



DIVERSITY, EQUITY, AND INCLUSION

Progress Update

2021-23



INTRODUCTION

Lake Tahoe Community College (LTCC) was founded on principles of diversity and inclusion, and has consistently maintained a commitment to open access and to serving all students. Events during the summer of 2020 inspired a renewed vigor and urgency across the system and at LTCC to become more active leaders in anti-racism work. Current events surrounding culturally responsive education, gender identity, and access to life-saving health care continue to threaten the safety and well being of our students and the broader community, reinforcing the need for LTCC to prioritize DEI work.

On November 10, 2020, LTCC's Board of Trustees adopted a goal "to serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe Community." On January 26, 2021, the Board supported the creation of the DEI Task Force to advance institutional goals. The DEI Task Force is responsible for identifying, recommending, prioritizing, and coordinating the implementation of various strategies and institutional changes that promote diversity, ensure equitable educational outcomes, and provide professional opportunities for LTCC students, staff, faculty, and the community at large.

In September 2022, trustees approved the 2022-2024 Board & Superintendent/President Goals document. Goal #1 is to align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution. In the September 2023 Progress Update, specific key progress points toward the implementation of the institution's goals were outlined. These included progress in areas related to the diversity of new hires, enhanced staff training and retention, professional learning opportunities, and ways for faculty and staff to implement evidence-based practices to support a diverse student body.

This report summarizes the progress made at LTCC in 2021-23 toward achieving the goal of becoming an anti-racist and multicultural institution, and provides recommendations for future actions.

2021-23 MEMBERSHIP

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Director of Equity and Student Wellness

Nick Barclay

Analyst and Classified Employee Senate
Leadership

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This update contains DEI progress highlights since 2021, organized by the areas of Student Services, Academic Affairs, and Professional Development. The report also includes Recommendations & Priorities in each area for the upcoming Academic Year. The Recommendations & Priorities are guided by the Equity Audit performed during the 2022-23 Academic Year by Hotep Consultants. The 2020-21 DEI Report is available for viewing at www.ltcc.edu/dei.

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STUDENT SERVICES

- Performed a campus-wide Equity Audit with Hotep Consultants to guide LTCC's DEI work moving forward.
- Increased outreach and support to income-qualifying, first-generation and Latinx students at Lake Tahoe Unified School District (LTUSD) through grant opportunities.
- Secured \$39.3 million in federal funding for construction of on-campus student housing to provide 100 beds for full-time, income-qualifying students. Held official Groundbreaking Ceremony on August 8, 2023.
- Continued celebration of events such as Undocumented Student Action Week, Black History Month, Hispanic Serving Institute-Science, Technology, Engineering, and Mathematics (HSI STEM) Week, Día de los Muertos celebration, Latinx/Hispanic Heritage Month, Equity and Extended Opportunity Program & Service (EOPS) Meet N' Greet, celebration of LTCC's first gAyPRIL in April 2023, and the Intensive Spanish Summer Institute (ISSI).
- Updated policies and procedures for students with disabilities, and changed the program name to Student Accessibility Services (SAS) to be more welcoming and inclusive.
- Awarded \$11.9 million in funding to support access and opportunities for students from traditionally underserved backgrounds: \$4.8 million over 5 years for HSI STEM; \$2.9 million for a Title III Grant (LTCC Pathways and Progress); \$2.8 million over 5 years for TRiO Talent Search and Upward Bound; and \$1.4 million over 2 years for Institutional Resilience and Expanded Postsecondary Opportunity (Dual Enrollment).
- Developed the 2022-24 Student Equity Plan in alignment with Board Goals, with specific strategies for improving outcomes for disproportionately impacted students.





- Worked with an outside firm to review and improve enrollment processes, better understand the student experience, and increase outreach efforts to support additional students in accessing LTCC courses and programs. Automated student emails were updated and replaced as needed to ensure clarity of steps and incorporate appropriate DEI language.
- Held various events including guest Speaker Ruben Canedo, Co-Chair of the UC Systemwide Basic Needs Committee, to have conversations with staff and students surrounding equity-minded practices.
- Awarded \$49,290 to enhance services for LGBTQIA+ students, provide additional staffing support, create safe spaces for students, support the Ally Club, and provide training to help incorporate LGBTQIA+ voices into classroom curriculum.
- Held a Safe Space Training in April 2023 for faculty and other campus professionals providing a foundation for creating a sustainable Safe Space on campus. Participants developed learning outcomes specific to the campus and learned how to better support the safety and academic success of LGBTQIA+ students.
- Launched the Coyote Pride program offering above-and-beyond support, resources, and an extra sense of security to LGBTQIA+ students.





ACADEMIC AFFAIRS

- Secured funding to support Latino/a/x and income-qualifying students in the Tahoe Basin, providing a solid foundation for those pursuing Science, Technology, Engineering or Math (STEM) degree and transfer pathways (HSI STEM).
- Implemented syllabus template of LTCC Land Acknowledgement in Canvas for use in the classroom.
- Incorporated diversity and LBGTQIA+ language into Canvas for other syllabus templates.
- Removed all pre-transfer level math courses from LTCC's schedule. Math faculty collaboratively developed corequisite courses for Statistics and College Algebra to offer additional support to ensure success.
- Diversity, Equity, and Inclusion Method (DEIM) questions were incorporated into the Course Outline of Record (COR) template. The core component of the COR is added to all courses as they become eligible for review and updating.
- A renewed focus on serving justice-involved students led LTCC to apply for and receive nearly \$2 million in grants to support faculty professional development and training, enhanced services for currently incarcerated adults, and to expand in-person dual enrollment courses for students impacted by the juvenile justice system.
- Secured \$300,000 over 2 years for the Culturally Responsive Pedagogy and Practices Grant to create the Cultural Fluency Teaching Academy for faculty to participate in a 9-month program to deepen understanding of best practices in culturally responsive pedagogy.

PROFESSIONAL DEVELOPMENT

- Updated evaluations of Classified Professionals to include an intentional expectation and connection to Diversity, Equity, and Inclusion initiatives.
- Provided spaces for employees to learn, engage, and reflect on their social location and the world around them through book club discussions.
- Developed a Land Acknowledgement (living document) that was fully endorsed by the Board.
- Fully launched Maxient, a hate and bias incident reporting system connected to the Coyote Concern reporting system, along with a process for evaluating and resolving incidents.
- Participated in an Equity Audit that included a survey to staff, faculty, and students, a document analysis of policies, practices, and assessments, and a professional development series to staff and faculty to serve students more equitably.
- Conducted 33 recruitments and hired 41 employees in 2021-22. Of 633 applications, 34% were from racially/ethnically diverse applicants, and 51% of new hires were ethnically or racially diverse.
- Improved Human Resources' new employee orientations with the intent of creating better retention and improving the onboarding process. Orientations are scheduled monthly, with employees now required to attend in their first month of employment.
- All of the new services and support for LTCC's LGBTQIA+ students are identified as part of the new Coyote Pride support program offered through the Equity & Student Wellness Office. Work was done to brand this new program and inform students about it (<https://www.ltcc.edu/campusresources/coyotepride.php>).



RECOMMENDATIONS & PRIORITIES FOR 2023-2025

This section summarizes the DEI Task Force's recommendations for LTCC's DEI priorities in the coming academic year in the areas of Student Services, Academic Affairs, and Professional Development. In addition, the DEI Task Force has a series of recommended activities that could be led by the next iteration of the DEI Task Force. The recommendations and priorities were guided by the information contained in the Equity Audit.

STUDENT SERVICES

- Analyze student outcome data, disaggregated by race and other disproportionately impacted identities, and explore gaps as they relate to course completion, degree vs. transfer, and transfer success.
- 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.
- Continue promoting the usage of the Coyote Concern platform to support students who need assistance with their basic needs or are experiencing discrimination on campus.
- 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.
- Establish a Civic Engagement Team to conduct a series of activities to increase the student voting rate in advance of the 2024 General Election.
- Establish a team to review required forms for effectiveness, update language, and evaluate the submission and review process on a regular basis, paying specific attention to wording and tone.
- Expand coordination efforts with the Washoe (Waši·šiw) Tribe to increase collaboration, and work together to protect and increase education about culturally significant sites on campus. Expand services to increase access for Washoe tribal members and descendants to enroll at LTCC through Promise and other programs.



ACADEMIC AFFAIRS

- Strategically use the Outreach Specialist (HSI STEM), in coordination with the Office of Student Equity and Wellness, to enhance outreach programs for disproportionately-impacted groups, with a specific focus on increasing enrollment and retention in STEM programs at LTCC.
- Work with Math faculty and Institutional Effectiveness to collect data on newly-developed corequisite support courses and continue to iterate those courses as well as other support options for improvement in student outcomes and an increased focus on DEI in pedagogy.
- Through the Cultural Fluency Teaching Academy, support faculty across all meta majors in learning pedagogical strategies that have shown a positive impact on historically minoritized and income-qualifying students.
- Consistent with pending regulations from the California Community Colleges Board of Governors, begin to incorporate a DEI focus in faculty evaluations.
- Continue to review new and existing courses to address the DEI questions explicitly listed in the course outline of record.
- Strategically use the HSI STEM and DHSI Grants to fully implement the Guided Pathways framework to improve access and success for historically underserved students.



PROFESSIONAL DEVELOPMENT

- Provide training for staff and faculty on the importance of LTCC's Land Acknowledgement and the ongoing work toward collaboration and partnership with the Washoe (Waši-šiw) tribal members.
- Using the Cultural Fluency Academy, create a professional development series that focuses on supporting faculty in creating and implementing anti-racist curriculum. Incentivize and increase participation in professional development for part-time faculty.
- Using the Equal Employment Opportunity (EEO) grant, formalize the LTCC Faculty and Staff Onboarding and Mentorship Program, a professional development program to ensure that all new employees complete an orientation process where they learn about LTCC's structure, culture, vision, and values, as well as participate in a formal mentorship program to assist employees in developing relationships that promote institutional engagement and opportunity for career advancement.
- Provide training for student leaders on the history of LTCC, its goals, and how students can best represent themselves and LTCC to better serve their peers while in their roles.
- Establish a space for ongoing 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 all employees.



DEI TASK FORCE RECOMMENDED PRIORITIES

- Develop an Equity Policy Guide to support decision making, planning, and practices among staff, faculty, and administrators.
- Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion.
- Support senior leadership in developing a more simplified communication guide to explain the college prioritization and resource allocation processes. 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.
- Conduct an equity map to catalog all of the equity related efforts on campus, and continue to provide regular campus-wide updates from the DEI Task Force to highlight DEI-related activities and progress.



2021-23 DEI Task Force

Pictured: Diane Lewis, Laura Salinas, Michelle Batista, Antonio Benitez, Elizabeth Gabel, Laura Metune, Melanie Aponte Chu, Nick Barclay, Amber Tierney, Sue Kloss

Not Pictured: Shelley Yohnka, Danny Masellones