



Fresno City College

MISSION DRIVEN • STUDENT-CENTERED • EQUITY-MINDED • CULTURE OF ANTIRACISM

2023 – 2025

STUDENT EQUITY PLAN EXECUTIVE SUMMARY



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MESSAGE FROM PRESIDENT PIMENTEL



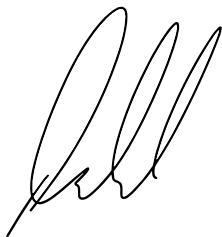
Dear Fresno City College Campus Community,

As California's first community college, and as stated in our Mission, Fresno City College (FCC) strives to provide students with "access to equity-centered, quality, innovative educational programs and support services." Daily, we focus our efforts toward fostering a welcoming, validating, and affirming environment for our students. Our willingness to engage in bold and courageous conversations and critically assess our policies and practices demonstrates our commitment to building a campus culture that helps us to achieve our newly developed Mission, Vision, and Core Values. Our faculty, classified professionals, and administrators aspire as captured in our Vision statement "to normalize a culture of racial equity and anti-racism" and strive to build on the work that our campus has engaged in over the past five years. Only together can we uphold our core values "to transform lives in the Central Valley and beyond."

As FCC's president, I affirm our Core Values and encourage you to participate in the work that will attribute to attaining the goals identified in this Student Equity Plan. The activities are intentional and will help us achieve the milestones established in the FCC [strategic plan](#). FCC's Core Values remind us why we must strive to achieve the college Mission and Vision. By joining together and using a race-conscious lens we will have the tools to effectively "critically assess our own practices, policies, and procedures" to make changes that address the disparities faced by our students. FCC is in one of the most impoverished areas in the region, and through our innovative educational programs and support services, "with invested community partners, we build programs which foster trans-generational economic growth and prosperity." I believe by grounding program development using an equity-centered framework we will help our students achieve their education goals while improving the region's economic vitality.

As FCC continues to expand with the opening of the West Fresno and First Responder campuses, we are presented with incredible opportunities to support and build trusted partnerships with our racially diverse community. The following Student Equity Plan prioritizes college work that will help close equity gaps and support our racially minoritized students as they strive to achieve their educational goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Pimentel". The signature is fluid and cursive.

Dr. Robert Pimentel
President
Fresno City College

ABOUT FRESNO CITY COLLEGE

Fresno City College, one of four colleges in the State Center Community College District (SCCCD), is in the center of the city of Fresno, the fifth largest city in California. The college is in the heart of the San Joaquín Valley, which is one of the most racially and ethnically diverse regions in the state. The college's service area continues to face incredible challenges of unemployment, endemic poverty, and low levels of educational attainment, and these inequities and outcome disparities were further exacerbated by the COVID-19 health pandemic. In Fresno Developing the Regions Inclusive and Vibrant Economy (DRIVE)'s 2022 [report](#), a 2018 study ranked Fresno 59th out of 59 large cities in California based on economic health, racial inclusion, and economic inclusion indices. Therefore, as the primary pathway to higher education for racially minoritized¹ and marginalized communities in the Central Valley, the college's ongoing racial equity and anti-racism efforts are critical to changing the trajectory.

FRESNO CITY COLLEGE'S EQUITY JOURNEY

Race-conscious student equity planning is not new to Fresno City College. California community college student equity planning efforts date back to 1999, and FCC's efforts to center race consciousness in equity planning can be traced back to 2015, with 2017 marking a pivotal time in the college's journey. Specifically, in January 2017, FCC launched a two-year partnership with the University of Southern California (USC)'s Rossier Center for Urban Education (CUE), now merged with the USC Race and Equity Center. The purpose of the partnership was to assess where FCC was concerning racial equity, what racial equity work was currently being undertaken, and determine how FCC could continue to advance racial equity work in partnership with CUE. The partnership with Dr. Estella M. Bensimon and the CUE team was a catalyst for the current change and the increasingly equity-minded and anti-racist shift in institutional culture. This shift evidenced by efforts such as the Joint Academic and Classified Senates Antiracism Resolution and the FCC 2022-2026 Strategic Plan, particularly the Mission, Vision, and Core Values. Consequently, this enabled the college to achieve what Felix and Ramírez (2020) describe as "sewing the concept of equity-mindedness into the cultural fabric of the institution (i.e., mission, vision, language, program review, hiring practices, and on-boarding processes)".

MISSION

As California's first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs, and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region.

VISION

Fresno City College aspires to build upon our equity-centered mission and further our commitment to normalize a culture of racial equity and anti-racism. As a community of educators and learners, we will use our individual and collective positions of influence, power, and privilege to foster a community of belonging, affirmation, and validation. We will courageously join as faculty, staff, and students in upholding our core values to transform lives in the Central Valley and beyond.

¹ Racially minoritized refers to the objective outcome, experienced by "minority" racial-ethnic groups, of the exclusionary practices of more dominant groups resulting from historical and contemporary oppression (See Gillborn, 2005).

CORE VALUES

Equity-Mindedness: We call attention to patterns of inequity in student outcomes and take personal and institutional responsibility for the success of our students. We critically reassess our own practices, are race-conscious, and aware of the social and historical context of exclusionary practices in American Higher Education.

Social Justice: We are focused on removing institutional barriers, taking responsibility for and mitigating systemic barriers. We are invested in validating our students' lived experiences through examining qualitative and quantitative data which enhances our understanding of intersectionality. This builds a foundation of data-driven solutions and responses to systemic issues.

Sustainable Social and Economic Mobility: We commit to breaking extractive, exploitative, and racist systems and practices. *Servimos y empoderamos* (we serve and empower) marginalized and racially-minoritized individuals, communities, and histories. With invested community partners, we build programs that foster trans-generational economic growth and prosperity.

2019-2022 STUDENT EQUITY PLAN REFLECTION

The majority of 2019-22 FCC Student Equity Plan (SEP) activities focused on addressing college-wide and institutional-level factors contributing to inequities for racially-minoritized and marginalized students. Four specific activities included the New Employee Equity Academy (NEEA) for full-time employees, the Ram Racial Equity Lab (Ram REL), the Equity Leadership Academy (ELA), and the Center for Organizational Responsibility and Advancement (CORA) online training modules.

The NEEA, facilitated by interdisciplinary colleagues, is designed to provide newly hired FCC employees with an intentional and comprehensive onboarding and learning experience. Foundational information, resources, and tools are offered to help new employees support equitable student outcomes while orienting them to FCC's commitment to nurturing a culture of equity-mindedness and anti-racism.

Ram REL built upon the partnership with USC, CUE, and Interdisciplinary Faculty Equity Lab, is designed to support cohorts of classified professionals, administrators, and instructional and non-instructional faculty. Ram REL is a train-the-trainer program intended to facilitate a learning experience that focuses on the foundations and principles of equity-minded and anti-racist practices. Between fall 2021 and spring 2022, a total of 104 participants completed Ram REL, a testament to FCC employee dedication to achievement of the college mission.

The ELA is a professional learning community of all FCC administrators, focused on creating a leadership framework grounded in equity and informed by racial literacy, critical consciousness, and cultural fluency. Acknowledging that structural racism is at the foundation of educational institutions, the ELA includes four components: Leadership Equity Training Series, Equity Leadership Learning community site, a habit-building challenge, and executive coaching.

CORA trainings are fully online, certificated, 15-hour programs designed to increase practitioner capacity to facilitate racial equity, affirmation, and inclusion. The following data reflect CORA training participants as of October 2022:

- Unconscious Bias (433 enrolled/311 finished)
- Racial Microaggressions (379 enrolled/260 completed)
- Teaching Men of Color in the Community College (enrolled 282/190 completed)
- Supporting Men of Color in the Community College (271 enrolled, 188 completed)

The college is encouraged by the active engagement in NEEA, ELA, Ram REL, and CORA. The activities are influential factors in the creation of the FCC strategic plan with a firm commitment to prioritizing racial equity and anti-racism.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

As discussed above, there has been a notable shift in FCC's institutional culture. Further, it appears that the engagement in equity efforts has resulted in decreased disproportionate impact for students. A seminal work published by Kuh and Whitt (1988) defined institutional culture as, "the collective, mutual shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in higher education and provide a frame of reference within which to interpret the meaning of events and actions." This definition reveals the complexity of how individual and collective-level factors influence and maintain an institutional culture that is colloquially referred to as "normal". Such normalized culture in higher education is often supported by the institutional mission, vision, and core values, which are essential in the college's strategic planning efforts. Therefore, a strategic plan absent equity-minded and anti-racist principles will perpetuate a normalized culture of racial inequities in experiences and outcomes. Recognizing this cycle, FCC is proud of the 2022-2025 Strategic Plan which is reflective of the college's equity journey. FCC's equity journey began in 2015-2016 with programmatic and compartmentalized student remediation with growth in 2018-2019 toward campus climate and culture of equity-mindedness, and most recently, a culture that prioritizes equity-mindedness and anti-racism as memorialized in the FCC 2022-2026 Strategic Plan. Although there has been a college-wide shift toward a more equity-minded and anti-racist culture, there is much more work to do. Specifically, while equity gaps have decreased for some student populations, racially minoritized and LGBTQ+ students continue to experience gaps (See Progress from 2019 to 2022 Table for details). These gaps are at the foundation of the college's strategic and equity planning.

2022-25 PLANNING EFFORTS

In November 2021, FCC participated in the 2022-25 Student Equity Planning Institute (SEPI) coordinated by the Community College HigherEd Access Leadership Equity Scholarship (CCHALES) Research Collective at San Diego State University. The institute helped the college engage in inquiry and reflection regarding the 2019-22 SEP to inform our current equity planning efforts. The SEPI facilitated team leader check-ins, a series of virtual institutes, bi-monthly check-ins, and resources to help the FCC Student Equity and Success Committee (SESC) draft the 2022-25 SEP that was shared for constituent input and approval and final approval by the SCCC Board of Trustees. The SEPI provided the tools, resources, and collective space to integrate the call for racial justice, existing Guided Pathways efforts, and continued Student Equity and Achievement (SEA) Program activities within the context of developing the equity plan. CCHALES assigned a team of racial equity experts, researchers, and the Central Valley Guided Pathways Regional Coordinator to participate in the FCC SESC meetings. The FCC SESC engaged in two critical structured inquiry and reflection activities designed to re-envision and shape the 2022-25 Student Equity Plan. Through this process, the FCC SESC reviewed the FCC 2019-22 Student Equity Plan, Center for Urban Education Campus-Level Brief, and the 2020-21 Guided Pathways Scale of Adoption Assessment (SOAA) Report. CCHALES created an inquiry and reflection tool for the FCC SESC to guide individual and collective thinking and planning. The consensus of the SESC Committee was that the 2019-22 Student Equity Plan was mostly equity-minded and race-conscious but the 2022-25 SEP needs to have a sharper focus on racially minoritized and marginalized students, and their intersectionality. Further, the FCC SESC also prioritized the integration of Guided Pathways in the 2022-25 SEP. Building on the inquiry and reflection process, the Director of Student Equity and Success and the CCHALES team facilitated a process for the FCC SESC, called the 2022-25 SEP Prioritization Activity. Over several meetings, the FCC SESC participated in small groups to identify areas of prioritization. Consequently, the 2022-25 SEP prioritizes racial equity and anti-racism, which directly aligns with the FCC 2022-26 Strategic Plan.



PANDEMIC ACKNOWLEDGEMENT

Similar to many of our educational partners throughout the region, the COVID-19 pandemic affected Fresno City College's 2019-22 SEP implementation efforts. Fortunately, because most of the 2019-22 SEP activities focused on equity-minded professional development, we were able to shift from in-person to virtual learning formats. Unfortunately, that was not the case for of the 2019-22 SEP activities. For example, the activity: "Implement a Comprehensive Transfer Center Strategy to Move Students Through the Transfer Gate" was directly impacted by the pandemic. The proposed strategy was based on the Research and Planning (RP) Group's study titled, "Through the Gate," which identified several "high leverage" transfer populations comprised of students who have completed most of their transfer requirements but have not transferred. Colleagues from the FCC Transfer Center, the Office of Student Equity, and the math and English departments worked collaboratively to launch the program. However, shortly after it was launched, the onset of COVID-19 presented challenges and barriers to implementation because so many students stopped attending college. The COVID-19 pandemic also further exacerbated structural inequities and raised the level of public discourse and consciousness on racial injustices, particularly after the murder of Mr. George Floyd. Some refer to this as the dual pandemics of COVID-19 and exacerbation of systemic racism. Prior to COVID-19 FCC was growing an increasingly strong culture of equity-mindedness and anti-racism and the dual pandemics only strengthened our resolve. Examples of such efforts include two task forces commissioned by then FCC President Dr. Carole Goldsmith: The Increasing Racial and Ethnic Diversity in the Associate Degree Nursing Program Task Force and the Police Academy Task Force. Task force members included college, district, and community constituents, and resulted in findings and recommendations focused on principles of equity-mindedness and anti-racism. Finally, through efforts between the FCC Academic Senate and Classified Senate, a joint task force was formed to create an anti-racism resolution. During the 2021-2022 academic year, the joint task force engaged in a considerable amount of research, individual and collective discussions, and reflection which led to the creation of one of the most meaningful anti-racism resolutions. So, while some equity planning efforts were halted by the pandemic others, arguably even more meaningful, were born out of the heightened awareness of systemic racism resulting from the dual pandemics.

CAMPUS-WIDE EQUITY APPROACH

Consistent with our ongoing institutional equity planning efforts, the 2022-2026 Mission, Vision, and Core Values, along with principles of equity-mindedness and anti-racism were the guiding frameworks for the inquiry and design of the FCC 2022-2025 Student Equity Plan. Therefore, the plan focuses on redressing outcome disparities for racially minoritized and marginalized students, specifically American Indian or Alaska Native, Black or African American, Asian and Southeast Asian, Hispanic or Lati-na/o/x/e², and LGBTQ+ students. Further, we also affirm the importance of intersectionality in our students' identities as there are several factors that create a sense of self impacting how students experience FCC. Additionally, as noted in seminal works by Crenshaw (1989, 1991), intersectionality is not only about self and identity, but also how institutional structures contribute to the role of excluding some and not others and how the convergence of multiple identities (e.g., race, gender, etc.) is affirmed or denied. Mindfulness of student intersectionality and FCC's role in affirming our students further guided the development of the plan. Finally, as important as the inquiry and design of this student equity plan are, the implementation phase is essential. There-fore, the college will use an equity-minded, anti-racist, and intersectional framework to inform and guide the implementation, assessment, and evaluation of activities intended to redress outcome disparities for racially minoritized and marginalized students.

² Latina/o/x/e is used in throughout this document in place of standalone Hispanic or Latino labels as a more inclusive phrase (See Salinas & Lozano, 2021).



STUDENTS EXPERIENCING DISPROPORTIONATE IMPACT

Informed by FCC’s equity-minded framework, the following table displays student populations experiencing disproportionate impact and the progress made from 2019 to 2022. As in the 2019-22 Student Equity Plan, the California Community Colleges Chancellor’s office made changes to the equity indicator names and definitions, which is detailed in the table below. Unfortunately, despite similar or identical success indicators, none of the data/metrics definitions are the same as previous years. Student populations in **red** display disproportionate impact between 2019-22 and 2022-25 (so far Spring and Fall 2022) indicators.

PROGRESS FROM 2019 TO 2022

2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	2022-2025 Success Indicators	2022 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Access (enrollment of applicants)	Female: American Indian/ Alaskan Native, Black or African American , Native Hawaiian or Pacific Islander, White, Some Other Race, Students with Disabilities, Foster Youth, LGBT, Veterans Male: Black or African American, LGBT	Successful Enrollment in First Year	Female: Asian, Black or African American , Two or More Races	2019-2022: Any student who applied in the selected year who enrolled in the college in same year. 2022-2025: First-time in college, excludes special admit, credit enrolled students
Retention (Fall to Spring)	Female: White, Foster Youth Male: Black or African American, White , Veterans	Term to Term Retention	Male: Hispanic or Latina/o/x/e, White , First Generation, Foster Youth	2019-2022: Any student who enrolled in the fall who subsequently enrolled in Spring (excluding those who got award or transferred) 2022-2025: <ul style="list-style-type: none"> • First-time in college, excludes special admit, credit enrolled students Fa • Not just fall to spring, but spring to fall retention, too • First term counted only

2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	2022-2025 Success Indicators	2022 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Transfer to a four-year institution (All in academic year)	Female: Students with Disabilities Male: Hispanic or Latina/o/x/e , Native Hawaiian or Pacific Islander, Some Other Race, Students with Disabilities , First Generation, Foster Youth	Transferred to Four-Year Institution	Female: Native Hawaiian or Pacific Islander Male: Hispanic or Latina/o/x/e , Perkins Economically Disadvantaged, Students who Received Disability Services	2019-2022: Any student who transferred to a four-year in selected year, was enrolled in 12+ units in previous year, was not concurrently enrolled in any CCC in selected year 2022-2025: <ul style="list-style-type: none"> • First-time in college, excludes special admit credit enrollment • Tracking cohort forward for three-years, no longer snapshot of selected year
Completion of transfer level math and English	Female: American Indian/Alaskan Native, Students with Disabilities, Foster Youth, LGBT Male: American Indian/Alaskan Native, Black or African American, Hispanic or Latina/o/x/e , Two or more races, Some Other Race, Students with Disabilities , First Generation , Foster Youth, LGBT	Completion of Transfer-Level Math and English in First Year	Female: Native Hawaiian or Pacific Islander Male: Hispanic or Latina/o/x/e , Students who Received Disability Services , First Generation	2019-2022: Any student new to the district who completed transfer-level math and English in first year 2022-2025: First-time in college, excludes special admit, credit enrolled students
Earned credit certificate over 18 units, or associate degree. (All in academic year)	Female: Foster Youth , LGBT Male: Black or African American, Two or more races, White, Some Other Race, Foster Youth	Attained Vision Goal Completion	Female: Native Hawaiian or Pacific Islander, Foster Youth Male: Asian, Hispanic or Latina/o/x/e, Perkins Economically Disadvantaged	2019-2022: Any student who earned a degree or certificate in selected year 2022-2025: <ul style="list-style-type: none"> • First-time in college, excludes special admit, credit enrolled students • Tracking cohort forward for three-years, no longer snapshot of selected year

POPULATIONS OF FOCUS EXPERIENCING DISPROPORTIONATE IMPACT

The following table provides a summary of the student populations of focus who are experiencing disproportionate impact for each metric indicated by an **X**. In addition, the table in Appendix B provides a visualization of which FCC students are disproportionately impacted based on the analysis provided by the Chancellor’s Office. More details about how the variables are defined and explanations of research methodologies can be found [here](#).

Student Population		Metrics				
		Successful Enrollment	Completed Transfer Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
American Indian or Alaska Native	All	X				
	Female					
	Male					
Black or African American	All	X	X	X	X	
	Female					
	Male					
Hispanic or Latinx*	All		X		X	
	Female					
	Male			X		X
Asian	All					
	Female	X				
	Male					X
LGBT	All		X	X		
	Female					
	Male					

ONGOING ENDEAVORS TO REDRESS OUTCOME DISPARITIES FOR RACIALLY MINORITIZED AND MARGINALIZED STUDENTS

Professional development and learning opportunities centered in equity-mindedness and anti-racism continue to inform and shape the FCC culture to provide more equitable opportunities, experiences, and outcomes for racially minoritized and marginalized students. The following ongoing, institution-wide programs will continue to enhance the college’s ongoing equity efforts:

- New Employee Equity Academy
- Equity Leadership Academy
- FCC Anti-Racism Committee
- USC, Race & Equity Center – California Community College Racial Equity Leadership Alliance
- Center for Organizational Responsibility and Advancement Online Training Certificate Programs:
 - Teaching Men of Color in the Community College
 - Course Design for Racial Equity
 - Supporting Men of Color in the Community College
 - Unconscious Bias
 - Racial Microaggressions
 - Black Ally Program – “Dismantling Anti-Blackness on Your Campus: Core Competencies for Allies”
- Ram Racial Equity Lab (RamREL) Cohort Program for:
 - Classified Professionals
 - Instructional Faculty
 - Counselling Faculty

In addition, the college is planning to engage in other activities to redress inequities experienced by racially minoritized and marginalized students. The subsequent section is organized by the five student equity plan indicators which include successful enrollment, completed transfer level math and English, persistence (first primary term to second term), transfer and completion. Each metric section outlines the student populations of experiencing disproportionate impact, three-year target outcomes, current process/policy/practice/culture that impedes equitable outcomes for these populations, and the actions we intend to engage in to facilitate equity in experiences and outcomes for racially minoritized and marginalized students.

1. SUCCESSFUL ENROLLMENT

Population	3-year Target Outcomes
American Indian or Alaska Native	Qualitative: We will conduct inquiry to examine whether American Indian/Alaskan Native students experiencing disproportionate impact in the service area are applying to Fresno City College.
Black or African American	Qualitative: We will conduct inquiry to examine whether Black or African American students experiencing disproportionate impact in the service area are applying to Fresno City College.
Asian (Female)	Quantitative: Increase Asian female students’ enrollment by 7.3%.

CURRENT PROCESS/POLICY/PRACTICE/CULTURE THAT IMPEDES EQUITABLE OUTCOMES FOR THESE POPULATIONS

While there has been a shift to more equity-minded planning, practices, and services in recent years, enrollment management, recruitment, and matriculation efforts generally focus on all students in the service area. Casting a wide net to facilitate successful enrollment does not intentionally focus on racially minoritized and marginalized students to close the gaps. However, some student services programs have a heightened focus on racially minoritized and marginalized students and such programs should be expanded. For example, Extreme Registration and Registration-to-Go (RTG) are typically accompanied by outreach presentations, marketing strategies, and campaigns that focus on racially minoritized groups and men of color. Extreme Registration and RTG provide an opportunity for racially-minoritized and marginalized students to access enrollment services and support during non-traditional hours (i.e., Friday evenings, Saturday mornings and afternoon) with direct marketing focused on disproportionately impacted students (i.e., local radio stations, postcards, and bus wraps). Growing such programs would promote successful enrollment of disproportionality impacted students.

WHAT EQUITY-MINDED PROCESS/POLICY/PRACTICE/CULTURE WOULD FACILITATE A SHIFT TO EQUITABLE OUTCOMES FOR THIS POPULATION?

A focus on successful enrollment for students experiencing disproportionate impact without addressing the climate and culture of the campus is incomplete. To facilitate equity-minded enrollment, we must first assess to what degree racially minoritized and marginalized students see themselves represented among the classified professionals, faculty, and administrators. Do they see their culture, identities, and communities reflected in the student services and instructional fabric of the college? Do our racially minoritized and marginalized students feel like they belong at FCC, that they matter, and that their identities are validated throughout the college? Until we can answer these questions with a reasonable level of confidence, equity-minded enrollment strategies will continue to operate based on the assumption that the college is prepared to meet the needs and facilitate the success of racially minoritized and marginalized students. However, a focus on equity-minded outreach, recruitment, and matriculation services necessitates a simultaneous focus on equity-minded processes, policies, and practices across student services, instruction, administrative services, and guided pathways; ultimately, the culture of the college. As Ramirez (2020) stated, access without equity in the context of community college is useless.

ACTION STEPS

There are three activities the college will engage in to redress inequitable enrollment practices:

1. FCC will conduct a structured equity-minded assessment of key processes and programs that facilitate access and enrollment, including Extreme Registration and Registration-to-Go (RTG) processes, Guided Pathways, support services, and dual enrollment practices to reimagine a structure that has a heightened focus on racially minoritized and marginalized students, particularly Black or African American students and Men of Color (African American, Hispanic/ Latina/o/x/e, American Indian/ Alaskan Native, Southeast Asian). Important to this activity will be the inclusion of current and or alumni students to ensure their input and perspective is heard.
2. Equity-minded and anti-racist-centered professional learning and training will continue to be offered to faculty, classified professionals, and administrators to foster individual and collective practices and shared decision-making that prioritizes racially minoritized and marginalized students. Specifically, the New Employee Equity Academy will assist the college in orienting new employees to the equity-minded and anti-racist commitment of FCC, while the Ram Racial Equity Lab (Ram REL) will offer semester-long cohorts of reflective and applied learning opportunities for faculty, classified professionals, and administrators. The Equity Leadership Academy will be a professional learning community of all FCC administrators dedicated to supporting a leadership framework grounded in equity-mindedness and anti-racism and informed by racial literacy, critical consciousness, and cultural fluency. Additionally, a three-year contract with the Center for Organization Responsibility and Advancement will allow FCC to continue offering the following 15-hour online training certificate programs to all personnel at no cost to employees: Teaching Men of Color in Community College, Supporting Men of Color in Community College, Racial Microaggressions, Unconscious Bias, Black Ally Program: Dismantling Anti-Blackness on Your Campus: Core

Competencies for Allies, and Course Design for Racial Equity.

- FCC will continually assess campus culture and climate, as well as how students experience the college. Specifically, campus climate surveys such as the National Assessment of Collegiate Campus Climates (NACCC) and locally created instruments, among others, will be used to assess college equity and anti-racism efforts to inform continuous improvement practices.

The Student Equity and Success (SES) Committee will form a workgroup to monitor and provide input on the development, implementation, and assessment/evaluation of work associated with the successful enrollment metric goals and action steps. The workgroup will consist of SES Committee members and non-SES Committee members as necessary. Ongoing quantitative and qualitative research and action-inquiry will be used to inform efforts and compliment the student equity plan data associated with successful enrollment.

2. COMPLETED TRANSFER-LEVEL MATH & ENGLISH

Population	3-year Target Outcomes
Black or African American	Quantitative: Increase Black or African American students' completion rates of both Transfer-Level Math and English within the District in the First Year by 6%.
Hispanic or Latina/o/x/e	Quantitative: Increase Hispanic or Latina/o/x/e students' completion rates of both Transfer-Level Math and English within the District in the First Year by 2%.
LGBT	Quantitative: Increase LGBTQ+ students' completion rates of both Transfer-Level Math and English within the District in the First Year by 6%.

CURRENT PROCESS/POLICY/PRACTICE/CULTURE THAT IMPEDES EQUITABLE OUTCOMES FOR THESE POPULATIONS

Since 2018, the types and number of pre-, college-, and transfer-level math and English have shifted as we work to fully implement the requirements of various legislative changes, such as AB 705. While courses have been added and removed from our current offerings, our system for scheduling courses remains based on student demand rather than an analysis of disaggregated data or other potential factors influencing that demand.

The Math and English departments participated in planning and implementation discussions in alignment with AB705 that led to removal of pre-transfer course offerings from the course schedule, and the addition of new courses, such as corequisite support and pre-transfer non-credit preparatory courses. While these discussions and our initial AB 705 implementation plans led to a sharp decrease in pre-transfer and college-level math and English course offerings, the number of sections/seats of these courses has increased to pre-AB 705 levels, particularly in the math department.

Analysis of student demand (historical fill rates by day/time/class) drives the schedule development. Additionally, while course offerings have changed during the 2019-22 SEP cycle, a holistic approach to improving the messaging about student capacity was missing. Minimal changes were made to the course catalog, campus website, degree sheets, and other forms of documentation that students interact with as they make enrollment choices, and therefore students are making decisions with materials which have not been revised with the college mission and equity goals in mind.

WHAT EQUITY-MINDED PROCESS/POLICY/PRACTICE/CULTURE WOULD FACILITATE A SHIFT TO EQUITABLE OUTCOMES FOR THIS POPULATION?

Equity-minded and inclusive scheduling practices ensure the college is meeting the needs of and helping Black or African American, Hispanic or Latina/o/x/e, and LGBTQ+ students in reaching their educational goals. The campus should take a holistic approach to reducing the number of pre-transfer math/English courses offered in compliance with recent legislation such as AB 705 and AB 1705 (pending).

All California Community Colleges were asked to submit an Equitable Placement and Completion of Math and English Improvement Plan to the CCCC in fall 2021, with an effective date for changes related to the plan of fall 2022. The FCC Academic Senate's AB 705 Taskforce has the following activities planned for the 2022-23 academic year that will assist the college in redressing equity gaps for Black or African American Students, Hispanic or Latina/o/x/e students, and LGBTQ+ students:

1. Write and complete website updates to improve messaging around options for math and English placement and support.
2. Create a petition (with constituency approval) that will be required for any student seeking enrollment into pre-transfer math/English coursework that informs them of their rights and options for math and English placement.
3. Update Course Outlines of Record (COR) to clarify Math 103.
4. Update degree sheets to remove pre-transfer or college-level classes that can be satisfied with a transfer-level math or English course or show a one-year path to completion of transfer-level math or English if the degree/certificate requires completion of a pre-transfer or college-level math or English course.
5. Complete research into all internal data inquiries related to AB 705 and make recommendations for any additional specific action steps not already listed.
6. Confirm that pre-transfer and college-level math and English course offerings have been reduced/closed for spring 2023 in compliance with AB 705 and any further guidance under AB 1705.

Additionally, although the AB 705 Taskforce has not looked at data for LGBTQ+ student populations, the taskforce will collaborate with the Office of Instructional Research, Planning and Effectiveness and the Office of Student Equity to ensure this population is included in the inquiry and equity mitigation efforts.

ACTION STEPS

In addition to the taskforce activities, the following endeavors will further assist the college in facilitating a shift toward equitable outcomes for these populations:

- Complete a comprehensive review of major sheets and degree plan/student education plan processes to ensure that students are being given information on how to successfully schedule transfer-level math and English into their first year as well as appropriate sequencing of courses, when multiple classes in the discipline are required. Priority should be given to any majors/programs that enroll higher numbers of students and/or with lower success/completion rates for disproportionately impacted groups.
- Increase offerings of targeted professional development activities for all math and English faculty, classified professionals, administrators, and tutorial staff.
- Provide opportunities for faculty and Institutional Research (IR) staff to participate in a comprehensive audit of corequisite support such as instructor effectiveness, certification effectiveness, tutorial support, alternatives to corequisite support, and modality.
- Create an equity-minded template rubric for Course Outlines of Record, followed by a "course revision summit" to promote equity in the CORs and the curriculum review process. Efforts should begin with classes impacted by AB 705 and eventually include all courses.
- Create a Student Services taskforce to build a resource "packet" for embedding into all Canvas shells for popular/required first-year courses. Commit to maintaining these resources in real-time so that accurate operational hours and eligibility requirements are always accurate and available.
- Complete a comprehensive analysis to identify degrees that can be satisfied with pre-transfer or college-level math that cannot be satisfied with a transfer-level math course and ensure that related degree plans/major sheets are updated for clarity.
- Complete a comprehensive analysis to identify an average number of students that enter FCC annually who have not previously successfully completed an intermediate algebra course and **only** offer enough sections of pre-transfer or college-level math to serve those students until such time as Title 5 is updated and intermediate algebra can be eliminated.
- Create a process for instructional deans, in consultation with discipline faculty and the Academic

Senate AB 705 Taskforce, to provide a documented need for offering any pre-transfer level courses and/or adding sections during the enrollment process.

- Create a taskforce (including members from the Academic Senate AB 705 Taskforce, advising classified staff, and the Public Information Office) to do a comprehensive, equity-minded review of all campus informational and promotional materials (videos, printables, and website) to improve accuracy (relative to AB 705) and equity-mindedness of information related to placement, matriculation, orientation, advising, entering transfer-level classwork, meeting pre-requisites, and academic supports.
- Collaborate with the Instructional Deans to develop tools for analysis of disaggregated student success data to determine course offerings that support the needs of minoritized students and to facilitate equity-minded, anti-racist, and LGBTQ+ inclusive decision-making concerning course scheduling.

The Student Equity and Success Committee (SESC) will form a workgroup to monitor and provide input on the development, implementation, and assessment/evaluation of action steps and efforts associated with the successful enrollment metric goals. The workgroup will consist of SESC members and non-SESC members as necessary. Ongoing quantitative and qualitative analyses and action-inquiry will be used to inform the previous mentioned efforts and compliment the student equity plan data associated with completed transfer-level math and English courses.

3. PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

Population	3-year Target Outcomes
Black or African American	Increase Black or African American students' retention rates by 17%
Hispanic or Latina/o/x/e	Increase Hispanic or Latino male students' retention rates by 4%
LGBT	Increase LGBTQ+ students' retention rates by 9%

CURRENT PROCESS/POLICY/PRACTICE/CULTURE THAT IMPEDES EQUITABLE OUTCOMES FOR THESE POPULATIONS

The deans currently engage in enrollment and success data-driven scheduling. However, the college could benefit from further analysis of disaggregated data to better support racially minoritized and marginalized student populations. Additional considerations for further inquiry may include:

- Historical and current enrollment management efforts have focused on student outreach, recruitment, and matriculation.
- Enrollment management consists of course scheduling at the division-level lacking college-wide consistency.
- Special Programs in Student Services for Black or African American and Hispanic or Latina/o/x/e students support students in the cohort but do not support college-wide populations.
- College-wide conversations and planning efforts focused specifically on supporting LGBTQ+ retention from the primary term of enrollment to the second term needs to increase.

WHAT EQUITY-MINDED PROCESS/POLICY/PRACTICE/CULTURE WOULD FACILITATE A SHIFT TO EQUITABLE OUTCOMES FOR THIS POPULATION?

A deeper analysis of course-taking patterns for racially minoritized and marginalized students may facilitate a shift to equitable outcomes. The analysis will focus on the course-taking patterns of Black or African American, Hispanic or Latina/o/x/e, and LGBTQ+ students. Additional considerations for further inquiry may include:

- An equity-minded, student-centered, and holistic (via Guided Pathways framework) “all hands-on deck” approach to decreasing equity gaps in retention from the primary term of enrollment to the secondary term of enrollment for Black or African American, Hispanic or Latina/o/x/e, and LGBT students is needed.
- Institutional research and inquiry into key leading indicators influencing persistence from the first term of enrollment to the second term to guide the equitization of processes, policies, and practices needed to redress equity gaps.
- Expand the experiences and practices of Special Programs in Student Services to provide culturally affirming, validating, community-oriented spaces, counseling, and support services, across the campus. Applying the principles of Special Programs such as Umoja and PUENTE campuswide will help create the conditions and environment where Black or African American and Hispanic or Latina/o/x/e students feel like they matter, belong, are affirmed, and equitably supported in reaching their educational goals.
- Provide a heightened focus on the populations in FCC Tutoring and supplemental instruction areas to facilitate successful educational success.

ACTION STEPS

The Office of Institutional Research, Planning and Effectiveness and the Office of Student Equity and Success will collaborate and engage in deeper analysis of course-taking patterns for racially minoritized and marginalized students to inform a shift to support achievement of equitable outcomes. The analysis will focus on course-taking patterns of Black or African American, Hispanic or Latina/o/x/e, and LGBT students. Institutional research and inquiry into key leading indicators that influence persistence from the first term of enrollment to the second term will guide the equitization of processes, policies, and practices needed to redress equity gaps. An equity-minded, student-centered, and comprehensive (via Guided Pathways framework) “all hands-on deck” approach will be used to decrease equity gaps in retention from the primary term of enrollment to the secondary term of enrollment for Black or African American, Hispanic or Latina/o/x/e, and LGBTQ+ students. Additionally, the FCC tutoring and supplemental programs will provide a heightened focus on services for these populations. In order to expand the impact of Special Programs campuswide we will:

- Collaborate with instructional and counseling faculty from Special Programs such as PUENTE Umoja, USEAA, RAIN, to create a professional development program for the campus community on extending the principles campuswide (Umojafy and Puentefy the classroom).

The Student Equity and Success Committee (SESC) will form a workgroup to monitor and provide input on the development, implementation, and assessment/evaluation of action steps and efforts associated with the successful enrollment metric goals. The workgroup will consist of SESC members and non-SESC members as necessary. Ongoing quantitative and qualitative research and action-inquiry will be used to inform the previous mentioned efforts and compliment the student equity plan data associated with persistence from the primary term of enrollment to the secondary term.

4. TRANSFER

Population	3-year Target Outcomes
Black or African American	Qualitative: We will conduct an inquiry to examine whether Black or African/American students are experiencing disproportionate impact in transfer to a four-year institution
Hispanic or Latina/o/x/e	Quantitative: 3-year outcome: Increase the number of Hispanic or Latina/o/x/e students' transfer by 160

CURRENT PROCESS/POLICY/PRACTICE/THAT IMPEDES EQUITABLE OUTCOMES FOR THESE POPULATIONS

Current GPA criteria may impede transfer into the four-year institutions where our racially minoritized students hope to study. The college's academic renewal requirements impede the ability for students to boost their GPA before transfer. The two-year lapse, current enrollment, and GPA requirement can hold a student back from qualifying for academic renewal. Other colleges have a more liberal renewal policy, such as Long Beach City College which has a one-year lapse and 2.0 GPA requirement. We should review this policy and others that may impede transfer of racially minoritized students. Another impediment may include programs and courses in which Black or African American and Latina/o/x/e students experience significant disproportionate impact, including gatekeep courses. Although there has been discussion and consideration of equity in the development and implementation of FCC Ram Pathways, we must consistently center all pathway work (policies, processes, and structures) in equity-mindedness and antiracism.

WHAT EQUITY-MINDED PROCESS/POLICY/PRACTICE/CULTURE WOULD FACILITATE A SHIFT TO EQUITABLE OUTCOMES FOR THIS POPULATION?

The following considerations and actions will assist the college in facilitating a campuswide shift toward equitable outcomes for racially minoritized and marginalized students:

- Conduct analysis of leading indicators including Oral Communication, English Writing, Critical Thinking, and Quantitative Reasoning (golden four) and their influence on transfer.
- Conduct equity-minded inquiry into completion rates of the "golden four" within the first two semesters of enrollment.
- FCC Ram Pathways framework and Ram Pathways Teams
- Improve promotion and visibility of HBCU outreach and transfer resources
- AB 705 math and English placement is low for Black or African American and Latina/o/x/e, and starting lower is directly tied to lower completion rates. These are factors that influence dismal transfer outcomes for these populations.
- Conduct equity-minded Inquiry into how the college can use guided pathways/Ram Pathways efforts as an institutional framework to redress transfer equity gaps for Black and Latina/o/x/e students.
- Conduct equity-minded inquiry into programs and courses in which Black or African American and Latina/o/x/e students experience significant disproportionate impact and create opportunities for professional development and learning resulting in improvement plans.
- Through the Ram Pathway framework, develop a holistic "all hands-on deck approach" focused on lagging indicators to influence transfer rates as a leading indicator.

ACTION STEPS

The Office of Institutional Research, Planning and Effectiveness and the Office of Student Equity and Success will collaborate and engage in a deeper analysis of "golden four" course taking patterns and outcomes, specifically an analysis of leading indicators ("golden four") and their influence (likelihood and duration/time) on transfer.

Findings will be used to inform a larger conversation with Ram Pathways Teams, "golden four" faculty, and administrators to create an equity-minded, student-centered, comprehensive, and holistic approach (via FCC Ram Pathway framework) to increase transfer for Black or African American and Hispanic or Latina/o/x/e students by focusing on leading indicators of the "golden four."

The SESC will form a workgroup to monitor and provide input on the development, implementation, and assessment/evaluation of action steps and efforts associated with the successful enrollment metric goals. The workgroup will consist of SESC members and non-SESC members as necessary. Ongoing quantitative and qualitative research and action-inquiry will be used to inform the previous mentioned efforts and compliment the student equity plan data associated with transfer.

5. COMPLETION

Population	3-year Target Outcomes
Asian (Male)	Increase the number of Asian male students' completion by 10
Hispanic or Latino (Male)	Increase the number of Hispanic or Latino male students' completion by 39

CURRENT PROCESS/POLICY/PRACTICE/CULTURE THAT IMPEDES EQUITABLE OUTCOMES FOR THESE POPULATIONS

Currently, the college does not have a comprehensive, consistent approach to looking at completion outcomes as defined by the Chancellor's Office and Student Success Metrics, or an improvement plan to redress completion metric inequities. An external impediment that directly impacts this metric and our equity planning efforts in general, is the inability to disaggregate Asian male students by Southeast Asian based on the data provided by the Chancellor's Office. Access to these data is essential given the large Southeast Asian community we serve.

WHAT EQUITY-MINDED PROCESS/POLICY/PRACTICE/CULTURE WOULD FACILITATE A SHIFT TO EQUITABLE OUTCOMES FOR THIS POPULATION?

The following considerations and actions will assist the college in facilitating a campuswide shift toward equitable outcomes for racially minoritized and marginalized students:

- Include leading indicators as a primary approach to address completion.
- Deliberate and collaborative work leveraging an equity-minded and holistic FCC Ram Pathways–this should include the student journey from outreach – matriculation – completion
- Potentially explore leading indicator dashboards including each equity metric for completion.
- Through the Guided Pathways framework, implement an equity-minded, student-centered, and holistic “all hands-on deck” approach to decreasing equity gaps in completion for Asian and Latino/x males.

ACTION STEPS

The below list includes some action steps will be used to redress equity gaps in completion:

- Conduct a degree completion/audit campaign and disaggregate outcomes by race/ethnicity and gender.
- Research and inquiry into the number of x amount of units take in x amount of time, and degree/certificate completion.
- Through the Ram Pathway framework, develop a holistic “all hands-on deck approach” focused on lagging indicators to influence completion as a leading indicator.

The SESC will form a workgroup to monitor and provide input on the development, implementation, and assessment/evaluation of action steps and efforts associated with the successful enrollment metric goals. The workgroup will consist of SESC members and non-SESC members as necessary. Ongoing quantitative and qualitative research and action-inquiry will be used to inform the previous mentioned efforts and compliment the student equity plan data associated with completion.

SUMMARY OF ASSESSMENT AND EVALUATION PLAN

As a part of equity planning, the Institutional Research, Planning and Effectiveness Office will evaluate progress towards achieving Equity Plan goals and eliminating racial equity gaps. The results of evaluations will be used to better understand and improve the experiences and outcomes of our students, especially our racially minoritized and marginalized students. The results will be used as a vehicle for facilitating dialog and as a method of inquiry for future college decision-making and goal setting. Evaluation tools will be developed within an equity-minded framework, and evaluation tools will be designed to ensure disaggregated data is used to inform decision-making.

Each activity supporting the equity goals will be assessed using the following process:

STEP ONE: CREATE EVALUATION QUESTIONS AND DEFINING MEASURABLE OUTCOMES

Evaluation questions will be developed after considering whether the activities should be assessed through formative or summative evaluations. Formative evaluations will assess ongoing project activities to improve and strengthen their end goals and therefore will be conducted throughout the full duration of an implemented activity. Questions of formative evaluation may examine:

- Participant needs
- Participant levels of understanding of the activity and its importance

Summative evaluations will assess the effects and success of activities in reaching stated goals and therefore will take place after the completion of the activities. Questions of summative evaluation may examine:

- If the activities worked well for the participants
- If the features of the activity and context appeared to influence the participants

STEP TWO: DEVELOP AN EVALUATION DESIGN

The evaluation design will include selecting participants and data collection instruments. Data collection will include quantitative and qualitative methods. Quantitative methods may include surveys or questionnaires with closed-ended questions, self-checklists, and rating scales. Qualitative data collection methods may include interviews, focus groups, and observations. Data collection instruments will be created or adapted based on the data collection methods selected for each activity.

STEP THREE: COLLECT DATA

Data collection instruments, allocated time, designated space and appropriate staff to collect data will be determined depending on available resources and evaluation design.

STEP FOUR: ANALYZE AND INTERPRET THE DATA

Quantitative data will be analyzed using descriptive and inferential statistics. Qualitative data will be analyzed using transcribing and checking, coding, and theming techniques.

STEP FIVE: REPORT AND PRESENT THE RESULTS AND FINDINGS

The results and findings of the data analyses will be presented to interested audiences and considered for future decision-making and goal setting.

2022-2025 PROJECTED RESOURCES BUDGETED

Category	2022-2023	2023-2024	2024-2025	Category Totals
Academic Salaries	3,584,889.03	3,775,188.18	3,775,188.18	11,135,265.39
Classified & Other Non-Academic Salaries	2,376,903.93	2,503,078.77	2,503,078.77	7,383,061.47
Employee Benefits	1,655,954.42	1,743,858.60	1,743,858.60	5,143,671.62
Other Operating Expenses & Services	38,125.95	40,149.81	40,149.81	118,425.58
Capital Outlay	414,414.84	436,413.51	436,413.51	1,287,241.87
Other Outgo	37,662.84	39,662.12	39,662.12	116,987.07
Annual Totals	8,107,951.00	8,538,351.00	8,538,351.00	25,184,653.00
3-Year Projected Totals				\$25,184,653.00

Note: The figures above are projected values.

Point of Contact

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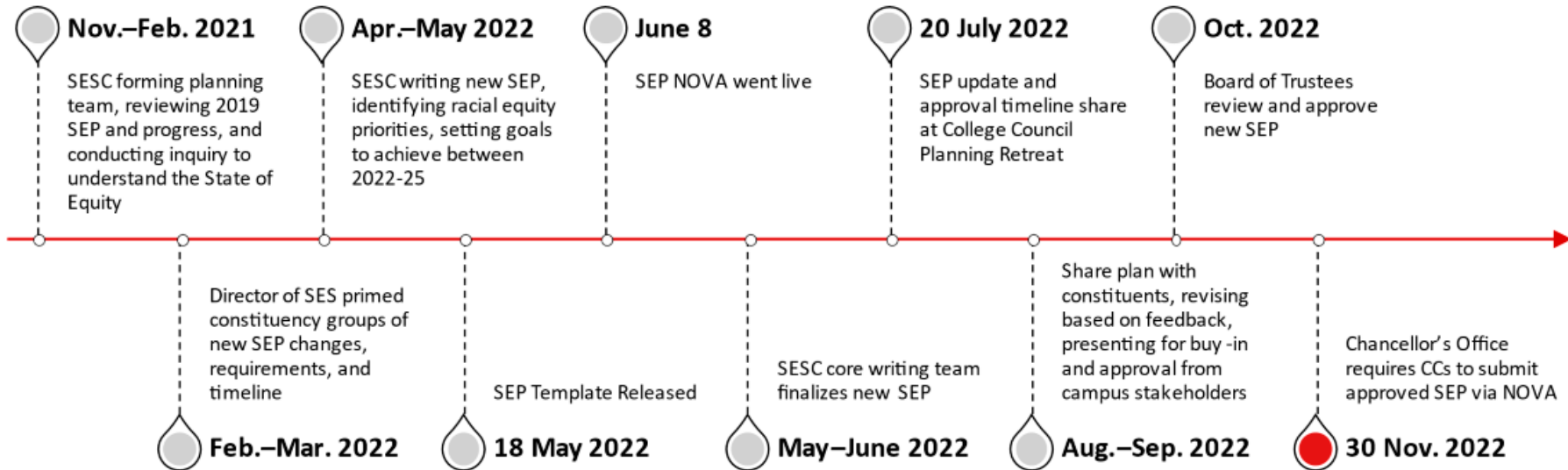
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APPENDIX A
2022-2025 Student Equity Plan Development Timeline

2022-25 Equity Plan Inquiry and Development Timeline



Partnership with and support from
 CCHALES Student Equity Plan Institute

SEP = 2022-25 Student Equity Plan
 SESC = Student Equity & Success Committee

APPENDIX B

2022-2025 Analysis of Disproportionate Impact

	All Students					Male Students					Female Students				
	Successful Enrollment	Transfer Level Math & English Completion	Persistence: First Primary Term to Secondary Term	Transfer	Completion	Successful Enrollment	Transfer Level Math & English Completion	Persistence: First Primary Term to Secondary Term	Transfer	Completion	Successful Enrollment	Transfer Level Math & English Completion	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Gender															
Female	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO
Male	NO	YES	YES	YES	YES	NO	YES	YES	YES	YES	NO	NO	NO	NO	NO
Non-Binary	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Multiple Values Reported	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Race/Ethnicity															
American Indian or Alaska Native	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Asian	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	NO	NO	NO	NO
Black or African American	NO	YES	YES	NO	YES	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO
Filipino	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Hispanic or Latinx	NO	YES	NO	YES	NO	NO	YES	YES	YES	YES	NO	NO	NO	NO	NO
Native Hawaiian or Pacific Islander	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	YES
Two or More Races	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO
White	YES	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO
Other Equity Groups															
Perkins Economically Disadvantaged	N/A	NO	NO	YES	YES	NO	NO	NO	YES	YES	NO	NO	NO	NO	NO
Students Who Received Disability Services	N/A	YES	NO	YES	YES	NO	YES	NO	YES	NO	NO	NO	NO	NO	NO
First Generation	N/A	YES	NO	NO	NO	NO	YES	YES	NO	NO	NO	NO	NO	NO	NO
Foster Youth	N/A	YES	YES	YES	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES
LGBT	N/A	YES	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Veteran	N/A	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO