

Cerritos College
2019-2022 Student Equity Plan
Executive Summary

PLANNING PROCESS

The 2019-2022 Student Equity Plan is guided by the Cerritos College commitment to prioritize and remove barriers for our disproportionately impacted (DI) students, particularly those racial and ethnic populations with the most disparities and challenges. Toward that end, the Student Equity Committee, which is a shared governance committee, led an extensive review process with all constituent groups to be reflective and intentional about our plan of action for the next 3 years.

In fall 2019, the Student Equity Committee formed subcommittees to review past activities, analyze data, align goals across the campus, review resource allocations, and evaluate the effectiveness of the current campus approach. In March 2019, an Inaugural Student Equity Retreat with over 50 participants was held to review data and identify areas that need to be strengthened in order to effectively address student equity. Through this process, themes and activities were identified to serve as a guide for the development of our current student equity goals. In addition, the shared governance committees that were engaged in basic skills, student equity, and student success and support programs (SSSP) converged multiple times throughout the year to discuss equity activities and how to best align them with the needs of our students.

Thereafter, the Student Equity subcommittee formed a writing team that met weekly to draft an initial Student Equity Plan. On May 10, 2019, a campus forum was held to review the draft of the student equity vision, goals, and activities. Following this event, the Vice President of Student Services deployed a survey for the entire campus community to collect further feedback on the goals and solicit ideas for purposeful activities to address the achievement gaps. This survey was open from May 21 – June 15, 2019 and generated thirty-seven (37) proposals. On June 19, 2019, all proposals were reviewed by the Student Equity Committee and fourteen (14) were recommended to support with Equity Funds. Additional activities will be funded once specific interventions are identified in the fall. All shared governance groups were reconvened on June 24, 2019 to review and discuss the proposed activities and goals.

This thorough and multi-layered process allowed many stakeholders to participate in discussing the barriers that our disproportionately impacted students face as they strive to achieve their educational goals. This process has transformed campus conversations about equity. Now, collectively, the campus is dedicated to creating a culture that is intentionally focused on developing equity-minded practices to support our disproportionately impacted populations and historically disadvantaged groups. With our more intentional approach, each goal is customized so that significant gains will be made.

GOALS

Overall Population Goals

Metric	Definition	Baseline	Goal	Percent
Access: Successful enrollment at the same college	Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year.	26,786	29,786	11%
Retention: Fall to Spring	Among all students, the proportion retained fall to spring semester at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.	17,292	19,161	11%
Completion of Transfer-level Math and English	Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.	190	1,500	700%
Transfer to a 4-year institution	Among all students, the number of students who transferred to various types of four-year institutions.	1,423	1,835	29%
Attained the Vision Goal Completion Definition	Among all students, the number of students who earned a credit certificate, AA, or AS approved by the Chancellor’s Office in the selected year and was enrolled in the selected or previous year.	2,277	2,732	20%

ACCESS

Metric	Definition	Gender	Disaggregation	Baseline	Goal	Percent
Access: Successful enrollment at the same college	Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year.	Female	Foster Youth	344	354	3%
		Female	LGBT	599	672	12%
		Female	Veteran	51	66	29%
		Female	Asian	981	1236	26%
		Female	Black	1323	1625	23%
		Female	Filipino	495	592	20%
		Female	Native American	58	60	3%
		Female	Pacific Islander	69	74	7%
		Female	Unknown	76	92	21%
		Female	White	1159	1248	8%
		Male	Foster Youth	205	217	6%
		Male	LGBT	403	427	6%
		Male	Asian	914	995	9%
		Male	Black	1002	1040	4%
		Male	Filipino	428	475	11%
		Male	Native American	46	48	4%

RETENTION

Metric	Definition	Gender	Disaggregation	Baseline	Goal	Percent
Retention: Fall to Spring	Among all students, the proportion retained fall to spring semester at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.	Female	LGBT	241	252	5%
		Female	Veteran	88	99	13%
		Female	Asian	402	502	25%
		Female	Black	519	526	1%
		Female	Filipino	213	232	9%
		Female	Pacific Islander	31	32	3%
		Female	Unknown	92	137	49%
		Female	White	587	714	22%
		Male	Foster Youth	115	133	16%
		Male	Asian	393	405	3%
		Male	Black	402	443	10%
		Male	Mixed race	131	140	7%
		Male	Pacific Islander	30	33	10%
		Male	Unknown	120	142	18%
		Male	White	780	811	4%

COMPLETION

Metric	Definition	Gender	Disaggregation	Baseline	Goal	Percent
Completion of Transfer-level Math and English	Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.	Female	Disabled	1	4	300%
		Female	First Generation	40	60	50%
		Female	Foster Youth	2	3	50%
		Female	LGBT	2	4	100%
		Female	Black	1	6	500%
		Female	Latino	49	71	45%
		Male	Disabled	2	4	100%
		Male	First Generation	38	59	55%
		Male	LGBT	1	2	100%
		Male	Black	2	6	200%
		Male	Latino	52	74	42%

*Results with baselines equal to zero were removed since percent increases can't be calculated from zero. Categories removed for this reason include veteran, Native American, Pacific Islander, and Unknown females; and foster youth, veteran, Native American, Pacific Islander, and Unknown males.

TRANSFER

Metric	Definition	Gender	Disaggregation	Baseline	Goal	Percent
Transfer to a four-year institution	Among all students, the number of students who transferred to various types of four-year institutions.	Female	Disabled	41	50	22%
		Female	First Generation	462	480	4%
		Female	LGBT	18	21	17%
		Female	Black	21	24	14%
		Female	Latino	245	251	2%
		Male	Disabled	28	48	71%
		Male	Economically Disadvantaged	481	523	9%
		Male	First Generation	278	360	29%
		Male	LGBT	9	13	44%
				Male	Latino	158

*Results with baselines equal to zero were removed since percent increases can't be calculated from zero. Categories removed for this reason include Native American and Pacific Islander females; and Pacific Islander males.

VISION GOAL COMPLETION

Metric	Definition	Gender	Disaggregation	Baseline	Goal	Percent
Attained the Vision Goal Completion Definition	Among all students, the number of students who earned a credit certificate or AA or AS in the selected year approved by the Chancellor's Office and was enrolled in the selected or previous year.	Female	Foster Youth	30	32	7%
		Female	LGBT	33	36	9%
		Female	Asian	65	83	28%
		Female	Native American	2	5	150%
		Male	First Generation	499	567	14%
		Male	Foster Youth	8	20	150%
		Male	LGBT	10	24	140%
		Male	Asian	47	70	49%
		Male	Black	52	74	42%
		Male	Latino	622	759	22%
		Male	Native American	2	5	150%
				Male	Unknown	18

ACTIVITIES

Targeted Outreach, Enrollment, and Onboarding

The district will develop and implement targeted outreach and recruitment activities for disproportionately impacted groups. We will identify strategies to address the challenges and barriers disproportionately impacted populations experience as they transition to Cerritos College. We will scale our outreach efforts by creating a centralized Welcome Center to coordinate our outreach efforts. The district will work with our K-12 partners to tailor outreach and enrollment efforts for DI groups. The district will also increase the number of in-person Orientations, review and streamline processes that create barriers to enrollment, coordinate welcome activities, and incorporate families and community-based organizations in new student transition activities. The district will also create a new student transition communication plan focused on creating intentional messaging to meet the myriad of needs for our DI populations. We will assess and increase staffing levels to ensure these activities occur.

Related Metrics:

- Overall: Enrolled in the same community college
- Female Foster Youth: Enrolled in the same community college
- Female LGBT: Enrolled in the same community college
- Female Veteran: Enrolled in the same community college
- Female Asian: Enrolled in the same community college
- Female Black: Enrolled in the same community college
- Female Filipino: Enrolled in the same community college
- Female Native American: Enrolled in the same community college
- Female Pacific Islander: Enrolled in the same community college
- Female Unknown: Enrolled in the same community college
- Female White: Enrolled in the same community college
- Male Foster Youth: Enrolled in the same community college
- Male LGBT: Enrolled in the same community college
- Male Asian: Enrolled in the same community college
- Male Black: Enrolled in the same community college
- Male Filipino: Enrolled in the same community college
- Male Native American: Enrolled in the same community college

Retention & Persistence Support

The district will provide at-risk populations with programming & support grounded in student development theory intended to create a strong sense of community, academic and personal development opportunities, and dedicated counseling support. Our activities will include but not be limited to the Project HOPE Revitalization project, LINC Foster Youth Ambassadors, support for programs such as LGBTQIA+, APIDA, UnDocu, Puente, and Umoja. We will create & implement an Early Alert Program. Effective tutoring practices, to include embedded tutors, will be focused on DI specific groups to increase Math & English completion rates. We will also explore and develop mentoring programs (peer, faculty, etc.) to support student success. The district will also centralize basic needs support for students who are economically disadvantaged and experiencing homelessness and/or food insecurity.

Related Metrics:

- Overall: Completed both transfer-level math and English within the district in the first year
- Female Disabled: Completed both transfer-level math and English within the district in the first year
- Female First Generation: Completed both transfer-level math and English within the district in the first year
- Female Foster Youth: Completed both transfer-level math and English within the district in the first year
- Female LGBT: Completed both transfer-level math and English within the district in the first year

Related Metrics (Retention & Persistence Support cont.):

- Female Veteran: Completed both transfer-level math and English within the district in the first year
- Female Black: Completed both transfer-level math and English within the district in the first year
- Female Latino: Completed both transfer-level math and English within the district in the first year
- Female Native American: Completed both transfer-level math and English within the district in the first year
- Female Pacific Islander: Completed both transfer-level math and English within the district in the first year
- Female Unknown: Completed both transfer-level math and English within the district in the first year
- Male Disabled: Completed both transfer-level math and English within the district in the first year
- Male First Generation: Completed both transfer-level math and English within the district in the first year
- Male Foster Youth: Completed both transfer-level math and English within the district in the first year
- Male LGBT: Completed both transfer-level math and English within the district in the first year
- Male Veteran: Completed both transfer-level math and English within the district in the first year
- Male Black: Completed both transfer-level math and English within the district in the first year
- Male Latino: Completed both transfer-level math and English within the district in the first year
- Male Native American: Completed both transfer-level math and English within the district in the first year
- Male Pacific Islander: Completed both transfer-level math and English within the district in the first year
- Male Unknown: Completed both transfer-level math and English within the district in the first year
- Overall: Retained from fall to spring at the same college
- Female LGBT: Retained from fall to spring at the same college
- Female Veteran: Retained from fall to spring at the same college
- Female Asian: Retained from fall to spring at the same college
- Female Black: Retained from fall to spring at the same college
- Female Filipino: Retained from fall to spring at the same college
- Female Pacific Islander: Retained from fall to spring at the same college
- Female Unknown: Retained from fall to spring at the same college
- Female White: Retained from fall to spring at the same college
- Male Foster Youth: Retained from fall to spring at the same college
- Male Asian: Retained from fall to spring at the same college
- Male Black: Retained from fall to spring at the same college
- Male Mixed race: Retained from fall to spring at the same college
- Male Pacific Islander: Retained from fall to spring at the same college
- Male Unknown: Retained from fall to spring at the same college
- Male White: Retained from fall to spring at the same college

Increasing Transfer Rates

The district will establish a Transfer Academy focused on creating a community of students planning to transfer. This will include completing comprehensive educational plans within a student's first semester, coordinating campus visits, conducting workshops, and providing support to students as they progress towards their stated goals. The Transfer Center will also host a myriad of programs such as a College Signing Day, First Generation Day, Transfer Fair and Transfer Conference. The district will also create marketing & outreach brochures to target DI groups.

Related Metrics:

- Overall: Transferred to a four-year institution
- Female Disabled: Transferred to a four-year institution
- Female First Generation: Transferred to a four-year institution
- Female LGBT: Transferred to a four-year institution

Related Metrics (Increasing Transfer Rates cont.):

- Female Black: Transferred to a four-year institution
- Female Latino: Transferred to a four-year institution
- Female Native American: Transferred to a four-year institution
- Female Pacific Islander: Transferred to a four-year institution
- Male Disabled: Transferred to a four-year institution
- Male Economically Disadvantaged: Transferred to a four-year institution
- Male First Generation: Transferred to a four-year institution
- Male LGBT: Transferred to a four-year institution
- Male Latino: Transferred to a four-year institution
- Male Pacific Islander: Transferred to a four-year institution

Inquiry, Data & Technology

The district will focus on research and data to inform, guide, and support the efforts related to student equity. These activities include identifying key momentum points for students and developing and publishing disaggregated completion data. Research and data will assist in the district's ongoing learning and understanding of the retention patterns both overall and in the disproportionately impacted populations. In order to support the campus inquiry needs, levels of access to relevant campus software will be looked in to in order to expand access to those who are able to generate reports and gather student data. The district will develop a culture of inquiry by improving campus access to data. The district will utilize technology to make processes more effective and student friendly, improve communication with students, and centralize resources. The CSSE will be administered on a regular basis.

Related Metrics:

- Overall: Enrolled in the Same Community College
- Overall: Attained the Vision Goal Completion
- Overall: Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall: Transferred to a Four-Year Institution
- Overall: Retained from Fall to Spring at the Same College

Professional Development

The district is dedicated to increasing the number of faculty, staff, and managers who participate in at least 5 hours of equity-focused professional development. In order to support this goal, activities will include but not be limited to: designing and implementing EDI Speaker Series, culturally responsive training, launch a campus EDI Book Club, develop a comprehensive EDI professional development plan, and establish teams to participate in workshops and institutes. The district will also partner with the CTX to develop an EDI curriculum for new & continuing faculty.

Related Metrics:

- Overall: Enrolled in the Same Community College
- Overall: Attained the Vision Goal Completion
- Overall: Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall: Transferred to a Four-Year Institution
- Overall: Retained from Fall to Spring at the Same College

Personnel

The district will focus on strengthening the staffing to support student equity. A manager will be hired to lead the campus efforts to close the achievement gap for disproportionately impacted populations. The Student Equity manager will serve as the co-chair to the Student Equity Committee and help foster collaboration and engagement from all divisions/areas across campus. The district will hire two Retention Specialists dedicated to utilizing predictive analytics to proactively

address obstacles that students encounter. These positions will serve a central role in the development of an early alert program. These positions will also provide direct referrals for students to access programs dedicated to targeted populations. A research analyst will also be funded in order to support the district’s ongoing research and data needs related to Student Equity. This position will serve as fundamental in the inquiry-related activities designed to facilitate the understanding of our data and the retention and persistence research.

Related Metrics:

- Overall: Enrolled in the Same Community College
- Overall: Attained the Vision Goal Completion
- Overall: Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall: Transferred to a Four-Year Institution
- Overall: Retained from Fall to Spring at the Same College

ACCOUNTING OF FUNDS

According to past expenditures, the majority of funding increasingly went to personnel. Personnel expenditures were used to support additional services for those populations identified as at-risk such as Umoja, Puente, Project HOPE, Veterans, DSP&S, EOPS, CalWORKs, Native American, LGBTQIA+, Latinx, and foster youth programs. Emphasis was placed on direct services to students and, as a priority, activities such as individual student and classroom embedded tutoring was expanded. In addition, funds were allocated to hire support staff assigned specifically to equity programs and activities across the campus. Professional development training was also supported with topics addressing culturally responsive teaching and equity-minded practices.

A brief summary of Student Equity expenditures by object code is listed below:

Summary of 2015-2018 Student Equity Expenditures			
1000 (FT Academic Compensation)	266,408.00	497,556.00	573,366.00
2000 (Classified/Conf./Hourly Compensation)	107,9131.00	1,230,438.00	1,143,952.00
3000 (Benefits)	220,433.00	374,371.00	433,245.00
4000 (Supplies)	102,984.00	91,991.00	98,037.00
5000 (Professional Services, Fees, & Operating Costs)	217,990.23	209,851.00	138,633.00
6000 (Development and Improvements)	48,332.00	72,539.00	39,993.00
7000 (Other operating costs)	186,103.00	39,375.00	29,937.00
Total	2,617,524.00	2,516,121.00	2,457,163.00

ASSESSMENT OF PREVIOUS GOALS

Goal	Progress/Activities
Access: Successful Enrollment	Completed efforts to identify target populations, provided professional development for faculty and staff to serve the target population; Identified pathways to college; Collected high school outreach surveys; Created informational brochures intended for target populations.
Retention: Fall to Spring	Increased student academic support services to include embedded tutoring, extended hours, DI population programming; Conducted professional development workshops/institutes for faculty and staff related to equity-minded practices; Hired staff to focus on equity & retention efforts.
Transfer to 4-Year Institution	Coordinated transfer awareness activities such as the Annual Mega College Fair, Signing Day, campus visits, workshops, etc.; Increased number of counselors in Transfer Center; Created the Culturally Responsive Teaching and Learning Program to support professional development for faculty.
Completion to Transfer Level Math & English	Early adopter of AB705; Implemented Multiple Measures Assessment Project (MMAP); Increased the number of embedded tutors supporting DI populations; Established the Faculty Interest Group to develop equity-sensitive curriculum in English and math.
Attained Vision Earned Certificate Completion	Significant progress made with marketing and outreach specifically related to Cerritos Complete (Promise Program); Successfully collected data on barriers to student success; Created a retention dashboard, and implemented automated communication strategies.

COLLEGE CONTACT

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