



**STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2022-25 STUDENT EQUITY PLAN**
Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022
Questions? Please contact seaprograminfo@cccoco.edu

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PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

Guidance: With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-225 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

ASSURANCES:

Help Text: Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development (2,500 character max)

Help Text: Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

First and foremost, it is of critical importance to understand that Los Angeles Southwest College is one of few higher educational institutions designated as both a Hispanic Serving Institution (HSI) and Predominantly Black Institution (PBI), largely due to the high proportion of brown and black students served, compared with other racial/ethnic groups. This racial dynamic is representative of the population of the surrounding community, located in South Los Angeles, where since the Watts and L.A. rebellions, African-American and Latinx residents have continued to experience diminished economic and educational opportunities. We have to be intentional about naming, defining, and otherwise categorizing Black (across the African diaspora and including Africans, African-Americans, Afro-Latinx, and Afro-Caribbean), and Brown (Chicano, Mexicanos, Puerto Ricans, Dominicans, Salvadorean, Guatemalan, and other Latinx cultural representations) students. Their migration experiences matter, their linguistic backgrounds matter, and their unique and dynamic strengths and challenges can be further addressed by disaggregating data beyond the misnomers of racial identity.

In addition to the student body, there are also a significant number of black and brown administrators, faculty, and staff employed at LASC. While this representation is desired to facilitate student success, it also leads to false assumptions that supremacist ideas do not permeate institutional policies and practices. As a small college in a large district, LASC is not adequately funded compared with LACCD sister colleges, and structural deficits related to fiduciary restraints prevent innovative, visionary, and groundbreaking efforts to foster equitable outcomes for students. For example, we established a new committee and revamped our process of addressing equity at LASC. The intention of SEAPAC was not only to break down silos between special programs, but be more intentional in the inclusivity of instructional faculty leading student equity efforts, and mitigate controversial decisions made to limit funding to faculty-led ideas.

There are also concerns with more recent attention given to workforce/job placement as a priority seemingly over the transfer experience, and perceptions of how this potentially perpetuates lower socioeconomic mobility for black and brown students and the community at large (i.e., living wage jobs do not promote the sustenance of generational wealth). Guided Pathways efforts will converge with SEA efforts to provide clear pathways from non-credit to credit programs. The plan includes unapologetic, deliberate attempts for introductions and exposure to black and brown scholars and industry experts who will demonstrate how to leverage experiential learning, internships, and apprenticeships. Black and brown peer mentors will also be identified to assist with the transition and adjustment to undergraduate, graduate, and terminal degree attainment, cognizant of cultural expectations of black and brown students who simultaneously are expected to work and provide dependent care. Ultimately, LASC strives to exemplify why it is a world-class institution of higher learning, centering the student and community within every fiber of the college, providing enrichment, enhancement, and excellence in its instructional and service delivery.

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- Project Lead: Jamail Carter
- Alternate Project Lead: Alfred Gallegos
- Approver: Chancellor/President, Anthony Culpepper
- Approver: Chief Business Officer, Jeanette Gordon
- Approver: Chief Instructional Officer, Lawrence Bradford
- Approver: Chief Student Services Officer, Jamail Carter
- Approver: Academic Senate President, Robert Stewart
- Approver: Guided Pathways Coordinator/Lead, Darren Cifarelli

Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Help Text: Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

There were a number of projects and activities initiated campus-wide to support student equity for disproportionately impacted student groups throughout 2019-2022. The objective is to close gaps related to the success metrics identified and address the unique and dynamic needs of a diverse student body population. These initiatives were designed to address increased access, persistence, completion of transfer level Math and English, program completion (certificate and degree attainment), and university transfer.

The Associate Degree for Transfer Consortium consisted of various academic program support for students majoring in Child Development, English, Math, Psychology, Sociology/Social Justice Studies, and Theatre. Faculty worked alongside the Career and Transfer Centers to host workshops identifying clear pathways to graduation and transfer, along with faculty advising to support career exploration. The ADT Consortium sponsored several student events, inviting guest speakers to present on the most innovative research in each discipline as well as trends in leveraging the degree for entrepreneurial opportunities. Professional development was supported for faculty to attend conferences to not only remain relevant in the field, but to push the boundaries of ground-breaking theoretical applications to bring lived experiences into the classroom, elevating culturally sustainable pedagogy and andragogy to pique students' interest and spark their passion and desire to learn. Funding was also made available to support the provision of textbooks, laptops, and other course materials necessary for active student engagement.

There were also efforts made by the Associated Student Organization to foster student leadership and engagement, and promote active student life on campus. In preparation for the newly constructed Student Union, the ASO purchased technology and equipment to empower student leaders to communicate through new media sources, like podcasts, to deliver messaging and updates regarding the campus. This investment in adequate resources boosts retention rates and allows for the successful recruitment of ASO membership and officers, further contributing to the pipeline of students graduating and transferring to four-year universities where they have an increased sense of belonging and higher levels of confidence in their academic ability and leadership skills.

The Cultural Heritage and Arts team was instrumental in providing culturally enriching activities ranging from monthly celebrations of ethnicity through the arts, literature, and sciences during Black History Month, Hispanic Heritage Month, Women's History Month, Native American Heritage Month, and Asian American and Pacific Islander Heritage Month.

The Dream Resource Center was critical in addressing the needs of undocumented students, providing a safe space for learning, provision of legal representation, and information regarding scholarships and DACA application assistance. The DRC also provided meals and book vouchers to eligible students.

DSPS advocates for students to receive ADA accommodations to support classroom instruction. They assist students with securing assistive technology, provide a quiet, less distracting space for exams, and also provide other resources to support students with a range of different abilities, including learning differences and physical limitations.

The English and Math Labs along with the Student Success Center provide much needed academic support with embedded tutors and supplemental instruction to complement faculty lectures. Tutors are trained each year, and travel to conferences for the most updated strategies to provide peer support. There is also software needed to keep record of activity and generate data to explain the impact of the added layer of support. AB705 and subsequent AB 1705 policies have differential effects on black and brown students transitioning from our feeder schools.

Noncredit Pathways provided additional counseling for students to understand how to better navigate and leverage resources to move from non-credit to credit coursework.

The Office of Outreach & Recruitment worked with our Public Information Officer to re-brand and market the college, elevating our name and becoming more visible within the surrounding area at local feeder schools and community events. They also hired student workers for an intense call center campaign to reach out to students who applied but did not register, students who were registered part-time, and those students who were close to completing their degree to ensure they were aware of the process to petition to graduate and finish strong!

The Promise Program provided recent high school graduates with textbooks and other course materials, including laptops and other stipends to incentivize their consistent progress towards retention. This program also sends their staff to local conferences to stay current on policies surrounding Promise Grants and eligibility requirements, along with strategies to market and promote the program with local feeder schools.

The Puente and Umoja Programs provide race-conscious programming to increase success centered in pedagogies and service delivery highlighting Latinx and Afrocentric scholars and researchers in higher academia. The programs leverage funds to expose students to leadership conferences, university campus tours, mentorship activities, and culturally specific guidance counseling and academic advising.

The VRC also provided a food pantry, certifying services, and other resources in a safe space where service-oriented personnel and family could build community.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Help Text: How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

We are aware of the positive impact of the key initiatives due to the periodic assessment of programs required in a mid-year progress report. Staff are required to demonstrate a clear and detailed procedure to evaluate the effectiveness of the programs and activities initiated each academic year. Both quantitative and qualitative data is collected and analyzed using instruments such as pre- and post- activity surveys, testimonials, and other anecdotal evidence. There is also institutional data that continues to be disaggregated to identify where gaps still exist.

2022-25 PLANNING EFFORTS

Help Text: Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

After a review of the 2019-2022 student equity plan cycle, and a critical reflection of our processes and procedures, it is imperative that we consider significant changes to enhance our efforts for 2022-2025. As a small college in a multi-campus district, we are hyper-vigilant of our fiscal responsibility when seemingly underfunded while expected to address mandates to increase our capacity to serve. We would benefit from an addition of data teams/coaches to intentionally track SEA metrics, and support them with software and perpetual training to deeply analyze the data collected. We should engage in frequent inquiry to critique our efforts, identifying strengths and challenges, and practices we keep, scale up, or toss altogether. We should be inclusive of our CTE and Strong Workforce Development Programs to respond to metrics regarding employment and earnings, as we are aware that success is not only graduation and transfer, but also workforce preparation and placement. We realize that much of our funding, activities, and efforts are situated in Student Services, and we strive to be more inclusive of Academic Affairs. We would benefit from targeted workshops to develop faculty in the area of creating sustainable learning communities and designing co-curricular activities that align with designated pathways that are culturally relevant, sensitive, and sustaining. We may rely more heavily on developing peer mentors, providing them resources and tools through training exercises to serve as more than tutors, but campus ambassadors to assist with navigating time management, study skills, financial literacy, and the transfer experience. We can provide some standardized assessments based on SEA metrics, program review, and other integrated planning processes on campus. We must engage in evidence-based decision making to optimize our funding, minimize redundancy and duplication of efforts, break down silos and allow a smooth transmission of information and resources, and celebrate our milestone achievements so that we acknowledge the exemplary work all are committed to in closing opportunity gaps. There is room for a discussion to include hiring a grant-writer, clerical support, and other technical assistance to maximize efforts to produce equitable outcomes. There is space to consider our institutional culture and climate, and the impact of critical departures, perpetual changes in leadership, and the resulting lower morale and disengagement that consequently occurs. We must entertain courageous conversations about our capacity to recruit and retain equity-minded employees who commit to this work on a long-term basis. We must cultivate courageous leadership, and engage in calculated risk-taking, valuing our efforts as long-term investments with high rates of return. Deficit-thinking permeates our culture and minimizes our capacity to innovate and spark productive and necessary change. There are always assumptions made about our dedication to equitable outcomes, as we are a unique institution situated in an area where the overall population is black and brown, and also largely representative in the student body and across the ranks of all staff. What this reveals is how supremacist ideas and systemic discriminatory practices are deeply entrenched in the policies and procedures, irrespective of our personal, academic, and professional goals.

PANDEMIC ACKNOWLEDGEMENT

Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The pandemic had drastic effects on some of the 2019-2022 equity efforts. Due to the public health orders to stay at home, the whole campus shifted to remote work for a period of time in 2020. Campus closed for at least two weeks, and we took an early Spring Break to plan for remote teaching and learning and service provision. All attention turned to student and professional development related to utilizing technology, like Canvas, Zoom, and Cranium Cafe. There were also significant efforts to get courses approved to teach in a distance education format through the local curriculum process, triggering state approval for the offering of online-only degrees. Due to stay at home orders travel was also delayed, if not interrupted completely. There were an abundance of virtual webinars and conferences of much lesser costs, if not free of charge. The ability to retain student workers was challenging, as issues of differential access related to the digital divide were revealed. There was no ability to host on campus events that were originally planned. Our service area experienced high case rates, low vaccination rates, and may have also been negatively impacted by Board Policy 2900, requiring testing and proof of immunization record to be loaded to a third party website. Vaccination hesitancy was not fully acknowledged amongst a population that understandably has been negatively impacted by disparities in health care and provision.

Link to Executive Summary

Help Text: Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

<https://www.lasc.edu/Documents/2019-2022-Student-Equity-Plan-Executive-Summary.pdf>

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing “all students” and instead use population- and identity-specific language).

Note you may also use the “other” field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Help Text: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

Student Population* for Metric Workflow	Metrics				
	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Outcome Rate) B AM; H; B AM M; H M; B AM F; H F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Male)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (Female)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Black or African American Male)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Black or African American Female)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Hispanic Male)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (Hispanic Female)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (First-Generation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Populations detailed in [Education Code 78220](#)

Metric: Successful Enrollment

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Analysis of the local data (Year = 2021) reveals that students identifying as “More than one race” (N = 233, need 20 students to close gap of 8.4%) experience the most significant disproportionate impact on this metric. While students indicating more than one race show disproportionate impact, our male and female students (Black/African American and Hispanic) show low out come rates (between 16.7% and 26.1%).

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you’d like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase output for male students (n = 18%) by 7% and female students (n = 18.4%) by 6.6%
Year 2 (2023-24)	Increase output for male students (n = 18%) by 12% and female students (n = 18.4%) by 11.6%
Year 3 (2024-25)	Increase output for male students (n = 18%) by 22% and female students (n = 18.4%) by 21.6%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

While multi-ethnic students have been identified as being disproportionately impacted on campus, the majority of our student population is disproportionately impacted on a statewide and national level. Thus, the recommended action steps below are designed to assist both multi-ethnic students specifically and the broader campus population simultaneously. SEPAC funds and initiatives are already aligned with—and can be used to support—the Strategic Education Master Plan and Strategic Planning Committee goals, the Guided Pathways Work Group and the IDEA Task force recommendations to have annual summit meetings around key student experience areas, including Onboarding, to provide a forum for all-campus input and collaboration to implement the structural changes below. Key areas crucial to successful enrollment are Recruitment and Onboarding.

Recruitment and Enrollment: While there are processes and plans in place to conduct outreach and recruitment activities through the Office of Outreach and Recruitment, that area does not have dedicated funding and thus has to rely on soft funds and tentative collaborative relationships with other areas for funding. Their outstanding efforts to date have resulted in LASC having the highest enrollment growth relative to pre-pandemic levels, but the lack of consistent and reliable funding has hindered their ability to enact a cohesive recruitment and outreach program.

Onboarding: Although there are existing areas on campus that do serve the objectives of an Onboarding program, they are inconsistent across the campus and for different student populations. While providing a single onboarding experience for all students is not the goal, the various entry points for students do not all share the same characteristics. Furthermore, the onboarding experiences that are provided are not consistently applied as part of a coherent program; rather, they are disconnected. There is a need to identify what common shared experiences all students should have when entering the college, what individual experiences different student populations should have, who is responsible for providing those experiences, where the funding is coming from, and to what standard those areas should be held accountable during their non-instructional program review evaluation. Furthermore, the college is currently without a dedicated Public Information Officer. One key role of that position is to facilitate student communication.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Communication Plan: Implement the Guided Pathways Committee’s Communication Plan— inclusive of the first- and second-year Canvas Modules to be sent to students prior to their first and second years with interactive activities designed to self-complete a personalized needs assessment and connect students with specific contact persons in the areas that provide the needed support.

Career Exploration Opportunities: In order to establish specific goals and outcomes for students and to secure their commitment to achieving those goals, provide students with an opportunity to explore career pathways *prior* to their first semester.

Welcome & Retention Center: These centers’ roles and responsibilities are currently undefined within a Guided Pathways framework and are awaiting appropriate funding. The Welcome Center could facilitate, coordinate, and provide oversight to student-to-student outreach, phone banking, and other outreach and retention efforts and support for new students while the Retention Center could do the same for returning and continuing students.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The following steps are planned to move the college toward ideal practices:

Coordinated Onboarding: Establish an Onboarding Committee or Work Group to address the above concerns, make recommendations from a college-wide perspective, and ensure that a forum for collaboration among the areas identified below occurs on a regular basis.

First and Second Year Program: Using existing practices in Promise, Puentes and Umoja programs—as well as the former Freshman Year Experience (FYE) program—to bring best first year practices to scale. Work with Transfer Committee, Career Center, Career and Technical Education, NACES, and to develop a comprehensive Second Year Program modeled similar to FYE to prepare students for transfer or to enter the workforce successfully.

CAP Teams: Establish, provide, define, and implement funding, training, resources, best practices, and measurable outcomes for CAP Teams to engage with students from the beginning to the end of their academic journeys.

Student Engagement: In collaboration with the Associated Students Organization (ASO), establish a schedule of additional regular activities and events beyond those provided by the CAP Teams for students to engage with one another by networking, socializing, and building community.

Cohort-Based Scheduling: Develop models for cohort-based scheduling using the existing learning community-style pilots in programs such as Promise, Umoja, and Puentes that include unavoidable workshops, wrap-around activities, and other supports which address students' needs.

Family Engagement: For all appropriate campus events, workshops, and activities, include opportunities for family and other caregivers to participate, such as the Promise Program's Family Day.

Communication Plan: Hire PIO. Work with PIO (or designee) and marketing consultants to implement, refine and assess Guided Pathways' Communication Plan.

Career Exploration Opportunities: Re-establish the Career Center with the goal of developing career exploration materials and activities for entering students, as well as career planning modules designed to be embedded strategically at key touch points into first and/or second year courses so that students have an opportunity to explore their chosen careers and majors in more depth, and to refine their employability and transferability.

Welcome & Retention Center: Define goals and provide adequate funding for the Welcome Center and the Retention Center so that they can both support the college's outreach, recruitment and retention efforts by providing and supervising Peer Guides and Peer Mentors as well as conduct retention and enrollment efforts such as phone banking, early enrollment incentives, and enrollment workshops.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Comprehensive efforts to address existing and known friction points require cross-committee and -area collaboration, and fundamental redesign requires effective strategies to implement large-scale change. Therefore, professional development, technical assistance, supporting data, regulatory action, and pilots that address change and collaboration as well as best practice models in any of the areas listed above would assist the college in attaining the ideal structure.

A comprehensive and integrated plan involving the elements listed below is needed to strengthen the college's efforts to successfully enroll student applicants from the DI group as well as those from the wider college population. The following areas should be addressed in collaboration with the Strategic Education Master Plan and Enrollment Management Plan and in alignment with the recommendations from the Guided Pathways Work Groups and IDEA Taskforce.

Coordinated Onboarding: Establish an Onboarding Committee or Work Group to include all stakeholders in the onboarding process in order to facilitate integrated planning in order to create a collaborative, effective, timely, personalized onboarding process for all students which would connect them to existing resources on campus that would benefit them specifically. The Onboarding Committee would provide ongoing assessment and accountability for participating areas, ensuring that they receive the necessary support and funding to be effective, and providing a forum for discussion and collaboration to reduce the duplication of efforts. Designate an onboarding process lead such as the Welcome Center to coordinate these efforts among the various areas involved.

First and Second Year Program: Develop a more comprehensive first- (and second-) year program, much like a learning community for each of the college's pathways, so that new and existing support services and wrap-around activities that create a sense of belonging, inclusiveness, and connection can be embedded unavoidably into pathways.

CAP Teams: Purposefully introduce students to Career and Academic Pathways (CAP) Teams who will provide personal, professional, and academic support tailored to students' individual needs. CAP Teams include at minimum both adjunct and full time faculty, Counselors, student peer guides, industry representatives, Career Counselors, and Administrators.

Student Engagement: Provide opportunities for student-to-student support and guidance. Collect feedback from students to continuously improve at meeting students' changing needs more effectively.

Cohort-Based Scheduling: Employ a cohort-based scheduling approach so that courses are offered in "blocks" and intentionally make use of gaps between courses to schedule workshops and other extra-curricular activities that would support equitable outcomes and build a stronger sense of community.

Family Engagement: Engage parents, guardians, and families in onboarding-related activities to activate student support and home by hosting and promoting family and caregiver activities throughout the year.

Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Analysis of local data (Year = 2021) does not reveal equity gaps for any primary or secondary population subgroups on this metric. Nonetheless, the outcome rate for Black or African American (N = 219) and Hispanic (N = 233) students is 13.4% and 14.4%, respectively. The outcome rate for Black or African American male students (N = 75) is 14.7% and for Hispanic male students (N = 83) the outcome rate is 15.7%; the outcome rate for Black or African American female students (N = 143) is 15.4% and for Hispanic female students (N = 150) the outcome rate is 12.7%.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase output for male students (n = 15.6%) by 4.4% and female students (n = 13.3%) by 6.7%
Year 2 (2023-24)	Increase output for male students (n = 15.6%) by 9.4% and female students (n = 13.3%) by 11.7%
Year 3 (2024-25)	Increase output for male students (n = 15.6%) by 14.4% and female students (n = 13.3%) by 16.7%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Both academic and non-academic barriers negatively impact student success and equity in Math and English completion rates (as well as those rates in other disciplines).

While not specifically a college process, AB 705 and AB 1705 have restricted the ability of Math and English Departments to offer non-optional support for less-prepared students in those disciplines, and efforts to encourage students to participate in optional support programs (supplemental instruction, tutoring, etc.) has not resulted in the students who would most benefit from the support services accessing them.

Furthermore, the college has not yet fully established cohort-based scheduling models for its career and academic pathways, which means that cross-disciplinary collaboration is hindered as is access to optional support due to scheduling difficulties.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

The following practices would increase the successful completion of transfer-level Math and English courses. Because each of these areas are interrelated, it is recommended that a steering committee or task force be formed to facilitate the collaboration of individual areas and to unite academic and non-academic support.

Learning Communities: Establishing cohort-based CAP learning communities, especially for first year students but also for all students, would enable optional support services and beneficial workshops to be scheduled at more convenient and accessible times for students, thus in some cases reducing the number and cost of such activities and making them more accessible if scheduled during specified times between required courses.

Defined Pathways with Embedded Supports: Intrusive scheduling of support services in such a way as described above would make them more unavoidable and convenient for students to access, and those embedded supports should be placed strategically based on student needs. A pathway analysis that identified gatekeeper courses or courses with low pass rates would help to identify where supports for students should be placed in order to optimize their effectiveness. In addition, such a pathways analysis—as recommended by the Enrollment Management Committee—would also identify milestones and gatekeeper courses beyond those already identified as Math and English general education courses and enable similar supports to be embedded into CAPs throughout the student journey.

Math Lab and English Writing Center: Currently, the Math Lab is open with limited funding and the English Writing Center is closed. Both of these areas, when open for a significant number of hours and accessible, have proven to increase student success significantly. However, after the passage of AB 705, the college lost the ability to require lab attendance, so the use of the services decreased, resulting in the closure of the English Writing Center and reduced funding to the Math Lab. These areas can provide crucial personalized support to students enrolled in transfer-level Math and English courses and should receive additional funding with a recommendation to redesign them to better serve students needs beyond that provided by the Student Success Center.

Supplemental Instruction / Embedded Tutoring: The SI / Embedded Tutoring program provides students with embedded support and personalized tutoring per class section as an additional layer of personalized academic support beyond general tutoring. This funding should be continued

Student Success Center: The Student Success Center also offers general tutoring in Math and English as well as other disciplines. It has proved to be invaluable as an academic and non-academic resource when it has funding adequate to support workshops on student success skills. This funding should be continued and increased so that workshops can expand and continue and accessibility can be optimal through the Penji app.

CAP Teams / Peer-to-Peer Support / Student Engagement Liaison: As mentioned previously, CAP Teams would provide students with access to personalized academic and non-academic support, and CAP Teams could make customized referrals to students in need while building a sense of belonging and community. Outside-the-classroom support that included Counselors and Student Peer Guides would strengthen classroom faculty's ability to intervene with struggling students and connect them with the help they need.

Early Alert: Classroom faculty would also benefit from a functioning Early Alert system that

Collaborate with IDEA Task Force: Formalize inclusion of IDEA Task Force and its recommendations into the SEAPAC Steering Committee.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The following steps should be taken to realize the ideal structure for transfer-level Math and English completion:

Learning Communities: Collaborate with the Strategic Planning Committee, SEAPAC, GP, Enrollment Management to schedule summit meetings around cohort-based scheduling to obtain buy-in and review best practices in developing CAP Pathways as learning communities like those existing in programs such as the Promise or Punte Programs.

Defined Pathways with Embedded Supports: As part of the summit above, include identification of friction points and prioritize intentional, intrusive, unavoidable embedded support resources.

Student Success Center / Math Lab / English Writing Center/ Supplemental Instruction / Embedded Tutoring: Continue and expand funding for these key academic support areas. Form a task force to facilitate collaboration among the areas and included non-academic support areas to develop a collaborative holistic program of support.

CAP Teams / Peer-to-Peer Support / Student Engagement Liaison: Provide support, recommendations, and funding to implement CAP Team support in order to increase retention, persistence, belonging, and community.

Early Alert: Continue work group for re-implementing the Early Alert system so that it can be monitored effectively. Consider designating either the Welcome Center or Retention Center as lead area for monitoring Early Alert. Provide faculty with professional development in using the system.

Collaborate with IDEA Task Force: Include IDEA Task Force as a standing agenda item on monthly SEAPAC committee meetings to provide oversight on initiatives' alignment with task force recommendations.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

Professional development for faculty and administration in the areas of cohort-based scheduling, embedded support, CAP Teams, and Early Alert, as well as data that identifies college-specific friction points would support the implementation of the above redesign initiatives.

Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Los Angeles Southwest College is the only institution within the California Community College system to hold the distinction of being both a Predominantly Black Institution (PBI) and a Hispanic Serving Institution (HSI) with the U.S. Department of Education.

The college has a strong understanding of the student population served within our service area and a commitment to offering a world-class educational environment that will demonstrate the enrollment, retention, and success of all our students toward both their short-term and long-term educational goals.

Analysis of the local data for the year 2020 revealed that male students (N = 402) experience the most significant disproportionate impact on this metric needing 43 students to close the gap of 10.6%. Black or African American Male students (N = 162), a population subgroup, also experience significant disproportionate impact on this metric needing 26 students to close the gap of 15.6%.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase output for male students (n = 43%) by 15% and female students (n = 53.8%) by 4.2%
Year 2 (2023-24)	Increase output for male students (n = 43%) by 17% and female students (n = 53.8%) by 6.2%
Year 3 (2024-25)	Increase output for male students (n = 43%) by 22% and female students (n = 53.8%) by 11.2%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those

structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

In reviewing the data and looking honestly at the processes, policies, practices, and the culture of Los Angeles Southwest College, it is clear that the college has failed to be intentional in supporting male students of color at the institution as supported by the current gap in retention. There are several institutional factors that have contributed to this data point that will now be explored in more detail.

Human Resources: The college has experienced the loss of institutional memory with recent widespread retirements and transition at numerous levels within the institution. There has been movement at the executive level within both the local college and at the district. The district's slow and at time cumbersome hiring process has stifled the hiring of key positions leaving numerous plans in flux and abandoned for months while critical positions remain vacant. This has created a culture of push and pull, along with many false starts that has prevented sustained momentum in addressing this critical equity gap in the college's retention numbers for this important student population.

Communication: There appears to be apparent roadblocks inherent in the college's communication with both internal and external stakeholders. While the college does a wonderful job in communicating messages to various groups in numerous modalities, it appears that the college's messaging is failing to resonate with various populations as indicated by the current gap in retention of Black/African American male students. Looking into the data it also reveals that many students within the population are not taking advantage, or are not aware, of the numerous services and programs being offered to students at Los Angeles Southwest College.

The lack of communicating in a way that truly resonates with Black/ African American male students seems to be creating an environment that not encouraging Black/ African American male students to continue to stay and finish their educational goals as demonstrated by current data.

While there are respectable retention numbers for other groups of students, until recently (Fall of 2022), there has not been a dedicated space identified or committed on campus to offer services to our male students of color in an effort to build community assisting them in learning how to navigate the halls of academia. Many students have had to learn to advocate on their own without historical reference or support.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

In seeing the outcomes presented and historically sustained in other populations and groups where affinity groups or special program services are offered to these students it has become both clear and paramount that Los Angeles Southwest College actively invest in resources that assist in the elimination of the gap identified in the retention of male students and the subgroup of Black/ African American male students at the institution. It is critical that Black / African American male students become engaged in campus life. Student engagement and involvement with student life have been correlated with both retention and student success outcomes.

A key tenet of sound leadership is that decisions are based on facts and data, which helps to improve the overall health of the organization. Observable, objective evidence has revealed that policies, processes, practices, and institutional culture at Los Angeles Southwest College need to urgently be reimagined to better serve Black/ African American male students.

The college and district leadership have been too overly prescriptive in many areas forgetting there are often more than one road to get to the intended destination of student success and world-class learning environments. There are some policies that have hindered student engagement and the utilization of some much needed resources that may have contributed to this gap.

Historically there has been disjointed and siloed touch points that have been interacting with Black/ African American male students at Los Angeles Southwest College. The lack of purposeful cooperation has created an atmosphere that has repelled Black/ African American male students from truly finding their voice and engaging with campus life. In an effort to strengthen the experience of Black/ African American male students at Los Angeles Southwest College, there shall now be a dedicated space identified on campus to offer services to our male students of color in an effort to build community assisting them in learning how to navigate the halls of academia.

In partnership, many of the programs and services that routinely interact with Black/ African American male students will need to come together in this space to assist in creating community: Umoja, Athletics, Tutoring, ASO, Outreach, and Counseling.

It is strongly believed that a commitment to partnership and collaboration between these programs and services in a shared space will assist Los Angeles Southwest College in eliminated the gap identified for our African American / Black male students.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The following action steps would help the college move from the current process toward our ideal:

Cross-Committee Collaboration: Work with the Strategic Planning Committee to identify on-campus partnerships and opportunities for cross-committee collaboration in order to create forums for collaboration among campus constituencies and seek braided funding opportunities to optimize expense effectiveness.

Welcome and Retention Centers: Make recommendations to Student Services for the goals and outcomes of the Welcome and Retention Centers based on those already articulated by Guided Pathways.

Human Resources: Advocate for the hiring of positions to increase the human resources to optimal levels.

Communication Plan: Support the implementation of the Guided Pathways Communication Plan.

CAP Teams: Support the funding and development of CAP Success Teams.

Early Alert: Finalize process and staffing needs—as well as the ownership area—to operationalize the Early Alert program.

Collaborate with IDEA Task Force: Work closely with the IDEA Task Force to infuse the campus with IDEA recommendations.

Note that numerous interventions proposed above for success in transfer-level math and English courses as well as for completion will also support retention; therefore, neither should be seen as stand-alone interventions for each metric but developed and implemented in conjunction with all

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

The college would benefit from professional development workshops to facilitate collaboration across areas, initiatives, and committees as well as in implementation of the objectives listed above.

Metric: Completion

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Analysis of local data (Year = 2018) reveals that male students (N = 566) are disproportionately impacted most significantly on this metric (need 16 students to close gap of 2.7%). Hispanic male students (N = 277) also show significant disproportionate impact (need 11 students to close gap of 3.9%). Nonetheless, the outcome rates for male and female (Black/African American and Hispanic) students range from 8.7% to 9.6%.

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase output for male students (n = 6.9%) by 8.1% and female students (n = 9.6%) by 5.4%
Year 2 (2023-24)	Increase output for male students (n = 6.9%) by 13.1% and female students (n = 9.6%) by 10.4%
Year 3 (2024-25)	Increase output for male students (n = 6.9%) by 23.1% and female students (n = 9.6%) by 20.4%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other

divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other [Instruction]

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

The DI populations identified above are relatively small in number; however, completion rates on a statewide and national level for African American and Hispanic students of all genders show a disproportionate equity gap. Measures to support completion for DI male students would also support completion for all students if brought to scale.

Strengthening student guidance and support for their second (and any additional) years to assist them with planning and preparation for transfer to a university and/or entry into the workforce in addition to ongoing academic and non-academic support and financial planning would strengthen the college’s completion rates.

Expanding the Transfer Committee to include the objectives of workplace entry in addition to university transfer preparation, and to create a collaborative forum for new and existing areas that support completion—such as the Career Center, CTE, NACES, Financial Aid, and CAP Teams, among others—would address the equity gap in completion for all populations.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

Focusing on the following areas would strengthen completion rates:

Second Year Program: Much attention has been given to FYE programs as a coordinated and highly-structured program of support and guidance to assist students transitioning into community college. A similar Second Year program would assist students in transitioning to a university and/or into the workforce. Therefore, a Second Year Program should be formalized and strengthened in collaboration with the college’s existing resources, including the Career Center, the Transfer Committee, CTE, NACES, and the Financial Aid Office as well as newer resources such as CAP Teams and the Guided Pathways Communication Plan.

Transfer Committee: In collaboration with the Career Center, CTE, and NACES, the Transfer Committee should be expanded to lead an initiative to strengthen second year student support and guidance by developing a comprehensive program designed to guide students through friction points that impede completion and provide them with timely information (see Communication Plan below).

Career Planning: In the last years of the student journey, the Career Center should support students in areas pertaining to career preparation and readiness with more robust workshops in career selection, resume writing, interview preparation, and job applications.

Communication Plan: The existing Guided Pathways Communication Plan identifies communication “touch points” for second year students and a recommendation that an interactive Canvas module be developed to be sent to students prior to their second year as a single resource that collects “all you need to know for your second year” and provides links to resources and areas that support completion and transfer.

Financial Planning & Financial Aid Awareness: As one key barrier to completion is financial, students should be provided with workshops on financial planning and financial aid awareness to remove financial barriers and increase their options for transfer.

CAP Teams: CAP Teams would provide students with individualized and personalized support in all aspects of their journeys, including completion. As CAP Teams include industry representation, counselors, students, and faculty, they should serve as an additional layer of intrusive support to encourage students to access the above resources.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The following steps would increase completion for the college:

Second Year Program: Provide funding for Transfer Committee to develop materials for use in the Communication Plan. Use data to identify friction points that impede completion. Work with Strategic Planning Committee to gather campus-wide input into ideal second year programs customized for CAP cohorts, and support scheduling recommendations. Provide professional development to faculty and administration in these areas.

Transfer Committee: Expand Transfer Committee to include Career Center, CTE, NACES and any other relevant constituencies, and establish objectives to meet the needs of students so that they can successfully complete their journeys.

Communication Plan: Support the development of second year program communication by identifying and creating content for a second year resource Canvas module and identifying key touch points to support completion.

Career Planning: Develop a plan for the Career Center that includes outreach and education in areas pertaining to career preparation and readiness such as career selection, resume writing, interview preparation, and job applications..

Financial Planning & Financial Aid Awareness: Provide funding for the Financial Aid office to refine and expand outreach and education in areas pertaining to financial planning, accessing financial aid and scholarships, savings, and money management.

CAP Teams: Ensure that CAP Teams have adequate staffing and funding to personalize and individualize support for continuing students in their second year and enable them to remain connected to the resources that support them for transfer and career readiness.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

To initiate the above changes, aside from funding, the college would benefit from guidance on implementation and cross-committee and cross-area collaboration, data to identify transfer and completion friction points, and professional development activities for faculty, staff, and administration on facilitating collaboration, developing a second year program, and supporting CAP Teams.

Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Analysis of local data (Year = 2018) reveals that male students (N = 566) are disproportionately impacted most significantly on this metric (need 16 students to close gap of 2.7%). Hispanic male students (N = 277) also show significant disproportionate impact (need 11 students to close gap of 3.9%). Nonetheless, the outcome rates for male and female (Black/African American and Hispanic) students range from 8.7% to 9.6%.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase output for male students (n = 11.2%) by 6.8% and female students (n = 10.1%) by 7.9%
Year 2 (2023-24)	Increase output for male students (n = 11.2%) by 13.8% and female students (n = 10.1%) by 14.9%
Year 3 (2024-25)	Increase output for male students (n = 11.2%) by 21.8% and female students (n = 10.1%) by 22.9%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

There are several factors impacting the college's ability to produce equitable outcomes related to transfer. First, as we returned to in-person instruction in Spring 2022 participation in our transfer support programs (TRIO Scholars, TRIO STEM, Puente, Umoja, and the Transfer Center) declined. Thus, one of the college's primary goals for transfer is to recover enrollment in these programs. A critical structural barrier to achieving equitable outcomes is the budgetary constraints that prevent effective staffing for the transfer support programs. Many of the transfer support programs are offices staffed by one employee often lacking supports to provide comprehensive services for students. Considering the equity gap that exists for first-generation students, it is important for the college to invest in the transfer support programs.

Additionally, there needs to be an identified space for a fully functioning transfer center. Currently, the transfer counselor is sharing space with another program that supports K-12 partners. This space is not easily identifiable as the transfer center, and it does not support an environment for the college to host representatives from four-year colleges and universities. As more students return to campus seeking in-person services, the transfer center needs to be a space that is easily identified and provides students with the resources to address all of their transfer needs.

Another concern related to the number of students successfully transferring to four-year colleges and universities is the development of new academic programs, specifically Associate Degrees for Transfer. Creation of new curriculum and academic programs will attract more students to the college including first-generation students and Hispanic females. Without additional and diversified degree options, it is difficult to attract and recruit students to increase the transfer numbers.

Related to the development of academic programs, the college needs a review of the current academic programs to ensure Associate degrees for transfer are not in direct competition with local degrees in the same subject area. It may be beneficial to students to archive the local degrees so the Associate degrees for transfer become the only options for students eliminating possible confusion. With Guided Pathways as the organizing framework for efforts aimed at improving transfer rates, eliminating competing degrees will establish a clear pathway for students to complete Associate degrees for transfer. This will lead to an increase in completion and transfer rates.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

To improve transfer outcomes for first-generation students and Hispanic females, the college needs to invest in, and fund transfer support programs and the development of curriculum that will increase the Associate degree for transfer options. Beginning with transfer support programs, the college needs to ensure that these programs are staffed at minimum with a full-time employee, at least one intern, and trained peer mentors. This level of staffing will allow the programs to serve students using case management principles. This approach will ensure that students receive follow-up and support from onboarding through completion. With this level of support, the transfer support programs can be proactive and use intrusive counseling to assist students experiencing difficulties as they work towards completing their goals.

The college must also prioritize the transfer center as the primary resource for transfer support activities. The transfer center should be linked with the career center in a collaborative effort to demonstrate the relationship between advance degree completion and access to better career opportunities. In this joint center, there should be adequate space to host workshops and presenters from four-year college and university partners. Students should be familiar with this center as a one-stop shop for all their post Associate degree needs.

There also needs to be support for faculty to develop new transfer curriculum. The college should support an annual curriculum development institute where faculty members can review student interest data, employment trends, and legislative initiatives that will lead the development of new transfer curriculum. This will assist the college with offering relevant curriculum that will attract students and be competitive with not only other community colleges, but for-profit institutions as well.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

To begin the process of moving towards ideal transfer practices, the college must first identify the staffing and support needs of the transfer programs. There must be an analysis of the current state of these programs including staffing, funding, and space. This first step will identify and document the needs of these programs. Once these needs are documented, the college can begin to identify the resources necessary to move the programs into the ideal state. This step must include selecting and/or creating job positions and allocating funds from different sources. Once funding is identified and allocated, the transfer programs must hire appropriate staffing. Then the programs can support students using case management principles. Once staffed appropriately, collaboration among the transfer programs can be supplemented by the Transfer Center and Transfer Committee to coordinate transfer-promotions, events, and workshops.

Similarly, the college must create a process to support faculty to develop more transfer curriculum. This must include funding that allows faculty members to take time to familiarize themselves with current research discussing relevant curriculum and design programs to attract students. First, the college will identify a release time and/or pay scale that faculty will receive for completing the curriculum development process and determine the source of this funding. Next, the college will create/revise an annual timeline for curriculum development and schedule a curriculum institute. Once these steps are complete, faculty members can participate in the institute and design new curriculum based on the latest research and trends. This will result in a continued ability to offer competitive transfer degrees to students.

Note that the specific interventions noted in the section on Completion would also support transfer; thus the College should not view these two initiatives as separate: they are related outcomes and should be planned for in conjunction with each other.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

To advance to the college transfer initiatives into an ideal space, supports are needed with field guidance and implementation, data and research, and pilots and building communities of practice. Support with field guidance and implementation is needed to ensure the proposed curriculum institute to create competitive degree programs is effective. An examination of best practices would allow the faculty to create an efficient process to create an annual cycle of developing new programs and revising existing ones to ensure they are current and relevant to the degree programs at four-year colleges and universities and the job market. Support with data and research would also be critical to this process as this would be the driving force for identifying programs.

Support from pilots and building communities of practice would assist the transfer support programs in student services with designing case management approaches that would be most effective in increasing student success. The programs need to be intentional in developing strategies that will increase student participation, especially among first-generation and Hispanic female students. Again, examining best practices will serve as a guide to build communities where students are comfortable seeking services that address their specific difficulties as it relates to the transfer process.

STUDENT SUPPORT INTEGRATION SURVEY (Optional) (SSLT)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

The Guided Pathways Steering Committee, having completed its planning work and having shared recommendations to the college through the shared governance process, is being reconfigured as an implementation team that includes more representation from faculty and administrative leadership to ensure higher-level alignment. Also, Guided Pathways Committee leadership itself has joined key college committees, such as SEAPAC, Strategic Planning, Enrollment Management, and the Transfer Committee in order to add GP recommendations to the college's institutionalization plans and to enact college-wide change in a more widespread fashion through the existing college committee structure.

In that effort, GP leadership have identified the common goals, metrics, and objectives that the college's plans all share with the Vision for Success, and are in the process of aligning the efforts at institutional transformation of these (and other committees and areas) around common metrics, rather than the committee plans in isolation of one another. By including decision-makers on the implementation team and by making efforts to facilitate more cross-committee collaboration in summit-like forums, we have increased the potential for college-wide collaboration and change. Because national and statewide equity gaps affect nearly the entire population of the college, we have scaled-up our efforts to be inclusive of and beneficial to all students in an effort to shift focus away from campus-level equity disparities; however, equity is at the root of all recommendations and initiatives supported by Guided Pathways and SEAPAC.

FINANCIAL AID

FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

1. We have a dedicated staff person who is going to be provided reports of all students enrolled to compare against FAFSA's received who will reach out several times to those students who are enrolled without FAFSA's.
2. We will also utilize the texting capability that we have with our ChatBot feature to send targeted messages to students with no FAFSA records and direct them to our workshops and dedicated staff person for assistance along with taking advantage of other social media platforms to get the word out about the how to get FAFSA assistance.
3. We will be participating in more High School Financial Aid Workshops to assist students with FAFSA's.

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

1. We will proactively look at student records and text them via our Chatbox texting feature to direct them to dedicated staff for assistance with any issues that may be preventing a full Pell award; including the benefits of adding just one more class.
2. We will proactively seek out students who have lost Pell eligibility and offer them assistance in resolving any issues impeding the Pell award along with how to regain eligibility if eligibility was lost.
3. We will partner with other student services department to better education students on what is financial aid and the Pell grant.

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

- Yes
 No

Description of Additional Aid (2,500 character max)

Our campus provides other aid such as State aid to students who fill out the California Dream Act application which allows Dream Act applicants as well as FAFSA recipients equal access to California Grant aid such as Cal Grants along with the Cal Grants for Student with Dependent Children grants. We also offer the Golden State Education and Training Grant, and for our ambitious student the Student Success Completion grants (for any students with 12+ units in a given term). We offer Chafee grants for our foster youth and many of the Specially Funded Programs offer cash aid as well as book assistance. We also receive various scholarships which are awarded students with varying needs based upon the scholarship criteria for awarding.

BASIC NEEDS

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center

Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- Yes
 No

Services

Help Text: What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

The following services are available and promoted to students:

- Food distribution events where both fresh food and canned goods are distributed addressing student hunger needs
- Food Pantry where students receive both snacks and meal preparation items which also addresses student hunger needs

- Participation in monthly and weekend recruitment and retention events where food items and grocery gift cards are distributed which addresses basic food and other needs
- Free Transportation/Metro passes are made available for bus and metro rail services
- Emergency housing voucher assistance to address immediate housing needs
- Extended and supplemental housing assistance to address more long-term needs
- Rental assistance that provide supplemental housing support
- Local county-based housing resources and referrals
- Mental health and psychological counseling assistance to address temporary and long-term needs
- Safe space workshops and circles where students are free to express themselves

Participation

Help Text: How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

Assistance is provided to students who face challenges with obtaining sufficient essential and fundamental resources. Students are invited to participate in the services with a focus on intervention, emergency relief and retention. This is/will be done through various ways including the use of Canvas and other web-based tools. Students also receive information from the counselors and classroom presentations. Additional participation is encouraged via the use of flyers, post cards, tabling, newsletters, and social media.

Food Pantry

Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

LASC's Cougar Cupboard Food Pantry provides support to students who face hunger issues, while the link between being hungry and successfully achieving one's educational goals is addressed. It is not uncommon that students who are homeless and/or otherwise disenfranchised arrive to campus with food insecurities. Items that can be stored and easily prepared are a part of the food that the pantry offers as it meets the immediate hunger needs of students. This includes but not limited to items such as water, beverages, nuts, chips, canned meats, beans, cereal, cookies, jellies and crackers. Additional food items are provided that are donated in partnership with local food banks.

Furthermore, drive through and other food distribution events occur as well as food insecurities addressed during collaborative events with other programs such as the campus 'School Daze' activities. Food boxes, food bags and gift cards are provided to students with a focus on supporting student hunger issues.

The Cougar Food Pantry and food distribution events continues to make a difference by bringing people together and extending hope to those in need.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

[Resolution 17.03](#) was approved at fall 2022 ASCCC plenary, supporting using ZTC funds for an OER coordinator. Additionally, the LASC Academic Senate supported establishing an OER taskforce to start the conversation around college's ZTC plans. Also, the LASC Academic Senate supports using the ZTC fund to compensate faculty for their time working on adopting, creating, and learning about OER and ZTC.

The OER taskforce will be meeting before the end of the fall 2022 semester to plan for winter/spring 2023. As a first step, the taskforce will send a formal resolution to the Academic Senate for support in using the fund. Possible goals for the taskforce: 1) faculty survey to understand their OER knowledge and needs; 2) student survey to understand the impact of OER on student success; 3) identifying ZTC pathways. These ideas will be discussed with the taskforce once the group meets.

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

While LASC's website offers a page of resources to support LGBTQIA+ students, including links to community-based organizations, legal and educational resources, and personal support guides, and the college has supported events such as National Coming Out Day and the Say The Word event which featured a queer trans poet as guest speaker, the website resources are less campus-specific and comprehensive than they could be.

Updating and upgrading the campus webpage's resources would be a starting place for building additional equity and student support. Furthermore, the SEAPAC committee will advocate for Queer Studies and Queer Literature course options in relevant disciplines to further increase LGBTQIA+ visibility, and support the LGBTQIA+ Student Club, providing focal points for targeted resources, communication, and interventions when needed.

Ideally, LASC should offer all of the above services and expand on them as warranted by future participation in order to increase LGBTQIA+ visibility on campus. Faculty can be offered additional professional development resources in teaching strategies to include and empower LGBTQIA+ students in the classroom, and the college can support further visibility with additional high-profile events, such as Pride Day or Week.

Finally, the SEAPAC Committee will explore the financial feasibility of a more comprehensive array of resources and support programs for LGBTQIA+ students, such as a Pride Center to provide housing assistance, counseling, and transfer application assistance—and to help coordinate the visibility events described above—and a public art grant which might be used to create art installations on campus, in building hallways and other prominent locations, that celebrate the history, achievements, activism, and presence of both LGBTQIA+ and BIPOC in local, national, and global events to, again, increase visibility and representation.

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

LASC's current mental health services involves various student services related activities.

Currently, the college is in the process of going through the steps to hire a Mental Health professional who will, in addition to other duties, coordinate the college's various student mental health activities, professional development training for staff, and program operations. Presently, the services are often coordinated/overseen by the Dean of Student Services.

Mental Health services are provided by the Student Health Center, Foster Youth, Gateways Housing, and Foster Kinship programs. This includes health assessments, mental health counseling and referral services. The goal is to support and maintain optimum mental health and physical wellness for our students. Campus and program activities include but are not limited to the following: Coping Campus event(s), Mental Health Assessments, Talk It Out Tuesdays, Wellness Wednesdays and Therapeutic Thursdays. Additionally, the Foster Kinship program offers Specialty Mental Health services.

The college's Behavioral Intervention Team (BIT) is comprised of: Student Services administrators, staff, faculty, Sheriff's Department personnel, in partnership with the LASC Mental Education Team (MET), LASC Student Health Center, and Mental Health counselors. The team tracks behavioral patterns, trends, and disturbances in individuals or groups as well as provides the deployment of campus/community resources while coordinating follow up activities as needed.

Governmental and community partnering is currently or will be coordinated with agencies including Department of Mental Health, Los Angeles County Sheriff Department, Los Angeles County of Education, healthcare agencies, other colleges, domestic violence shelters, crisis prevention units and substance abuse services.

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

INSTITUTIONAL PLANNING

Ongoing Engagement

Help Text: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

Integrated Budgeting

Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

Guided Pathways leadership have advocated for the use of braided funding sources and an all-funds approach to initiatives, recommendations and structural institutional change. Through participation on the Strategic Planning Committee, GP leadership intend to re-focus the college's around common outcomes, objectives, and metrics—focal points, friction points, and milestones of the student journey—rather than separate plans in order to build the infrastructure necessary for systemic institutional change.

Furthermore, the college developed an “LASC Work Plan” last year that integrated the recommendations from all of the college's plans into a single document which with some revision can be used to identifying prioritize common goals that the plans share as well as identify potential collaborative opportunities. The Strategic Planning Committee, then, can provide a forum for cross-committee and cross-area collaboration and dialogue to occur, as well as braid multiple-source funding together to achieve common goals.

Lastly, the SEAPAC Committee previously allocated funding through an open call proposal-approval process which relied upon employees to submit proposals that were evaluated for funding based on desirability as long as they were allowable expenses under SEA guidelines. This resulted in disjointed initiatives that were not comprehensive or coordinated. The SEAPAC committee leadership, college president, and Academic Senate leadership intends to restructure the funding process into one which instead develops a comprehensive, coordinated integrated plan to address all SEA metrics by developing equity initiatives within the committee and providing an opportunity for existing shared governance committees to participate in the development of those initiatives that align with SEA goals and the committees' charges.

Student Voice

Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

As part of the Guided Pathways Committee restructure, proposals for both Student Engagement and CAP Team funding (which includes a student representative in each CAP Team) was submitted for approval for this year's funds. Those proposals are still pending approval, and each was also submitted for alternative funding by the current Guided Pathways allocation. That too is awaiting approval; however, both initiatives are designed to include the student voice in equity decision-making and in other student support initiatives.

The Student Engagement proposal reinstates the two student positions from the original Guided Pathways Steering Committee and leadership team. Those two student positions served on shared governance committees, participated on the GP steering committee and leadership team, held student forums and wellness lounges, and gathered student input to inform decision-making in all areas pertaining to equity and Guided Pathways. If approved, that work would continue and be expanded to both the Guided Pathways implementation team and SEAPAC.

The CAP Team proposal includes student representation on each CAP Team which would serve a similar function within each CAP as the Student Engagement representation would serve on the college-wide level. Student representatives on CAP Teams would provide an additional layer of CAP-specific holistic support to students in each CAP as well as gather data and feedback to inform the ongoing revision of CAP Team objectives and strategies, and identify new, unidentified areas of need for equity gap closure.

ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

Planning Resources:

- [Diversity, Equity, and Inclusion \(DEI\) Glossary of Terms](#), CCCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCCO, July 2021

Recommended Reading:

- [CCCCCO June 2020 Call to Action](#)
- [CCCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCCO Call to Action Webinar](#) (June 3, 2020)