Student Equity and Achievement Program Produced: 01/25/2023 08:58 AM PST Shawn Taylor

Las Positas College - Student Equity Plan (2022-25): Certified

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Details

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
3-year outcome: Our college's goal is to increase the successful enrollment of African American students by 5% over the next three years.

Completed Transfer-Level Math & English

First Generation
3-year outcome: Increase First Generation math and English transfer-level completion by 6%, two percent per year, over three years.

Persistence: First Primary Term to Secondary Term

Hispanic or Latino
3-year outcome: Increase LatinX student first term to secondary term persistence by 6%, two percent per year over three years.

Transfer

Foster Youth
3-year outcome: Increase Foster Youth transfer by 6% in three years, 2% a year.

Completion

Economically Disadvantaged
3-year outcome: Increase the amount of degrees earned by our Economically Disadvantaged students by 6% in three years; 2% per year.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Guided Pathways Equity Considerations
- Student Engagement
- Integrated academic and student support services through an equity lens
- Engage in research to address challenges and successes with retention
- Adoption of Guided Pathways through an Equity Lens
- Provide targeted retention and engagement support for DI populations
- Provide targeted transfer and completion support for DI populations

Key Initiatives/Projects/Activities *

One of the major efforts we launched was a 'recovery' campaign consisting of faculty, staff, and students who contacted students who had stopped out and listened while they explained their reasons for stopping out, and told us how better we could support them in their return to campus. This effort provided a picture of what barriers our students faced as well as giving the college a clearer understanding regarding how best to efficiently allocate resources.

A syllabi audit was performed for a small group of instructors. This audit was designed to guide instructors to design syllabi that was more inclusive, filtered through a lens of equity, than previously crafted.

We invested more time, energy, and resources into our learning communities and in our Student Life center (now known as our 'Student Life Welcome Center'). Along with this investment, we increased recruitment efforts for our learning communities (Umoja and Puente) and even formed a SEA-funded AAPI affinity group, as based on a previous campus climate survey, our AAPI students felt the most disconnected from campus.

We launched our Persistence Project (modeled after a similar program at Oakton Community College) as a component of Guided Pathways to develop stronger inroads in strengthening our relationship with our students.

Our AB705 Task Force developed into our Math and Language Equity and Achievement (MLEA) (subcommittee of the Student Equity and Achievement committee) to provide special focus for students who may not be ready for transfer-level mathematics and English. This subcommittee's primary mission is to increase the potential of completing transfer-level math/English via embedded tutoring, promotion of our Smart Shops (stand alone out-of-class support/learning opportunities), and monthly meetings to vet current practices, and to share knowledge of best practices.

We developed and launched our Black Cultural Resource Center (BCRC), revived our Black Educator's Association (BCRC), funded the President's Speaker Series, a set of talks designed to raise awareness around various equity issues. We opened our Basic Needs Center, which will be detailed in the Basic Needs Section of this plan. Implemented ConnectUp (a proactive, hands on support program with a focus on empowering our first year Black students and assisting them through their educational journey. The goal is to increase retention and success of first year students using a personal approach).

Evidence of Decreased Disproportionate Impact *

Our quantitative data shows the campus increased equity in 'Completed Transfer-Level Math and English) for our AAPI populations, Black/African American populations, LatinX Populations, First Generation, Foster Youth, and LGBT populations. Overall completion rates increased for AAPI males, LatinX Females, First Generation students. We increased successful enrollment for our Black/African American populations. Our qualitative data (gathered from surveys) informs us that out students have expressed an increased sense of belonging, felt as if they received more academic and support services, and that these service were made more easily accessible, and that receiving support had been destigmatized. Via SEA funding, the tutoring center was able to provide more virtual and in-person tutoring hours, helping students increase their overall success rates.

2022-25 Planning Efforts *

There was a lot of turnover at the administrative level, since the 2019-2022 plan was created and the current equity director inherited a plan that was already certified, without any kind of hand-off or conversation about the plan's guidance. There wasn't any kind of unified equity vision. Equity work seemed to be located only in learning communities, which seemed to be tasked with performing the bulk of the campus's equity work. The previous plan informed us that we need to embed equity-mindedness and race-consciousness into every level of the organization so equity becomes a part of the cultural fabric of our campus. The former plan informed us that we need to be more judicious in how we spend our funds and to ensure that our equity efforts are designed to be institutionalized and engenders behavioral change, which will lead to culture change. Being that our equity work is a campus wide effort, we need to ensure that we develop and institute effective accountability practices so that we are achieving our goals of increasing successful education attainment for our disproportionately impacted students.

Pandemic Acknowledgement

✕ Interrupted Work Fully
✕ Catalyzed Work
✓ Delayed Work

Provide an explanation (optional)

While we were able to transition online with relative ease and speed, some of our other projects were delayed because we weren't allowed to be in proximity of each other. These delays fell mostly in the realm of student engagement. While we were able to initially engage students, it was hard to keep them engaged via online tools: Zoom, Canvas. While our digital efforts were the best we could do at the time, we lost some student engagement moment by not being on campus, together. We wanted to launch an English Jam (a weeklong event before the beginning of each semester, to acclimate students to the new challenges of AB705/AB1705, but didn't work out a way to effectively facilitate it online. Several equity-focused conferences were cancelled, so some of our institutional knowledge development was delayed.

Executive Summary URL *

http://www.laspositascollege.edu/equityprogram/assets/docs/college_plans/2019_2022_equity_plan/2019-2022_Equity_Plan_Executive_Summary_Final.pdf

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	✕	✕	✕	✓	✕
Hispanic or Latino	✕	✕	✓	✕	✕
Economically Disadvantaged	✕	✕	✕	✕	✓
First Generation	✕	✓	✕	✕	✕

Successful Enrollment

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 *

- Once African American students come to our campus, they are introduced to several several social, cultural, and academic supports. However, on all our out-facing documentation/advertising (including our website) there is no implicit or explicit invitation to African American students, informing them they are welcome and valued. You have to 'click' on a link to see an African American face, and you have to click more to find the Black Cultural Resource Center and information about the Umoja program and other resources designed to assist African American students. The only section prominently featuring African American (men) is Athletics, which to some, could reinforce stereotypes of Black = athletic ability as opposed to Black = scholarly ability, or both.

- While we completed a major call campaign to inquire why students stopped out, and to invite them back, we have yet to do something similar for our African American students who register, but do not enroll. Several counselors described the registration process as being "unfriendly" to populations who may not have a "college going" culture. Some of our languages is confusing, or not very well-defined e.g. clear distinctions being made between "registering" and "enrolling".

- There is no formal 'orientation to college' event. Many of the African American students we could serve in our district are also the first in their families to attend college. They are in an environment that is unfamiliar to them, and this unfamiliarity can lead to the potential student becoming frustrated with our registration process, causing them to halt their enrollment process.

Structure Evaluation

Current 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

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

One of the college president's top priorities is to make our campus a destination campus for African American students in the area. Most of these efforts have been focused on things that supports students, once they are 'in the door'. We need to undergo a fundamental cultural shift and shift the responsibility of African American student support from the learning communities and make it a campus-wide responsibility/effort. There is also some work that is needed to change some of the connotations some of our campus have when concepts, such as 'equity', 'culturally relevant pedagogy', and 'healing/trauma-informed pedagogy' are discussed. I think our students (and employees) suffer from 'initiative fatigue.' Sometimes it is easy to go for the approaches that are new and shiny, as opposed to bringing together all of the necessary groups to institutionalize supports that will benefit the African American student journey. While we don't have a culture that dissuades African American students from attending, as of now, our current culture is race/culture agnostic in terms of how we invite students to successfully enroll in our college.

Ideal Structure

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

We would offer more classes and off-campus opportunities (internships/externships, etc) that placed the Black/African American experience at the center. We would recruit more African American faculty members so students could see themselves reflected in the classroom. Ideally, these instructors would be in our STEM pathway, to promote this as a viable discipline/career option for our African American students.

✓ 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? *

Ideally, we'd have micro-targeted onboarding events that served both the potential student and their support network (family, invested friends, clergy, etc.), and make connections with the African American community in our feeder high schools and develop a clear and easily navigable path, beginning in their sophomore year.

We would leverage advertising dollars in the African American community, with a clear message that our college can be their 'first choice' and not their backup, and then provide clear examples as to why we deserve their attendance.

We would undergo frequent policies and procedures audits and vet them for how they did or didn't support race-belonging and equity, and remove or amend those that were counter to the values of the college.

✕ 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 *

At our most recent administrator's retreat, we developed a comprehensive barriers "punch list" to look, unapologetically, at where and how we could improve.

One of the key areas in need of transformation is CCCApply. While we do not have direct control, it is important for us to meticulously record any and all feedback we receive, in regards to how difficult the process is and provide this feedback to those who who are able to make the changes. We would hold focus groups that would monitor students and community members attempt to navigate the site, then triage the most egregious barriers.

Frequent audits of students who have registered, but not enrolled, and immediately reach out to those students and help them navigate past any barriers.

A full-time staffed New Student Support Center, where students can drop in without an appointment and be guided through the registration and enrollment process, along with getting any other questions resolved.

We need to meet students where they are, so we can communicate with them. This could mean increasing our social media presence, developing a student texting system, making our "how tos for navigate the onboarding process" more 'bite sized' and mobile friendly.

Our internal "ClassWeb" student navigation system's user interface would be optimized for ease of use and clarity of information, while adding a solution that would take the guesswork out of registration, e.g. A student wants to take a course that meets a specific area, at a particular day and time, with a particular professor.

Action

Action Steps *

For us to transform into a more equitable and race conscious environment, we must become more agile to the needs of our students. We can accomplish this by:

Having a clear and dependable method for institutionalizing best practices, including budgetary concerns, so we aren't wholly dependent on grants to accomplish our equity goals.

Establishing more opportunities for student voice. This could take the form of student check-ins each semester, student forums/panels where there is a note-taker to glean what policy, procedure, or an aspect of college culture needs to be changed. And develop action plans within a reasonable timeframe.

Develop a SEA subcommittee, in conjunction with A&R, that regularly monitors our registration process and will reach out to students who become stuck or stop out and guide them through the process.

Perform and overall equity audit on our enrollment and registration processes.

Reestablish "Black Family Day" that acts as a broad community invitation. This day would work towards demystifying the onboarding process for our potential students and their supports.

Leverage our outreach teams, provide them with data/information that is specific to the Black/African American experience and needs, for them to present at their various outreach events. This will act as an explicit invitation to African American Students.

Create "how to" guides, digital, physical, audio, and video, detailing our onboarding process, with clear information about some of the sticking points and how to navigate around them.

Develop a Q&A hotline, ran out of our Black Cultural Resource Center, so potential students can be free to ask culture-specific questions, that might not be able to be answered by other departments.

Develop " Black Enrollment Days" coordinated by the BCRC and Student Life Welcome Center

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

It would be nice to have state-organized opportunities to meet with other Equity leads to discuss best practices, useful strategies, and helpful tactics. There seems to be a lot of reinventing the wheel. Not all practices will apply to all colleges, but having the structured opportunity to exchange ideas would be very useful.

Having increased Equity drop-in office hours so Equity leads can ask for direction/clarification without always having to scour websites and work to in

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 *

Even if one believes in the data that informed AB705 and AB1705, it cannot be denied that a friction point is student anxiety about not being prepared for transfer-level work. This may be exacerbated for some First-Generation Students if they are not connected to a community that includes someone who has taken and passed those courses, has ever used a tutor in college, or has been connected to any other kinds of on-campus support.

We have students self-disclose whether or not they are First Generations Students. We do not have a universal mechanism for a broad invitation/system for students to declare this, outside some of our learning communities.

Another friction point is our students accessing of offered learning supports and having the sufficient funding necessary technology for HyFlex, concurrent, support to support this.

FGS aren't made to feel as if they're part of the campus in an explicit way.

There are no explicit instructions on how to transfer in past academic work.

Structure Evaluation

Current Structure

✓ Instruction

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

It has been reported that our FGS do not receive prompt feedback on assignments and feel like they are "already behind" when they are "finally told" what their grade is on their last assignment. It has been reported that some FGS feel as if their instructors seem them as part of the entire class and not as an individual with individual needs. There are quite a few ways to take classes, but our students don't get the instruction needed to navigate them all in a way that is conducive to their success.

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

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

Our current structure perpetuates the friction points of enrolling students in non-credit support courses, having insufficient outreach for First Generation Students, and having accessible processes for enrolling in transfer-level English and math with sufficient information about how to prepare for success. Once they are in our math and English courses, students show academic ability and a willingness to learn and skill up, but they also reveal difficulty with persisting through challenges, whether caused by mental health, food insecurity, timely access to textbooks, and improving their study skills and time management when they get behind due to these challenges. Providing better wraparound services for students and making sure students are aware of these has been a challenge.

✕ 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? *

We only have one webmaster, so website updates to better communicate the supports available to students are slower than is ideal, despite the dedication of our webmaster.

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? *

First Generation Students would be part of a "ramp up" experience. This experience, taking place one to two weeks before the start of classes, would serve to acclimate First Generation Students to the college, but more specifically what academic, basic needs, and mental health supports are available to them. These students would be divided into cohorts that would be the responsibility of student success teams. Any documentation (physical or digital) would be clear, with the precise steps needed too accomplish their goals; e.g. step-by-step instructions on how to access basic needs, get connected with tutoring, how to book office hours with an instructor, etc. Students would have frequent check-ins with a a dedicated set of counselors.

✕ 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 *

All our services would need to be deployed as part of a coherent plan, catching the student before they fall and having effective communication between various departments on campus to intervene and support. Student success teams are perhaps one way that this could be done if they involved counseling and could be deployed rapidly, with Persistence Project instructors identifying students who are in need of support. Instructors need to be supported to do this work, not only with professional development and tools like Pronto but professional development around work-life balance and self-care. Retired FT faculty in math and English need to be replaced. Another webmaster needs to be hired so that website updates and overhauls can be completed more quickly.

We would need to offer more professional development at every level of the organization, to better equip our personnel to support our First Generation students and their specific needs.

Action

Action Steps *

Develop a "Welcome Day" for First Generation Students (FGS). This will have to be included in the AY budget.

Develop, vet, and deploy more explicit opportunities/invitations for FGS to identify themselves and connect with other FGS to develop supportive cohorts. This will have to be included in the AY budget.

Train and embed Instructional Assistants (IAs) in all transfer level English and mathematics courses. This will have to be included in the AY budget.

Develop and implement mid-semester check-ins (in conjunction with the In-reach and Retention specialist) to act as an 'early alert' system for FGS who may not be progressing satisfactorily. This will have to be included in the AY budget.

Develop a SEA subcommittee dedicated to to monitoring/supporting our FGS and implementing action steps.

Train outreach personnel to highlight FSG supports during their community presentations.

Offer "caregiver support" classes so families/caregivers/support ecosystems to teach them best practices to support their college student.

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

Having an outside body that can help vet interventions will be very useful as, sometime, institutions can be oblivious to where they need to improve.

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

- While we have supports for the LatinX population (Puente/Undocually), they are limited by memberships caps and the lack of dedicated staffing to ensure students persist. Not being able to build, staff, and monitor cohorts, many students have expressed "feeling alone" on their educational journeys. This feeling of being alone invites many of our LatinX students (in particular, our male students) to stop out during their first semester. We need to invest in tactics that increase cultural and college belonging.

- We've yet to develop and implement a system to simultaneously contact students of a similar demographic. And when we do contact them, the communications are in English. Not being able to communicate with students to

provide them with updates, deadlines reminders and the like, stops us from providing timely and necessary information for our students, along with "gentle nudges" indicating when, where, and with whom they can receive the help they are entitled to.

- Per capita, our students are more bilingual than our staff. This isn't saying that all of our LatinX students are Spanish speakers, however, for those and their support networks that do, we are missing a prime opportunity to provide information to them in Spanish. There is no option for Spanish translation on our website, nor are any of our handouts in Spanish.

- On campus LatinX cultural affirmation primarily happens in Puente, UndocuAlly, during holidays/celebrations, e.g. Dia De Los Muertos, and our handful of LatinX/Latino/a; Chicano/a identified staff.

- We've yet to decide on focused messaging as to why earning a degree or certificate with us is valuable. It is easy for students to go and get a 'sure thing' job where they can earn $20 or more an hour, as opposed to investing the time and energy in school, with nothing concrete at the conclusion of their journey.

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? *

There is a lack of LatinX specific support services, outside of learning communities. Not all of our students want to be members of said communities, but need support tailored to them and their supporters. We do not have any micro-targeted campaigns focusing on our LatinX populations, aside from holidays and other cultural festivals.

✕ 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? *

This only applies to some Latinx students, but there are several barriers when it comes to the enrollment process for those Latinx students who are undocumented. There can also be a barrier for those Latinx students who are first-generation students and need guidance in the process of applying for and navigating college. Often students need to learn what campus resources exist to support them, and be explicitly informed that these resources are free and that the students have access.

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? *

Provide students with more on-campus job opportunities, reducing the pressure of students choosing between their education and earning a wage. Making it as explicit as possible., while also destigmatizing it, that we have comprehensive basic needs services and what we cannot provide, we can directly connect them with. Assigning dedicated counselors (not just in learning communities) that are trained in motivational coaching techniques to help students see the worthiness of persisting.

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

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

✓ Other

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

Ideally, every part of the organization would work to develop and reinforce a culture of belonging and success for our LatinX populations. This could be accomplished with the addition of on campus signage in Spanish, and localizing our Reading and Writing (RAW) center, tutoring center, and smart shop invitations in Spanish. Institutionalizing mid-semester progress/status check-ins for our LatinX students, facilitated by someone well-versed in the culture. Developing clear and concise program mapping that is easily accessible by students and their supports. Support listening/action sessions for our LatinX community

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Our campus needs to become more LatinX friendly--not seeing our students as a monolith, but interacting with them through the lens of their unique experiences.

- Staff, at all levels of the organization, need to be more proactive in their connecting with students. This can be done in-person (wearing a "I speak Spanish" button), or making themselves available to our LatinX students via office hours, AMA's, and hosting listening sessions.

- Develop a support system: a LatinX student hub where students can learn from each other and share their experiences and resources, and a place where different resources on campus can meet with the Latinx student population in a culturally affirming environment.

Action

Action Steps *

Bilingual staff will have this fact explicitly stated on their web bios, and for faculty, also on their syllabi.

A SEA subcommittee will be formed to monitor this population/metric.

Increased professional development opportunities for faculty/staff/admin to learn and implement best practices to support our LatinX students.

Increased communications/information for our students regarding opportunities, such as: grants, scholarships, internships, on-campus community building opportunities, localized in Spanish, for the students/care ecosystems who need it.

Develop, vet, and implement a LatinX culturally responsive best practices/resource guide so every level of the organization becomes trained in culturally responsive, reflective, and relevant approaches to student engagement.

SEA will offer support to the in-progress Dream center. Its new coordinator will be invited to become a member of the SEA committee.

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

We need more information about the intersectional lives of our LatinX studentd/

Transfer

Foster Youth

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

The college has not embraced launching the formal "Guardian Scholars Program" name brand, currently being used state-wide among community colleges and universities throughout California.

There are several reasons a name brand is important to GP alignment. A name brand allows us to equitably serve foster youth regardless of EOPS program eligibility. The name brand streamlines information to foster youth and community/county partners working with foster youth to refer students to a specific place on campus. The Guardian Scholars Program name brand is used state-wide in community colleges and universities. This also allows us to request or apply for funds specific to students being served within a "program" rather than one individual (the liaison) asking for funding for students served throughout multiple campus programs. In turn, this allows us to serve foster youth more effectively by housing them under a specific name.

It has been difficult trying to clarify with campus and community members that the CalWORKs Program is NOT a foster youth program. In fact, most foster youth on our campus do not meet CalWORKs eligibility requirements. Therefore, it is critical that the services are clearly distinguished by the Guardian Scholars Program name.

We are behind other community colleges and universities, including Chabot College within our district, where the Guardian Scholars name brand has been established. If we do not have a name brand, we will continue to fall

behind and it will be a detriment to foster youth. The name brand gives foster youth a program that belongs only to them, a place to call home. We need to be able to brand the services we offer foster youth with a name to avoid further confusion for faculty, staff, community members, and, most importantly, students.

Within the EOPS/CARE and CalWORKS programs, we are serving the most vulnerable populations on campus. Our students have some of the highest needs among our entire student population and the CalWORKs Coordinator cannot serve CalWORKs students, homeless students, and foster youth students without additional provisions. It is important to consider foster youth within all aspects of campus and equity work.

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? *

Based on MIS data foster youth retention has increased (Retained Spring to Fall: 50 % in 2017 and 66% in 2019), which I believe is due to our developed wraparound services for our students. This may also be due to some legislation changes as well as changes in the CCCApply application that were previously creating barriers to foster youth enrollment and retention. There was a dip in enrollment during the pandemic, which is consistent across the state for all student populations. As services transition back to campus, it will be important to reach out to foster youth to ensure we can promote more successful outcomes that we saw before the pandemic.

✕ 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? *

LPC currently has a few points of contact for foster youth support services but the CalWORKs Coordinator serves as the designated Homeless & Foster Youth Liaison for the campus. The CalWORKs Coordinator splits her role with CalWORKs specific responsibilities and responsibilities related to the homeless & foster youth liaison role. The Foster Youth Liaison develops ways to integrate supportive services tailored to meeting the needs faced by this student population.

Electronic files have been standardized and are used exclusively in our program operations. This has proved useful in improving efficiency as our program area requires a high volume of case management services to successfully serve our students. The CalWORKs and EOPS/CARE programs have used the SARS alert system to distinguish foster youth students to provide services designed for that population.

The CalWORKs and EOPS/CARE programs collaborate to serve these students as many will meet eligibility guidelines for the EOPS program. The CalWORKs Coordinator or designated staff serves as the first and primary point of contact to provide; financial aid application assistance, enrollment support, campus and community referrals, and case management services. Both EOPS/CARE and CalWORKs Counselors provide foster youth students with academic and career counseling services. Foster Youth eligible for EOPS/CARE or CalWORKs will also receive the extra services offered through these programs.

All program related paperwork, scheduling, deadlines, smart shops, etc. are accessible on and off campus through Canvas. We developed a Canvas course specifically for "Guardian Scholars". This has been a useful tool for our students to receive important deadlines, resources specific to foster youth, and provides foster youth greater access to the liaison both in–person and virtually.

Ideal Structure

✓ Instruction

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

Ongoing trauma/healing informed trainings for faculty, staff, and administrators to learn best practices for working the foster youth. This would include motivational interviewing skills, envisioning skills, how to make referrals, and deescalation/emotional safety techniques. .

✓ 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? *

We need an additional Classified Professional to support our foster youth. While the CalWORKs Coordinator can continue to provide Coordination responsibilities for foster youth, an additional Classified Professional to manage foster youth case management would significantly improve our ability to be more effective in implementing targeted foster youth supportive services, and to help them transfer in a way that is supportive.

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

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

NextUp funding oversight and management should be the responsibility of the CalWORKs Coordinator, who already serves as the foster youth liaison and works within the same location as the EOPS/CARE programs. This keeps foster youth services centralized.

✓ 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? *

Comprehensive revision of Class-WEB needs to be a priority to help students maintain clarity on their pathway and know what to do throughout their enrollment. Class-WEB is the primary access point for all student related information and it is terribly outdated.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The entire campus needs to be involved in equity discussions, not just those who are interested in equity work. Our campus highlights our success in utilizing intrusive counseling services for our students. It is equally important that our campus employees receive intrusive equity services to best support foster youth. We need to develop mechanisms where every member of the organization feels empowered and compelled to support foster youth with their particular changes. This can be accomplished by ongoing professional development, campus-organized summits, and partnerships with outside support (basic needs, mental health, legal, etc.) agencies. We also need to create safe pathways for foster youth to self-disclose their status, so we can gather the data needed to develop and deploy interventions to ensure that our foster youth are able to successfully transfer to the school of their choice.

Providing one place for foster youth to go to get all their questions answers and needs met on campus is vital. They have had to manage multiple case managers, social workers, foster parents coming and going during their lives and it is intimidating to enter a college campus where the onboarding process requires them to go to multiple buildings, speak with multiple providers, and then have to repeat their situation to get the services they

need. The EOPS/CARE & CalWORKs programs have worked hard to create a space where most, if not all services can be completed in-house so foster youth do not have to experience "multiple placements", which is similar to the multiple placement they experienced being in foster care. Centralizing services, funding, and support within a space that already serves as the primary program(s) foster youth are eligible for should be supported by the campus.

Action

Action Steps *

Develop a "warm hand off" mechanism for foster youth slated to transfer -- a liaison will personally connect the youth (and their caregiver(s)) to a person and/or service at the receiving college. Ideally, this process will begin early in the transfer process so familiarity/relationships can be developed.

Increased partnerships with foster youth support services connected to, or near, the receiving transfer institution.

Establish a "progress reporting" schedule where every identified foster youth, who plans to transfer, is proactively checked on to ensure they are still 'on track' to transfer.

2 x semester drop-in Q&A sessions so students can ask questions in a manner that is non-stigmatizing.

The SEA program will fund trauma/healing informed ongoing professional development--with a particular focus on foster youth and higher education navigation.

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

It would be wonderful to receive qualitative and quantitative data regarding the successful practices of other colleges so we can replicate, tailor, and scale the practices to our needs.

Completion

Economically Disadvantaged

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 *

The college does not do enough to demystify the college going experience. The majority of our student-facing policies and procedures are geared towards those who may already have a familiarity with institutional systems. For our Economically Disadvantaged Student (EDS), the seeming impenetrability of our processes could engender, or exacerbate, feelings of otherness, 'impostor syndrome', and not believing they belong or are worthy of a college education. Coinciding with this, our college doesn't message enough about the agency students have when attending college. Many EDS feel as if the/a system is against them and that they are victims of a machine, so EDS students may "go along to get along" without having an embedded sense of purpose for their educational journeys. Our framing of college as a series of financial transactions/financial outgo (transportation/parking, paying for classes, purchasing of books) instead of framing college as a worthy mission that will enhance the student's future financial prospects can lead to a sense of financial overwhelm.

While we are striving for a culture of equity and belonging on our campus, we are lacking in the areas of inviting our students to help develop this. We do have opportunities for student voice, we haven't yet found an effective mechanism to codify that voice into actionable policies and procedures.

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? *

EDS students have access to EOPS/CALWORKS and other services, that are mostly centered in learning communities and categorical programs. They receive support, but it is an 'opt-in' as opposed to a universal service. As stated elsewhere in this plan, the need for us to offer explicit invitations to disproportionately impacted students is pressing. It isn't fair that the burden of support is on categorial programs and learning communities. When our Guided Pathways plan is fully implemented, we should be able to positively impact (graduation) students who aren't connected to a learning community or categorical program.

✕ 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? *

While this isn't universal, EDS not graduating is. Our marketing and outreach efforts to this population are not as targeted as they could our should be. Students only know what is available to them, once they are enrolled.

Ideal Structure

✓ Instruction

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

Instructors would offer extra credit working students (San Jose City College model).

✕ 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 *

An ideal structure would be incoming EDS students and their care ecosystems would be given a progress map of the best and most efficient way to graduate with a degree in their chosen field, while their care ecosystems would receive ongoing training on how best to support their college-going student(s). This map would include all the resources available to them and how to access them, with contact names. No EDS student would have to approach any department cold as they would always have someone with them to make face-to-face introductions to lessen the negative impact and stigma of seeking support. There would need to be vigorous advising and frequent academic wellness check-ups to ensure students cans envision the "finish line." As part of their student journey, EDS and their care ecosystems would be connected to outside support agencies so their care continuums overlap, so they are assured they are being supported in all aspects of their lives, so they can focus on their academic journeys.

Action

Action Steps *

Our EDS don't need 'financial literacy' training, the need 'financial agility' training. This will help the with navigating the myriad financial systems and opportunities, while simultaneously leveraging the resources that are already at their disposal.

Create more on-campus jobs so our EDS don't have to leave campus to work.

Work towards covering parking/transportation costs.

Offer continuous 'executive functioning' workshops to combat 'poverty consciousness'. (Deer, Hastings, and Hostinar 2020).

Develop and offer workshops devoted to navigating college systems as a EDS.

Many of our EDS have to work to contribute to their households. Developing and offering support courses for EDS support ecosystems (e.g. families and caregivers).

Offer multiple "navigating financial aid" sessions throughout the semester.

Increased marketing and outreach efforts for our EOPS and CALWorks programs, prior to students applying.

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

We would need a policy liaison to be immediately informed when there policies that are enacted that directly impact our EDS. As it stands, information slowly gets to us, which causes delays in college adoption and implementation.

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?

We will continue with the college President's speaker series on equity as these have been fundamental in shifting the equity/race consciousness discussion on campus. Moving forward, the Director of Student Equity and Success will reestablish 'Equity Technical Assistance' college hour. This is a weekly two-hour open virtual and physical session when anyone, in any function on the campus, can bring their equity questions, concerns, or comments. These sessions serve to demystify equity and to reinforce a culture of equity. We will continue to have monthly SEA meetings, however, the tenor

and tone of the meeting will change from reporting out from the various departments represented on the committee, to being an action committee focused on accomplishing the goals our '22-25 Student Equity Plan has committed to achieving. The SEA program will continue to distribute its monthly "Equity Email;" an internal communication that shares equity trends, developments, professional development opportunities, and resources for our various DI student groups.

2. Guided Pathways

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

Guided Pathways and the Student Equity and Achievement (SEA) Committee are integrally linked, with one informing the other, and vice versa. Our combined efforts have been focused on making our student's college experience as barrier free as we can, while also giving them the tools and the invitations needed to feel more connected and accepted on campus, and reminding them that their effort and attendance is worth it. Equity considerations have been made at every stage of planning of our Guided Pathways. We've adopted the following to enhance our student experience:

- The Persistence Project: faculty initiated engagement and belongingness strategies for students.

- Caring Campus: Classified professional initiated engagement and belongingness strategies for students.

- Equitable syllabi development: Syllabi were reviewed for ease of navigation, equitable and inclusive language, and clear and concise student outcomes and expectations.

- We included racial/cultural/gender affinity considerations in our student success teams and will be embedding coaches and student mentors.

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.

We have partnered with Modo Labs to develop an app, tentatively named "LPCGo!", that will provide "fewer clicks" access to student's most utilized systems: canvas, basic needs, our email system, student life; ClassWeb, and other student services offerings. This will reduce the need for our students to hunt and peck through our website. We will continue to offer courses via various modalities, however, we will provide training on how to navigate them as to reduce frustration and overwhelm with our students. We will extend out technology loaner program so students do not have to rely on their mobile phones to access class content. We will invest in new accessibility technologies for our Disabled Students Programs and Services (DSPS) department. Student Equity will fund best digital practices professional development for instructors who teach via technology dependent means: canvas users, a/synchronous online courses, hybrid, and hi-flex. We will also offer training to students, via our Smart Shop series, to educate them how best to (as seamlessly as possible) navigate through them all. We will conduct department website audits to ensure that they are within the ADA guidelines for best practices.

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.

1. It is now a state requirement for high school seniors to complete a FAFSA. This will increase the number of FAFSAs submitted automatically for recent high school graduates who are incoming freshmen.   We are currently working with the tri valley high schools in their efforts to help their students file their FAFSAs successfully by providing training for high school counselors, Financial Aid workshops, and FASFA assistance through Cash For College workshops.
2. Increase visibility by offering short Classroom financial aid presentations to all faculty. Each year prepare an updated short recorded video and send out to all faculty just prior to start of each term for faculty to post on their canvas, or share in their classroom. Offer faculty to provide in person short classroom presentations live.   Remind faculty to post a statement in their syllabi regarding availability of financial aid
3. Coordinate an email and text campaign to all LPC students who have not filed a FAFSA for current school year – target dates beginning of August, follow up in October for Fall term; target date early January for Spring term, follow up with entire student body as a reminder of the March 2 Cal Grant deadline to apply for next year. Follow up mid-March for current year students who have not yet filed a FAFSA for current year.

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.

1. Targeted FAFSA outreach to low income populations

> ELAC programs in high schools

> Tri Valley Haven – shelter

> Continuation schools

> Adult Schools (ESL, Technical, etc) such as Marylin, Dublin, Almond Adult schools

> Section 8 Housing Programs

2. Targeted Inreach to various Cohorts and programs on campus:

Middle college seniors

Black Cultural resource center

Veterans

Athletes

Puente

ESL classes (especially night classes)

FST

EMT

Muslim club, etc.

3. Follow up with Pell-eligible students by sending text msg after email tracking letters to get their attention to complete their financial aid files so that they can receive their Pell grants. Design and schedule specific texts to target pell-eligible students with common issues which are preventing their pell disbursement. Follow up with phone calls to encourage them to follow through.

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.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

1. The Financial Aid Office will be providing State Emergency grants during 2022-2023. LPC will be targeting the most vulnerable low income resident students based on fafsa results and state guidelines.
2. AB19 funds will continue to be used for LPC Promise Scholarship, $600/semester targeting students eligible for CCPG and enrolled in 12 units.
3. AB19 funds are used to underwrite $100,000 in additional EOPS grants to encourage additional students to join the support program (2022-2023)

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.

Yes

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

Currently we provide direction on how to get connected to resources, internally and externally. Now that we've hired a Student Resources Program Manager (SRPM), we are in the process of establishing a clothing closet. an emergency fund, a mechanism for receiving monetary donations (in partnership with our foundation), financial agility training, inviting community resources (CALFresh, etc.) into the space to provide support with program enrollment, baby needs (diapers, formula, etc). We will audit our needs/efforts 3x semester to ascertain what works for our students and discard that which isn't useful.

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

We will work with faculty to include Basic Needs information in their Canvas announcements, filter information through categorical programs and learning communities, and work with our outreach and in-reach teams to inform students of the services offered to them. We will also work towards creating student employment positions for our Basic Needs Center as a way to allow students to earn a wage, build their resumes, and have a sense of responsibility and agency with the BNC. We will also develop fliers/one-sheets to pass out to students to inform them of the benefit of the BNC.

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

As of this writing, our food pantry as been open for six weeks and we have had over 3000 visits. Now that we have a permanent Student Resources Program Manager, we will be able to tailor the pantry to the needs of our students, based on student feedback. Based on student exit survey data, many students don't know what to do with the non-processed food, so we will be working with our nutrition instructors to build recipe cards/meal ideas, referencing our most stocked "natural" ingredients.

6. Zero-Textbook Cost

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

While some notable progress has been made locally through the Academic Senate's appointment of an OER Liaison, campus implementation of Senate Bill 1359 (Block, 2016), and reporting of XB12 Instructional-Material-Cost section-level data element, Las Positas College's plan for integrating a Zero-Textbook Cost Program on campus is in its infancy. Most recently, to support a collaborative and transparent process for our college's program planning of the next steps, the campus was surveyed. The survey findings will be a catalyst for our next steps. So far, the survey finds that the campus community generally agrees that lowering overall student textbook costs through ZTC courses and pathways is a worthwhile goal for LPC. The biggest barriers identified for our campus are: Availability & SustainabilityLack of high-quality materials with a variety of instructional resources (e.g., books, practice problems, answer keys, Powerpoint downloads)Seminal works in the field unavailable as OER due to copyrightContinued editing and maintenance of OER work after adoption Faculty Buy-InTime to build new curriculum around ZTC materialsAccessibilityLarger/Societal/Unintended Consequences:Erosion of bookstore income that provides some profits to our co-curricular accounts. Commodification of coursesEliminating author/scholar income that incentivizes scholarship and research. Suggestions for overcoming these barriers included:

Purchase of class textbook sets for semester-long student use.Awards for faculty to author an OER textbook.Stipends or awards for faculty to explore OER options for their courses.Subscription to an e-publishing site like Pressbooks or LibretextsFunds to host OER and ZTC training and information sessionsStipends for LPC OER discipline leadsCopyright monies to make legal readers The next planning steps revolve around the creation of a campus OER/ZTC team, the publication of an OER/ZTC website to keep the campus community informed and updated, the identification of existing ZTC pathways, and determining which additional ZTC courses would be needed to complete other pathways, with a focus on associate degrees and career technical educational (CTE) certificates. . This work, combined with the survey findings, should determine the next steps for integrating a Zero-Textbook Cost Program on our campus.

7. LGBTQ+ Supports

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

Things that have been done (some of which will need to be repeated every semester or every year):

A talk about governing trans identity hosted by QSA/Political Science last May (Paisley Currah event)

QSA Student Club

pride flag during Livermore Pride month (October)

LGBTQ+ specific mental health services (a chill and chat now exists, but I don't know about attendance)

Intersectionality-faculty training (TGNB training occurred)

Gender neutral bathrooms

On the agenda:

Onboarding:

LGBTQ+ /Advisor (gets reassign time) (Advocate/Point Person/Champion/Counsel/Promoter/Ally)

Online Outreach (expanded landing page)

Visuals on campus

Throughput:

LGBTQ+ specific mental health

Intersectionality-faculty training

Gender neutral bathrooms

LGBTQ+ community center/ space

Queer artist/art

QSA: Clothing swap for transitioning/clubs going around to classrooms/club day

LGBTQ+ Studies

Success:

Scholarship for LGBTQ+ student

College queerness ranking 1-5 (https://www.campusprideindex.org/)

Lavender graduation

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.

We currently work closely with various members of our campus community to create chill and chat or peer support groups for underserved groups as identified by faculty, staff and administrators. We also work to directly advertise our free individual therapy services across various campus communities. This semester we have also begun to push into English classes (a core class for many students) to share on mental health services offered on campus. This semester we were able to present in 13 English classes to provide direct information to a diverse group of students in each section. As we look towards reaching underserved students we are also working to reduce the stigma attached to reaching out for help. Students no longer need to come into the student health and wellness center to request services. Now students can scan the Student Health & Wellness Centers Mental Health QR code on posters around campus, access resources, complete and return an intake packet for services or login to an upcoming workshop.

In the coming months we look to work closely with EOPS and DSPS to offer targeted mental health services to students in each area. This would include a dedicated chill and chat peer support program as well as dedicated drop in therapy services provided by a therapist in their respective spaces on campus.

We will continue to reach out to our student learning communities to offer support services as needed as well as reach out to our campus communities to develop needed programs to target underserved students as needed.

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.

Our Board of Trustees, during their October 2022 Board meeting, took action to approve their 2022-2025 Board Priorities, which includes a commitment to: 1) continue to support a culture that fosters diversity, equity, inclusion, accessibility and belonging, and 2) to advance and support plans that meet the basic needs of all students. During the spring semester of each year, our College President presents updates regarding the progress our college is making towards the Board

Priorities. Our President's updates includes our college's progress on student equity. The Board has the opportunity to ask questions and discuss our student equity planning efforts.

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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