

**STUDENT EQUITY AT PASADENA CITY COLLEGE:
EXECUTIVE SUMMARY, 2017-2019**

Pasadena City College continues to engage in processes of introspection, implementation, investigation, and innovation to better support our disproportionately impacted student populations. Since the adoption of our 2014-2015 Student Equity plan, we have taken a careful look at our institutional data in order to identify where achievement gaps exist. This introspection also entails understanding which policies, practices, and discourses may set up unintentional yet real barriers to our own students' success. We then use this information to implement re-envisioned and new programs and services through our Equity funding allocation. Our next step in this iterative design process is to investigate and assess these myriad efforts. Equipped with this data, we have continued to innovate our programs, direct student support, technology, and professional development so that students are at the center of everything we do as a college. In recent years we have gained state and national recognitions for our overall success in student outcomes. Yet we refuse to rest on these laurels. Our imperative as a college continues to be to provide access to higher education for members of the diverse communities within our service area, and to offer courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities. We cannot fully do this unless we close our achievement gaps.

2017-2019 GOALS, ACTIVITIES, AND RESOURCES BUDGETED

The Student Equity goals for the 2017-2019 integrated planning cycle reflect our commitment to investing resources in areas with the greatest need and to intentionally provide support to students traditionally underrepresented in higher education. Data from the Management Information Systems of the California Community Colleges Chancellor's Office (CCCCO) reveal the specific groups of PCC students who are disproportionately impacted for the CCCCCO Success Indicators of Access, Retention, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer:

Success Indicator	Disproportionately Impacted Group(s)	Percentage Point Gap (with "-" sign added)
Access	African Americans	- 3.3%
	Whites	- 26.3%
	Unknown Race/Ethnicity	- 5.4%
Retention	African Americans :	
	Online	- 12.0%
	Face to Face	- 9.1%
	Hybrid	- 16.4%
	Latinas/os:	
	Online	- 8.4%
Face to Face	- 5.6%	
Hybrid	- 12.6%	

Success Indicator	Disproportionately Impacted Group(s)	Percentage Point Gap (with “-“ sign added)
Retention (continued)	Foster Youth: Online Face to Face Hybrid	- 18.4% - 15.6% - 16.4%
	Veterans: Online Hybrid	- 7.7% - 10.4%
	American Indians/Alaskan Natives: Online	- 35.1%*
	Whites: Hybrid	- 3.1%
	Students with Disabilities: Face to Face	- 2.9%
ESL and Basic Skills Completion	African Americans: English Math ESL	- 17.5% - 17.3% - 58.9%*
	Latinas/os: English Math ESL	- 4.5% - 3.2% - 13.2%
	Multi-Ethnic Students: English Math ESL	- 6.3% - 2.3% - 8.9%*
	American Indians/Alaskan Natives: English Math	- 20.5% - 3.0%
	Pacific Islanders: English Math	- 20.5%* - 43.0%*
	Students with Disabilities: English Math	- 8.9% - 4.0%
	Men: English	- 2.6%
	Degree and Certificate Completion	Pacific Islanders: Degree Certificate
African Americans: Degree		- 7.6%
Latinas/os: Degree		- 3.8%

Success Indicator	Disproportionately Impacted Group(s)	Percentage Point Gap (with “-“ sign added)
Degree and Certificate Completion (cont.)	Students with Disabilities: Degree	- 7.3%
Transfer	African Americans	- 5.8%
	American Indians/Alaska Natives	- 40.9%*
	Latinas/os	- 11.9%
	Students with Disabilities	- 15.7%

Note: Data with * next to the percentage point gaps indicate groups of significantly smaller sizes, in some cases single-digits. Rather than exclude these small sample populations from this data set, we decided to include them as a reminder of potential challenges that these students face and our responsibility to be vigilant in providing them the necessary support services. Also, disproportionate impact studies still need to be run for homeless students and LGBTQ-identified students pending the release of that data from the Chancellor’s Office.

It is immediately apparent that African American students experience equity gaps across all of the success indicators, and Latina/o students experience equity gaps across four out of five success indicators. They respectively represent one of the smaller and the largest racial groups at PCC. Notwithstanding these proportional differences, they share histories of intersecting marginalizations as minoritized groups in the US. Guided by this information, we have transformed the goals from our prior years’ plans to both integrate with the efforts of the Basic Skills Initiative and Student Success and Support Program, and more comprehensively identify the challenges faced by our students while simultaneously building on the strengths they bring to our college. Our Student Equity Goals for the 2017-2019 planning cycle include:

- Building student pathways from non-credit to credit, as well as pathways to completion
- Decreasing achievement gaps by 4% for disproportionately impacted groups through college-wide efforts grounded in equity-minded frameworks and cultural competence
- Improving success rates for students who complete a degree-applicable course after having completed any basic skills course
- Providing consistent and comprehensive opportunities for professional development that are equity-minded and student-centered to increase student retention

Deepening collaborations with high school districts, workforce agencies, and other community partners to increase students' college and job readiness

These goals were generated by the Student Success Committee, a body that is part of our College Council and whose charge and composition were approved through shared governance. They represent a purposeful attempt to translate an ethos of care for our students into actionable and measurable strategies and activities. It is important to note that our college is spread across three distinct sites: Colorado, often referred to as the main campus; Foothill, our campus that houses our noncredit division; and Rosemead, our satellite campus to the southeast. We recognize that all students, staff, and faculty across these sites are *Lancers*; therefore, we must be intentional in pursuing our goals consistently across all three campuses and continue to seek ways for them to come together. Because the committee represents students, faculty, classified staff, and management, our vision is for a college where every person embraces the unique, powerful role they play in supporting student success. The activities associated with each goal will move us closer to making this our collective reality.

Building student pathways from non-credit to credit, as well as pathways to completion. We will support our college's continued efforts to make students' experiences as seamless and smooth as possible. This includes:

- Working with Instruction to create prerequisites that bridge noncredit offerings to credit programs
- Providing program maps for all students that clearly show guided pathways for both full-time and part-time students, as well as options for stacking noncredit course completion to certificates to degrees
- Facilitating messaging and understanding of program maps college-wide to all students, faculty, and staff
- Creating a Welcome Center that integrates services and reduces the number of contact points needed for students to fully matriculate
- Inreaching/outreaching to noncredit program students in order to provide them with a specialized/abbreviated transitional orientation

Decreasing achievement gaps by 4% for disproportionately impacted groups through college-wide efforts grounded in equity-minded frameworks and cultural competence. We are proud of the noticeable shift in discourse at our college away from deficit frameworks that blame students for perceived shortcomings, and towards a mindset that values students' lived experiences. We must continue to be purposeful about pursuing opportunities to put these theories into action, and

question what we think we know in order to best educate and serve our students. This entails:

- Piloting a make-up test center to accommodate students' and faculty's needs
- Implementing multiple measures and convening a cross-college working group to assess efforts and identify additional student support needs
- Rolling out an early alert system and training faculty and staff on best practices for using it to holistically support students and move them towards key momentum points
- Collaborating with the Office of Institutional Effectiveness to design additional qualitative and mixed-methods studies to better capture and understand diverse students' experiences (including part-time, non-traditional, and older students) and provide targeted interventions

Improving success rates for students who complete a degree-applicable course after having completed any basic skills course. We will continue to work with each other across divisions and departments to shorten the amount of time that students spend in developmental education classes in math and English, and work to better understand the possibilities for acceleration in these areas as well as English as a Second Language. This will be done by:

- Building upon ongoing curriculum redesign efforts to support acceleration with professional development on pedagogy
- Continuing the redesign of academic success centers so that they provide a holistic approach to student support and informed referrals throughout the college
- Collaborating with the Office of Institutional Effectiveness to design additional qualitative and mixed-methods studies to better capture and understand students' experiences moving through basic skills courses

Providing consistent and comprehensive opportunities for professional development that are equity-minded and student-centered to increase student retention and persistence. We work in a community college setting because we inherently value the power of making education accessible to all. This same ethic compels us to hone and/or evolve our craft as staff, educators, and managers so that we can best reach the ever-changing

student body we are privileged to serve. Yet this is not a one-way endeavor, as our college must be purposeful and thoughtful in the professional learning opportunities that are made available. Achieving this goal includes:

- Partnering Instruction and Student Services to provide faculty with basic training on student counseling that takes into account students' lived experiences inside and outside of the classroom
- Sharing options for "closing the loop" on teaching evaluations, including implementing a peer observation tool and effective use of student evaluations to give feedback
- Increasing opportunities and recognition for classified staff and adjunct faculty to hone their skills in supporting student success
- Identifying best and promising practices along with myriad trainings on how to implement them
- Having faculty, staff, and management go through the PCC application process in order to identify difficulties, complexities, and other scenarios students may confront as they attempt to fully matriculate
- Offering workshops to demystify the use of multiple measures and developing strategies for how to support students in the classroom
- Providing continuously updated training on leveraging online learning opportunities and interactions with students (e.g. counseling, tutoring, office hours, course design)
- Supporting department and division meetings that share current equity data and targeted training
- Collaborating with students to form focus groups and panels that can share their lived experiences and voices with faculty, staff, and management to underscore strengths and areas of improvement for the college
- Creating opportunities for more structured faculty/student engagement

Deepening collaborations with high school districts, workforce agencies, and other community partners to increase students' college and job readiness. We view our position within the 10 cities that make up the Pasadena Area Community College District and beyond as one of great promise. For many students and their families, PCC represents their best – and many times singular – opportunity to pursue educational and employment mobility. Research has consistently shown the importance

of multi-faceted layers of support for the achievement of historically underrepresented students. We will increase both access to PCC and certificate and degree completion by:

- Convening a P-20 council quarterly to discuss issues related to access, equity, and completion
- Working with in-district high schools to better integrate information on PCC with their resources, parents, and school communities at large
- Gathering key in-district staff (i.e. Math and English teachers; counselors) for symposia at PCC with their college counterparts
- Creating opportunities for experiential learning and networking across disciplines and programs
- Leveraging dual enrollment opportunities by training participating instructors on the local history and current culture of the schools where they will teach
- Collaborating with in-district K-12 administrators and teachers to hold “College for a Day” visits from PCC faculty to local classrooms
- Making PCC more family-welcoming through programmatic efforts that share institutional knowledge and social capital with students’ kinship networks

Taken together, these five Student Equity goals and their corresponding activities are our imperative for the 2017-2019 planning cycle. The success of these goals and activities is predicated on collaboration between Instruction, Student Services, and Institutional Effectiveness. The table below outlines how we are budgeting our 2017-2018 allocation from the state – along with the 2016-2017 carryover that will be expended by December 31, 2017 – to execute the described activities and meet our goals.

Object Code	Description	Amount Budgeted
1000	Academic Salaries	\$282,000.00
2000	Non Academic Salaries	\$651,800.00
3000	Employee Benefits	\$246,550.00
4000	Supplies and Materials	\$227,346.00
5000	Other Operating Expenditures	\$1,058,328.00
6000	Capital Outlay	\$217,000.00
7000	Other Outgoing	\$155,000.00
Total 2017-2018 Projected Budget		\$2,838,024.00

ACCOUNTING OF PREVIOUS YEARS’ FUNDING

The budgeting of our current Student Equity allocation is informed by the budgeting of previous years. Below we include an accounting of our previous three Student Equity budgets. They include both a given year's allocation as well as any carryover from the previous cycle which was expended by the deadline necessary, and are categorized by object code.

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

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

Object Code	Description	Amount Budgeted
1000	Academic Salaries	\$134,952.87
2000	Non Academic Salaries	\$513,349.64
3000	Employee Benefits	\$93,607.18
4000	Supplies and Materials	\$74,458.80
5000	Other Operating Expenditures	\$1,076,064.00
6000	Capital Outlay	\$177,160.37
7000	Other Outgoing	\$172,761.15
Total 2016-2017 Budget:		\$2,242,354.01

ASSESSMENT OF PROGRESS MADE IN ACHIEVING THE GOALS FROM PRIOR YEARS' PLANS

We recognize the work of closing achievement gaps as both very complex and incredibly necessary. Our students bring their lived experiences inside and outside of the classroom to their pursuit of higher education. These include their resilience as well as their struggles with structural barriers related to race, class, gender identity, citizenship status, sexual orientation, and ability status. Furthermore, students are not solely defined by any of the aforementioned markers along. They intersect across each other, along with their

experiences as, for example, veterans of foreign wars, heads of families, or former foster youth. Equipped with this knowledge, we have continued to pursue efforts that address the multiple facets that impact students' experiences.

The progress made in achieving the goals from prior years' plans has been mixed, as achievement gaps have narrowed in some areas for particular groups but widened some in other areas. It is worth noting, however, that the percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes has risen for both African American and Latina/o students compared to their cohorts from 2006-2007. We believe that we will continue to see an increase in these rates and decreasing of equity gaps for our students across the various success indicators as our efforts begin to take hold, scale, and ultimately institutionalize. This will require a college-wide commitment to engaging in this work. We will continue to collect data to assess our programming and progress, and actualize an ethos of care that is equity-minded.

CONCLUSION

The 2017-2019 planning cycle will see Student Equity integrating its efforts in more clearly defined ways with Basic Skills Initiative and Student Success and Support Program work. It will also be a critical moment of opportunity as our college opens dedicated resource centers for veterans, former foster youth, and undocumented and LGBTQ students while going through a period of staff transition in the Cross Cultural Center. We will continue the work that has been done to infuse equity and cultural competence in these spaces and throughout the college as a whole.

For more information about any information provided in this Executive Summary, please contact Dr. Michaela Mares-Tamayo, Director of Student Equity at Pasadena City College. She can be reached by phone at 626.585.7553 or via email at mmares5@pasadena.edu.