2022-2025 STUDENT EQUITY PLAN EXECUTIVE SUMMARY

November 2022

2022-2025 Student Equity Plan
Executive Summary

Citrus College, a Hispanic-Serving Institution, provides innovative educational opportunities and student support services that lead to the successful completion of degrees, certificates, and transfer. The College embraces equity and accountability through measurable learning outcomes, ethical data-driven decisions, and student achievement.

Citrus College makes a distinction between equality and equity and is committed to ensuring the tenets of equity are meaningfully woven into institutional plans, procedures, and policies. The College strives to provide educational equity by creating a supportive culture where each student can fully develop their potential, which includes structuring learning environments to promote full academic engagement of students as well as providing disproportionately impacted (DI) students with additional support and opportunities they may need to achieve success and complete their educational goals.

Increasing student success and completion is the primary goal of the College's 2021-2026 Strategic Plan. Diversity and equity are prominent among the focus areas of the strategic plan and, together with specific activities, are mapped to the 19 measurable objectives emphasizing enrollment, course completion, persistence, degree and certificate completion, transfer, and closing achievement gaps. The College has an Annual Implementation Plan for Strategic Plan objectives and strategies which are assessed and reported to the Board of Trustees twice annually. This additional layer of accountability will engage the College community in monitoring the success of strategies outlined in the 2022-2025 Equity Plan.

The 2022-2025 Student Equity plan was developed by faculty, staff, students, supervisors, and managers with a race-conscious goal and intentional braiding of institutional plans and funding. Input from faculty across all divisions on instructional support strategies for the DI student populations was collected, and collegewide input was gathered through a forum. The College will also be integrating DEIA+ and student equity efforts as evident throughout the student equity plan. The College defines diversity, equity, and inclusion as follows:

- Diversity refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences. Socially, it refers to the wide range of identities, including different ideas, perspectives, and values.
- Equity refers to the fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable

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means acknowledging and addressing historic and current structural inequalities, with respect to underserved and underrepresented populations, that advantage some and disadvantage others.

- Inclusion refers to a campus community where all members are and feel respected, supported, valued, have a sense of belonging, and are able to participate and fully achieve their potential. While diversity is essential, it is not sufficient. A college can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is vital for success.

Summary View of Disproportionately Impacted (DI) Student Groups

The California Community College Chancellor's Office utilized the Student Success Metrics (SSM) Dashboard as the source for the disproportionate impact data. The Percentage Point Gap minus one (PPG-1) methodology was implemented for assessing disproportionate impact among each of the subgroups. Table 1 provides a summary view of the disproportionately impacted student groups as identified for the 2022-2025 Student Equity Plan.

Table 1: Disproportionate Impact for 2022-25 Student Equity Plan Metrics

Subgroups	Successful Enrollment in the First Year (2020-21 baseline)	Persisted First Primary Term to Subsequent Primary Term (2019-20 baseline)	Completed Both Transfer-Level Math and English within the District in the First Year (2020-21 baseline)	Attained the Vision for Success Definition of Completion within Three Years (2017-18 baseline)	Transferred to a Four-Year Institution within Three Years (2016-17 baseline)
Ethnicity					
American Indian/Alaska Native	**Yes**	No	No	No	**Yes**
Asian	**Yes**	No	No	No	**Yes**
Black/African-American	No	No	**Yes**	**Yes**	No
Filipino	No	No	No	No	No
Hispanic or Latino/a/x	No	No	No	**Yes**	**Yes**
Native Hawaiian/ Pacific Islander	No	No	No	**Yes**	No

White Non-Hispanic	No	No	No	No	No
Two or more races	No	No	No	No	No
Special Populations					
Students with Disabilities	No	No	No	**Yes**	No
Economically Disadvantaged	No	No	No	No	No
First Generation	No	**Yes**	**Yes**	**Yes**	**Yes**
Foster Youth	No	No	No	No	No
Students Experiencing Homelessness	N/A	**Yes**	N/A	N/A	N/A
LGBTQ+	No	**Yes**	**Yes**	**Yes**	**Yes**
Veterans	No	No	No	No	No

Yes: Disproportionate impact - The subgroup was identified as disproportionately impacted (PPG < 0 and |PPG| ≥ E)
No: No disproportionate impact
N/A: Homeless information is from a newer MIS data element created in Summer 2018; data is not available at this time. Source: The data can be publicly accessed from the Chancellor's Office Launchboard: https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View.

Target Outcomes for DI Student Groups
The summary table above provides a quick view of groups that have been identified as DI for each equity metric. Per guidelines for the plan, one DI student population will be the focus for as many metrics as possible. As LGBTQ+ students are DI in Term-to-Term Persistence, Completion of Both Transfer-Level Math and English, Degree and Certificate Completion, and Transfer, they will be the focus DI student population for these four metrics. Asian students will be the DI student population of focus for Successful Enrollment. Although the plan will focus on these two DI student populations, efforts will be made to eliminate equity gaps for all DI student populations that have been identified.

Measurable target outcomes have been developed for the two DI student populations of focus. Table 2 provides the outcome rate for each DI group, all cohorts student outcome rate, and the number of students who must be successfully impacted in order to incrementally reach the stated outcomes in the three years of the plan.

Table 2. Target Outcomes

Metric	DI Population	DI Pop. Outcome Rate	All Cohort Students Outcome Rate	Minimum # of Students Needed to Close Equity Gap	Target Outcomes Increase By...
Successful Enrollment	Asian students	25%	37%	60 additional students	Yr 1: 4% (19 students) Yr 2: 4% (19 students) Yr 3: 5% (23 students)
Term-to-Term Persistence	LGBTQ+ students	60%	73%	16 additional students	Yr 1: 4% (5 students) Yr 2: 4% (5 students) Yr 3: 5% (6 students)
Completion of Both Transfer-Level Math and English	LGBTQ+ students	18%	25%	9 additional students	Yr 1: 3% (4 students) Yr 2: 3% (4 students) Yr 3: 4% (5 students)
Vision for Success Completion (Degree/Cert Completion)	LGBTQ+ students	10%	18%	8 additional students	Yr 1: 2% (2 students) Yr 2: 3% (3 students) Yr 3: 3% (3 students)
Transfer	LGBTQ+ students	6%	26%	7 additional students	Yr 1: 5% (2 students) Yr 2: 5% (2 students) Yr 3: 10% (3 students)

Initiatives to Achieve Student Equity Goals

The College has three strategic goals for the student equity plan to transform current processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College. Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis. A plan will be developed to make all disaggregated metric data accessible and understandable with guidelines to approach the data through an equity lens. DI student and employee focus groups will be collaboratively conducted to aid in the creation of intentional and targeted resources and relevant professional development.

The College views the work to eliminate achievement gaps as dynamic and envisions continuous improvement and refinement. The College acknowledges that modifications and additions to the strategies may be made as needs shift. Table 3 provides a brief outline of the planned initiatives to achieve the student equity goals. Additional details on each initiative and the areas collaborating on the initiatives are described in the full student equity plan.

Table 3: Initiatives to Achieve Student Equity Goals

Metric	Initiatives
Successful Enrollment	1. Develop a plan to make disaggregated college applicant and enrollment data accessible and understandable with guidelines for approaching data with an equity lens. 2. Analyze data to initiate enhancements to K-12 partnerships and dual enrollment marketing efforts for enrolling in the college. 3. Review and edit the college website with current Asian students as critical contributors to help identify needs. 4. Improve communication with targeted messages, resources, services, and outreach. 5. Create professional development based on employee and Asian student focus groups.
Term-to-Term Persistence	1. Develop a plan to make disaggregated term-to-term persistence data accessible and understandable with guidelines for approaching data with an equity lens. 2. Assess college software for preferred name fields and implement a comprehensive system for updating preferred name. 3. Develop Pride Center student programming and services. 4. Assess needs of LGBTQ+ students to enhance classroom engagement and facilitate a supportive environment. 5. Create professional development focusing on communities of care, high-impact practices, anti-racist and inclusive syllabi, and how to recognize and eliminate implicit bias.
Completion of Both Transfer-Level Math and English	1. Develop a plan to communicate disaggregated math and English completion data and progress on reducing equity gaps with guidelines for approaching data with an equity lens. 2. Explore methods to celebrate LGBTQ+ student successes and to provide encouraging and supportive communications to foster LGBTQ+ student progress. 3. Clarify math and English placement through website improvements such as program maps and communications tailored to LGBTQ+ students. 4. Assess LGBTQ+ students' needs to enhance instructional and tutoring support. 5. Develop curriculum equity reviews to include culturally relevant pedagogy and an equity faculty cohort learning model.
Vision for Success Completion (Degree/Cert. Completion)	1. Develop a plan to make disaggregated completion data accessible and understandable with guidelines for approaching the data with an equity lens. 2. Incorporate data coaches to all the Career and Academic Pathway (CAP) Success Teams to guide the teams in analysis of data and equity gaps. 3. Explore methods to prompt and allow students to update their gender designation at least once a term. 4. Implement the four pillars of the Guided Pathways framework with LGBTQ+ student input to clarify and enter the path through the development of a career-related podcast series and staying on the path and ensuring learning by creating experiential learning opportunities in the CAPs. 5. Investigate professional development for online education best practices as well as peer-to-peer and faculty-to-faculty mentorships to provide support for LGBTQ+ students. 6. Establish a Lavender Graduation to commemorate completion.

Transfer to a Four-Year Institution	1. Develop a plan to make disaggregated transfer data accessible and understandable with guidelines for approaching the data with an equity lens. 2. Perform data inquiry to assess where LGBTQ+ students are transferring and what resources are available at the transfer institutions. 3. Introduce LGBTQ+ student-focused programming for transfer workshops and the College's annual Transfer Conference. 4. Gather input from LGBTQ+ students to create a transfer guide. 5. Conduct employee focus groups to assess necessary support for faculty and staff engagement in transfer efforts.

Resources Budgeted for Student Equity Initiatives

SEAP funds will be maximized to ensure integration with categorical, equity-related programs, and the normal operations of the College. Activities detailed in the 2022-2025 Student Equity Plan as well as continuing activities from the past student equity plan including the Black Scholars program, Men of Color Conference, and embedded tutoring are incorporated in the 2022-2023 budget as displayed in Table 4.

Table 4: Projected Resources Budgeted for Student Equity Initiatives

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2022-2023 SEA Program Budget		
Object Code	**Category/Description**	**Allocation**
1000	Counseling Faculty	$582,024
	Counseling Adjuncts	$618,867
	Counseling Noncredit	$80,520
	Academic Personnel	$74,691
	Math Embedded Tutoring Lab Supervisors	$30,710
	Total Academic Salaries	**$1,386,813**
2000	Counseling Staff	$204,763
	Institutional Personnel	$887,866
	Temporary Personnel	$284,402
	STEM Center Personnel	$189,911
	Learning Center Embedded Tutors	$89,950
	Total Classified Salaries	**$1,656,892**
3000	Counseling and Academic Personnel	$419,073
	Classified Personnel	$950,950
	Total Benefits	**$1,370,024**
4000	Black Scholars Program Supplies	$40,353
	Men of Color Conference Supplies	$11,816
	Total Supplies	**$52,169**
5000	Counseling Contracts	$35,113
	Conferences	$5,000
	Professional Development Consultants	$25,000
	Experiential Learning	$5,000
	Total Contractual	**$70,113**
	Total Expenditures	**$4,536,011**

Assessment of the Progress in Achieving the Identified Goals From the 2019-2022 Student Equity Plan

The 2019-2022 Student Equity Plan outlined goals (Table 5) with specific activities (Table 6) for each of the five metrics. Following Table 6, an assessment of progress for each of the metric goals is provided.

Table 5: 2019-2022 Student Equity Plan Baseline Data and Goals

Equity Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
Access: Successful Enrollment Overall rate for 2017-18: **43%**	**Female x subgroup** • Female x Asian: **39%** • Female x Black/African-American: **35%** • Female x Filipino: **37%** • Female x Native Hawaiian/ Pacific Islander: **30%** • Female x Some other race: **31%** • Female x White: **38%** • Female x Foster Youth: **38%** • Female x LGBTQ: **38%** **Male x subgroup** • Male x Native Hawaiian/ Pacific Islander: **30%** • Male x Some other race: **26%** • Male x Foster Youth: **28%** • Male x LGBTQ: **37%**	# of students needed to reach goal of **1%** for DI populations: **Female x subgroup** • **22** Female x Asian • **15** Female x Black/African-American • **8** Female x Filipino • **1** Female x Native Hawaiian/Pacific Islander • **1** Female x Some other race • **36** Female x White • **6** Female x Foster Youth • **12** Female x LGBTQ **Male x subgroup** • **1** Male x Native Hawaiian/ Pacific Islander • **1** Male x Some other race • **5** Male x Foster Youth • **7** Male x LGBTQ
Retention: Fall to Spring Overall rate for 2017-18: **70%**	**Female x subgroup** • Female x Black/African-American: **59%** • Female x Foster Youth: **57%** • Female x LGBTQ: **63%** **Male x subgroup** • Male x Black/African-American: **60%** • Male x White: **66%** • Male x Foster Youth: **56%**	# of students needed to reach goal of **1%** for DI populations: **Female x subgroup** • **2** Female x Black/African-American • **1** Female x Foster Youth • **2** Female x LGBTQ **Male x subgroup** • **3** Male x Black/ African-American • **10** Male x White • **1** Male x Foster Youth
	Female x subgroup	# of students needed to reach goal of **2%** for DI populations: **Female x subgroup**

Completion of Both Transfer-Level Math and English (2017-2018) Overall rate for 2017-18: **10%**	• Female x Disabled: **3%** • Female x Black/African-American: **0%** **Male x subgroup** • Male x Disabled: **4%** • Male x Black/African-American: **2%** • Male x Hispanic/Latino: **8%** • Male x Foster Youth **0%**	• **1** Female x Disabled • **1** Female x Black/ African-American **Male x subgroup** • **1** Male x Disabled • **2** Male x Black/ African-American • **19** Male x Hispanic/Latino • **1** Male x Foster Youth
Attained the Vision Goal Completion (Degree/Cert. Completion) Overall volume for 2017-18: **1,832**	**Female x subgroup** • Female x Black/African-American: **30** • Female x Native Hawaiian/Pacific Islander: **0** • Female x Some other race: **1** • Female x LGBTQ: **16** **Male x subgroup** • Male x Black/African-American: **20** • Male x Native Hawaiian/Pacific Islander: **1** • Male x Some other race: **2** • Male x Foster Youth: **2** • Male x LGBTQ: **15**	# of students needed to reach goal of **2%** for DI populations: **Female x subgroup** • **1** Female x Black/ African-American • **1** Female x Native Hawaiian/Pacific Islander • **1** Female x Some other race • **1** Female x LGBTQ **Male x subgroup** • **1** Male x Black/ African-American • **1** Male x Native Hawaiian/Pacific Islander • **1** Male x Some other race • **1** Male x Foster Youth • **1** Male x LGBTQ
Transfer to a Four-Year Institution Overall volume for 2016-17: **1,468**	**Female x subgroup** • Female x American Indian/Alaska Native: **0** • Female x Disabled: **47** • Female x More than one race: **15** • Female x LGBTQ: **11** **Male x subgroup** • Male x Disabled: **31** • Male x Native Hawaiian/Pacific Islander: **0** • Male x Foster Youth: **3**	# of students needed to reach goal of **2%** for DI populations: **Female x subgroup** • **1** Female x American Indian/Alaska Native • **1** Female x Disabled • **1** Female x More than one race • **1** Female x LGBTQ **Male x subgroup** • **1** Male x Disabled • **1** Male x Native Hawaiian/Pacific Islander • **1** Male x Foster Youth

Table 6: 2019-2022 Student Equity Plan Activities to Achieve Student Equity Goals

Metric	Planned Activities
Access: Successful Enrollment	1. Call students who have applied but have not registered for classes after the third week of the term, prioritized by DI student populations. 2. Implement the CCC MyPath website that allows students to continue onboarding activities after submitting their application. 3. Send lists of recent applicants who expressed an interest in specific programs to those programs for all DI populations. 4. Send email and text reminders to DI students to register. 5. Survey applicants who did not enroll in classes to identify solutions to complete the onboarding process for each of the DI populations.
Retention: Fall to Spring	**Professional Development:** 1. Offer at least four workshops to faculty and staff focused on strategies for working with a diverse student and employee population. 2. Offer professional development focused on effective student-centered teaching strategies including culturally responsive pedagogy and universal design for learning (UDL). 3. Offer ally training to increase awareness of the LGBTQ community. 4. Host an annual series of equity conversations to increase faculty and staff awareness of and competence in working with students in disproportionately impacted groups. **Curriculum:** 1. Identify models of exemplary pedagogy and make recommendations to the Faculty Learning Institute and Institute for Completion for professional development. 2. Expand course offerings in Ethnic Studies and Multiculturalism Studies. 3. Add new courses including "Introduction to LGBTQ Studies," to the ADT in Social Justice Studies. 4. Schedule courses for the ADT in Social Justice Studies and ADTs focused on ethnic studies. 5. Provide a series of off-campus experiential learning modules aligned with Guided Pathways Career Academic Pathways for DI group students. **Campus Climate/Cultural Awareness Campaigns** 1. Create group/club-specific workshops dedicated to increasing awareness of group-specific resources. 2. Provide leadership retreats for faculty advisors and student club leaders. 3. Host social justice and diversity week. 4. Feature books, articles and works of art that address social-identity group awareness in the library. **Student Support** 1. Provide on-going guidance to first-time, full-time students participating in "I Will Complete College" (IWCC) and the Citrus College Promise Program. 2. Provide targeted Financial Aid outreach to Foster Youth. 3. Provide student emergency aid with targeted outreach to Black/African American females and males and Foster Youth females and males. 4. Create a Black Scholars Program with counseling services, faculty mentorships, and community involvement to provide support for Black/African American males and females.

	5. Develop annual events such as a Men of Color Conference by students, faculty, staff, and administrators to build community, provide mentorship and support to the college's male students of color, particularly Black/African American males.
Completion of Both Transfer-Level Math and English	1. Continue to implement and monitor AB 705 curricular changes and support students with embedded tutors and study sessions. 2. Support AB 705 community of practice (COP) groups. 3. Faculty participate in strategic professional development. 4. Encourage DI group students to take English and math courses in their first year. 5. Review math and English courses throughput data, disaggregated by DI groups, following each term.
Attained the Vision Goal Completion (Degree/Cert. Completion)	1. Offer History of African-Americans 111, 112, and Sociology 130 (Introduction to LGBTQ Studies). 2. Offer Sociology 130 at high schools interested in offering the course. 3. Provide STEM guest speakers in History of African-Americans 111, 112 and Sociology 130 and provide counselor visits to inform students about services. 4. Offer ally training to increase awareness of the LGBTQ community. 5. Identify and disseminate additional research-based strategies appropriate for DI group.
Transfer to a Four-Year Institution	1. Increase fast-track evening and online degree program offerings. 2. Develop and offer a series of financial aid workshops. 3. Create transfer activities with a focus on UC as an attainable transfer goal and include information about UC programs for admission and financial aid. 4. Expand university college tours in California. 5. Offer a Transfer Conference for Citrus College students with targeted outreach to Foster Kinship Education and Resources Program (FKERP) and Disabled Students Program and Services (DSPS). 6. Increase the offerings of Transfer 101 presentations in classrooms, student clubs, and the FKERP and DSPS. 7. Increase awareness about the benefits of earning an ADT. 8. Host an informational booth at the Student Resource Fairs to ensure students are aware of the resources available in the CTC.

Data from the Chancellor's Office Student Success Metrics (SSM) Dashboard was utilized to assess progress on closing equity gaps for DI student populations from the 2019-2022 Student Equity Plan. As depicted in the legend and tables below, DI student populations highlighted in green indicate progress was achieved. Some progress was attained for DI student populations in all five metrics, with the most numbers of DI student populations with progress observed in the Completion of Both Transfer-Level Math and English and Degree and Certificate Completion metrics. In addition, progress was observed for Black/African American females in four of the metrics.

Legend

   	Instances of Disproportionate Impact
   	Progress made
NA	Data is not available at this time

Access Metric

The enrollment rate of Black/African American females increased by 9% in 2021 compared to 2018. The enrollment rate of Filipino females increased by 14% in 2021 versus 2018 with varying rates in the years between. Both increases in enrollment rates exceed the goal of 1% delineated in Table 5.

Student DI Groups	Rate			
	2018	**2019**	**2020**	**2021**
Overall	33%	36%	38%	37%
Asian Females	29%	35%	30%	18%
Black/African American females	23%	23%	31%	32%
Filipino females	18%	29%	14%	32%
Foster youth males	NA	NA	NA	NA
Foster youth females	NA	NA	NA	NA
LGBTQ+ females	NA	NA	NA	NA
LGBTQ+ males	NA	NA	NA	NA

Retention Metric

The retention rates of Black/African American females and Black/African American males increased by 5% and 16%, respectively, in 2020 compared to 2018. The increases in retention rates surpass the 1% goal outlined in Table 5.

Student DI Groups	Rate		
	2018	**2019**	**2020**
Overall	74%	74%	73%
Black/African American females	54%	68%	59%
Black/African American males	57%	62%	73%
White males	74%	71%	71%
Foster youth females	72%	57%	53%
Foster youth males	68%	61%	67%
LGBTQ+ females	73%	63%	66%

Completion of Both Transfer-Level Math and English Metric

Progress on closing equity gaps was achieved for nearly all of the DI student populations in this metric. The math and English completion rates of Black/African American females increased by 11%, Hispanic males increased by 15%, males with disabilities increased by

10%, females with disabilities increased by 17%, and foster youth males increased by 50% in 2021 compared to 2018. These increases in math and English completion rates exceed the 2% goal identified in Table 5.

Student DI Groups	Rate			
	2018	**2019**	**2020**	**2021**
Overall	11%	20%	27%	25%
Black/African American females	0%	15%	17%	11%
Black/African American males	2%	10%	18%	5%
Hispanic males	8%	17%	21%	23%
Males with disabilities	7%	9%	12%	17%
Females with disabilities	5%	9%	22%	22%
Foster youth males	0%	0%	7%	50%

Degree and Certificate Completion Metric

The degree and certificate completion volumes of Black/African American females increased by 3 students, foster youth males increased by 3 students, LGBTQ+ females increased by 7 students, and LGBTQ+ males increased by 3 students in 2018 compared to 2015. The increased volumes surpass the volume goal of 1 additional student (2%) as listed in Table 5.

Student DI Groups	Volume			
	2015	**2016**	**2017**	**2018**
Overall	507	506	493	564
Black/African American females	4	7	7	7
Black/African American males	4	3	2	5
Native Hawaiian/Pacific Islander females	0	2	NA	0
Native Hawaiian/Pacific Islander males	0	0	NA	0
Foster youth males	0	0	0	3
LGBTQ+ females	NA	1	8	7
LGBTQ+ males	NA	0	2	3

Transfer to a Four-Year Institution Metric

The transfer volume of female students with disabilities increased by 11 students in 2017 compared to 2014. The increase in volume exceeds the goal of 1 additional student (2%) as outlined in Table 5.

Student DI Groups	Volume			
	2014	**2015**	**2016**	**2017**
Overall	391	397	420	385
American Indian/Alaska Native females	0	0	NA	NA
Native Hawaiian/Pacific Islander males	0	0	0	NA

Males with disabilities	7	6	8	5
Females with disabilities	5	4	11	16
Foster youth males	1	0	1	0
LGBTQ+ females	NA	NA	0	1

SEA Program Expenditures for 2018-2019, 2019-2020, and 2020-2021

Expenditures for 2018-2019, 2019-2020, and 2020-2021 year allocations are provided in the tables below. These allocations supported activities in the 2019-2022 Student Equity Plan including embedded tutoring, emergency student aid, and professional development such as conference attendance, consultants, and faculty participation in college-organized practices.

2018-2019 SEA Program Expenditures		
Object Code	**Classification**	**Total**
1000	Academic Salaries	$1,663,466
2000	Classified and Other Non-Academic Salaries	$1,412,882
3000	Employee Benefits	$1,131,415
4000	Supplies and Materials	$7,398
5000	Other Operating Expenses and Services	$61,583
6000	Capital Outlay	$81,423
7000	Other Outgo	$0
	Total 2018-2019 Expenditures	**$4,358,167**

2019-2020 SEA Program Expenditures		
Object Code	**Classification**	**Total**
1000	Academic Salaries	$1,519.823
2000	Classified and Other Non-Academic Salaries	$1,539,387
3000	Employee Benefits	$1,040,494
4000	Supplies and Materials	$2,954
5000	Other Operating Expenses and Services	$72,907
6000	Capital Outlay	$0
7000	Other Outgo	$182,602
	Total 2019-2020 Expenditures	**$4,358,167**

2020-2021 SEA Program Expenditures		
Object Code	**Classification**	**Total**
1000	Academic Salaries	$1,445,438
2000	Classified and Other Non-Academic Salaries	$1,671,989
3000	Employee Benefits	$1,191,328
4000	Supplies and Materials	$1,961
5000	Other Operating Expenses and Services	$30,053
6000	Capital Outlay	$0
7000	Other Outgo	$17,398
	Total 2020-2021 Expenditures	**$4,358,167**

For Additional Information Related to Past or Present Citrus College Student Equity Plans, Please Contact:

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