



Lake Tahoe Community College Equity Audit Report

HOTEP CONSULTANTS

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Acknowledgements

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We would like to thank Michelle Batista (Vice President of Student Services), Emily Shaw (Executive Assistant, Student Services), Laura Metune (Senior Director, Government Relations and Grant Development), Elizabeth Gabel (Administrative Assistant, Government Relations and Grant Development), and Laura Salinas (Director of Equity & Student Wellness). Their insight and support provided the foundation for a holistic and intentional campus audit.

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Executive Summary



Executive Summary

This executive summary is a synopsis of the LTCC's equity audit recommendations. The recommendations are categorized within the S.E.T. Framework showing the philosophical foundation that informs how the Hotep Consultants team approaches the development of human-centered data collection, equity-focused data analysis, and intentional and practical reporting of findings and recommendations. Following the executive summary, the equity audit report provides more comprehensive details about the audit process, key findings, highlights, areas for growth, and recommendations.

Findings

Overarching Themes

Strong Documented Commitment to Advance Equity & Dismantle Racism

From the Superintendent/President's goals to the budget guiding principles to the numerous statements of solidarity and resolutions, there is a clear desire to focus on equity and anti-racism across the college – both from an institutional perspective and for individual growth. We saw the college take a stance on issues of race and racism in response to the summer of racial reckoning. This impact moment was another opportunity for reflection across the college, the board, and senior leadership to commit to change. We also believe there is a lot of opportunity for making concrete changes in the policies, practices, and assessments at LTCC to fulfill the outcomes statement in the documentation.

Challenges with Sustaining Equity Efforts

While equity is a priority for LTCC, it is not embedded into all college policies and practices that impact the work the most (i.e. prioritization process, employee evaluations, job descriptions, curriculum review, etc.). Reviewing and updating the college policies and practices will help codify the standards and expectations of the entire organization, students, employees, and community members. This change will sustain the work because equity values and priorities foundational to institutional processes. Often, equity efforts are led by a few or dependent on leadership, resulting in missed opportunities to braid diversity, equity, and inclusion into policies, practices, and assessments. If institutional goals change, where might that leave the expectation to uphold equity within the institution?

Institutional Responsibility to Uphold Global Awareness ISLO for White Students

LTCC is a predominantly White institution - both students and employees. Equity efforts to advance the experiences and successes of students of color are a priority at LTCC. However, there is a disconnect between this priority and the role of White-identified students to engage in their own racial literacy, growth, and learning, which contributes to their success as well as the success of their peers. The importance of equity is not dependent on how many students of color are enrolled at LTCC. It is the responsibility of LTCC to prepare all students that study at the college to become active participants in a diverse society that extends beyond the LTCC community. In alignment with the college's ISLO about Global Awareness, it is critical to support students in developing and practicing critical thinking about issues of difference in identity. Talking about issues of race and racism are uncomfortable and can make it challenging to do equity work. For White-identified students, developing a positive racial identity can help them engage in constructive dialogue around social justice issues because the focus is not about their individual feelings of shame or guilt. Practicing Equity-Mindedness and anti-racism is everyone's responsibility, and also, there is a particular kind of reflection and engagement that White folks need to engage in to better understand their peers' experience.

Key Recommendations

Student-Ready (Institutional)

A Student-Ready organization creates system-wide impact by consistently examining processes and practices that hinder learning and actively works towards creating solutions. The recommendations below address system-wide approaches to best support a diverse constituency of students.

- Analyze institutional documents to ensure that expectations of equity are embedded within informal policies and practices to ensure a sustainable prioritization of equity regardless of institutional goals.
- Develop a communication guide explaining the college prioritization process and resource allocation process. Include vocabulary that defines key group roles, guiding questions, and definitions to help create transparency and clarity around Equity-Minded decision making.
- Update job descriptions and posting templates across all job classifications to be explicit about the expectations of potential employees to engage in equity advancing practices.
- Review the Hate & Bias Incident report submissions to identify trends on campus and utilize this information to provide training opportunities for all employees and students and create a culture of accountability.
- Analyze student outcome data, disaggregated by race and other disproportionately impacted identities, and explore gaps relating to course completion, degree vs transfer, transfer success.



Equity-Minded (Individual)

Equity-Minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They also take personal and professional responsibility for the success of their students and critically reassess their own practices. The recommendations address the interpersonal nature of equity and someone's impact on equity advancement at the college.

- Assess employee review, onboarding, and evaluation forms to incentivize Equity-Minded practices and provide the support needed for employee learning and growth.
- Develop leadership training opportunities for student leaders and student employees. Incorporating these experiences at the beginning of a student's employment or leadership role will help develop their self-awareness and skills so they can contribute to creating a welcoming environment for a diverse student body.
- Provide campus-wide opportunities for all students, especially White students, to engage in equity and diversity-focused discussions where the focus is on contextualizing the realities of racism and how it impacts the world around them rather than identifying who is being "oppressive" and invoking a sense of guilt.
- Continue book club discussions to provide space for employees to learn, engage, and reflect on their social location and the world around them, especially those connected to their role at LTCC.



Transformative (Service)

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education. A transformative approach uses data-informed efforts to repair and restore the educational system. The recommendations listed below address the level and quality of support and service provided to students.

- Establish a forms team and regularly review the effectiveness of required forms, update language, and evaluate the submission and review process, giving specific attention to wording and tone.
- Promote the Coyote Concern platform that supports students who need assistance with their basic needs or are experiencing discrimination on campus.
- Revisit the Course Outline of Record and Comprehensive Program Review process and identify ways to embed equity, diversity, and inclusion in the curriculum review process.
- Establish a process and regularly review and revise the model syllabus template, course syllabi, and canvas pages.



Lake Tahoe Community College Equity Audit Full Report



Background

CCC System-wide Context

The California Community College system, comprising 116 colleges, serves 1.8 million students annually. About 70% of students enrolled identify as racial/ethnic minorities. In the 1970s, as the demand for higher education expanded, community colleges were identified as key to increasing access to opportunities. In 2017, the California Community Colleges' Vision for Success created a plan for addressing long-standing issues and barriers to student success and the belief that colleges should provide clear, simple, and accessible pathways with embedded supports to ensure that students can achieve their educational goals.

The vision mapped out goals to address barriers within the system to retention and completion and included decreasing the average number of units accumulated by students and reducing equity gaps for traditionally underrepresented student groups. This vision served as a framework for colleges in shaping their goals for improving instruction and services. Colleges have sourced professional expertise and guidance from external consultants about addressing issues of race, identity, and culture with a structural and systemic approach. Additionally, colleges have been committed to examining their current environments and learning how to be more welcoming and supportive of Black, Latinx, and Native students.

In March 2020, community colleges throughout the system shifted how they traditionally offered instruction, support services, and resources to be responsive to the global COVID-19 pandemic. This major shift became an opportunity to transition all components and aspects of the "campus academic experience" from instruction, student services, and business administrative operations to an online modality. The pandemic also illuminated the urgency around promoting basic needs programs and services because of growing health disparities amongst people of color. The murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and several other Black people at the hands of police ignited civil and social unrest locally, regionally, nationally, and globally. In June 2020, the Chancellor of the California Community College, Eloy Ortiz Oakley, issued a call to action challenging colleges to investigate current structures, curriculum, and practices and identify ways to dismantle and repair structural racism embedded within schooling.

In 2023, there continue to be regional and national issues LTCC should be aware of and prepared for on its journey to becoming an Equity-Minded and anti-racist institution. We are currently witnessing a massive assault on Diversity, Equity, and Inclusion in higher education (i.e. actions to limit faculty speech on topics of identity, stop inclusive hiring practices, and defund student equity programs), managing declining enrollment, and continuing the work of transitioning into being a 24/7 residential living campus.

Lake Tahoe Community College Context

In 1975, LTCC opened its doors for the first time. The college welcomed 1,407 students in its first year and graduated eleven (11) students in the spring of 1976. Today, LTCC serves over 7,500 students annually. LTCC is a Hispanic Serving Institution (HSI) where more than 25% of enrolled students identify as Latina/o/x/Hispanic. Ranked #20 in the country for the best college, LTCC describes itself as an “evolving and dynamic California community college in the heart of South Lake Tahoe.” Some key initiatives and programs developed to support student access, equity, and success include the Lake Tahoe Promise Program, Equity Leaders Program, HSI STEM Pathways to Completion, and the Basic Needs Center.

LTCC has made significant progress in examining traditional approaches, hearing students’ perspectives and voices, and creating institutional capacity to address systemic barriers to student success since the 2017 California Community College Chancellor’s Office Vision for Success was put into motion. Examples of the great work that has taken place are evidenced in:

- Development of the Diversity, Equity, Inclusion (DEI) Task Force with efforts and progress recorded in the 2020-2021 DEI Annual Report
- Development of the Hate & Bias Incident Reporting System
- Strong commitment to advancing equity and anti-racism as evidenced in passing multiple resolutions (i.e. BP 7100 Commitment to Diversity)

Despite some improvement, there are still opportunity gaps predictable by race. Examples of this are evident in the LTCC scorecard:

- *Black students (n=914) have historically had the lowest course success rates (78%)*
- *Black students (n=30) have also the lowest degree attainment/graduation rate (4%)*



Lake Tahoe Community College Context

Table 1. Lake Tahoe Community College Scorecard 2020

Ethnicity/Race	Metric	Academic Year					5-Year Average
		2014/15	2015/16	2016/17	2017/18	2018/19	
Total	Student Population	1,865	1,805	1,464	1,418	1,270	1,564
	Graduates	10%	11%	11%	11%	17%	12%
	Transferred to a 4-Year Institution (with or without graduating)*	19%	17%	20%	25%	27%	22%
African American	Student Population	33	34	23	26	34	30
	Graduates	3%	0%	4%	4%	9%	4%
	Transferred to a 4-Year Institution (with or without graduating)*	42%	21%	43%	58%	44%	42%

Source: LTCC Course Outcomes Dashboard Tableau as of May 31, 2023. The information provided on the dashboard includes all student categories (F2F, Rising Scholars, Non-Credit) across all Terms. These figures include joint partnership agreements.

Table 2. Course Outcomes Dashboard - All Gender / All Race

		17-18	18-19	19-20	20-21	21-22
Asian	Enrollments	1,066	1,272	1,187	1,098	983
	Course Retention	94%	95%	92%	94%	94%
	Course Success	90%	90%	87%	89%	90%
Black	Enrollments	771	1,130	979	1,182	914
	Course Retention	91%	91%	92%	93%	90%
	Course Success	76%	74%	76%	80%	78%
Latina/o/x, All Races	Enrollments	5,572	6,303	6,226	5,547	5,766
	Course Retention	93%	93%	91%	90%	92%
	Course Success	82%	82%	85%	85%	84%
Multi Race	Enrollments	979	1,023	953	985	899
	Course Retention	93%	92%	92%	89%	92%
	Course Success	85%	90%	87%	85%	86%
Native Amer	Enrollments	121	112	130	142	141
	Course Retention	93%	92%	95%	92%	89%
	Course Success	74%	79%	81%	85%	85%
Pacific Island	Enrollments	65	70	81	79	94
	Course Retention	92%	96%	87%	87%	88%
	Course Success	78%	83%	88%	87%	90%
White	Enrollments	9,833	10,821	9,914	7,969	8,023
	Course Retention	95%	94%	93%	93%	93%
	Course Success	89%	91%	90%	90%	91%
Other	Enrollments	54	32	25	40	23
	Course Retention	100%	100%	100%	100%	83%
	Course Success	79%	92%	100%	89%	100%
Unknown	Enrollments	492	503	827	587	572
	Course Retention	97%	95%	94%	94%	94%
	Course Success	91%	89%	91%	91%	92%

Source: LTCC Course Outcomes Dashboard Tableau as of May 31, 2023. The information provided on the dashboard includes all student categories (F2F, Rising Scholars, Non-Credit) across all Terms. These figures include joint partnership agreements.



LTCC's mission is to:

“Serve our local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.”

LTCC believes that:

- Students come first
- An educated citizenry is fundamental
- Learning enhances the quality of life
- Innovation, integrity, high standards and the pursuit of excellence are essential
- Diversity enriches
- We make a difference

In order to best understand the ways in which Lake Tahoe's mission is operationalized, the equity audit has three main goals:

1. Assess current practices at Lake Tahoe Community College, including existing equity-centered work
2. Provide recommendations for continued improvements
3. Ensure equity is embedded in all areas of campus: policy, practice, and praxis, including pedagogy and andragogy

This equity audit will highlight both equity advancing practices taking place at LTCC and areas of improvement. The recommendations included within the audit will, ideally, meet the needs of all constituent groups across the institution in order to have system-wide impact. With the focus being on increasing student success, it is our hope that the information identified within this report will result in a more equitable, inclusive, and welcoming institution where all community members can thrive and succeed.

Key Definitions

To support potential readers of this report, here are definitions of key terminology you will come across throughout this document. Providing these definitions offers readers a baseline common understanding of phrases such as equity, anti-racism, and minoritized students. While we understand that multiple interpretations exist of these phrases, the information reflects how we, as consultants and researchers, view, discuss, and understand these words and phrases.

Anti-Racism

Anti-racism is the intentional focus on policies and practices that produce or sustain racial equity between racial groups. It requires constant assessment and reflection and is focused solely on the outcome of a policy or practice, rather than on the creator of such policy or practice (How to Be An Anti-Racist, Ibram Kendi 2019).

Color blindness

Color blindness is a form of discrimination in which an individual claims to ignore others' skin color completely and, therefore, believes they are treating all racial groups equally. However, colorblindness often perpetuates discriminatory practices by allowing people to ignore circumstances that cause racial disparities (Nyman and Cummins 2022).

Culture

Culture refers to the beliefs, norms, habits, and practices of an institution. Culture can also be viewed as "the personality" of an organization.

Climate

Climate is how the culture of the institution makes employees feel which can also be understood as the mood of an organization.

Equity

Hotep Consultants defines equity as developing policies, practices, and assessments within an organization that take into consideration the unique challenges and barriers faced by disproportionately impacted groups.

Key Definitions

Equity-Mindedness

The term “Equity-Mindedness” refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education (Center for Urban Education and Race and Equity Center).

Disproportionate Impact

Disproportionate impact is a condition where some students’ access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support resulting in inequitable outcomes. This information is most often presented in terms of race but could include a multitude of identities including: gender, sexual orientation, socioeconomic status (SES), disability, and English fluency.

Diversity

Diversity is the recognition of differences (e.g., race/ethnicity, class, gender, sexual orientation), which are a fact of life, without bias or judgment.

Inclusion

Inclusion is the incorporation of members of traditionally minoritized groups into planning, strategizing and decision making processes of an organization.

Leadership

Leadership is typically used to refer to a group/audience at the institution who have a particular level of influence, formally. Fundamentally, leadership is how individuals and groups leverage their “locus of control” to pursue excellence in alignment with an organization’s mission, vision, and values.

Locus of Control

A person with an internal locus of control believes that he or she can influence events and their outcomes, while someone with an external locus of control blames outside forces for everything

- Julian Rotter

Within an educational context, focusing on one's locus of control means using one's agency to impact student success and improve outcomes (i.e. faculty examining curriculum, pedagogy, and andragogy).

Minoritized Students

"Minoritized" as a phrase is a concept that describes a certain group of people in their relationship to a dominant group within specific settings and moments of time. Utilizing language that acknowledges the minoritization of communities within the institution highlights the various identities and power dynamics that exist.

Microaggression

Microaggressions are the brief, everyday exchanges in the form of slights, put downs, and insults, that send denigrating messages to certain individuals because of their group membership (Derald Wing Sue).

Obligation Gap

The Obligation Gap can be defined as an accountability standard in which the institution is responsible for the academic achievement of minoritized students of color. Unlike opportunity gap or achievement gap, the responsibility of student success does not belong to the student. Instead, the obligation gap "puts the responsibility on educational institutions to be student-centered when designing academic experiences for the communities they serve" (Sims, Taylor-Mendoza, Hotep, Conway, Wallace 2019).

Traditional

Traditional frameworks have yielded the inequities currently plaguing our system. The traditional framework lacks a systemic analysis of education and fails to take race, bias, and sociohistorical factors into consideration particularly in education. A traditional approach privileges a "Right to Fail" attitude about education without regard to student success.

Transformative

Transformative frameworks address the historical and sociopolitical causes of the inequities found in education and engage in data-informed efforts to repair and restore the educational system. A transformative mindset can examine the system, tools, and strategies of the traditional approach and produce innovative Student-Ready, anti-racist, and anti-sexist strategies for success.

Equity Audit Core Team

Throughout the Fall 2022 semester, Hotep Consultants worked with a small group of LTCC College stakeholders to engage in thought partnership around LTCC community engagement. Under the leadership of Dr. Michelle Batista, this core group was assembled to provide feedback on technical details, insights on stakeholder engagement (survey distribution), and serve as a sounding board to provide institutional context in alignment with the findings.

Table 3. Equity Audit Core Team

EA Core Team	Role
Michelle Batista	Vice President of Student Services
Elizabeth Gabel	Administrative Assistant to the Senior Director of Government Relations and Grant Development
Laura Metune	Senior Director of Government Relations and Grant Development
Laura Salinas	Director of Equity and Student Wellness
Emily Shaw	Executive Assistant to the Vice President of Student Services





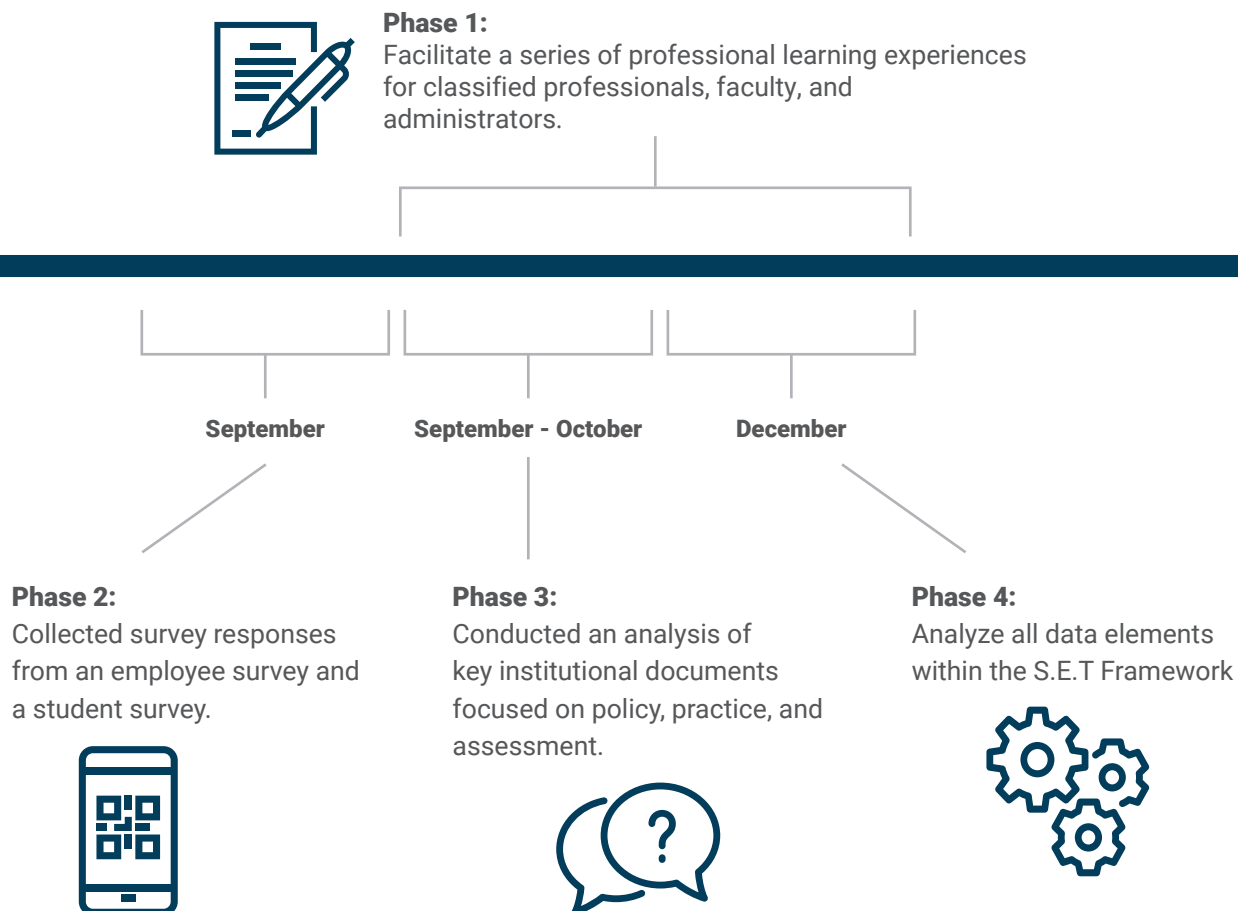
Equity Audit Process



Equity Audit Process

The LTCC Equity Audit was conducted in four key phases. Phase one included a series of professional learning experiences to engage key employee constituents. The second phase was a campus-wide survey that was sent to all employees and students. The employee survey provided insight into the college's culture and climate including the extent to which employees feel supported and valued by the institution, the practices they engage in to support students, and some of the issues and challenges with shifting to a student-focused and Student-Ready approach. The survey was sent to students who were enrolled at LTCC during the Fall 2021, Spring 2022, and Fall 2022 terms. The student survey provided insights into the student experience with employees, peers, and institutional processes. After completing all three phases of data collection, Hotep Consultants analyzed the data through the lens of the Student-Ready, Equity-Minded, and Transformative (S.E.T.) Framework, which will be discussed in the next section. This analysis resulted in the final set of recommendations, provided in June 2023, for the next steps to improve equity-advancing practices within LTCC.

Table 4. Equity Audit Phases



Research Questions

The Equity Audit was guided by five (5) primary research questions. These research questions were initially developed by Hanover Research Brief: Conducting an Equity Audit and adapted by Hotep Consultants to best support Equity Audits within the community college. The research questions are listed below:

- 1 To what extent is the environment at LTCC diverse and inclusive?
- 2 To what extent do LTCC administrative policies and practices encourage a systemic and collaborative approach to diversity, equity, and inclusion?
- 3 To what extent do LTCC instructional policies and practices help cultivate a learning experience that is engaging and empowering for historically minoritized students?
- 4 In what ways can LTCC support changes to current policies, practices, and procedures in order to improve the quality of instruction and services for students?
- 5 To what extent are LTCC budget and resource practices informed by a Student-Ready and Equity-Minded lens?

The research questions above serve as specific questions to be answered as a result of analyzing the data provided. In order to answer the research questions, the Hotep Consultants Team utilizes a specific framework as a lens through which to analyze the data. This framework is referred to as the S.E.T. framework and is described more thoroughly in the next section.






S.E.T. Framework

At Hotep Consultants, we embrace award-winning educator Dr. Lisa Delpit's declaration, "We do not really see through our eyes nor hear through our ears, but through our beliefs." Historically, narratives, including narratives about different groups, justified creating systems of exclusion and marginalization. We see this play out in education during the "right to fail era" where the dominant approach to teaching and learning is hyper-focused on individualism and gatekeeping, to protect a particular notion of academic rigor and tradition.

This context has implications for 21st-century educational leaders. As educational leaders, our beliefs and values are evident in our institution's policies, practices, and procedures. An in-depth analysis of these aspects of our institutions calls for leaders to utilize a practical framework to assess their approaches. The "S.E.T. Framework" stands for Student-Ready, Equity-Minded, and Transformative. This framework offers individuals and organizations multiple lenses through which they can reflect on their policies, practices, and assessments to identify barriers to equitable student outcomes.

The S.E.T. framework provides the philosophical foundation that informs how the Hotep Consultants Team approaches the development of human-centered data collection, equity-focused data analysis, and intentional and practical reporting of findings and recommendations. The S.E.T. framework is composed of six (6) key components of which we assess the intersections of each.

Image 2. Equity Audit Framework

Student-Ready Institutional 	Equity Minded Individual 	Transformative Service 
Policy The record of what we say we do	Practices Doing what we said we would do	Assessment The result of doing what we said we would do

S.E.T. Framework

Student-Ready

Student-Ready refers to how an organization functions with an intentional, collaborative, and holistic approach to facilitate students' continuous advancement toward college completion and valuable outcomes after college. This approach equally values the knowledge, expertise, and leadership across instruction/academics, student services, and business services/operations. A Student-Ready organization values the perspectives and insight students, classified professionals, faculty, and administrators. A Student-Ready organization recognizes every employee as an educator within the institution, examines processes and practices that create barrier to student success, and actively works towards solutions. Developing a Student-Ready culture is both a journey for individuals but also a broader process of organizational learning.

Equity-Minded

Equity-Minded is an analysis at the individual level of one's values and beliefs about students, oneself, and the process of teaching and learning. Equity-Minded professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They also take personal and professional responsibility for the success of their students and critically reassess their practices. Equity-Mindedness also requires practitioners to be race-conscious and aware of the historical context of exclusionary practices in American higher education.

Transformative

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education and engage in data-informed efforts to repair and restore the educational system. A transformative educational framework interrogates the system, tools, and strategies of the traditional approach and produces innovative student-centered, anti-racist, and anti-sexist strategies for success.

Policy

Policy refers to the written record of what the institution values and desires to accomplish. Policy is often led by governing agencies (i.e. Chancellor's Office, state legislature), institutional governance (i.e. Board of Trustees, governance committees), or campus leadership (i.e. President's Advisory Council). Policies can inform college processes, documentation (i.e. student forms), and impact the student experience. Many institutional policies were created in the "Right to Fail Era," resulting in student barriers and poor outcomes for students of color. Transformative institutions view policies not as compliance-based opportunities to exclude, but rather as parameters from which transformative student engagement can blossom.

Practice

Practice is most connected to the way in which policies are implemented and actualized within the day to day institutional experiences. There may be times in which practice aligns with policy and there may be times in which it does not. The times in which practice does not align with policy is most often based on individual engagement with said policy either intentionally or unintentionally, and could result in either transformative impacts on students or the creation of barriers.

Assessment

Assessment refers to the outcome of both policy and practice. Assessments can be formal such as a campus survey or final research paper within a course. Formal assessments are typically tied to understanding campus or course outcomes, connected to program reviews, or impact resource allocations. Informal assessments may provide opportunity for intentional reflection and engagement within a course, program, or department that most impact students' sense of connection and belonging.



Data Reviewed

Campus-wide survey

Hotep Consultants developed two campus-wide survey instruments, one for employees and one for students, using Survey Monkey, an online survey tool.

In collaboration with LTCC's Office of Institutional Effectiveness, Hotep Consultants provided unique survey links and QR codes for internal distribution and survey collection via email listserv and student email accounts. The employee survey was open from September 30, 2022 through October 17, 2022 and the student survey from September 12, 2022 through October 17, 2022. In order to increase campus participation in the survey, there was intentional recruitment by classified professionals, faculty leaders, and administrators to ensure broad campus-wide engagement, particularly for groups that don't typically participate in these conversations.

- 106 total employees participated in the employee survey
 - ▷ Employees who worked at LTCC during Fall 2022 were invited to participate in the survey. The survey was sent to 229 employees with a response rate of 46%.
- 270 total students participated in the student survey
 - ▷ Students that were enrolled in classes at LTCC during Spring, Summer, and/or Fall 2022 were invited to participate in the survey, with the exception of students enrolled in Dual Enrollment as their experiences with LTCC may differ from students taking classes "on" campus (including remote courses). The survey was sent to 2,089 students with a response rate of 13%.

Survey participant demographics are in the appendix. The survey primarily consisted of likert scale questions in which participants rated their agreeability or level of comfort across multiple factors. Additionally, each section within the survey included an open ended question to which participants could provide clarity or context around their responses.

Survey- Six Key Sections



1 **Belief in Students**

This is the authentic and unwavering belief that students (students of color, first generation, and/or low income students) have the capacity to learn and be successful. Educators who believe in students communicate this through high expectations and high levels of support.



2 **Campus Equity Eco-System**

Creating change requires the organization to function as an Equity-Minded community, which means all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with Student Equity Plan, strategic plan, and vision for becoming an anti-racist campus.



3 **Being Action Oriented**

Being action-oriented requires intentional steps and efforts towards dismantling inequitable practices and policies within the institution. Individuals and groups within the organization use their locus of control to make an impact for students consistently.



4 **Sense of Welcoming and Belonging**

Students feel welcomed and a sense of belonging when an institution values cultural/ racial diversity, connects them to opportunities and resources, and creates community for students. A campus that is welcoming and gives students a sense of belonging helps create the conditions for higher rates of retention and completion.



5 **Racial Literacy**

Racial literacy is understanding what race is, its relationship to inequity, and how to respond to racial tension, discrimination, and inequitable outcomes with an anti-racist lens.



6 **Critical Self Reflection**

Critical self reflection is assessing an organization's culture, policies, and practices and identifying ways to change, adapt, and grow to improve student outcomes. This practice requires thinking about how one's social location (race, gender, SES, etc) impacts beliefs about teaching and learning, their work, and impact on students.

Document Analysis

In addition to the campus survey, a document analysis provided insight into structures, messages, and practices that could create barriers to anti-racist efforts within the institution. Documents remain a source of information and provide direction even with organizational changes. It is imperative to review and update documentation, especially if any documentation potentially creates barriers to student success and professional goal achievement for employees.

At the onset of the equity audit, the Hotep Consultants team provided the LTCC equity audit core team with a list of documents to gather for review. The equity audit core team shared the documents using DropBox and uploaded them to Dedoose, a the data visualization where our team reviewed, analyzed, and coded 115 docs. To access information not provided in DropBox, Hotep Consultants worked directly with the core team to gather additional documentation and searched the LTCC website.

Some items reviewed in the document analysis include:

- Job Descriptions/Postings
- Program/Service Information
- Student Equity Plan
- Board Meeting Minutes
- Academic Senate Resolutions
- Board Resolutions



Limitations

As with any research, the equity audit at LTCC was not exempt from a series of limitations that might influence our findings and final recommendations. Such limitations are listed below.

Gaps in Information

We can only review the information we have access to – whether information shared directly from LTCC or information we found on our own. As such, there may be gaps in our understanding of current processes or policies. If you notice that our interpretation of the information we have is a bit off, dated, or missing, please let us know and feel free to share any updated information with us so that we can reassess.

Surveys can only tell so much

The insights shared were helpful to get a sense of the experiences of employees and students on campus. Surveys can sometimes tell us “what”, but they might not always be able to explain the “why” or “how.” A more in-depth analysis is needed to unpack the experiences of employees and students at LTCC. There are perhaps some questions that are still unanswered.

Breadth and depth of voices

While we would have appreciated more diverse voices, the institution is still predominantly White, reflected in the survey responses. For ethical considerations we protected the anonymity of students of color and students representing multiple intersecting identities and encourage the college to learn more about their experiences.

Timing

The institutional surveys were sent out at the start of the quarter. Some students, and some employees may not have yet had enough familiarity with the institution to answer the questions more broadly.





Findings



Findings

Overarching Themes

Strong Documented Commitment to Advance Equity & Dismantle Racism

From the Superintendent/President and Board of Trustees 2022-2024 goals to the budget guiding principles to the numerous statements of solidarity and resolutions, there is a clear desire to focus on equity and anti-racism across the college from an institution perspective and for individual growth. We saw the college take a stance on issues of race and racism in response to the summer of racial reckoning. This impact moment was another opportunity for reflection across the college, the board of trustees, and senior leadership to make a commitment to change. With that in mind, we also believe there is a lot of opportunity for making concrete changes in the policies, practices, and assessment to fulfill the outcomes statement in the documentation.

Challenge with Sustaining Equity Efforts

While equity is certainly a priority for LTCC, it isn't embedded in all of the college policies and practices that most directly impact the work – ie. prioritization process, employee evaluations, job descriptions, curriculum review, etc. Reviewing and updating college's policies and practices will help codify the standards and expectations of the entire organization, students, employees, and community members. This will sustain the work because equity values and priorities will be embedded into the institutional processes. Often times, equity efforts are led by a few or dependent on leadership and there is a missed opportunity to braid diversity, equity and inclusion into policies, practices, and assessments. If institutional goals change, where might that leave the expectation to uphold equity within the institution?

Institutional Responsibility to Uphold Global Awareness ISLO for White Students




LTCC is a predominantly White institution - both students and employees. Equity efforts to advance the experiences and successes of students of color are a priority at LTCC. There is a disconnect between this priority and the role of White-identified students to engage in their own racial literacy, growth, and learning, which contributes to their success as well as the success of their peers. The importance of equity is not dependent on how many students of color are enrolled at LTCC. It is the responsibility of LTCC to prepare all students who study at the college to become active participants in a diverse society that extends beyond the LTCC community. In alignment with the college's ISLO about Global Awareness, it is critical to support students in developing and practicing critical thinking about issues of difference in identity. Talking about issues of race and racism is uncomfortable and can make it challenging to do equity work. For White-identified students, developing a positive racial identity can help them engage in constructive dialogue around social justice issues because the focus is not on their personal feelings of shame or guilt. Practicing Equity-Mindedness and anti-racism is everyone's responsibility. There is also a particular kind of reflection and engagement that White folks need to develop global awareness and understand the experiences of their peers.

Analysis

The findings within the next few pages are presented in alignment with our five guiding research questions below and the recommendations are provided in alignment with the S.E.T framework.

1. To what extent is the environment at LTCC diverse and inclusive?
2. To what extent do LTCC administrative policies and practices encourage a systemic and collaborative approach to diversity, equity, and inclusion?
3. To what extent do LTCC instructional policies and practices help cultivate a learning experience that is engaging and empowering for historically minoritized students?
4. In what ways can LTCC support changes to current policies, practices, and procedures in order to improve the quality of instruction and services for students?
5. To what extent are LTCC budget and resource practices informed by a Student-Ready and Equity-Minded lens?

The S.E.T. Framework provides the philosophical foundation that informs the way in which the Hotep Consultants Team approaches the development of human centered data collection, equity focused data analysis, and intentional and practical reporting of findings and recommendations. The S.E.T. framework is composed of six (6) key components of which we assess the intersections of each.

Student-Ready Institutional 	Equity Minded Individual 	Transformative Service 
Policy The record of what we say we do	Practices Doing what we said we would do	Assessment The result of doing what we said we would do

College Diversity and Inclusivity

Overview

At Hotep Consultants we believe diversity is the recognition of differences (e.g., race/ethnicity, class, gender, sexual orientation) without bias or judgment. Inclusion is the incorporation of members of traditionally minoritized groups into planning, strategizing and decision making processes at an organization. This section contains our findings as it relates to the first guiding research question, “To what extent is the environment at LTCC diverse and inclusive?”

Highlights

Enrolling approximately 7,000 students annually and just under 300 employees, LTCC is home to a community representing a range of perspectives, experiences, and identities. There is a level of diversity based on race and ethnic identity (Latinx, White, Asian, Black, Multi-Racial, and Native American), gender identity, sexual identity, ages, disability experience, and multiple intersecting experiences.

The work focused on increasing diversity is successful when we address why diversity and inclusion are important and how they are central to our work. Providing clarity and connection between fostering a diverse and inclusive (learning and working) environment and organizational excellence help move the organization forward.

Developing a Campus Equity Eco-system

Creating change requires the organization to function as an Equity-Minded community where all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with Student Equity Plan and the President/ Superintendent and Board of Trustees 2021-2023 and 2022-2024 goals.

LTCC has taken on more responsibility in terms of committing to address issues of difference, specifically as it comes to issues of race and anti-racism within the institution. This is evidenced in a number of activities including the Superintendent/President and Board of Trustees Goals 2022-2024, multiple passed resolutions, the development of the Diversity, Equity, and Inclusion Task Force, the passing of Board Policy 7100. The examples below are snapshots from these various materials.

Image 3: LTCC Academic Senate Resolution on Tolerance and Diversity passed in 2017

LTCC Academic Senate Resolution on Tolerance and Diversity (2017)

Whereas, the Lake Tahoe Community College Academic Senate promotes a positive learning environment and culture; and

Whereas, that environment and culture are based on open-mindedness, critical thinking, inclusion, tolerance, equity, and respect, and

Whereas, the right to freedom of speech is protected by the First Amendment to the Constitution for the United States of America.

Therefore, be it resolved, that while free speech is protected and at the core of our college, we will not tolerate racist, sexist, homophobic, or any other forms of discriminatory language or behavior. Hate speech and other such language or behavior, as defined in Lake Tahoe Community College Board Policy 5500 (Standards of Student Conduct), will result in Disciplinary Sanctions or Actions, as stated in Administrative Procedure 5520 (Student Discipline Procedures).

Furthermore, be it resolved, that the LTCC Academic Senate reaffirms its commitment to promote respect for, and acceptance of, all members of our college community.

Image 4: Screenshot of LTCC's Curriculum Committee Statement on Diversity

The members of the Curriculum Committee have committed to research and consciously choose to offer a more culturally diverse curriculum, as well as to scrutinize the current topics and subtopics of LTCC's curriculum and provide guidance on how they can establish an anti-racist instructional core.

As we prepare for Fall 2020 courses, we ask faculty to review course curriculum in an effort to create awareness, context, and space for individuals and communities who are oppressed and under-represented.

We additionally ask faculty to look for ways to implement more diversity, cultural inclusivity, and new contexts to topics covered (such as those concerning historical time-periods, valued discoveries, canonical works, and research) and possibly add new book selections, assignments, and/or objectives to curriculum to further contextualize course topics.



Image 5: Goals 1-3 of Superintendent/President Board of Trustees Goals

- 1** Align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution.
- 2** Increase student access through expansion and enhancement of wraparound services, including financial aid, basic needs, housing, and overall wellness.
- 3** Improve student success and completion with an emphasis on academic equity for traditionally underserved student populations.

These examples reflect the college's commitment and stance on issues related to diversity and inclusivity, not generically, but in ways that address the priorities and the goals that work towards change. It is made clear to leadership and the broader community that the institution has a responsibility to transform our structures, policies, procedures and practices.

Action Oriented

Being action-oriented requires intentional steps and efforts towards dismantling inequitable practices and policies within the institution.

A [Hate & Bias Incident Reporting System](#), one of Superintendent/President Board of Trustees goals, was developed for employees and students to inform the college about situation(s) where they feel they have encountered bias, discrimination, and, or other issues related to conduct.

Image 6: Hate & Bias Reporting Form

If you feel your immediate safety is at risk, if you are a witness to physical violence or suspect imminent danger to yourself or others, please call 911 immediately.

Bias stems from fear, misunderstanding, hatred, and stereotypes and may result in negative treatment of an individual.

Bias-related incidents, while abhorrent and intolerable, may not violate Lake Tahoe Community College policy or break the law. In some instances, the college can assist in addressing the behavior. In many instances, the college can provide support, services, and resources.

By reporting bias-related incidents you help the college understand the climate around these issues and implement changes that result in an inclusive and welcoming campus environment.

Hate crimes are also motivated by bias, but they include a definable crime such as threats of violence, property damage, personal injury, and other illegal conduct. A hate crime is an infraction of the law and will be addressed accordingly.

These incidents will be reported to:

- For incidents related to employees – Shelley Yohnka, Director of Human Resources
- For incidents related to students or community – Michelle Batista, Vice President of Student Services

This creates opportunity for those who experienced harm to give an account of that incident to the college. Regularly collecting this data also helps the college get a pulse on issues the community is experiencing related to hate and bias. Ideally, this data leads to college to ask when and why these issues are impacting students to be able to direct students to the support they needs in order to have accountability.

Reflecting on the concern and worry that could arise from those who submitted a report, transparency and trust are important. If an employee doesn't want to submit a report about their supervisor due to fear of retaliation, what should be communicated to this individual to remove barriers to reporting?

Demonstrating Belief in Students

This is the authentic and unwavering belief that students (in particular, students of color, first generation, and/or low income) have the capacity to learn and be successful.

Reflecting on the student perspective and experience, we learned that overall, students enjoy their experience at LTCC. 90% of respondents selected "agree" or "strongly agree" to the question, "It is an enjoyable experience to be a student on this campus." Overall, students also reported that they sense that employees at the college care about them and their success.

Chart 1. Student Survey Response - "It is an enjoyable experience to be a student on this campus"

It is an enjoyable experience being a student on this campus

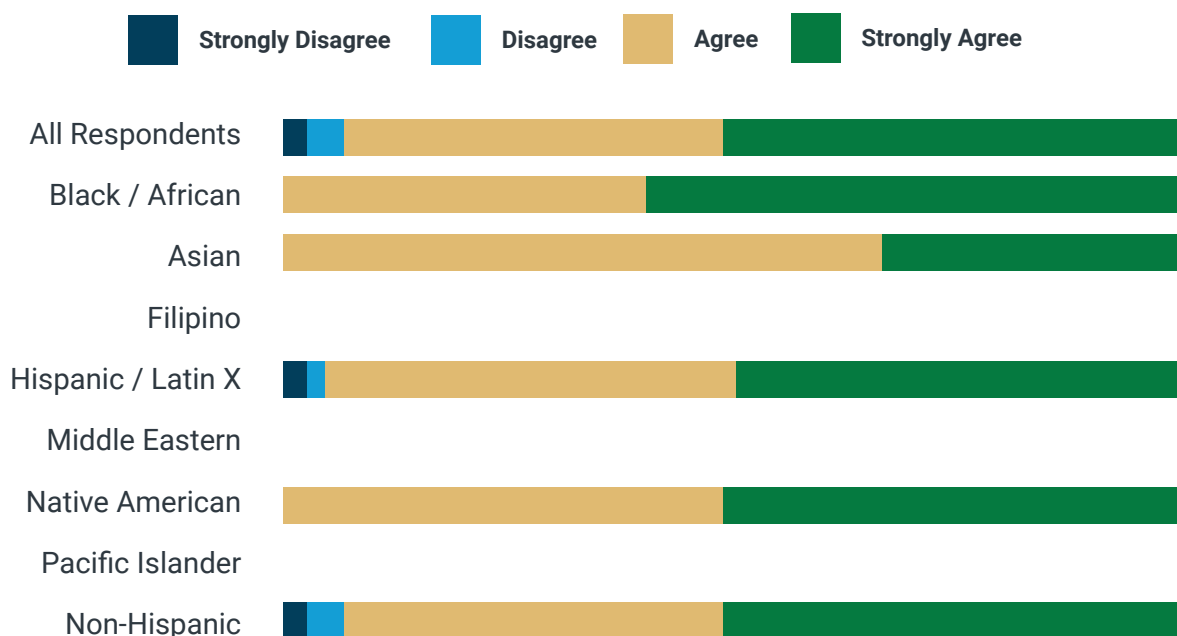
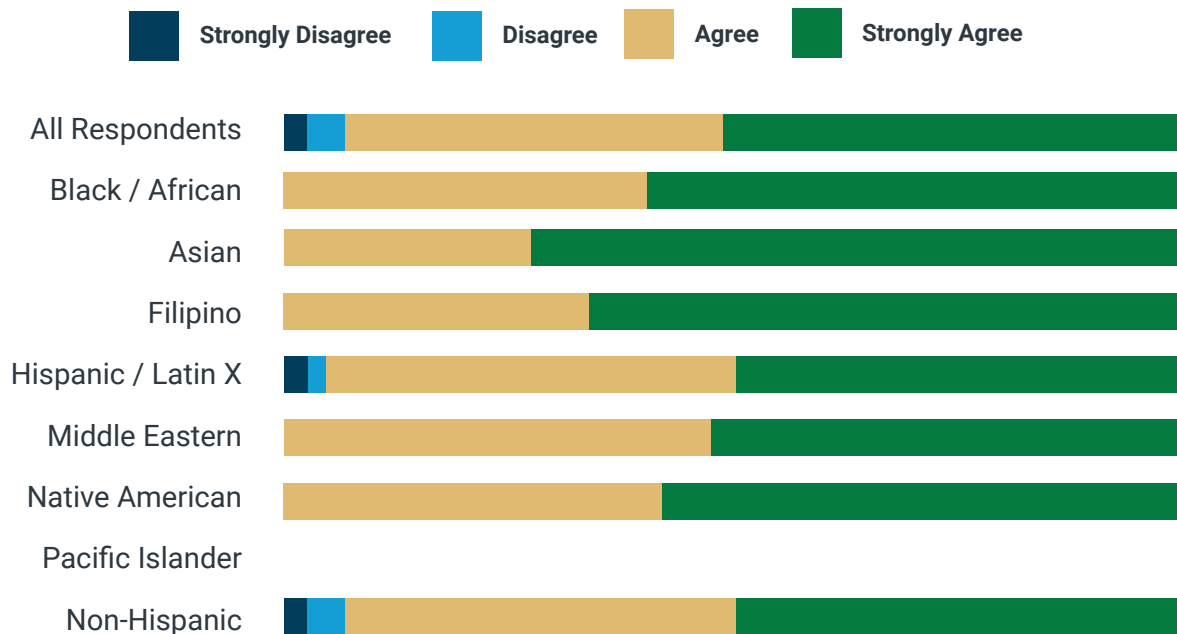


Chart 2. Student Survey Response - "I think LTCC employees are genuinely concerned about my well being and success."

I think LTCC employees are genuinely concerned about my well being and success



The open-ended responses to the question, "Within the past semester, what has helped you feel a sense of belonging to the LTCC community?", highlighted the importance of staff, faculty, and peer relationships at LTCC. Employees play an integral role in helping students feel like they belong in college and have a community of support.

- "I have felt a sense of belonging and a connection to the LTCC community because of how welcoming and kind the staff/counselors are. My last college couldn't compare to this one." (Student Survey Response)
- "Being able to communicate with the staff as if they are friends. They are there to help you and that's what makes the environment so positive." (Student Survey Response)
- "The staff/faculty/administration are very invested in the wellbeing of the students. I've been pushed to do my best, and I have been supported well throughout my education and work here!" (Student Survey Response)

These quotes speak to the importance of communication, relationships, and the impact on students. When students feel that employees care about their success, receive adequate guidance and resources, and are comfortable communicating needs and questions, this relationship can be foundational to a student's success.

For communications, we found that some student forms and flyers are available in both English and Spanish, an inclusive institutional practice that students appreciated. While recognizing that not all instruction and services can be available in multiple languages, forms can be particularly confusing for students to navigate. Translating advertisements and forms into multiple languages prioritizes student access.

Image 7: Basic Needs Intake Form

First Name / Primer
Nombre:

Last Name / Apellido:

Cell Number /Número
de celular:

Email/Correo
Electrónico:

Language / Idioma
preferido (Required):

Please Choose...



Areas of Opportunity

The traditional diversity approach can be tokenizing if equity is ultimately is not a priority because LTCC would be inviting diverse people into an environment that is not welcoming of their perspectives. There are opportunities for improvement around institutionalizing diversity and inclusivity through examining job descriptions, integrated college planning processes, and student communications.

Developing a Campus Equity Eco-system

Creating change requires the organization to function as an Equity-Minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/Superintendent and Board of Trustees 2022-2024 goals.

The first area of growth is about to organizational planning and development. The Integrated Planning Guide should be updated to explain how decision making and prioritization takes place at the college. Closing equity gaps requires re-allocating fiscal, human, and intellectual resources to impact students with the greatest needs. Creating a one-page user friendly handout that presents constituent groups involved, roles, key definitions, structure, timeline, and the process is a more accessible way for employees to learn how integrated planning takes place at the college.

A second area for growth is the need to create resources and support for retaining employees of color which is significant because of the goals outlined in the Equal Employment Opportunity (EEO) plan. The EEO plan shows LTCC's commitment to maintaining a standard of excellence around diversity and inclusivity highlighting hiring and recruitment policies, practice, and analyses that help create a learning environment that is, "enriched by diversity, which promotes personal and professional success, leadership, innovation, responsibility, and a sense of community." In concert with this, creating a professional community where all employees feel they are valued and can give the best they can to their work is indispensable to bring that vision forward. Employees have voiced feedback that underscores the significance of having adequate resources and support for minoritized employees.

- "Annual diversity training is not enough. We need a culture of inclusion and support for minority staff and faculty." (Employee Survey Response)
- "While I feel like the majority of employees at LTCC have a shared understanding of what "equity" means, the minority of individuals who don't are often the loudest in the room. This was observed before/ during/after the DEIA Trainings with Hotep Consultants. Multiple employees were very vocal about "not needing" the training or that this was just "LTCC checking their annual DEIA training box." There were even comments made during the training that were very centering and out of touch." (Employee Survey Response)

There is still a need to build awareness, understanding, and eventually be able to apply a mindset that can align with these values so they contribute to a more welcoming environment. Employees also expressed dissatisfaction with the level of racial and ethnic diversity at the college.

Racial Literacy

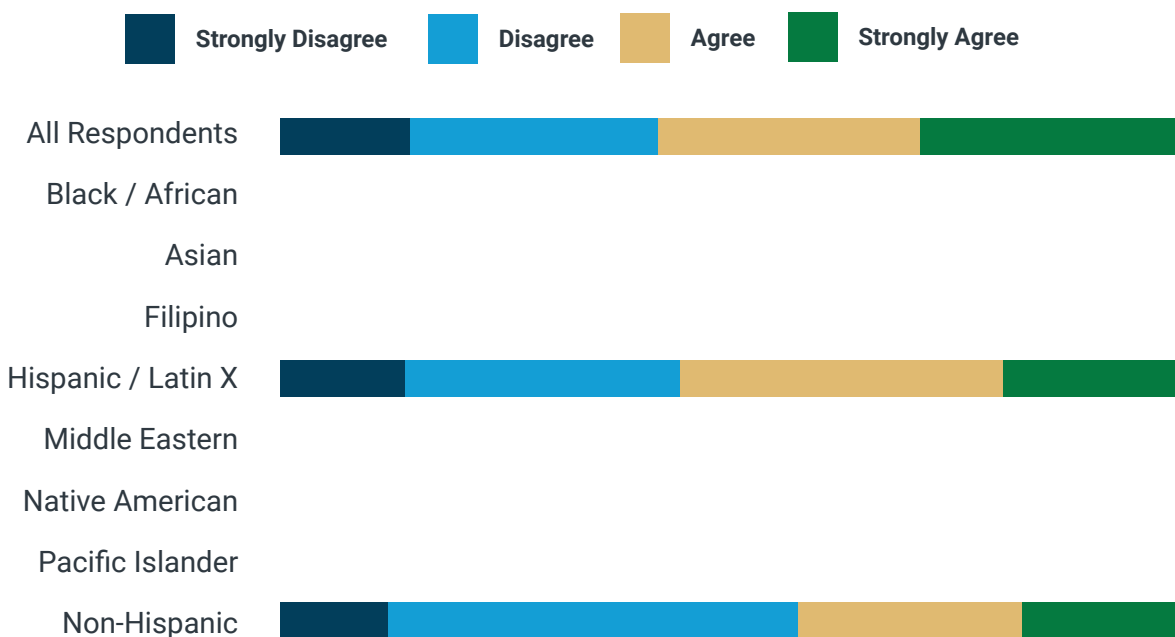
Understanding what race is, its relationship to inequity, and how to respond to racial tension, discrimination, and inequitable outcomes with an anti-racist lens.

Information should be consistent for student facing services across all forms of communication. For example, the [New Student Checklist](#) only mentions the FAFSA application but does not mention the California Dream Act, which is different from how the information presents on the website. This consistency avoids student confusion about how to access services.

In the survey, students also shared frustrations around lack of communication and support about the microaggressions they experience at the college. 30% (n=54) of students disagreed or strongly disagreed with the statement, “I have attended a training/workshop to learn how I can reduce implicit bias in my interactions as a student at LTCC and within the broader community.”

Chart 3. Student Survey Response - “I have attended a training/workshop to learn how I can reduce implicit bias in my interactions as a students at LTCC and within the broader community.”

I have attended a training/workshop to learn how I can reduce implicit bias in my interactions as a student at LTCC and within the broader community



- “Where are these workshops available and why aren’t they required by LTCC?” (Student Survey Response)

There was also resistance to the notions of diversity and equity from White-identifying students in the racial literacy section.

- “All Americans under the U.S. Constitution are given equal opportunity; often equity is designed in this post modern era to mean “equal outcome”. I do not appreciate LTCC’s emphasis on the harms white people have done to other races. It is divisive and non-inclusive.” (Student Survey Response)
- “I don’t need your “training” on buzzwords like diversity or inclusion. I treat everyone fairly and equally. I don’t force my beliefs on people, I keep them private. I also don’t feel the need to be the loudest, most outrageous, and ridiculous in the room to try and further push my own beliefs into other people.” (Student Survey Response)

These responses are examples of the traditional understanding or approach where there is a lack of socio-historical awareness of race and racism and how it manifests within our institutions. These sentiments also underscore the need for students to have on-going engagement and learning about identity development, intercultural competence, community issues, and social justice issues. Where are opportunities to educate students and space for dialogue and engagement around these various issues?



Systemic and Collaborative Approaches to DEI

Overview

LTCC is home to an intimate and thriving community of educators where individuals, groups, and the institution as a whole help create a learning experience that is meaningful and life changing for students. This section contains our findings as it relates to the guiding research question, “To what extent do Lake Tahoe Community College’s administrative policies and practices encourage a systemic and collaborative approach to diversity, equity and inclusion?”

Highlights

Developing a Campus Equity Eco-system

Creating change requires the organization to function as an Equity-Minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/Superintendent and Board of Trustees 2022-2024 goals.

Organizational structures, such as participatory governance and integrated planning, create channels for information sharing, decision making, and establishing shared understanding about college priorities and updates. A highlight we found is that the allocation process engages all stakeholders through a thoughtful governance process and prioritizes racial equity and anti-racism.

Image 8: Fiscal Resource Allocation Guiding Principles

1. Consider impact to students in all aspects of financial planning and budgeting.
2. Ensure resource allocation aligns with the District’s prioritization of addressing issues related to anti-racism, racial equity, and minoritized populations.
3. Maintain transparency in the budget process.
4. Plan and budget for state requirements and contractual obligations.
5. Resource allocation is informed by integrated annual and comprehensive processes.
6. Make budget decisions that are sustainable for the foreseeable future.
 - a. One-time revenue used only for one-time expenses.
 - b. Consider the ongoing costs of new commitments.
7. Use a balanced approach for budget estimates.
 - a. When uncertain, use conservative estimates.
8. Maintain prudent reserves for future uncertainties.
9. Have a systematic process for funding future liabilities.
 - a. Develop a long-range plan to address future liabilities.
10. Have budgeted Student Centered Funding Formula (SCFF) elements based on a confident projection with rationale provided.

We learned that many influential committees and councils have a range of representation of constituency groups from across the college. This was evident in the structure of the Budget Council, the DEI Task Force and the Institutional Effectiveness Council. Being inclusive of key stakeholders about key processes allows the college to maximize the perspective and expertise of classified professionals, faculty, and administrators.

Image 9: Purpose of the Institutional Effectiveness Council - Website

Institutional Effectiveness Council (IEC)

Purpose:

At Lake Tahoe Community College, the Board of Trustees established the Institutional Effectiveness Council (IEC) to serve as the official body on campus to provide faculty, staff, administrators, and students the opportunity to participate in the governance and consensus decision-making processes of the College in areas specified in the Functions listed below. The IEC recognizes that ethical and effective leadership resides throughout the institution and encourages all constituents to participate in an ongoing effort to improve the practices, programs and services of the College. When ideas for improvement have policy, budget or other significant institution-wide implications, the IEC provides a process for effective discussion, planning and implementation. The IEC also recognizes and respects that other organizations on campus have areas of responsibility for college governance issues.

Being Action Oriented

Being action-oriented requires intentional steps and efforts towards dismantling inequitable practices and policies within the institution. Individuals and groups within the organization use their locus of control to make an impact for students consistently.

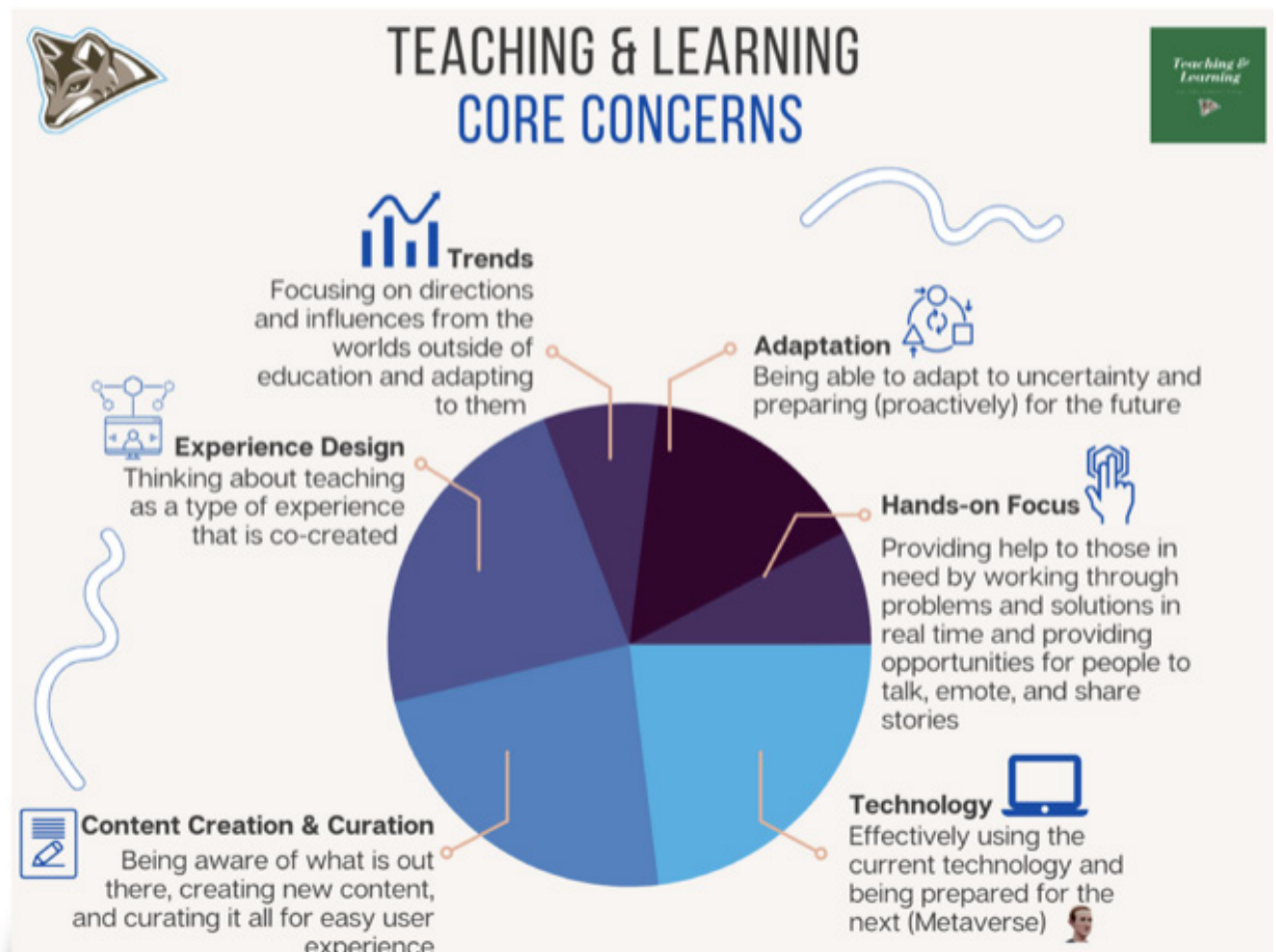
There have been faculty-led efforts to facilitate professional learning. The example below is from the Teaching and Learning program modeling on how to create space for collaboration and support through topical sessions and resource sharing. These practices help faculty develop accessible and updated courses.

Image 10: Core Values - Teaching and Learning Year End Report 2022

CORE VALUES



Over the three years in which the Teaching & Learning program has developed, a set of core concerns has emerged. These values help inform the development of workshops, Teaching Talks, video tutorials, and related materials.



An additional example of a highlight around professional learning is the work of Classified employees in developing a reading group similar to a book club of "How to Be An Anti-Racist," by Ibram X. Kendi, to engage in thoughtful reflection of personal approach and practice around issues of racism. A consistent group conversation provides an informal and self-guided learning space to discuss racism and the different ways it manifests.



Areas of Opportunity

Developing a Campus Equity Eco-system

Creating change requires the organization to function as an Equity-Minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/ Superintendent and Board of Trustees 2022-2024 goals.



Areas of Opportunity

Developing a Campus Equity Eco-system

Creating change requires the organization to function as an Equity-Minded community, meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/Superintendent and Board of Trustees 2022-2024 goals.

With those highlights in mind, we found opportunities for the college to improve in this area. While the majority of employees agree that there's a culture of collaboration between Instruction, Student Services, and Business Services at LTCC, 20% of classified professionals and 25% of administrators and Directors disagreed with this statement.



“Instruction and student services are “student centered” for the most part. Business services are policy, procedure, rules, and “audit centered” with different concerns and priorities.”

- Faculty, Employee Survey Response



“Could be more information sharing, collaboration, and inclusion between the three main areas of campus to ensure successful equity training and events across all departments. Some events, meetings, etc. get scheduled without concern for campus-wide calendars and employees’ availability to attend.”

- Classified Professional, Employee Survey Response

These quotes show the difference in understanding and practice between the three areas (Student Services, Academic Affairs, Administrative Services) of campus about equity, which creates barriers to advancing an equity agenda as a system. LTCC should begin with identifying how the different parts of the college define “equity.” For instance, it was unclear how equity is defined or interpreted from a business services standpoint. If there is no understanding, how can employees be expected to know the extent to which they are applying equity to their practice?

With the highlights in mind about the allocation process, there didn't appear to be any documentation around how decisions are grounded in an understanding of equity. For example, is a rubric used during the governance process to ensure decisions do not create barriers for students?

Racial Literacy

Racial Equity is understanding what race is, its relationship to inequity, and how to respond to racial tension, discrimination, and inequitable outcomes with an anti-racist lens.

Lastly, we learned that there is work to do around explaining to students “the why” behind LTCC’s commitment to DEI and the relevance to the student experience. The three quotes below are from the student survey and speak to the lack of awareness and a colorblind racial ideology.



“Merit is more important than diversity.”

-Student Survey Response



“... No one who cares about their education, cares about the race, gender, background or anything else of their educators. WE JUST WANT QUALITY INSTRUCTORS, who cares what they look like or where they’re from. You rob students of the best education possible by forcing instructors on us that are not the most qualified candidate. You’re only worried about “the current thing.”

-Student Survey Response



“A kid in a class I took ages ago said that racism didn’t exist. He only took the class to argue with the teacher I think. Weird.”

-Student Survey Response

While this may seem harmless, it appears as if students are creating a false dichotomy between diverse candidates and quality candidates. Embracing Diversity and Inclusivity is aligned with LTCC’s Institutional Student Learning Outcomes on “Global Awareness” and “Personal Responsibility and Professional Development.” The attitude about DEI efforts reducing the quality of excellence or rigor could not be further from reality because creating the conditions for access and success allow the institution to pursue excellence. For example, it demonstrates more rigor to teach students with different learning styles and needs than having a one-size-fits-all method to instruction.

Instructional Policies and Practices

Overview

LTCC prides itself on “providing the highest quality leadership, communication, support, and coordination of the college’s academic offerings.” This section contains our findings as it relates to the guiding question, “To what extent do Lake Tahoe Community College’s instructional policies and practices help cultivate a learning experience that is engaging and empowering for historically minoritized students?”

Highlights

Policies are artifacts that convey messages to students and employees. Policies also represent the institutional priorities and structures. Practices reflect a person’s beliefs (philosophy, approach, values) and demonstrates their willingness to facilitate learning in a manner that is opposite to the notion of “subtractive schooling”, where students (from minoritized communities) conform to the majority group culture and expectations and disconnect from their cultures and familiar ways of doing things in order to be successful.

Belief in Students

This is the authentic and unwavering belief that students (in particular, students of color, first generation, and/or low income students) have the capacity to learn and be successful. Educators who believe in students communicate this through expectations and support.

All students enter our institutions bringing in their communities, life experience, interests, needs, and strengths. Existing policies and practices should not prevent or delay students from progressing through their education without compromising authenticity. Practices employees do should model stated values and principles around diversity, equity, and inclusivity.

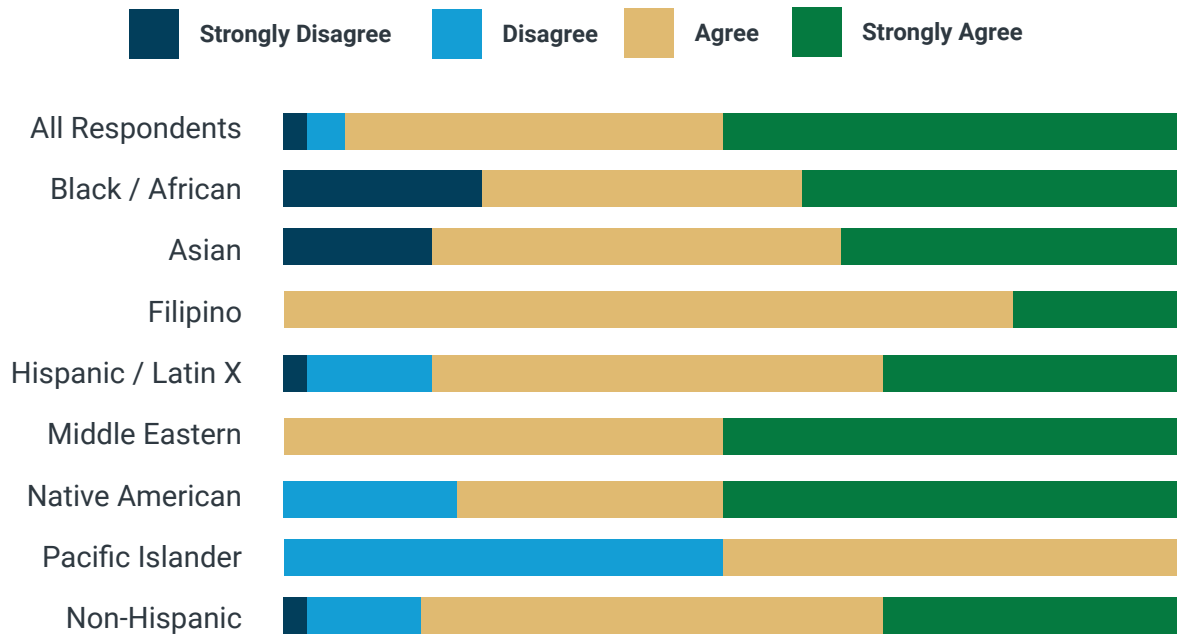
Regarding students’ experiences in the classroom, overall, students responded neutrally or favorably towards faculty. 91% of students responded “Agree” or “Strongly Agree” to the question “I feel valued by instructors in the classroom (in person or online).” The open-ended responses in this section also provided additional insight.



Instructional Policies and Practices

Chart 4. Student Survey Response - "I feel valued by instructors in the classroom (in person or online)."

I feel valued by instructors in the classroom (in person or online)





“As a student with learning disabilities, I have had a wonderful experience at LTCC. I have always felt very supported by my professors, the library staff, and SAS staff. I feel everyone at LTCC has truly gone above and beyond to ensure our success. Most notably, the professors who I feel are genuinely focused on our education and who are always available for questions.”

-Student Survey Response



“I don’t know if it’s because LTCC is a smaller school, but when I do interact with administration, they’re (a) faster, (b) friendlier, and (c) always have a tone of genuine caring. This is why I’m continuing my Spanish classes with LTCC, even though I go to community college in the Bay Area. I got connected to LTCC through their late start summer Spanish classes - they are the only ones in the state who gave me something to do during late summer, when the rest of the California community college shut down. My college counselor said ‘go get a job’, but going to work somewhere for six weeks is ridiculous. I just want to take the time to say that full time students don’t want a six week break - we want to keep moving ahead, and I appreciate the LTCC Spanish department giving us something to work on during that time.”

-Student Survey Response

Sense of Welcoming and Belonging

Students feel welcomed and a sense of belonging when an institution values students’ cultural/racial differences, connects them to opportunities and resources, and creates community for students.

- Regarding students’ experiences in the classroom, overall, students responded neutrally or favorably towards faculty. 91% of students responded “Agree” or “Strongly Agree” to the question “I feel valued by instructors in the classroom (in person or online).” The open-ended responses in this section also provided additional insight.

These data highlight practices that benefit students like communication efforts. Outside of individual practices within the classroom, LTCC has made efforts to address diversity, equity, and inclusion within instruction.

Image 11: LTCC Curriculum Committee Diversity Statement

LTCC Curriculum Committee Diversity Statement

In line with the statements and policies recently implemented by the LTCC Administration and Academic Senate, the Curriculum Committee has decided to take action both philosophically and intentionally to alleviate and dismantle systems that maintain oppression and racism. As the Curriculum Committee, we believe that we belong to a system of higher education that perpetuates racism (both explicitly and unconsciously) and that curriculum is one foundational element to this system, wherein even courses topics are built within an historically racist and discriminatory framework.

The members of the Curriculum Committee have committed to research and consciously choose to offer a more culturally diverse curriculum, as well as to scrutinize the current topics and subtopics of LTCC's curriculum and provide guidance on how they can establish an anti-racist instructional core.

As we prepare for Fall 2020 courses, we ask faculty to review course curriculum in an effort to create awareness, context, and space for individuals and communities who are oppressed and under-represented.

We additionally ask faculty to look for ways to implement more diversity, cultural inclusivity, and new contexts to topics covered (such as those concerning historical time-periods, valued discoveries, canonical works, and research) and possibly add new book selections, assignments, and/or objectives to curriculum to further contextualize course topics.

During the next academic year, the Curriculum Committee will investigate ways to implement a new "diversity and equity" element to the structure of Course Outlines of Record and the process for course curriculum review, which will apply to new courses, Title V updates, and course modifications. Additionally, we will analyze the effectiveness of our institutional core competencies with an equity lens.

The Curriculum Committee believes that we must purposefully take action in order to thoughtfully analyze the processes of the system of higher education, which has preserved systemic racism and inequality through inaction and an adherence to inherently biased academic "traditions."

The curriculum committee's resolution to include a "Diversity & Equity" element to the Course Outline of Record encourages faculty to review their course materials and syllabi on a regular basis and incorporate diverse perspectives into their teaching.

In the review of syllabi, there were examples of Student-Ready language, showing how instructors can meet and support students where they are and value the capital they bring to the classroom. There was an example of a syllabus that did not begin with the course SLOs but with the course goals. The goals were written in a way that would spark interest in the subject, be transparent about what a student can expect, and share practices of successful students. An example is from the grading policy in Art 135B, where students are not graded in comparison to each other or competing for grades. Instead, the focus is on individual improvement and progress throughout the course.

Image 12: Student Learning Outcomes from the Art 135B Syllabus

Student Learning Outcomes

1. Create digital art by applying the digital imaging processes, and present a final portfolio of the final images.
2. Appraise and analyze two-dimensional artwork.
3. Recognize and identify master digital artists and their work.
4. Demonstrate knowledge of ethics of the new technologies including the principles of truthfulness in images, copyright, and appropriation.

Developing a Campus Equity Eco-System

Creating change requires the organization to function as an Equity-Minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan, strategic plan, and vision for becoming an anti-racist campus.

Regarding assessment, the [SLO Assessment Handbook](#) includes practices that help facilitate critical engagement with diverse learners. Step three of the process, “reflect, adjust, and enhance,” considers how current curriculum might not be for the needs of students today and offers some reflection questions.

Image 13: LTCC CSLO & Assessment Handbook

Reflect on ways that can enhance student learning especially if the target was not met by the students.

- Are there other methods of **delivery**? Students appreciate having materials and notes presented in class also online. Some students learn better in groups.
- Maybe an assignment is too difficult, not explained well enough, or maybe too easy.
- Perhaps too little **time** was spent on the tasks that were to develop the necessary skills.
- Perhaps more **resources** are needed. Is there a simulation available that will assist students in achieving the outcome? What more or better equipment help? Do students need tutoring outside of class?
- Where more resources are needed, it is important to be able to tie the request back to student learning outcomes.
- **Curriculum** might not be designed for needs of today. Is the course sequencing and amount of content appropriate? Ask your students. Converse with your peers.

Maybe the reasons why the SLOs may not be working are outside the control of the faculty in the department (e.g., earthquake, construction, etc.). It is okay to reflect on both internal and external reasons why students may not be able to demonstrate the goal set by the SLO. This information can be included as part of using the results. The department or instructor might want to redefine this SLO and start working on the next priority SLO.

Areas of Opportunity

Critical Self-Reflection

The practice of assessing an organization's culture, policies, and practices and identifying ways to change, adapt, and grow to improve outcomes for students. This practice requires thinking about how one's social location (race, gender, SES, etc) impacts beliefs about teaching and learning, the practices that are acted out, and impact on students.

The areas of opportunity when it comes to instructional policies and practices are in the disparities that exist in student academic and behavioral outcomes at LTCC. Reflected in the image below, we learned that Black students (n= 914) have historically had the lowest course success rates (78%) compared to all other racial groups. However, in looking at course retention, Black/African American students are staying in the classes longer (90%) in comparison to Native American Students (89%), Pacific Islander Students (88%), or students that are identified within an "other" category (83%) – all of which represent small student populations.

While the differences in course retention may not be significant, it does beg the question why are Black students staying in classes longer but not being as successful and other questions. Is there an internal strategy that encourages students to maintain enrollment in courses that they are not doing well in, in order to have more familiarity with the material when they retake the course again later for a more successful grade? How might this impact student financial aid or transfer eligibility or course repeatability?



Areas of Opportunity

Table 5. Course Outcomes Dashboard - All Gender / All Race

		17-18	18-19	19-20	20-21	21-22
Asian	Enrollments	1,066	1,272	1,187	1,098	983
	Course Retention	94%	95%	92%	94%	94%
	Course Success	90%	90%	87%	89%	90%
Black	Enrollments	771	1,130	979	1,182	914
	Course Retention	91%	91%	92%	93%	90%
	Course Success	76%	74%	76%	80%	78%
Latina/o/x, All Races	Enrollments	5,572	6,303	6,226	5,547	5,766
	Course Retention	93%	93%	91%	90%	92%
	Course Success	82%	82%	85%	85%	84%
Multi Race	Enrollments	979	1,023	953	985	899
	Course Retention	93%	92%	92%	89%	92%
	Course Success	85%	90%	87%	85%	86%
Native Amer	Enrollments	121	112	130	142	141
	Course Retention	93%	92%	95%	92%	89%
	Course Success	74%	79%	81%	85%	85%
Pacific Island	Enrollments	65	70	81	79	94
	Course Retention	92%	96%	87%	87%	88%
	Course Success	78%	83%	88%	87%	90%
White	Enrollments	9,833	10,821	9,914	7,969	8,023
	Course Retention	95%	94%	93%	93%	93%
	Course Success	89%	91%	90%	90%	91%
Other	Enrollments	54	32	25	40	23
	Course Retention	100%	100%	100%	100%	83%
	Course Success	79%	92%	100%	89%	100%

Source: LTCC Course Outcomes Dashboard Tableau as of May 31, 2023. The information provided on the dashboard includes all student categories (F2F, Rising Scholars, Non-Credit) across all Terms. These figures include joint partnership agreements.

We also learned that Black students (n=30) have the lowest degree attainment/graduation rate (4%), but the highest transfer rate (42%). Some questions this prompted are: Have there been any analysis as to why this may be happening? How might this compare to the experiences of Latinx students (n=564) when degree attainment is 10%; and transfer rate is 13%?

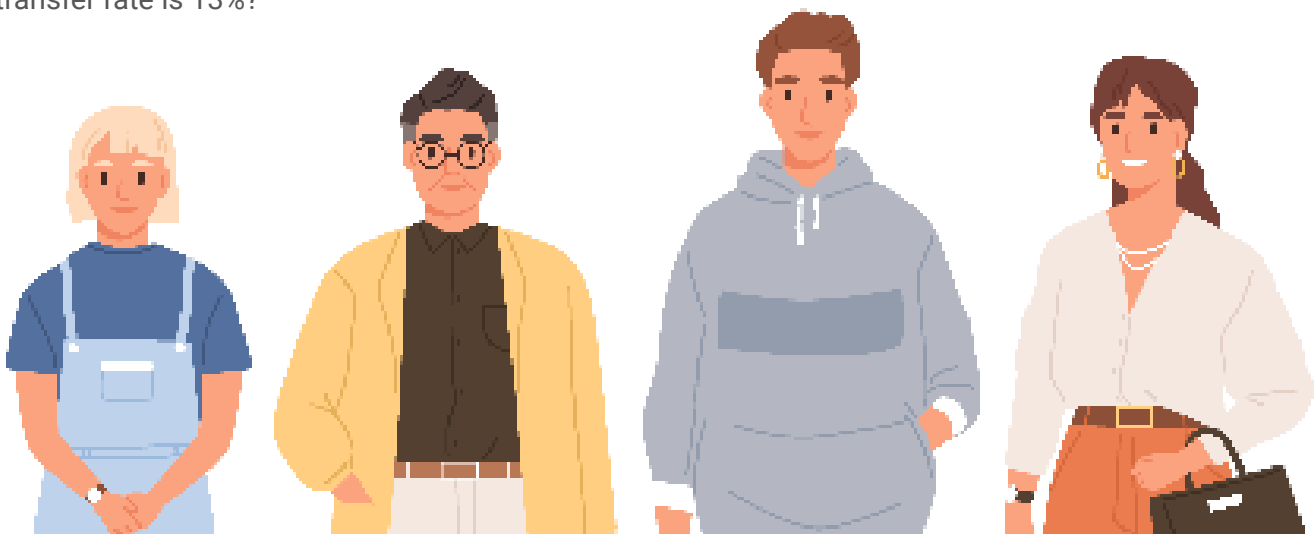
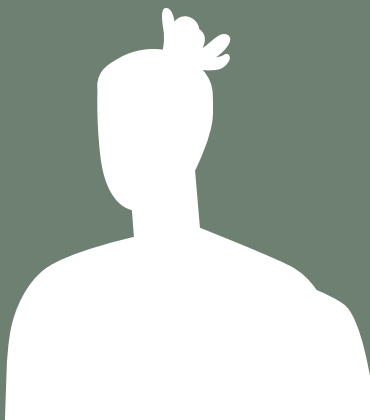


Table 6. Lake Tahoe Community College Scorecard 2020

Graduation and Transfer Rates of Matriculants Within Academic Years 2014-15 through 2018-19, by Ethnicity/Race (Categories with 10 or more students)							
Ethnicity/Race	Metric	Academic Year					5-Year Average
		2014/15	2015/16	2016/17	2017/18	2018/19	
Total	Student Population	1,865	1,805	1,464	1,418	1,270	1,564
	Graduates	10%	11%	11%	11%	17%	12%
	Transferred to a 4-Year Institution (with or without graduating)*	19%	17%	20%	25%	27%	22%
African American	Student Population	33	34	23	26	34	30
	Graduates	3%	0%	4%	4%	9%	4%
	Transferred to a 4-Year Institution (with or without graduating)*	42%	21%	43%	58%	44%	42%
Asian	Student Population	81	81	59	48	47	63
	Graduates	21%	6%	3%	8%	15%	11%
	Transferred to a 4-Year Institution (with or without graduating)*	28%	22%	22%	46%	38%	31%
Latinx (all races)	Student Population	731	656	535	492	404	564
	Graduates	6%	10%	6%	11%	17%	10%
	Transferred to a 4-Year Institution (with or without graduating)*	7%	10%	12%	16%	20%	13%

Source: LTCC Course Outcomes Dashboard Tableau as of May 31, 2023. The information provided on the dashboard includes all student categories (F2F, Rising Scholars, Non-Credit) across all Terms.

Given that the likelihood of completing a degree certificate for transfer differs across racial groups, developing racial literacy and cultural literacy are key for closing student equity gaps. Moving forward with a regular review of course syllabi and incorporating a welcome message in the syllabus is a good start to creating an environment that is empowering and engaging for students.



Opportunity for Improvement to Instruction and Services

Overview

A dynamic learning community, LTCC has programs and opportunities to meet the needs of students with different academic goals, interests, and career pathways. This section is focused on the third guiding research question, “In what ways can LTCC support changes to current policies, practices, and procedures in order to improve the quality of instruction and services for students?”

Highlights

Developing Equity-Minded educational experience requires employees to be conscious of race, evidence-based, systematically aware, and equity-advancing. Considering the equity gaps shown the previous section, a mindset of continuous improvement in all aspects of instruction is critical. We found several highlights connected to teaching and services.

Racial Literacy

Understanding what race is, its relationship to inequity, and how to respond to racial tension, discrimination, and inequitable outcomes with an anti-racist lens.

In the summer of 2020, there was social and civil unrest in response to the murder of George Floyd, which brought a pattern of systemic violence against African Americans. In the fall of 2020, the Board of Trustees adopted the goal, “to serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe community.” By January 2021, the Diversity, Equity, and Inclusion (DEI Task Force) was developed and charged with identifying, recommending, prioritizing, and coordinating the implementation of various strategies and institutional changes that promote diversity and ensure equitable educational and professional opportunities for LTCC students, staff, faculty, and the community at large.

The DEI 2020-2021 Annual Report outlines the philosophy, goals, activities, and outcomes of professional learning opportunities and practices that create a sense of welcome and belonging for students, such as Name Coach, software to ensure that the names of students and employees are pronounced correctly. There was also an evaluation of current hiring practices and student focused processes. The images below show the guiding frameworks and speak to LTCC’s commitment to owning improvement over all aspects of the student experience and journey and not siloing the responsibility in one part of the college (i.e. Senior Leadership Team, Equity and Student Wellness, Instruction).

Image 14: DEI Task force Guiding Framework - DEI Annual Report

DEI TASK FORCE GUIDING FRAMEWORK

Facilitation of the DEI Task Force action items relied on a number of orienting principles as conceptualized by the core competencies drawn from the Center for Urban Education. These orienting principles are summarized in Figure 1.



Figure 1

[Center for Urban Education](#)

Image 15: Continuum on Becoming an Anti-Racist Multicultural Organization - DEI Annual Report

CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL ORGANIZATION

Moreover, the Task Force followed guidance provided by the Puget Sound Educational Service District's recommended chronology to iteratively work toward becoming an anti-racist multicultural organization. This projected timeline is broken down by sequenced milestones. These milestone achievements are visually represented in Figure 2.

Continuum on Becoming an Anti-Racist Multicultural Organization



Image 16: Accomplishments - DEI Annual Report

Accomplishments

- More than 92 physical copies and 10 digital copies of "How to be an Anti-Racist" were distributed to LTCC employees and community partners. The Classified Employee Senate hosted a reading club to discuss the book.
- LTCC participated in the USC Equity Leadership Alliance 12 e-convenings and the NACCC Climate Survey (survey findings have been delayed by USC).
- LTCC evolved its hiring processes to recruit and retain employees and faculty who reflect student diversity (use of Prism, Collegas); the EEO Appendix B summarizes activities and progress to date.
- NameCoach training was conducted and many employees are utilizing it; in addition, NameCoach was integrated so that all future students will be automatically directed to NameCoach upon registration. If students use their school email, Canvas will be automatically updated.
- Microaggression training was conducted for core campus constituencies, including Senior Leadership Team, Faculty, President's Advisory Council, and Classified Employee Senate.

Critical Self-Reflection

Critical self-reflection is assessing an organization's culture, policies, and practices and identifying ways to change, adapt, and grow to improve student outcomes. This practice requires thinking about how one's social location (race, gender, SES, etc) impacts beliefs about teaching and learning, their work, and impact on students.

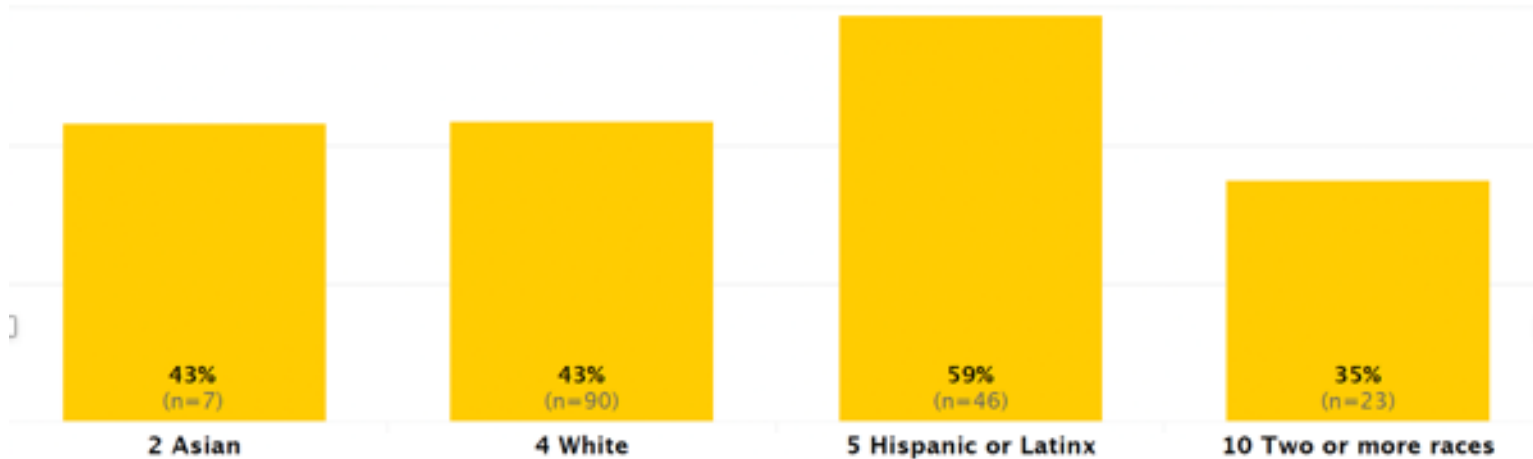
Another highlight is professional learning. LTCC joined the USC California Community College Equity Leadership Alliance, a network of California Community Colleges that engages in high quality professional learning. Topics focused on racial equity for diverse employee constituent groups during the summer of racial reckoning.

Participating in the alliance gave a cohort of employees access to a dozen online learning opportunities, resources, and relationships with other institutions. Investing in the learning and growth of employees creates structure and support for employees to exercise their knowledge, ask questions, learn new ideas and receive feedback from colleagues and experts. Within a space like this, employees can practice how to improve approaches that are not conducive to student learning. LTCC also partnered with USC to administer the National Assessment of Collegiate Campus Climates (NACCC), a qualitative survey based on six content areas to better understand racial climate at the college showing the results disaggregated by race/ethnicity.

Image 17: NACCC Fall 2020 Report

How well do you think LAKE TAHOE COMMUNITY COLLEGE is preparing you to work in a racially-diverse setting?

% of undergraduate students who reported their institution is **mostly or strongly** preparing them



Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

Students of color assume invisible work on teaching race to peers on campus

Having a performance management culture and process that integrates equity and anti-racism establishes clear expectations of employees. There has been some progress with the documentation for performance management. The image below is a snapshot from the Classified Performance Evaluation and Development form. The form was updated to add participation in "District diversity initiatives." For the future, the college should consider naming specific initiatives, communities, etc. that employees are encouraged to support.

Image 18: Performance Evaluation & Development Form - Accountability & Initiative

ACCOUNTABILITY & INITIATIVE	1	2	3	4	Consider the employee's accountability and initiative in relation to each of the rated performance factors.
1. Effective and sustainable use of resources (time, technology, supplies, etc.)					
2. Suggests new ideas and improved processes					
3. Ability to grasp instructions and solve problems					
4. Willingness to participate in District diversity initiatives					

The second image of the communication and interpersonal skills section now has “Respects and is considerate of differing cultures, values, ideas, and perspectives.” Keeping people informed and facilitating teamwork in one’s role are also practices that foster a healthy and collegial work environment.

Image 19: Performance Evaluation & Development Form - Communication and Interpersonal Skills

COMMUNICATION & INTERPERSONAL SKILLS *as related to the position	1	2	3	4	Consider the employee's communication and interpersonal skills in relation to each of the rated performance factors.
1. Communicates effectively a. Colleagues b. Students c. Public					
2. Keeps people informed a. Colleagues b. Students c. Public					
3. Fosters teamwork a. Colleagues b. Students c. Public					
4. Respects and is considerate of differing cultures, values, ideas, and perspectives					

These changes are the start of an on-going process of reviewing and updating performance evaluation forms to ensure that the competencies and practices employees are being assessed on will be in service to the institution’s goals as it relates to diversity, equity, and inclusion and student success.

Areas of Opportunity

The first area of opportunity is to regularly review college policies, forms, and processes, especially for direct student services and support. Students accessing the college resources are critical for their success. With that in mind, a key area to review is the college's communications for recruiting including: categorical programs, basic needs, career services, accessibility services, etc.

Sense of Welcoming and Belonging

Students feel welcomed and a sense of belonging when an institution values students' cultural/racial differences, connects them to opportunities and resources, and creates community for students.

In our review of advertisements and forms for equity programs, the Hotep Consultants Team found an opportunity to re-imagine how we communicate the overarching benefits and not just list the information. In the images below taken from the online advertisements, which mirrored the language on forms, information about services is merely listed, without having an explanation or speaking to why the particular resource will aid students in their success. Within advertisements, demystifying what is being offered and why will help students utilize the resource. It's important to not make assumptions about what students may or may not know about college services and resources. Students also have to consistently review a high volume of information. It's helpful if students can better discern programs to identify which program(s) they should engage in.



Image 20: Tutoring Services - Website

Tutoring Services

Visit our tutors in person at the LTCC Library or online on [Cranium Cafe](#).

Math tutors are available most library hours in person and on [Cranium Cafe](#). Math tutors work one-on-one and in small groups to support subjects such as Algebra, Calculus, and Statistics.

Writing tutors are available most library hours in person and by appointment on [Cranium Cafe](#). Students can also email their draft papers and prompts to library@ltcc.edu. Allow up to 24 hours for feedback during regular library hours (Sunday-Thursday).

Subject tutors in areas such as Biology, Chemistry, and Sign Language are scheduled throughout the week. **Embedded tutors** may be available in select English and Math courses. Subject and embedded hours vary, check [Cranium Cafe](#) for tutor office hours.

Free online tutoring is also available via **NetTutor** in [Canvas](#). NetTutor is a global tutoring service. Math, English/Writing, and ESL tutors are available 24/7. Plus, subject tutors in over a dozen areas (including Anatomy & Physiology, Statistics, Accounting, Psychology, Matemáticas en Español) are available most days of the week.

Image 21: EOPS Services - EOPS Website

➤ EOPS Services & Eligibility

SERVICES OFFERED

- Above-and-Beyond Academic, Career and Personal Counseling
- Priority Registration
- Additional Tutoring
- Book voucher to purchase required textbooks
- Transfer Planning
- UC and CSU application fee waiver
- School supplies (backpacks, notebooks, pens and pencils, and more!)

In addition, we encourage colleges to be mindful of the language used when describing eligibility criteria. Phrases such as “educationally disadvantaged” a term that most students would not use to describe themselves, and instead is an institutional descriptor that centers educational deficits of students rather than the institutional structures through which they journey.

Being Action Oriented

Being action-oriented requires intentional steps and efforts toward dismantling inequitable practices and policies within the institution. Individuals and groups within the organization use their locus of control to make an impact on students consistently.

Review student forms to ensure that no institutional barriers stall a student’s progress. Similar to other institutional documents, forms communicate policies but also LTCC’s priorities and values as a college. The way forms are written impacts students who are trying to navigate the bureaucracy of higher education so being conscious of how we are engaging students through this platform is important. The quotes below are responses from employees as they relate to feedback on policies and requirements of students.

- “Late registration forms cause barriers for students. If a professor indicates that a student can be successful up until the end of the 2-3 week of class if they late register. We should not be asking students to jump hoops to obtain those late registration signatures from professors or deans. Some deans have expressed signing those late registration forms so long as the professor signs as well. With that logic, if a professor has expressed the aforementioned about their assumptions of success based on when they enroll, then one can infer that the late registration form in this case would be an unnecessary barrier for students. (Employee Survey Response)”
- “Having to get signatures from the instructor and dean and submit a form to late add a class.” (Employee Survey Response)
- “There are so many, not at the Board Policy level, but at the department level. We love to make rules that are not necessary. One that comes to mind is making students relive their past trauma/grief on scholarship applications.” (Employee Survey Response)

Developing a Campus Equity Ecosystem

Creating change requires the organization to function as an Equity-Minded, community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/ Superintendent and Board of Trustees 2022-2024 goals.

In shifting to thinking about the employee experience, how does the college address equity and anti-racism at different stages of the employee lifecycle? Job descriptions, as employee-facing documents, do not contain consistent messaging about the college's values and expectations of diversity, equity, and inclusion for classified professionals, faculty, and administrators. Developing consistency around the expectations for all employees helps create a systemic impact because there is a shared understanding of our roles to advance student success.



Table 3. Equity Audit Core Team

Constituency Group	Equity Mentions in Job Descriptions
<p>Administration</p> <p>Job Descriptions Reviewed:</p> <ul style="list-style-type: none"> - Vice President, Academic Affairs - Director, Safety & Security 	<p>Institutional Commitment to Diversity listed on the second (2nd) or third (3rd) page of the job posting.</p> <p>Job Duty:</p> <p>Supports the advancement of the institution's Diversity, Equity, and Inclusion efforts in (instructional services) - VPAA</p> <p>Center diversity, equity and inclusion principles in campus safety to develop a campus culture and practice that reflects a commitment to campus goals of anti-racism and multiculturalism - Dir Safety & Security</p> <p>Knowledge of:</p> <p>Best practices in evidence-based security and policing, to ensure consistent and systemic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment.</p> <p>Desirable Qualifications:</p> <p>third and second to last points listed within this section reference experience working with diverse populations in an anti-racist environment; and advocating on behalf of disproportionately impacted student groups, respectively</p>

Table 3. Equity Audit Core Team

Constituency Group	Equity Mentions in Job Descriptions
<p>Classified Professionals</p> <p>Job Descriptions Reviewed:</p> <ul style="list-style-type: none"> - Student Life Coordinator (none) 	<p>Institutional Commitment to Diversity</p> <p>No specific mention of equity or culturally relevant student engagement practices within “Job Duties”</p> <p>Ability to:</p> <p>Demonstrate a sensitivity to and understand students from diverse backgrounds</p>
<p>Full-Time/Tenure Track Faculty</p> <p>Job Descriptions Reviewed:</p> <ul style="list-style-type: none"> - English - Emergency Medical Services - History/Political Science 	<p>Institutional Commitment to Diversity on page 2</p> <p>Supplemental Question #4: Removing barriers for historically excluded students</p> <p>There is no specific mention of equity or culturally relevant teaching & learning practices within “Job Duties”</p>
<p>Part-Time Faculty</p> <p>Job Descriptions Reviewed:</p> <ul style="list-style-type: none"> - Rising Scholars Faculty - Library 	<p>There is no specific mention of the institution’s commitment to diversity.</p> <p>There is no specific mention of equity or culturally relevant teaching and learning practices within the listed “Job Duties”</p>
<p>Student</p>	<p>Description: Tutor training expectations</p>
<p>Tutor</p>	<p>include communication, culturally responsive pedagogy, and conflict resolution</p>

Critical Self Reflection

Critical self-reflection is assessing an organization's culture, policies, and practices and identifying ways to change, adapt, and grow to improve student outcomes. This practice requires thinking about how one's social location (race, gender, SES, etc) impacts beliefs about teaching and learning, their work, and impact on students.

When it comes to looking at assessments of individuals and how they show up in their roles, we found that there was a lack of consistent mentions of equity, diversity, or inclusion across all employee evaluations. The closest mention in the faculty evaluation overview is under "Respect for Students" - but it doesn't appear on the actual evaluation form. There were no mentions at all within administrator evaluations.

Table 8. Equity Mentions in Performance Evaluations

Constituency Group	Equity Mentions in Performance Evaluation
Administration 1. Annual evaluation 2. Comprehensive eval (Every 3 years)	<p>Across the four performance areas in the self-evaluation component, there is no specific mention of the student communities represented at the college, equity initiatives, DEIB values.</p> <p>None of the 36 questions in the 360 review contain specific information about diversity, equity, or anti-racism efforts at the college. There is also no mention or connection to the college's institutional priorities and goals.</p>
Classified Professionals (Every year)	<p>Quality of work section includes the statement, "Customer service serves internal and external customers in an inclusive, equitable, and timely manner."</p> <p>The Accountability and Initiative section includes the statement, "Willingness to participate in District Diversity initiatives."</p>

Constituency Group	Equity Mentions in Performance Evaluation
Full Time Faculty (every three years)	Director/Coordinator, Summary of Course Materials and Professional Competence do not mention any examples of equity focused practices. The closest mention to equity is under #2 : Respect for students. .
Part Time Faculty (first year and once every 9 quarters)	On Form E, the Performance Summary of Director/Coordinator, Summary of Course Materials and Professional Competence do not mention any examples of equity focused practices. The closest mention to equity is under #2 : Respect for students.

Creating consistency across job employee evaluations is critical because there needs to be a shared understanding of how diversity, equity, and inclusion are connected to professional competencies and strategies. What does it mean to authentically embrace diverse perspectives in the workplace? Within instruction, how can forms be reviewed and updated to incorporate practices that increase success for disproportionately impacted groups (i.e. active learning, accessible and diverse curriculum, project-based learning)? Using specific language is important to intentionally close equity gaps because when language is too broad, there's a missed opportunity to provide faculty with feedback on how they can improve their teaching. Within the administrator evaluation, under the "Leadership" section, incorporating skills of facilitating teamwork, stress management, and adaptability/flexibility will help foster a healthy work environment for all employees.



Budget and Resource Practices

Overview

Being responsible and ethical stewards of public resources is expected of all educators and groups charged with budgetary responsibilities. This is particularly important as open-access institutions were designed to serve the diverse communities needing affordable options for education. This section is focused on the fifth guiding research question, “To what extent are Lake Tahoe Community College’s budget and resource practices informed by a Student-Ready and Equity-Minded lens?”

Highlights

Budgetary and resource practices can help facilitate transformation at the college because of the opportunity to sustain funding and support for key programs and services that impact students, including staffing, programs, and support services.

Developing a Campus Equity Ecosystem

Creating change requires the organization to function as an Equity-Minded community, meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/Superintendent and Board of Trustees 2022-2024 goals.

A highlight in this area is the Fiscal Resource Allocation Guiding Principles. In particular, the first principle reflects on the impact on students in all aspects of financial planning and budgeting. The second principle ensures resource allocation aligns with the District’s prioritization of addressing issues related to anti-racism, racial equity, and minority populations. Incorporating this is critical because, by definition, equity calls for a redistribution of resources to address the needs of our most vulnerable student populations.



Image 23: Fiscal Resource Allocation Guiding Principles

FISCAL RESOURCE ALLOCATION GUIDING PRINCIPLES

1. Consider impact to students in all aspects of financial planning and budgeting.
2. Ensure resource allocation aligns with the District's prioritization of addressing issues related to anti-racism, racial equity, and minoritized populations.
3. Maintain transparency in the budget process.
4. Plan and budget for state requirements and contractual obligations.
5. Resource allocation is informed by integrated annual and comprehensive processes.
6. Make budget decisions that are sustainable for the foreseeable future.
 - a. One-time revenue used only for one-time expenses.
 - b. Consider the ongoing costs of new commitments.
7. Use a balanced approach for budget estimates.
 - a. When uncertain, use conservative estimates.
8. Maintain prudent reserves for future uncertainties.
9. Have a systematic process for funding future liabilities.
 - a. Develop a long-range plan to address future liabilities.
10. Have budgeted Student Centered Funding Formula (SCFF) elements based on a confident projection with rationale provided.

Being Action Oriented

Being action-oriented requires intentional steps and efforts towards dismantling inequitable practices and policies within the institution. Individuals and groups within the organization use their locus of control to make an impact for students consistently.

LTCC's commitment to allocating resources that serve disproportionately impacted is also reflected in how equity dollars have been spent. Funds have primarily focused on establishing personnel to lead, support, and implement equity efforts at the college. Evidenced in the 2019-2022 Student Equity Plan, there have been intentional efforts to increase student support including translating materials, software and technology that support retention, the Incarcerated Student Textbook Program, and the Speaker Series.

Image 24: Student Equity Program One-Time Expenses - LTCC Student Equity Plan 2019-2022

LTCC Student Equity Program One-Time Expenses

FY15-16 Additional Funding Requests

Speaker Series for Equity Cultural Initiative	\$	10,000
Club Soccer Program Supporting Latino Students	\$	16,000
Translation of Key Documents	\$	13,000
Incarcerated Student Textbook Loan Program	\$	80,000
Laptop Loan Program for Equity Students	\$	22,500
Total Additional Funding Received	\$	141,500

Areas of Opportunity

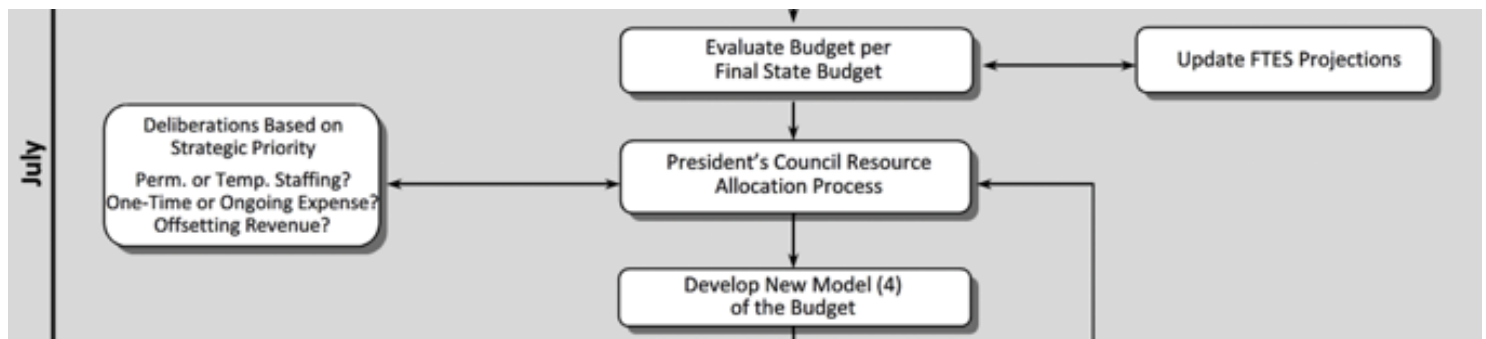
With those highlights in mind, we identified some areas of opportunity as well for the college to consider. There didn't appear to be any documentation about how decisions are made in the resource allocation process. For example, is there a particular rubric or set of guiding questions that is utilized during the governance process? How might this be embedded in the prioritization process even as institutional goals change? If equity and anti-racism are a commitment of the college, these values have to be present in our discussions and decisions about allocating resources.

Developing a Campus Equity Ecosystem

Creating change requires the organization to function as an Equity-Minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with the Student Equity Plan and the President/Superintendent and Board of Trustees 2022-2024 goals.

While there's an opportunity to question whether or not a resource is in alignment with the District's Strategic Priorities, if the priorities change, there could be a disconnect in ensuring the support and advancement of equity. Only in 2020 was there an addition of equity and anti-racism added to the Strategic Priorities. Changes in institutional leadership could adjust the priorities and as quickly as equity and anti-racism were added, they could be taken away. It can be more sustainable to embed questions of equity advancement within the prioritization process more explicitly.

Image 25: Image from Integrated Planning Guide



Racial Literacy

Understanding what race is, its relationship to inequity, and how to respond to racial tension, discrimination, and inequitable outcomes with an anti-racist lens.

Developing a Campus Equity Ecosystem

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Recommendations

After considering both the highlights and areas of growth identified in the Equity Audit findings, Hotep Consultants offers the following recommendations to promote equity-advancing policies, practices, and procedures at Lake Tahoe Community College. The recommendations are presented in alignment with the S.E.T. Framework to provide support for the institution as a whole (Student-Ready), interpersonal growth (Equity-Minded), and individual service (transformative). In addition to the recommendations, links to external examples and resources were provided as well as preliminary identification of goals within the 2022-2024 Superintendent/President and Board of Trustees goals, which may directly align. We encourage LTCC leaders and implementers within the institution to determine which goals are best suited to lead the college over the next five years.



Recommendations

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Student-Ready (Institutional)

A Student-Ready organization creates system-wide impact by consistently examining processes and practices that are hindering learning for all students and actively working towards solutions.

P, P, A = Policy, Practice, or Assessment - refers to the three areas of which Hotep Consultants reviewed and analyzed data received from LTCC

Administrative Capacity Building

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Analyze student outcome data, disaggregated by race and other disproportionately impacted identities, and explore gaps as it relates to course completion, degree vs transfer, transfer success.	Faculty and Deans work together to review student outcomes data and identify resources and supports within the classroom and the institution.	1-6	Assessment
Analyze institutional documents to ensure that expectations of equity are embedded within informal policies and practices to ensure a sustainable prioritization of equity regardless of institutional goals.	Provide guiding questions on each policy to help ensure that one's interpretation of it does not result in negatively impacting students.	1, 3	Assessment
Develop a more simplified communication guide to explain the college prioritization process and resource allocation process. Include: vocabulary, the roles of key groups, guiding questions or key elements that should be focused on to help create transparency and clarity around how equity informs decisions.	Riverside City College Initiative Prioritization 101 - Office of Planning & Development Resource Allocation Guide - Cosumnes River College	1, 4-6	Policy

Employee Relations & Support

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Develop an Equity Policy Guide to support decision-making, planning, and practices amongst staff, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity.	<u>Center for Urban Education - Protocol for Assessing Equity-Mindedness In State Policy</u>	1-6	Policy
Ensure that all campus constituents are able to participate in professional learning activities, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.	Adjust campus schedule and services so that employees with student facing roles can participate during key Professional Development opportunities.	1-3	Practice
Update job descriptions and posting templates across job categories to be explicit about the expectations of potential employees to engage in equity advancing practices within the "job duties."	Norco College Full Time Faculty STEM position The ideal candidate will share Norco College's commitment to educating its racially and socioeconomically diverse student population. We currently serve approx 13,000 students annually, the majority of whom are from historically underserved populations, 56% Latinx, 9% Asian American, 6% AfricanAmerican, and 24% White."	1,3,6	Practice

Equity and Anti-Racism

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, update DEI Task Force report to highlight DEI-related activities and include budget overview to connect budget outline listed in Student Equity Plan and Resource Allocation process.	<p>Example: Diversity and Inclusion Calendar - UC Davis'</p> <p>Example: Diversity Mapping Project - CSU San Marcos</p>	1-3,6	Assessment
Review Hate & Bias Incident Report submissions to identify trends on campus and utilize this information to provide training opportunities for all employees and students and create a culture of accountability.	Review data annually, engage in critical inquiry with leadership, and identify what core competencies employees need growth and practice on for professional learning.	1,3,6	Assessment
Utilize the four-part framework on Anti-Racism Education and professional learning (The Academic Senate for CCC position paper) as a resource for the on-going implementation of becoming an Anti-Racist Organization.	<u>The Academic Senate for California Community Colleges Position Paper: Anti-Racism Education in California Community Colleges</u>	1-3	Practice

Guiding Questions and Considerations:

- How do we think about issues of identity, race, and culture, within the context of our decision making, relationship building, daily practices and operations?
- What would it look like for ALL college operations and activities to be conducted in a manner that follows the same set of priorities in terms of improving outcomes for disproportionately impacted students?
- How can we develop a culture where ALL constituent parts of the college see themselves use their spheres of influence to remove barriers for students?
- How can the college develop the infrastructure to engage ALL employees in professional learning opportunities on a regular basis, recognizing that all employees, departments, etc. play a key role in creating an environment that is welcoming and supportive?
- How can the college intentionally develop a culture of collaboration (information sharing, seeking feedback, sharing resources, etc.) to solve structural issues?
- Which of the highlights and areas of opportunity are most connected to shared governance bodies? Specifically, which might be under the guidance or purview of the Academic Senate? Which would be easy to address, and which might be more difficult?



Equity-Minded (Individual)

Equity-Minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They also take personal and professional responsibility for the success of their students and critically reassess their own practices. The recommendations below are centered on the development of interpersonal understanding of equity and individual impact on equity advancement within the Lake Tahoe Community College community.

P, P, A = Policy, Practice, or Assessment - refers to the three areas of which Hotep Consultants reviewed and analyzed data received from LTCC

Administrative Capacity Building

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.	<u>Glossary of Racial Equity Terminology & Language - Santa Monica College</u>	1-3	Practice
Establish a space for on-going critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practice and collaboration with colleagues representing a cross section of campus.	<u>The Skyline College Equity Training Series</u>	1, 3	Practice

Employee Relations & Support

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Assess all employee review, onboarding, and evaluation forms to incentivize Equity-Minded practices, provide support needed for employee learning and growth, and to address behaviors not aligned with LTCC's vision, mission, and goals	Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention - Urban Sustainability Directors Network	1-3, 6	Assessment
Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional learning needs of faculty, staff, and administrators.	CSEA Employee Evaluation Form - College of Marin	1-3, 6	Assessment
Develop Employee Learning Pathways to guide employees in accessing activities and programs best aligned with their interests and needs as it pertains to professional growth. This would include an inventory of all organized PD activities, when they take place during the year, expertise levels, modality, and resources	<u>Grow Your Journey - Berkeley People and Culture</u>		

Equity and Anti-Racism

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Develop leadership training (modules/workshops) for student leaders & student employees. Incorporating these experiences at the beginning of a student's employment or leadership role will help develop their self-awareness and skills so they can help create a welcoming environment for a diverse student body	<u>Student Equity and Inclusion JEDI workshops - University of Southern California</u>	1-3, 5, 6	Assessment
Provide campus-wide opportunities for all students to engage in equity and diversity focused discussions especially White students – to advance beyond a “color blind” lack of awareness around diversity and equity and help contextualize the realities of racism and the ways in which it impacts the world around them	<u>TEDxTalk: How Can I Have a Positive Racial Identity? I'm White! - Ali Michael'</u> <u>Stages of White Racial/Ethnic Identity Development - Beverly Daniel Taym & Ali Michael</u>	1, 5, 6	Practice
Continue Book Club discussions to provide space for employees to learn, engage, and reflect on their social location and the world around them, especially as it pertains to their role at LTCC	<u>Book Club Facilitation Guide; How to Be an Antiracist</u>	1-3	Practice

Guiding Questions and Considerations:

- Considering the diversity of perspectives that exist at the college, how can conversations be facilitated critically AND productively?
- Considering the diversity of perspectives that exist at the college, how can we navigate the resistance for updating key processes and practices, including the tenure process and employee evaluations?
- How are individual employees invited to participate in key campus activities and initiatives focused on equity and student success? Do employees typically feel comfortable asking clarifying questions, offering suggestions, and/or offering perspective to the topic being addressed?
- How can individuals who are interested in developing cultural fluency and racial literacy skills, engage in independent learning, if they do not have access to key campus events or learning activities?
- During employee onboarding, how are new employees introduced to the community at LTCC engaged in equity work? Are there resources and recommendations they are provided with?
- Who on your campus is most likely to resist equity-centered conversations and discussions? Why do you believe these colleagues are resistant? What steps can you take to bring them into the conversation?



Transformative (Service)

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education and engage in data-informed efforts to repair and restore the educational system. The recommendations listed below have been developed to better support the way in which individuals across the campus engage with students in an effort to support their success.

P, P, A = Policy, Practice, or Assessment - refers to the three areas of which Hotep Consultants reviewed and analyzed data received from LTCC

Administrative Capacity Building

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Utilize time within Department/ Division meetings to facilitate dialogue with staff, faculty, and administrators for sharing best practices and how to implement culturally sustaining practices within their work.	<u>Critical Friends Conversation Protocol</u>	1-3	Practice
Promote the usage of Coyote Concern platform to support students that need assistance with their basic needs or are experiencing discrimination on campus.		1-3, 5, 6	Assessment
Review and revise welcome communications for students. Separate emails by student type in order to provide more direct communications and encourage student agency.	<u>Equity-Minded Inquiry Series Web Scan - Center for Urban Education</u>		Practice

Administrative Capacity Building cont.

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Develop an archive with images and graphics representing student demographics, that are updated regularly for all employees to be able to access for recruitment efforts, program flyers, the student handbook, and other materials intended for students.	Document and share online photos from student events or programs so we have images that represent the diversity of the community.	3,5,6	Practice
Establish an Equity Innovation Fund/Grant to promote creative thinking of campus constituents. Participants can submit an idea of a pilot project and/or updates to current programs and services to enrich the student's experience.	<u>Skyline College President Innovation Fund</u>		Practice



Transformative Service

Recommendation	Resource/Example	SP & BOT Goal	Policy, Practice, or Assessment
Review marketing materials, websites, and onboarding materials for student support programs, learning communities, and learning centers to ensure the centering of program benefits rather than technical jargon.	<u>Equity-Minded Inquiry Series Web Scan - Center for Urban Education</u>	1-3,5,6	Practice
Establish a forms team to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)-- Paying specific attention to wording and tone. Are we asking for information we actually need/use to evaluate the form's request? Are we highlighting the benefits of these programs with Student-Ready language?	Facilitate activity where a cross section of classified employees do a scan or audit forms from their respective area and engage in discussion about best practices.	1-4,5, 6	Assessment
Establish a process to review course syllabi, and canvas pages on a regular basis.	<u>Syllabus and Course Policies for Inclusive Teaching - UNL Center for Transformative Teaching</u>	1-3	Policy

Guiding Questions and Considerations:

- How can we approach designing curriculum and special programs to address social issues and promote social justice through learning engagement with the campus community?
- How can you encourage, empower, and equip students to utilize their education to improve their lives while positively contributing to a more just society?
- How do we help students to develop agency in student services? Specifically, how do we meet the students where they are and support their navigation of institutional practices and policies? And if barriers are discovered within this navigation, how are they dismantled in order to better support students' navigational capital in the future?
- How do college communications (i.e. emails, website, flyers, applications etc.) express the benefits of participation in support programs without utilizing institutional language, legalese, or focus on deficits?





Next Steps





“You can’t be equity advancing and risk averse.”

Lasana O. Hotep

Next Steps

The recommendations presented in this report are not exhaustive and there is no end to equity advancement or critical reflection. In order to be an institution that centers equity and strives to eradicate structural racism, it will be imperative to make time and space for continual inquiry, reflection, and redirection. Each finding and recommendation is intended to impact change at LTCC from several different lenses and aspects of the student experience. It will be important for the campus to identify which recommendations might be implemented in the short-term or within individual practice, and which may require additional time and collaboration.

The recommendations presented in this report are intentionally reported in alignment with the Superintendent/ President and Board of Trustees 2022-2024 goals to identify the institutional goals addressed by each recommendation and the governance bodies that might be most connected to the implementation of the recommendations. It will be important to embed any recommendations gleaned from this report into future strategic plans and program review processes in order to ensure that equity is embedded within the policies, practices, and procedures of LTCC moving forward. This report should be shared widely with members of the LTCC community, including those that set policy, determine prioritization of resources, approve professional learning experiences, guide the Student Equity Plan, and impact hiring decisions. The DEI Task Force; Institutional Effectiveness Committee (IEC); Academic Senate; Classified Senate, Senior Leadership Team; and others should work collaboratively to develop a timeline of implementation and identify milestones to ensure consistent forward movement.

It’s important that the campus feels empowered and supported in taking practical and actionable steps to keep the work moving forward and avoid the common issue of having yet another set of research recommendations “sitting on the shelf,” without acting on the findings. A tool such as the “RACI Matrix” can offer helpful considerations regarding how the campus should think about, discuss, and coordinate the implementation of short term and long term recommendations within this report. Answering the questions below can help identify how the work can move

- R RESPONSIBLE**
Who is responsible for carrying out the deliverables of the Equity Audit?
- A ACCOUNTABLE**
Who owns, corrects, and ensures that tasks have been completed thoroughly and accurately?
- C CONSULTED**
Who has expertise and perspective on the best way to approach this thing?
- I INFORMED**
Who needs to be kept updated about the progress of deliverables?

We acknowledge that there are other project management tools that we encourage LTCC to explore or current tools being used, in addition to the RACI Matrix, that can help move the work forward. The recommendations have been provided in a manner that connects each respective recommendation to the Superintendent/President and Board of Trustees 2022-2024 goals and space for LTCC to identify which strategic bodies are to be included considering what is within their purview and expertise. Through the inquiry and thought partnership with the Equity Audit core group and what our team has learned through Equity Audit presentations with various constituent groups, there was a clear desire for forward movement and implementation of the recommendations. There were, however, also questions in terms of what the College can do to put these recommendations in place. In engagement with stakeholders, it was clear that implementation needed to happen in phases, priorities need to be created, and teams and people who can work towards implementation be identified. Additionally, the question of accountability came up as important to ensure that there is no momentum loss with these efforts.

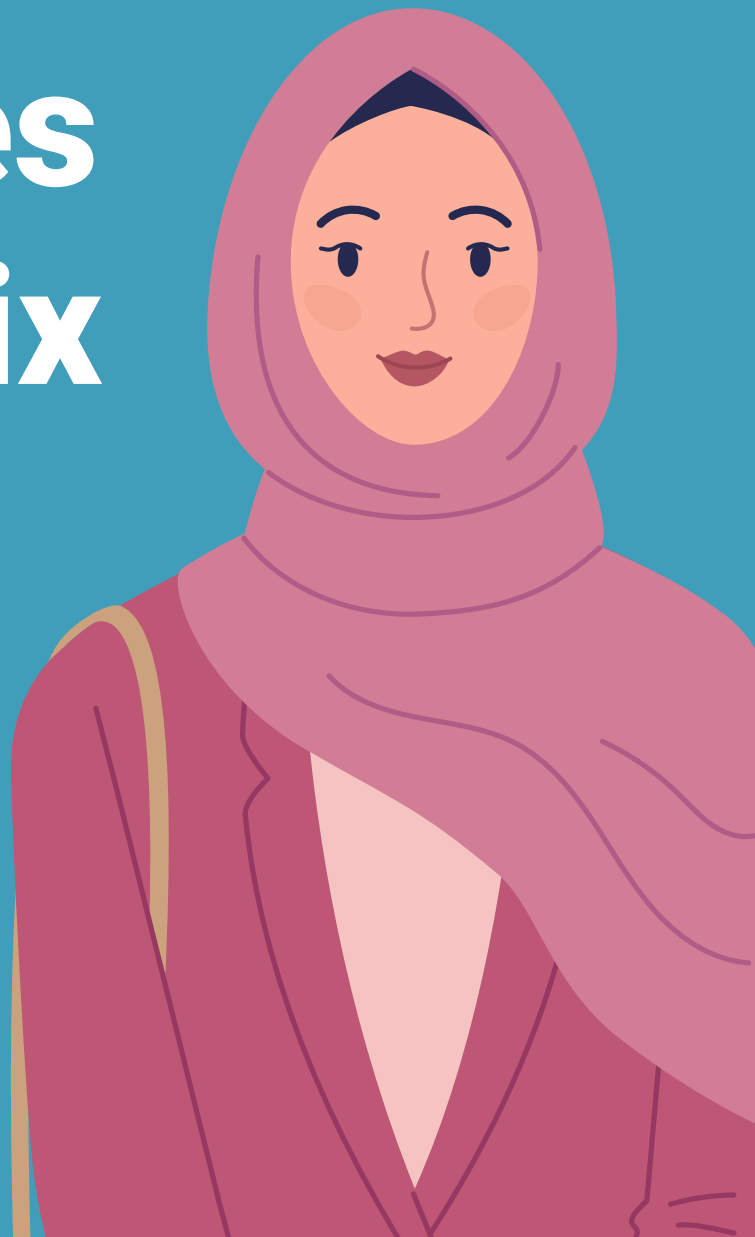
With all of that in mind, we also recognize that change doesn't take place overnight. Working towards creating different outcomes to remedy systems that are inequitable by design and predictable by race, ability, and other factors, will take a long time. Some of the findings and recommendations included in this report may be difficult to elicit immediate campus-wide buy-in. Anytime we, as humans, are asked to reflect on our practices or are asked to adjust our practices, there exists a hesitancy because much of why we work in education is connected to our sense of purpose and identity. For many of us in education, the realization that we have possibly been perpetrators of inequities within the educational system solely because of the way in which we were trained within that same system, is a difficult one to reconcile. However, as the quote at the start of this section states, one cannot be equity advancing and risk averse. We are asking for all members of the campus community to reflect on their current practices and the ways in which they engage with students, directly or indirectly, and the connection of those engagements on student outcomes. We are no longer operating within the "right to fail" model which expects students to enter our institutions with elevated awareness and knowledge of college systems and processes.

Instead, we are shifting into a “Student-Ready” model which places the responsibility on higher education institutions to meet students where they are and support their growth and development as they navigate these college landscapes. It is our hope that the recommendations listed above provide the opportunity to truly become a Student-Ready institution by reflecting upon and revising institutional policies and practices, providing professional learning experiences for the interpersonal assessment of practices, and space for individual recommitment to transformative service. Institutions of higher education were not originally developed to serve racially, socioeconomically, or gender diverse students. However, it is an honor to serve diverse communities of learners and impact the communities from which they come. If LTCC strives to “promote comprehensive learning, success, and life-changing opportunities,” intentional changes will need to be made in order to center and value the student experience within all policies, practices, and procedures. There is already amazing, equity-advancing work underway at Lake Tahoe Community College. We are excited for the next chapter in LTCC’s efforts to remove barriers, close opportunity gaps, and manifest outcomes that reflect the College’s core mission of promoting a commitment of supporting the lifelong learning of students and the surrounding community.





References & Appendix



References

Framework

Protocol for Assessing Equity-Mindedness in State Policy-CUE

CUE Policy Review prompt- Six indicators that represent key aspects of an Equity Minded approach (guiding paradigm of philosophy, equity in language, data collection and reporting, disproportionate impact, policy consistency and ubiquity, equity framing why are we doing this?)

We Been Knowin: Toward an Antiracist Language and Literacy Education- Baker-Bell

Taken from the ten framing ideas of Antiracist Black Language Pedagogy- #1: Critically interrogates white linguistic hegemony and anti-black racism, #5 rejects the myth that same language (white mainstream English) and language education have been used to oppress black students can empower them.

Five Principles for Enacting Equity by Design

The five principles: (1) Clarity in language, goals and measures, (2) "Equity-Mindedness" as a guiding paradigm, (3) equitable practices and policies are designed to accommodate differences in the contexts of students' learning—not to treat all students the same, (4) Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness, (5) Equity much be enacted as a pervasive institution and system-wide principle.

Accountability, Equity and Practitioner Learning and Change- Bensimon, Rueda, Dowd, and Harris

"Equity for all" is a data-based model focused on the idea that challenges institutions have faced are due to the lack of specialized knowledge and expertise and lack of understanding the root causes of inequity. Standardized data practices for accountability often do not lead to institutional change or learning for practitioners because it's far removed for the direct experiences of teaching, learning and school environments (I.e. a remedial mathematics instructor may find it interesting that the six-year graduation rate for a particular group of students at his college is 48 percent, compared to 50 percent at a peer college. However, it is highly unlikely that this information will have an impact because in itself it will not make him wonder how his teaching practices might improve the graduation rate if, for example, he found a way of increasing student success in remedial mathematics. Graduation rates are so far removed from the mathematics instructor's classroom that they cannot serve as a guide for action (Argyris and Schon 1996). Practitioner learning/development of institutional actors is key to implementing change.

Appendix

Below are institutional resources that were utilized to conduct the Equity Audit. Feel free to click on any title to view the item in your web browser.

Methodology - Data Collection Items

[Institutional Documents](#)

Informational Materials

[EA List of Charts, Tables, and Images](#)

[List of Recommendations](#)

[Preview of Findings Presentation](#)



Hotep Consultants

Hotep Consultants is grounded in Antiracist and Antisexist practices and principles. Collaborating with higher education institutions, non-profit organizations, and leading corporations, Hotep Consultants serves as a strategic thought partner, equity advancing executive coach, and transformative consultant to provide insight and practical strategies to identify, address, and resolve issues of equity.

To learn more about our work please visit: hotepconsultants.com

