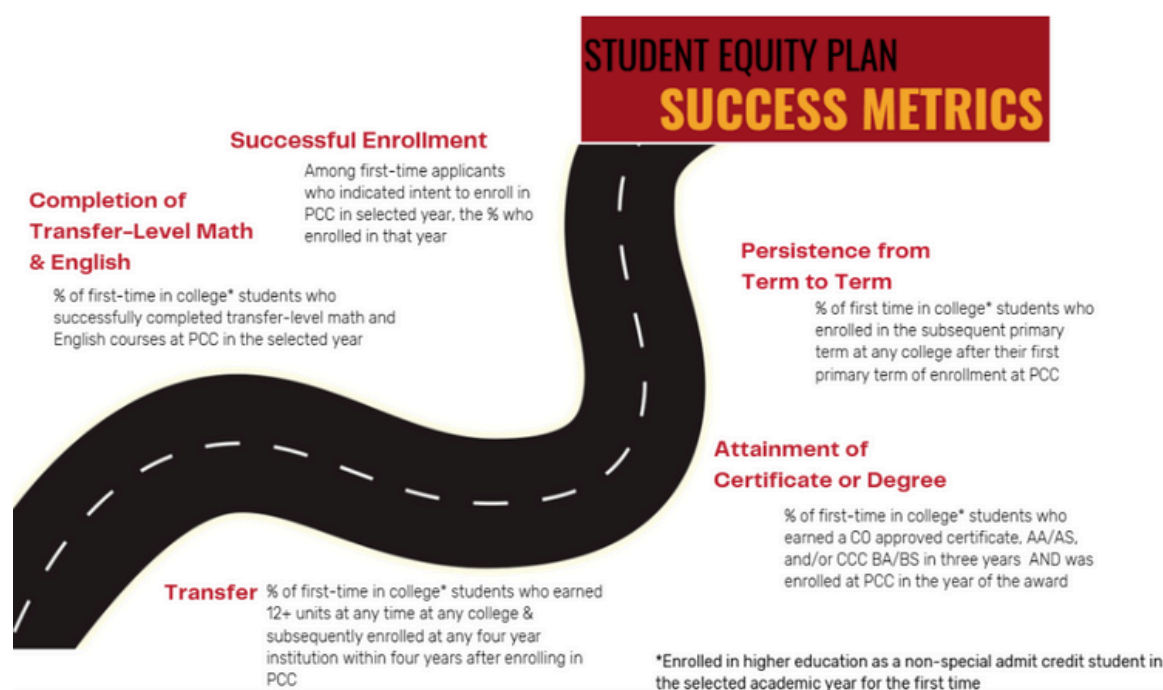
5. Oversight and Accountability

Equity at PCC is not the responsibility of one but the collective work of the entire institution. The SEA Program is housed within Institutional Equity, Diversity and Justice and guided by the Student Success Committee, College Council, and the Executive Director of Student Equity and Success. These bodies ensure accountability through regular checkpoints, transparent communication, and monitoring of progress. The Office of Institutional Effectiveness supports this work by tracking equity metrics annually and publishing results on PCC's public-facing equity dashboards, fostering campus-wide sense-making. In this planning cycle, the College will strengthen systems of data collection, assessment, and evaluation by embedding equity into program review and integrated planning. Working collaboratively, the Student Success and Program Review committees will develop data-informed evaluation tools to identify high-impact practices, redesign ineffective strategies, and ensure that equity remains institutionalized, accountable, and continuously improved.



STUDENT SUCCESS METRICS

The following section outlines the *five student success metrics*, including target outcomes and specific actions designed to close gaps for Black/African American and Latine students. Prioritized student populations and goals were identified using the most recent Chancellor's Office student equity data, which employs a cohort model to track students over a three-year period.



Equity Goals:

For each of the five metrics in the Student Equity Plan, colleges are asked to respond to one or both of two related goals:

Goal 1: Eliminate disproportionate impact which means that the subgroup's outcome rate is improved enough to bring the PPG-1 value within the margin of error.

Goal 2: Fully close the equity gap which means the subgroup's rate is improved to match the success rate of all other groups combined (i.e., where the PPG-1 value equals 0%).

Pasadena City College is committed to Goal 2: fully closing equity gaps for Black/African American and Latine students. Achieving racial parity across student success metrics is both a measurable objective and a reflection of the College's core mission and values.

Successful Enrollment

Our target by 2028 is to fully close the -0.7% equity gap for Black/African American students.



Successful Enrollment 2022-2023

	# Students in Cohort	Group Success Count	Group Success Rate (%)	# Students to Close Gap	Equity Gap (%)
Black/African American	2,361	171	7.2%	16	-0.7%

In the 2022-23 cohort, Black/African American first-time college students experienced a -0.7% equity gap in Successful Enrollment. Out of all Black/African American first-time applicants, only 171 or 7.2% enrolled at PCC." Sixteen additional Black/African American students would have been needed to close the gap in order to have the same success rate as the average of all the other students.

Key Strategies to Advance Successful Enrollment Goals for Black/African American Students

- Update and continue implementation of a ***District Black/African American outreach/enrollment plan*** to support enrollment including intentional outreach to high school feeders with high Black/African American enrollment, Black/African American student and parent organizations, and community groups. Intentional ongoing and consistent manager and senior level representation for local efforts related to fire relief/rebuild will be particularly important for the Black/African American community to see PCC as a resource and supportive institution. This includes on-going involvement and manager level representation in local groups such as Partnership for Children Youth and Families, Flintridge Center, and Altadena Rising.
- Support infrastructure for staff designated to Black/African American student enrollment, providing a ***case management program*** to help from start to finish including outreach, application, enrollment, and in-reach to retention support and services.
- Leverage student focus groups (RP Group report 2025), surveys, and student success data to ***(assess and evaluate enrollment efforts including success coaching and Black/African student-centered open house/outreach services)*** to identify programs and services that are making the most impact and identify areas that may need revision or improvements. This includes utilizing and updating program review processes and tools for data collection and assessment. Braiding the goals of the Student Equity Plan, with our commitment as a Hispanic Serving Institution, emerging Black Serving Institution and our active pursuit towards the national certification of the Seal of Excelencia, provides a clear, intentional focus on data informed, evidenced based, measurable results towards student success.

Persistence from Term to Term

Our target by 2028 is to fully close the -14.5% equity gap for Black/African American students and fully close the -2.1% equity gap for Hispanic/Latine students.



Term Persistence: Baseline Year 2021-2022

	# Students in Cohort	Group Success Count	Group Success Rate (%)	# Students to Close Gap	Equity Gap (%)
Black/African American	123	71	57.7%	18	-14.5%
Hispanic/Latine	2,048	1,448	70.7%	43	-2.1%

In the 2021-22 cohort, Black/African American first-time college students experienced a -14.5% equity gap in Term Persistence. Only 57.7% (71 students) from this group returned to PCC. To close the gap, an additional 18 first-time Black Students would have needed to persist. Despite Hispanic/Latine first time students having a higher success rate at 70%, this group cohort still experienced a -2.1% equity gap.

Key Strategies to Advance Term Persistence Goals for Black/African American and Latine Students:

- Foster a sense of belonging for Black/African American and Latine and other minoritized student groups through **identity-affirming programming and retention services**. (Empowerment programs, HSI Alianza, EQUIPO, HSI grants, emerging BSI, intercultural engagement/culture of care, success coaching, heritage months, etc).
- Increase **equity professional development** opportunities for instructional faculty specific to department and courses. Specific focus areas will be with the top 20 most enrolled courses for Black/African American and Latine students. This includes the development of the **Center for Teaching and Learning** focused on teaching excellence, especially for new faculty. Special areas of focus include expansion of Ethnic Studies, zero textbook cost (ZTC) courses, and distance education support to meet accessibility and accreditation standards.
- Leverage student focus groups (EQUIPO Sense of Belonging 2025, RP Group report 2025), surveys, and student success data to **assess and evaluate support programs including tutoring, empowerment programs and success centers funded** under SEA to distinguish programs and services that are making the most impact and identify areas that may need revision or improvements. This includes updating program review processes and tools for data collection and assessment.

Transfer-Level Math & English Completion

Our target by 2028 is to fully close the -16.7% equity gap for Black/African American students and fully close the -14.7% equity gap for Hispanic/Latine students.



Transfer-Level Math & English: Baseline Year 2022-2023

	# Students in Cohort	Group Success Count	Group Success Rate (%)	# Students to Close Gap	Equity Gap (%)
Black/African American	196	13	6.6%	33	-16.7%
Hispanic/Latine	2,639	389	14.7%	388	-14.7%

In 2022-2023, first-time college students had low success rates in completing both transfer-level Math and transfer-level English courses within their first academic year. Black/African American students experienced a -16.7% equity gap, only 6.6% of students in this cohort successfully passed both courses. Similarly, Latine students also experienced a -14.7% equity gap in which 389 students (14.7%) passed both courses within their first year at PCC. To close the gap, an additional 388 Latine students would have to complete both courses.

Key Strategies to Advance Transfer-Level Math & English Goals for Black/African American Students:

- Increase faculty professional development and **faculty learning communities** focused on English C1000, Stats C1000, and Math 5ABC completion. Faculty learning communities will focus on race-conscious, culturally responsive pedagogy with our Latine and Black/African American students in mind.
- Expand math and English support for students including increasing **embedded tutoring** specifically in English C1000, Stats C1000, and Math 5ABC courses and *summer/winter bridge workshops and math academies* for credit and noncredit.
- Support the development of **critical course redesign** of the most enrolled (gateway) courses (Stats C1000 and Eng C1000) for Latine and Black/African American students. This includes development of model and facilitated course shells with OER/ZTC materials to provide support, especially for new or part-time faculty who may want assistance and examples of quality accessible, culturally responsive courses.
- Leverage student focus groups (EQUIPO Sense of Belonging 2024-25, RP Group Understanding Black/African American Students' Experience 2024-25), surveys, and student success data to **assess and evaluate current math/English equity services/efforts including tutoring and redesigned gateway courses and identify areas that may need increased support, revision or improvements**. This includes utilizing and updating program review processes and tools for data collection and assessment.

Vision Goal Completion of Certificate or Degree

Our target by 2028 is to fully close the -10.0% equity gap for Black/African American students and fully close the -11.7% equity gap for Hispanic/Latine students.



Vision Goal Completion: Baseline Year 2019-2020

	# Students in Cohort	Group Success Count	Group Success Rate (%)	# Students to Close Gap	Equity Gap (%)
Black/African American	200	22	11.0%	20	-10.0%
Hispanic/Latine	3,013	435	14.4%	354	-11.7%

In the 2019-20 cohort, Black/African Americans first-time college students experienced a -10% equity gap in attaining the Vision for Success Definition of Completion within Three Years. Out of the 200 students in this group, 11% (22 students) earned a degree or certificate. An additional 20 students would have need to earn a degree or certificate to match the average completion rate of all other students. Latine students also experienced an equity gap (-11.7%) where 435 students (14.4%) students earned a degree or certificate.

Key Strategies to Advance Completion of Certificate or Degree Goals for Black/African American Students:

- Increase completion of **comprehensive student education plans** within the first year for Black/African American and Latine students through intentional case management lead by Counseling and campus partners.
- Foster a sense of belonging for Black/African American, Latine and other minoritized student groups through **identity affirming programming**. (Empowerment programs, Excelencia, HSI Alianza, emerging BSI, intercultural engagement, heritage months, etc.)
- Increase **equity professional development** opportunities for instructional faculty specific to department and courses. Specific focus areas will be with the top 20 most enrolled courses for Black/African American students. This includes the development of the **Center for Teaching and Learning** focused on teaching excellence.
- Leverage student focus groups (RP Group report 2025), surveys, and student success data **to assess and evaluate support programs** to distinguish programs and services that are making the most impact and identify areas that may need revision or improvements. Identified programs for assessment and evaluation include **centralized general counseling and New Faculty Seminar/ LancerTrak**.

Transfer to 4-year University

Our target by 2028 is to fully close the -2.5% equity gap for Black/African American students and fully close the -2.3% equity gap for Hispanic/Latine students.



Transfer to 4-Year University: Baseline Year 2018-2019

	# Students in Cohort	Group Success Count	Group Success Rate (%)	# Students to Close Gap	Equity Gap (%)
Black/African American	80	23	28.8%	2	-2.5%
Hispanic/Latine	1,070	318	29.7%	24	-2.3%

In the 2018-19 cohort, Black/African American first-time colleges students experienced a -2.5% equity gap in transferring to a four-year institution. Out of the 80 Black students, 23 students (28.8%) transferred within three years. Latine students performed similarly, with a successful transfer rate of 29.7%. An additional 24 Latine students would have had to transfer within three to match the average success rate of non-Latine students at PCC.

Key Strategies to Advance Transfer Goals for Black/African American and Latine Students:

- Increase completion of **comprehensive student education plans** within the first year for Black/African American and Latine students through intentional case management lead by Counseling and campus partners.
- Increase **concierge and intrusive transfer services** and support for Black/African and Latine students from enrollment to transfer, including elevating support for FAFSA completion, honors participation, and transfer activities.
- Leverage student focus groups (RP Group report 2025), surveys, and student success data to **assess and evaluate transfer support programs including Transfer Bootcamp, CLAVE, Transfer Bound, Athletic Transfer Initiative, and Black Honors** to distinguish programs and services that are making the most impact and identify areas that may need revision or improvements. This includes utilizing and updating program review processes and tools for data collection and assessment.
- Continue support and infrastructure for programing related to **transfer completion efforts** like submitting UC, CSU, and Common Application during Transfer Bootcamp, Athletic Transfer Initiative, Transfer Admission Guarantee, Transfer Success Pathway, Grind Week which is in partnership with universities (e.g., Cal State LA, UCLA, and HBCUs) and community organizations will provide students with early exposure to transfer pathways, direct university engagement, and specialized workshops to increase confidence and participation in the transfer process led by the Transfer Center. Staff, university partners and organizations will provide students with early exposure to transfer pathways, direct university engagement, and specialized workshops to increase confidence and participation in the transfer process led by the Transfer Center.

CLOSING

The Student Equity Plan remains a living framework; one that continues to evolve through inquiry, intentional resource allocation, and the mapping of systems that hold the College accountable for equity outcomes. Developed in the context of a new administration, the devastation of the Eaton Canyon fires, and the ongoing national climate challenging diversity, equity, inclusion and belonging work, this plan reflects both resilience and resolve. It underscores that equity is not a static initiative but an enduring commitment that requires reflection, evidence-based action, and collective accountability. Moving forward, this framework ensures that our equity efforts are not episodic, but sustained and adaptive, with the capacity to respond to disruption while steadfastly advancing racial equity, justice, and belonging for the students and communities we serve.



Appendix A: Pasadena City College Compared to Statewide System

The table compares success rates of Black and Latine students at Pasadena City College (PCC) and with those across the state. PCC demonstrated strong transfer outcomes, with 29.7% of Latine students transferring to four-year institutions within three years, surpassing the state average of 24%. Similarly, 28.8% of Black students at PCC transferred within the same timeframe compared to a 25% transfer rate among other Black students statewide. PCC also demonstrated success in Vision Goal Completion metric where 11% of the Black student cohort earned a degree or certificate, versus the 9% state average. In addition, the persistence rates for both student groups are slightly above the state average. However, PCC was below the statewide rates for Black/African American students in successful enrollment (7.2%) and slightly lower for completion of transfer level Math and English courses (6.6%) within their first academic year.

Evaluating Pasadena City College Success Against Statewide Rates

	Black/African American		Hispanic/Latine	
	<u>PCC</u>	<u>State</u>	<u>PCC</u>	<u>State</u>
Successful Enrollment 2022-23	7.2%	18%	24.0%	33%
Persistence 2021-22	57.7%	57%	70.7%	68%
Transfer-Level Math & English 2022-23	6.6%	8%	14.7%	14%
Vision Goal Completion 2019-20	11.0%	9%	14.4%	13%
Transfer to Four-Year 2018-19	28.8%	25%	29.7%	24%

* Values represent the percentage of students that met metric

Appendix B: 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 represents the 2018-19 student cohort. 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 2025-28 Student Equity Plan.

Data Availability

Metric Years	Metric Id	Academic Year										
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1-2 Year	Enrollment			●	●	●	●	●	●	●	●	●
	Persistence	●	●	●	●	●	●	●	●	●	●	●
	Transfer Math & Eng	●	●	●	●	●	●	●	●	●	●	●
3-Year	Attainment Degree/Cert	●	●	●	●	●	●	●	●			
	Transfer	●	●	●	●	●	●	●				

● 1-2 Year, Baseline

● 1-2 Year, All Other Years

● 3-Year, Baseline

● 3-Year, All Other Years

Appendix C: All Ethnicity Student Groups with Equity Gaps in the Baseline Year

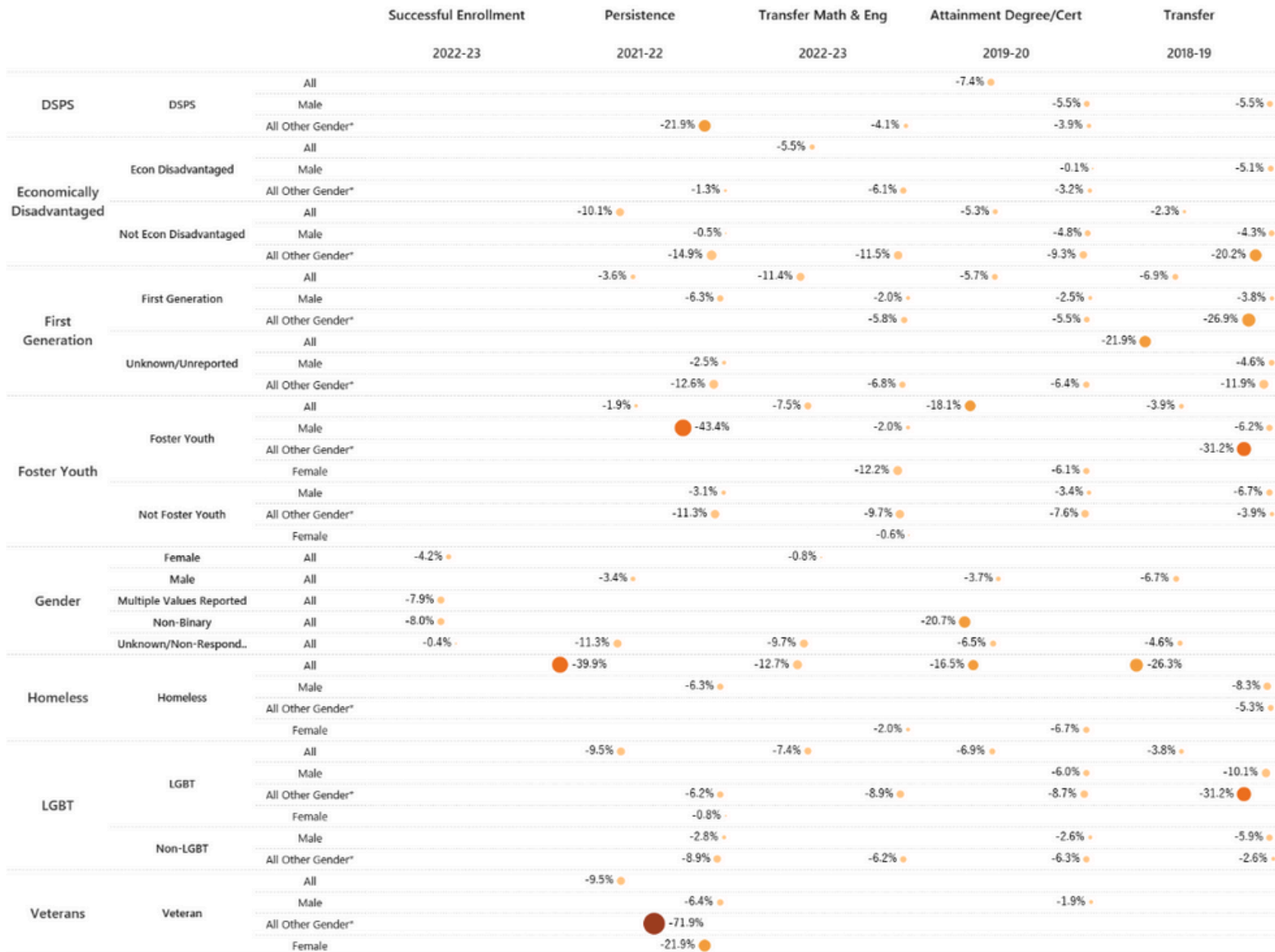
Equity Gaps at Baseline Year for All Ethnicity Groups

		Successful Enrollment	Persistence	Transfer Math & Eng	Attainment Degree/Cert	Transfer
		2022-23	2021-22	2022-23	2019-20	2018-19
Ethnicity	All		-21.9%	-22.9%	-20.7%	-6.2%
	American Indian/Alaska Native					
	Male		-38.6%			
	All Other Gender*	-7.9%				
	Female		-5.2%			-31.2%
	Asian					-3.0%
	All Other Gender*		-0.5%			-2.6%
	All	-0.7%	-14.5%	-16.7%	-10.0%	-2.5%
	Black/African American					
	Male	-0.4%		-4.2%		-6.8%
	All Other Gender*	-4.9%	-58.7%	-6.7%	-11.2%	
	Female	-0.9%				
	Filipino					
	Male				-2.9%	
	All Other Gender*			-22.8%	-20.6%	-31.2%
	Hispanic/Latine		-2.1%	-14.7%	-11.7%	-2.3%
	Male		-4.2%	-1.2%	-3.8%	-6.9%
	All Other Gender*	-1.4%	-3.3%	-0.2%	-4.7%	-22.9%
	Multiple Values Reporte..	-7.9%				
	All		-0.5%	-4.6%		-31.2%
	Pacific Islander or Hawaiian Native					
	Male		-21.9%		-0.6%	
	All Other Gender*	-7.9%				
	Female	-3.9%		-22.8%		
	Two or More Races					
	All				-4.4%	
	Male				-5.2%	
	All Other Gender*	-3.0%	-17.4%	-0.6%	-0.6%	
	Female			-0.5%	-3.5%	
	Unknown					
	All		-22.5%	-6.8%		-28.9%
	Male		-1.5%	-4.9%		-4.3%
	All Other Gender*	-3.1%	-10.8%	-11.4%	-9.6%	-4.6%
	Female	-0.9%				
	White					
	All	-17.7%	-11.0%	-5.5%	-0.8%	
	Male		-11.4%		-5.3%	
	All Other Gender*	-0.1%	-2.8%	-14.2%	-15.4%	
	Female	-2.2%		-3.3%		

[Link to 2025-2028 Student Equity Plan Data Dashboard](#)

Appendix D: All Priority Student Groups with Equity Gaps in the Baseline Year

Equity Gaps at Baseline Year for All Other Primary Groups



Appendix E:

Expenditures from 2022-25 Student Equity Plan

2022-23 Allocation Amount: \$8,320.983

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$1,160,976	\$2,181,832	40.17%
2000 - Non-Instructional Salaries	\$679,071	\$1,861,344	30.53%
3000 - Employee Benefits	\$498,434	\$1,099,821	19.21%
4000 - Supplies and Materials	\$81,202	\$97,459	2.15%
5000 - Other Operating Expenses and Services	\$268,287	\$314,965	7.01%
6000 - Capital Outlay	\$13,179	\$0	0.16%
7000 - Other Outgo	\$1,722	\$62,691	0.77%
Total Expenditures	\$2,702,871	\$5,618,112	100%

2023-24 Allocation Amount: \$8,320.983

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$1,130,090	\$1,764,086	34.78%
2000 - Non-Instructional Salaries	\$1,278,369	\$1,581,130	34.36%
3000 - Employee Benefits	\$753,516	\$1,034,594	21.49%
4000 - Supplies and Materials	\$121,817	\$49,427	2.06%
5000 - Other Operating Expenses and Services	\$250,444	\$308,701	6.72%
6000 - Capital Outlay	\$0	\$0	0%
7000 - Other Outgo	\$12,937	\$35,872	0.59%
Total Expenditures	\$3,547,173	\$4,773,810	100%

2024-25 Allocation Amount: \$8,320.983

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	<input type="text" value="\$1,812,023"/>	21.78%
2000 - Non-Instructional Salaries	<input type="text" value="\$1,901,002"/>	22.85%
3000 - Employee Benefits	<input type="text" value="\$1,054,326"/>	12.67%
4000 - Supplies and Materials	<input type="text" value="\$65,788"/>	0.79%
5000 - Other Operating Expenses and Services	<input type="text" value="\$374,022"/>	4.49%
6000 - Capital Outlay	<input type="text" value="\$2,379"/>	0.03%
7000 - Other Outgo	<input type="text" value="\$133,536"/>	1.6%
Total Expenditures	\$5,343,076	64.21%
Year 2 Forecast	<input type="text" value="\$2,977,907"/>	35.79%
Total	\$8,320,983	

Appendix F: Points of Contact

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