Student Equity and Achievement Program
Plans

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LA City College - Student Equity Plan (2022-25)   CERTIFIED

Workflow: Preview

Details

Assurances

Legislation

✓ 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.

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

✓ 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.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

In all practices, LACC adheres to its Equity & Ethics Statement:

Los Angeles City College through an alliance of dedicated faculty, staff, and administrators is committed to a campus culture of respect that promotes equitable access and learning opportunities for students, engages in professional development to cultivate cultural competency, fosters cultural relativism, demonstrates anti-racist and non-discriminatory practices, exhibits principles of ethical and effective service, recognizes equity as an asset, protects the rights and freedoms of others, and values and ensures meaningful participation and inclusion of people of all identities.

Los Angeles City College is a minority-serving institution that shall seek to have faculty, staff, and administrators that reflect our community. We understand this to be a collective responsibility we owe to the communities we serve, and we are committed to taking action and holding ourselves accountable.

The LACC Student Equity Plan was developed using our participatory governance process. The Student Equity Plan workgroup is comprised of all college constituencies, including administrators, faculty, staff, and students. Once the disproportionately impacted groups were identified by the workgroup, other members that work directly with those student groups were invited to join, including members of our Race, Equity, and Social Justice (RESJ) team and Guided Pathways Committee. The approach to writing the current plan was based on lessons learned from writing previous equity plans. At each stage we focused on a "nobody-gets-left-behind" approach that centered on student empowerment, inclusion, equity, and personal development. The result was a structure that allowed for the writing of a plan that will deliver integrated solutions for our DI students through equity-minded student services and classroom practices.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Female (Hispanic, Asian)

3-year outcome: Our goal is to eliminate disproportionate impact in successful enrollment gap for the Latina (increase by 3.7 percentage points, 59 students) and Asian (increase by 5.45 percentage points, 46 students) female student groups.

Completed Transfer-Level Math & English

First Generation

3-year outcome: Our goal is to eliminate disproportionate impact for the First Generation students completing both transfer-level math and English within the district in the first year. The current gap is 2.9 percentage points which equates to 31 students.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: Our goal is to increase persistence rates for first primary term to second term by 5 percentage points for Black/African American students (an increase by 10 students)
2-year outcome: Our goal is to increase persistence rates for first primary term to second term by 5 percentage points for Black/African American students (an increase by 10 students)
3-year outcome: Our goal is to eliminate disproportionate impact for Black/African American persistence rates for first primary term to second term. The current gap is 16.4 percentage points which equates to 31 students.

Transfer

First Generation

3-year outcome: Our goal is to eliminate disproportionate impact for the First Generation students transferring to 4-year institutions. The current gap is 2.7 percentage points which equates to 18 students.

Completion

Foster Youth

3-year outcome: Our goal is to eliminate disproportionate impact in completion for Foster Youth students. The current gap is 3.5 percentage points which equates to 3 students.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Outreach and Onboarding
- First Year Experience
- English/Math Support
- Professional Development
- Completion/Transfer
- Veterans' Resources Support
- Guardian Scholars
- Umoja
- DSPS Support
- Institutional Effectiveness Research
- Tutoring Support
- Open Education Resource

Key Initiatives/Projects/Activities *

The following are initiatives, projects, and activities of LACC that support student equity:

- UMOJA - Dedicated to enhancing the cultural and educational experiences of African American and other students
- Genderversity & Multicultural Center - Promotes cultural enrichment and gender diversity while focused on closing the achievement gaps within our targeted DI student groups
- EOPS - Assists low income and educationally disadvantaged students to gain academic success
- Dream Resource Center - Advising and counseling, immigration services
- Foster Youth - Guardian Scholars and NextUp programs with one coordinator.
- TRIO/Upward Bound - Supports students from low-income and first-generation families
- First Year Experience - Educational & career guidance
- Career Center - Educates and serves all students in their career education, planning, and development
- Town Halls on equity & inclusion

- Cultural Day events
- Race Equity & Social Justice - Steering committee for college activities
- City Cares & Fresh Success - Basic needs center for all students
- Open Educational Resources - A priority for the college
- Welcome Center - A one-stop location where students can find information about programs, apply and enroll, and learn about the college.
- Guided Pathways - Guided Pathways best practices are the basis of the college's Educational and Strategic Master Plan. The college has mapped course sequences for all programs and provides the information to students in Program Mapper. In all of its planning and program review practices, LACC focuses on the four pillars of Guided Pathways.
- Marketing & Outreach - Active ongoing social media outreach campaigns spread awareness of enrollment dates, financial aid deadlines, and campus resources. We partner with ElderTree to create out-of-home advertising to spread a message of equity in our community through our "You Belong Here" campaign on billboards, buses, and Metrolink advertisement boards. Each term we engage in campus-wide "in-reach" efforts which include: (a) personalized emails sent to all enrolled students in special programs encouraging them to re-enroll for the upcoming semester; (b) phone call campaign where staff, faculty, and administrators personally reach out to students who are registered as LACC students but not enrolled for the upcoming semester and encourage them to enroll and guide them to support services; (c) hosting LAUSD seniors in a week-long City Senior Day series with tours and exposure to all the great opportunities at LACC.

Evidence of Decreased Disproportionate Impact *

With the data at hand, it is difficult to gauge whether or not the activities had a direct impact on the selected groups; thus, we can only provide anecdotal analysis on the results. Below are our observations:

Completed Both Transfer-Level Math and English Within the District in the First Year – the three demographic groups that were selected do not appear to have a disproportionate impact anymore. Attained the Vision Goal Completion Definition- eight out of nine of the selected demographic groups appear not to have a disproportionate impact.   Enrolled in the Same Community College – we don't have student level data based on the selected groups, but according to CalPass, in the past 5 years this number has ranged from 54% to 60%. Transferred to a Four-Year Institution – three out of five of the selected demographic groups don't appear to have a disproportionate impact.   Retained from Fall to Spring at the Same College - the six demographic groups that were selected do not appear to have a disproportionate impact anymore.

2022-25 Planning Efforts *

In the 2019-22 Equity Plan, the College identified 36 equity gaps across 5 metrics to address.

To assess its efforts to close these equity gaps, the College monitors and analyzes disproportionate impact (DI) data. Unfortunately, due to changes in the data methodology, the College is unable to properly analyze the gaps for the Enrolled in the Same Community College metric. For the other four metrics, analysis of DI data provided by the Chancellor's Office shows the College was able to close 18 of the 20 remaining gaps.

On the other hand, equity gaps still remain or were newly formed in a few areas. Data on the most recent year available show gaps still remain for multi-race male students in the attainment of Vision goal completion and Black or African American male students in transfers to four-year; however, these gaps are small and do not persist year-over-year. More persistent gaps remain in persistence for Black or African American students as a group and in the attainment of Vision goal completion for Foster Youth students as a group, although gaps were closed in their respective gender subgroups.

In addition to assessing equity gaps identified in the 2019-22 Equity Plan, the College used the DI data provided by the Chancellor's Office to identify new equity gaps, including those not previously known. The College thoroughly reviewed the data to identify areas of greatest need, taking into account the size and year-over-year persistence of the equity gap.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

The pandemic had a tremendous impact on how we provide services to our students. In-person services were especially impacted. As part of our special programs, for example, we offer students access to food, field trips, tutoring, meal cards, and book vouchers. With COVID restrictions, however, we were unable to continue those services.

✓ Catalyzed Work

Provide an explanation (optional)

As a result of COVID-19 everyone experienced some form of disruption, hardship, and/or loss; however, the impacts were not experienced equally.

The loss of friends and loved ones, rapid conversion to online instruction, lack of basic needs due to reduction or elimination of income, isolation, and lack of mental health resources triggered and exposed mental health issues in many of our students at an alarming rate. Amid concentrated job losses and financial insecurity, disproportionate rates of contracting and becoming seriously ill from COVID-19, and nationwide protests in response to centuries of racial injustice and anti-Black racism, the past months have exacerbated the already disparate mental health needs of many Black, Indigenous, and non-Black people of color (BIPOC). BIPOC students experienced all these traumas on top of the isolation found in social distancing and remote learning.

LACC is especially concerned that our most vulnerable students will experience "learning loss" more than others. We recognize the need to provide mental health support services in conjunction with academic support and to ensure that the services are implemented through a racial equity lens. In the Quality Focus Essay in our current Accreditation Institutional Self-Evaluation Report, LACC proposed to undertake a Mental Health and Wellness Support Initiative (MHWSI) that will enhance Racial/Ethnic Equity in student mental health through innovative screening, treatment, and counseling. The MHWS Initiative will help reduce the negative effects of mental illness experiences that are triggered by racial and other trauma, and lack of mental health resources to include counseling/treatment and will promote mental health wellness and fortitude among students.

✓ Delayed Work

Provide an explanation (optional)

The pandemic forced the College to shift abruptly to remote delivery of its instruction and services. All faculty and staff members had to adopt to a remote working environment. Although the requirements for equipment and training ultimately were satisfied, not all services were provided at the same time. Our disproportionately impacted student groups were affected, with access to technology and household obligations being significant obstacles, resulting in some students finding it difficult to prioritize their studies while working from home.

Executive Summary URL *

https://studentlaccd.sharepoint.com/sites/lacc/committees/Strategic-Planning/SitePages/Equity-Plan.aspx

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✕	✕	✓	✕	✕
Foster Youth	✕	✕	✕	✕	✓
First Generation	✕	✓	✕	✓	✕
Female (Hispanic, Asian)	✓	✕	✕	✕	✕

Successful Enrollment

Female (Hispanic, Asian)

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

LACC does not have enough targeted advertising and recruitment for Asian and Hispanic female student groups. We do not have enough support for non-traditional students (for example, bilingual students). The college is not making strong connection between these student groups and the campus community—an issue exacerbated by the pandemic. Additionally, there are child and family care responsibilities that disproportionately impact this group. This group also may lack knowledge of student support services on campus or have an awareness of the value of career pathways. Students with a language barrier have an additional friction point. Finally, there is a lack of paid apprenticeships and applied learning opportunities specifically for these student groups.

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The college currently does not have sufficient multilingual staff to support these disproportionately impacted student groups. For example, the college has only one staff member who speaks Korean.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Limited athletic/sports opportunities at the college.

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal is a campus with recognizable Asian and Hispanic female communities, including organizations with which all groups can identify, such as student clubs. Students have a location to visit, with support services in place, when they encounter challenges and difficulties mid-semester that could impact their likelihood of successfully completing a course. Staff in these areas have sufficient multilingual certifications.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

1. **Institutionalized support programs.** The 2019-2022 Equity Plan included a metric to increase our focus on the lack of support for LatinX students. With the challenges of the pandemic, efforts to develop a program were delayed. Towards the end of the equity plan cycle, the institution began the application process to establish a Puente program. Puente is a well-established organization that actively serves and promotes student success for all students through curriculum and pedagogy. Through the program, instructors and counselors learn effective methodologies for improving the academic achievement of underserved students, working collaboratively across academic disciplines, and increasing community-based support for students and staff. Through Puente we will provide three areas of service to students: teaching, counseling, and mentoring" (CCCCO Puente Project Description). The College's application has been reviewed and approved. In spring 2023, faculty and staff need to be assigned and trained. We will begin offering services to students in fall 2023.

2. **Intentional outreach.** Provide the resources and design a structure that supports the building of partnerships with community organizations, such as advertising campaigns in Asian American and Hispanic media.

3. **Student Life / Cultural events.** Work with administration, faculty, staff, and existing support services to create meaningful cultural events that provide a sense of belonging for DI students groups. Increase the number of clubs for Asian and Hispanic female communities. Increased options for athletic/sports team participation.

4. **Increased awareness and access to student services.** Increased marketing and provide more information to students about existing support services, especially as students encounter challenges and difficulties with courses in mid-semester. Expand multilingual certifications for staff.

5. **Actionable data.** Create a system and structure to able to identify friction points, and monitor and respond to equity gaps in a timely manner.

Action

Action Steps *

To move from the current status to our ideal, LACC will implement the following action steps:

- **Puente Program:** Assign and train faculty and staff to begin supporting students in fall 2023; ensure funding is in place
- **Intentional outreach.** Strategic onboarding of female (Hispanic, Asian) students; build partnerships with community organizations that lead to increased enrollment of female (Hispanic, Asian) students. Ad campaigns in Asian American and Hispanic media, as well as Asian and LatinX institutes and organizations in the community.
- **In-reach.** Connect with female (Hispanic, Asian) students through enrollment events and calls
- **Promote student services.** Expand awareness of existing student support programs and resources including the Child Development Center, Honors Program, CalWorks, EOPS, Dream Resource Center, TRIO/Upward Bound, First Year Experience, City Cares & Fresh Success. Increase tutoring and mentorship opportunities.
- **Student Life / Cultural events.** Continue providing students with experiences and engagement to promote a culture of belonging; focus on heritage and increasing female (Hispanic, Asian) participation through targeted career events with guest speakers and employers. Promote cultural events in high schools, community, and local service area, such as churches and youth centers. Increase number of athletic/sports opportunities.
- **Increase access in student services.** Work with the District to develop formal bilingual certification process for staff.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completed Transfer-Level Math & English

First Generation

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Following AB 705 mandate, currently, there are limited numbers of pre-transfer level courses for students to prepare to transition into transfer-level math and English courses. There is a perceived lack of awareness by students of the placement process and which courses to take, as well as how to navigate the support courses. The student tutor program is limited in scope due to the low pay rate and the length of time for human resources to onboard the tutors each semester.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There are ongoing faculty concerns with the legitimacy and effectiveness of AB705 and AB1705.

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Lack of system to get reliable data with student high school GPA and transcripts.

Ideal Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

First generation students need support, encouragement, and information. Create partnerships between educational stakeholders from primary to secondary education. This collaborative environment can lead to better college readiness that drives students towards a pathway of success in their educational goals and needs.

Collaboration between credit math and English and non-credit programs can be improved, as well as increased communication between counseling faculty and math/English faculty.

The college will investigate strategies to require or strongly encourage students with a low high school GPA to enroll in support courses.

Action
Action Steps *

To move from the current status to our ideal state, we will implement the following action plans:

- **Communication with students.** (1) Identify first generation students (OIE); (2) Send targeted messages to increase awareness of current wraparound services (Counselors); (3) Acquire and utilize a tool (PeopleSoft, ConexEd) to track participation/milestones; (4) Intentional implementation and promotion of an Early Alert system for student in Math & English courses
- **In-reach.** Identify students that have not completed Math & English and connect with them through calls, emails, and enrollment activities
- **Collaboration with high schools.** (1) Hire a liaison to coordinate with high schools to prepare and transition students into college; place students on guided pathways before college; (2) Offer Summer/Winter courses for high school students to take pre-transfer math and English courses.
- **Review and promotion of student services.** (1) Expand awareness of existing student support programs and resources including the First/Second Year Experience & Promise projects, Upward Bound; (2) Consider the creation of a First-Generation Institute: workshop series; online community of resources; learning community space; peer mentor opportunities; conferences; (3) Continue the campaign to ensure that all new students have a comprehensive SEP
- **Review and promotion of academic support services.** (1) Promote non-credit prep & support classes designed for math and English; (2) Offer and promote tutoring services and develop an in-reach marketing campaign that involves instructors encouraging student participation in tutoring (e.g., math tutoring opportunities outside of the Pi Shop); (3) Review co-requisite support courses in the placement models; (4) Monitor consistency of student-facing information about placement models (program mapper, catalog, department brochures/websites); (5) Review the impact of reduced tutoring requirement for First Year Experience students on completion of Math/English; (6) Consider requiring students with a high school GPA of 2.5 and below to enroll in support courses
- **Review and awareness of placement process.** (1) Clarify the placement process and sharing of results; (2) Utilize CAP Success Teams to inform students of the placement process
- **Institutional effectiveness.** (1) Establish methodology to identify first generation students and (2) Create dashboard that provides transfer-level math and English completion data by cohort and DI data by student demographics/groups within each cohort, including first-generation, to identify, monitor, and respond to equity gaps in a timely manner; (3) Review data on short-term vs. full term English/Math success rates; consider how these courses are marketed.

Chancellor's Office Supports
Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Currently there is limited long-term support on campus for Black/African American students, including financial aid, support with placement onto a pathway, tutoring, and mentoring. Many Black/AA students are unable to be full-time students due to inflation and the high cost of living in Los Angeles. These students often work multiple jobs and need to balance those necessities with school work. This DI group, along with most other student groups, has a perceived lack of awareness of existing policies and support services. There is a lack of paid apprenticeships and applied learning opportunities for this DI group.

Structure Evaluation

Current Structure

✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Overly complicated processes in admissions and FAFSA applications. Due to this many students have holds or have issues receiving financial aid. For example, students may inadvertently incorrectly answer a question in their applications, which results in having financial aid withheld.

Limited hours for support services.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

UMOJA is fortunate to have a financial aid liaison who is understanding of the Black community's needs and available to assist UMOJA students with financial aid issues. Expanding this practice to other student support areas would be helpful for this population.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

LACC's Black/AA students need a location on campus that provides support services for when they encounter challenges and difficulties in persisting and completing their program. There is a need to increase counseling/advising and interventions. There is a need for additional funding to provide textbook loans and provide other resources that keep Black/AA students persisting towards their educational goals. Additional strong workforce and apprenticeship opportunities would benefit this DI group tremendously.

Increase knowledge across different departments such as admissions and business office to assist Black/AA students with remedying issues that prevent them from being successful in the college.

Extend work hours for services for students who may be full-time and unable to utilize services (like tutoring) during normal work hours.

Action

Action Steps *

To move from the current status to our ideal state, we will strive to implement the following action plans:

- **Communication.** (1) Send targeted messages to increase awareness of current wraparound services; (2) Acquire and utilize a tool (PeopleSoft, ConexEd) to track participation/milestones; (3) Intentional implementation and promotion of system for promotion of Early Alert support for Black/African American student; (4) Connect with Black/African American students through calls, emails, and enrollment activities
- **Cultural events.** Continue providing students with experiences, engagement, and motivational speakers to promote a culture of belonging; focus on increasing Black/African American student participation
- **Promote student services.** (1) Expand awareness of existing student support programs and resources including UMOJA, First/Second Year Experience & Promise projects, City Cares and Fresh Success; (2) Add UMOJA liaisons within major student services departments; (3) Continue the campaign to ensure that all new and continuing students have a comprehensive SEP and meet with a counselor

- **Academic support services.** (1) Offer and promote tutoring services and develop an in-reach marketing campaign that involves instructors encouraging student participation in tutoring; (2) Offer paid internships (LAEP); (3) Work to eliminate and/or minimize the cost of textbooks
- **Professional Development:** (1) Consider incentives for faculty to attend trainings on making their curriculum culturally relevant and implement changes to their courses. (2) Provide trainings for staff across different departments to increase knowledge and awareness of the needs of Black/AA students to remedy issues that prevent them from being successful in the college. (3) Diversity training for employees (admin, faculty, staff) who participate in hiring committees to diversify faculty departments
- **Career and Academic Pathways.** (1) Encourage each CAP Success Team to have at least one activity promoting/related to in-class retention and/or persistence for Black/AA students; (2) Consider counseling liaisons for CAPs
- **Institutional effectiveness.** (1) OIE currently provides data on term-to-term retention by student demographics/groups, including ethnicity groups. However, this data does not include DI data. OIE will create a dashboard that provide term-to-term retention data with DI data by student demographics/groups to identify, monitor, and respond to equity gaps in a timely manner. (2) Data coaches to promote and train faculty on use of the retention dashboard;

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

First Generation

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI

student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There is a lack of wraparound support and guidance for first generation students on how to navigate our pathways. For example, students may not be clear on which general education patterns to complete depending on their educational goals. Similarly, some programs have both a local and transfer degree and students may not know which pathway to pursue. The student to transfer counselor ratio is insufficient to support the needs of our transfer students.

Structure Evaluation
Current Structure
✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There are ongoing faculty concerns with the legitimacy and effectiveness of AB705 and AB1705, which may be impacting transfer rates.

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal *

First generation students need to be motivated and ready for college early as possible. Collaboration between credit math and English and non-credit programs can be improved, as well as increased communication between counseling faculty and math/English faculty. The college will investigate strategies to require or strongly encourage students with a low high school GPA to enroll in support courses.

Action
Action Steps *

To move from the current status to our ideal state, we will implement the following action plans:

- **Communication.** (1) Identify transfer students (OIE); (2) send targeted messages to increase awareness of current wraparound services (Counselors); (3) acquire and utilize a tool (PeopleSoft, ConexEd) to track participation/milestones; (4) Intentional implementation and promotion of Early Alert system for transfer

activities; (5) Support students close to completion/transfer by identifying and enrolling in the last courses needed to transfer; connect with them through calls, emails, and enrollment activities

- **Update and market transfer requirements.** (1) Update program mapper – provide multiple GE patterns for ADTs to include both UC and CSU pathways; make clear that students can choose either GE pattern to graduate; (2) Review IGETC and UC requirements in assist.org for consistency; flag in the catalog
- **Outreach.** (1) Consider hiring a liaison to coordinate with high schools to prepare and transition students into college; goal is to place students on guided pathways even before college
- **Cultural events.** Continue providing students with experiences, engagement, and motivational speakers to promote a culture of belonging; focus on increasing first generation participation
- **Assess and promote student services.** (1) Consider hiring counselors to do transfer-related work exclusively; (2) Expand awareness of existing student support programs and resources including the Transfer Center, Honors Program, First/Second Year Experience & Promise projects, TRIO, Upward Bound, EOPS; (3) Consider developing a First-Generation Institute: create workshop series; create an online community of resources; establish the First-Generation Directory; host a guest speaker meet & greet series (First-Generation Faculty, Students, and Alumni); create a learning community space; establish peer mentor opportunities; host a yearly First-Generation Conference; (4) Provide peer support to transfer students to support the transfer process; (5) Make transfer resources available in Spanish and other languages to help inform parents/families of the transfer process. Develop a workshop series for Spanish-speaking families that clearly describes the transfer process; (6) Consider participation in the UCLA CCCP program, which provides students with specialized support and activities that increase the likelihood of successful transfer to the UC system; (7) Continue the campaign to ensure that all new students have a comprehensive SEP and to meet with a transfer counselor/advisor
- **Review and awareness of placement process.** Clarify the placement process and sharing of results; utilize CAP Success Teams to inform students of the placement process
- **Success Teams.** Organize activities to promote transfer with each CAP
- **Professional Development.** Learning opportunities for faculty and staff that focus on first-generation student success (e.g., CatalystFIRST)
- **Institutional effectiveness.** Create a dashboard that provides information on transfers to four-year institutions by student demographics/groups and provides data to identify, monitor, and respond to equity gaps in a timely manner.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Foster Youth

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Currently, the college's data collection and data accuracy are lacking in regards to Foster Youth. Due to a lack of access, the college could be missing real-time data on this DI group.

Due to many students having to work full time, this DI group has challenges maintaining a GPA above 2.0, which is needed for financial aid purposes.

Many Foster Youth may be "triggered" by navigating our complex system and having to re-live trauma each time they need to apply for a service. There is also a perceived lack of awareness of A&R and Financial Aid processes. Students may not have required documents for the college admission process, which prevents them from receiving financial aid package and impacts their success.

There are potential barriers to persistence within the classroom, including a lack of culturally responsive teaching and equitable assessment and grading practices. This DI group tends to lack academic preparedness.

Although the college provides support for transitional age youth (TAY) in foster youth programs, older students do not have access to many resources.

The college struggles to maintain consistent staffing in foster youth programs. Guardian Scholars staff are contracted workers through the Foundation rather than the college general fund.

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The admissions and FAFSA application process is complicated, resulting in some Foster Youth having holds or issues receiving financial aid. For example, students may inadvertently incorrectly answer a question in their applications and as a result have their aid withheld.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Many foster youth students will not have required documents for college admission process which prevents them from enrolling into the college and/or receiving financial aid packages which impacts their success.

✕ Other

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure would be the ability to continue to provide: (a) dedicated academic counseling; (b) case management support for housing, food, and mental health; (c) social services assistance (CalFresh, Medical, etc.); (d) assistance with academic needs (book vouchers); (e) connecting students to other programs/services to support them; (f) addressing both academic and personal needs; (g) providing workshops (financial literacy, stress management, mental health, etc.); (h) assistance (textbook, food, etc.) to older (26+) population (Guardian Scholars serves foster youth of all age; there is no age cap). (i) emphasize intentionality about support offered to students (workshops, case management, counseling) and elimination of redundant services.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Having a full-time classified staff member for Guardian Scholars (from general fund dollars, not from the LACC Foundation).

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Faculty and staff are well informed about how to be trauma-informed in classrooms and departments when delivering services to students.

A&R and Financial Aid knowledgeable about foster youth issues and needs. Many students will not have required documents for college admission process which prevents them from receiving financial aid package and impacts their success.

Availability of stable, short-term, and/or long-term housing options for foster youth students.

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Maintain a consistent staff in foster youth programs. It would also be useful to make scholarships available for working students and increase the amount if student enroll in more units later and also allow for less than 12 units enrolled while still receiving financial aid grants such as Pell.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Consider adding a full-time classified staff for Guardian Scholars so that the programs are not relying solely on the LACC Foundation.

Provide training to faculty and staff about how to be trauma-informed in classrooms and departments when delivering services to students.

Provide training to staff in A&R and Financial Aid about the foster youth population and their challenges with completing paperwork.

Review the "rules" for Guardian Scholars eligibility, making the requirements equally stringent as in all other support services (such as allowing for less than 12 units enrolled while still receiving financial aid grants such as Pell)

Action

Action Steps *

To move from the current status to our ideal state, we will implement the following action plans:

- **Communication.** (1) send targeted messages to increase awareness of current wraparound services to Foster Youth; (2) acquire and utilize a tool (PeopleSoft, ConexEd) to track participation/milestones; (3) Intentional implementation and promotion of Early Alert system for promotion of support for Foster Youth students; (4) In-reach with Foster Youth students through calls, emails, and enrollment activities
- **Cultural events.** Continue cultural events geared towards increasing student engagement and promoting culture of belongingness, with a focus on Foster Youth
- **Student services.** (1) Expand awareness of existing student support programs and resources including the Child Development Center, Honors Program, CalWorks, EOPS, Dream Resource Center, TRIO/Upward Bound, First Year Experience, City Cares & Fresh Success; (2) Continue the campaign to ensure that all new and continuing students have a comprehensive SEP and meet with a counselor; (3) Review the "rules" for Guardian Scholars eligibility to expand the program accessibility
- **Promote academic support services.** Offer and promote tutoring services and develop an in-reach marketing campaign that involves instructors encouraging student participation in tutoring
- **Success Teams.** Encourage each CAP Success Team to have at least one activity promoting/related to completion for Foster Youth
- **Professional development.** (1) Training for A&R and Financial Aid about how to support foster youth; (2) Culturally responsive teaching, equitable assessment and grading practices, awareness of foster youth trauma
- **Institutional effectiveness.** OIE currently provides some data on awards by student demographics/groups, including foster youth. However, data does not capture all completions and does not include DI data. (1) OIE will create a dashboard that provide awards information with DI data by student demographics/groups, including foster youth, to identify, monitor, and respond to equity gaps in a timely manner. (2) OIE will also

work with Guardian Scholars and NextUp to identify and provide additional actionable data points to support foster youth completion.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✕ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Not Entered

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Not Entered

3. General Accessibility

3.1 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.

Not Entered

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Not Entered

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Not Entered

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

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.

5. Basic Needs

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

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.

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Not Entered

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Not Entered

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Not Entered

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Not Entered

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Not Entered

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Not Entered

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Not Entered

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Not Entered

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Not Entered

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