LAKE TAHOE COMMUNITY COLLEGE
Student Equity Plan

2019 - 2022

Student Equity Plan

Executive Summary

The Lake Tahoe Community College 2019-2022 Student Equity Plan serves to maintain the focus on closing academic performance gaps that exist for underrepresented student populations. The intent is also to meet the needs of all students in the areas identified by the California Community College Chancellor's Office five goals.

1. Access – Successful Enrollment: enrolled within one year at same college after applying
2. Retention: Fall to Spring at the same college
3. Transfer to a four-year institution
4. Completion of transfer-level math and English within the first year
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

The LTCC Equity Plan integrates several campus-wide initiatives such as Guided Pathways, distance learning, Vision for Success, strategic enrollment management, AB 19 – College Promise, AB 705 – multiple measure placement, career and technical education programs, and high school DUAL enrollment, while also serving underrepresented student groups. The majority of the activities identified in The Plan meet multiple goals and require individualized attention to targeted populations. The Plan also maintains and supports all other campus initiatives that promote overall student success.

LTCC will continue its college-wide efforts in the pursuit of student success for all students; however, the Student Equity and Achievement (SEA) Program funds will allow the college to implement specific strategies for the various identified disproportionately impacted student groups. As a college with limited resources, many of the activities utilizing equity funds apply to multiple objectives and goals. This allows LTCC to consolidate efforts in a strategic, comprehensive manner.

Mission Statement

Lake Tahoe Community College serves 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.

Student Success Metrics

Based on the data provided by the California Community College Chancellor's Office (CCCCO), equity gaps exist for each of the student success metrics.

Methods used to identify equity gaps Disproportionate Impact (DI) occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

The following six disaggregated student subgroups are specified in Senate Bill 680: Disability, Economically Disadvantaged, Ethnicity/Race (American Indian or Alaska Native, Asian, Black or African American, Filipino, Hispanic or LatinX, Native Hawaiian or other Pacific Islander, White, More than One Race, or Unknown), First Generation, Foster Youth, and LGBT. As such, these six groups were analyzed to determine DI. In addition, each subgroup was further analyzed by gender (male or female).

As designated by the CCCCO, two methodologies were selected to measure DI – Proportionality Index (PI) and Percentage Point Gap (PPG). The methodology applied to each metric was also selected by the CCCCO and are listed in Table 1.

Table 1.   The CCCO selected DI methodology for each LTCC SEA metric

Metric Description	PI or PPG Methodology
Enrolled in the Same Community College	PPG
Retained from Fall to Spring at the Same College	PPG
Transferred to a Four-Year Institution	PI
Completed Both Transfer-Level Math and English	PPG
Attained the Vision Goal Completion Definition	PI

PI compares the percentage of a disaggregated subgroup in a cohort to its own percentage in the outcome group while PPG compares the success rate in a particular outcome (e.g., course completion rate) for a disaggregated subgroup to the success rate for all students, with the gap being the difference between the two. When student characteristics were further disaggregated by gender, achievement outcomes for each gender group were compared with the outcomes of

the corresponding gender population. Based on the statistical outcomes, subgroups identified as disproportionately impacted are addressed in the Student Equity and Achievement Plan.

Targeted Student Equity Populations

LTCC is a small, rural, one-college district. Due to the extremely small sample size of most target populations, meaningful data interpretation was a challenge. Percentages were not a good measure of impact for LTCC because many of the groups were so small that one or two students could significantly skew the data. In past years, LTCC has focused Student Equity efforts on the Latina/o population, with less focus on other disproportionately impacted groups. This was due to the volume of the Latina/o population on campus and in our community, versus other groups. Moving forward, LTCC plans to expand equity services to all disproportionately impacted groups regardless of cohort size. All will be central to understanding achievement gaps and improving processes.

Based on the data analysis the following student equity groups were disproportionately impacted based on the student success metrics:

- **Access – Successful Enrollment:** White (Female) and Students with disabilities (All)

- **Retention:** White (Male) and Asian (Female)

- **Transfer**: Veteran (All), Foster Youth (Female), First Generation (Male), Native Hawaiian or other Pacific Islander (All), White (Male), Black or African American (Female), and some other race (All)

- **Completion of Transfer Level Math and English:** First Generation (Male)

- **Vision Goal Completion:** LGBT (Male), Foster Youth (Male), Native Hawaiian or other Pacific Islander (All), Filipino (Male), Asian (All), Black or African American (All), Some other race (All), Hispanic or Latino (Male), White (Male), and more than one race (All)

While LTCC acknowledges the significance of the data, the college will also intentionally target research towards other historically underrepresented groups that were not disaggregated by the data such as American Indian or Alaska Native, homeless students, incarcerated students and those not identified in the various success metrics. It is also clear that additional research is required to understand underperformance for the disproportionately impacted student groups.

Table 2. Disproportionately Impacted Groups at Lake Tahoe Community College

Academic Year	Goal	Overall Student Population Success*	DI Group	DI Sub-group	Gender	Success rate	Achieved Metric** #	Cohort Size** #
2017-2018	Enrolled in the same community college	Baseline (17-18): 53.5% [5,512/10,310]	With Disabilities	With Disabilities	Female	45.8%	77	168
					Male	40.5%	45	111
			Ethnicity	White	Female	52.1%	1746	3352
2017-2018	Retained from fall to spring at the same college	Baseline (17-18): 56.4% [1,219/2,163]	Ethnicity	Asian	Female	0.0%	16	47
				White	Male	51.6%	253	490
2016-2017	Transferred to a four-year institution	Baseline (17-18): not available Baseline (16-17): 142 if only including CU and CSU institutions, 265 for all 4-year transfers (count, not %)	Ethnicity	Black or African American	Female	5.6%	2	36
				Native Hawaiian or other Pacific Islander	Female	0.0%	0	2
					Male	0.0%	0	12
				Some other race	Female	5.9%	1	17
					Male	0.0%	0	102
				White	Male	5.6%	61	1092
			First Generation	First Generation	Male	5.8%	43	738
			Foster Youth	Foster Youth	Female	0.0%	0	15
			Veteran	Veteran	Female	0.0%	0	13
					Male	4.0%	4	100
2017-2018	Completed both transfer-level math and English within the district***	Baseline (17-18): 3.1% [18/586]	First Generation	First Generation	Male	0.9%	1	109
2017-2018	Attained vision goal completion definition	Baseline (17-18): 146 (count, not %)	Ethnicity	Asian	Female	0.0%	0	230
					Male	0.4%	1	251
				Black or African American	Female	0.0%	0	151
					Male	0.3%	1	291
				Filipino	Male	0.0%	0	93
				Hispanic or Latino	Male	1.2%	15	1249
				More than one race	Female	0.5%	1	208
					Male	1.1%	2	180
				Native Hawaiian or other Pacific Islander	Female	0.0%	0	14
					Male	0.0%	0	28
				Some other race	Female	1.0%	1	97
					Male	0.9%	3	326
				White	Male	1.2%	34	2800
			Foster Youth	Foster Youth	Male	0.0%	0	32
			LGBT	LGBT	Male	1.0%	1	96

* Data Source: CA Community Colleges Student Success Metrics, https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx
** Data Source: CCCCO Data on Demand, https://misweb.cccco.edu/dataondemand/Accountability/SEA.aspx (login required)
**not listed in NOVA SEA
(May, 2019)

Goals for Overall Student Population

Overall Student Population
Access – Successful Enrollment
Activities that support the goal • Academic and career exploration through Meta Majors. • Pilot first-year student experience through the College Promise cohort. • Develop a communication plan to positively impact student enrollment. • K-12 collaborative with an emphasis on dual enrollment pathways. • Strategize outreach and recruitment efforts. • Review and improve on-boarding processes that might hinder successful enrollment. • Support ESL student transition to credit coursework. • Provide summer support services and fall welcome events. • Data driven student-centered scheduling and enrollment management that includes ESL. • Improve the navigation of the student portal, *passport.*
Retention – Fall to Spring

Activities that support the goal
• Develop Degree Audit to support student academic progress.
• Implement an automated early alert system – e.g. Starfish Early Alert.
• Explore campus-wide student retention strategies.
• Increase faculty support and pedagogical training focusing on early alert.
• Address and provide assistance to student basic needs.
• Holistic program model to provide wrap around support.
• Increase peer-to-peer engagement.
• Financial aid outreach, follow up support and increase communications.
• Comprehensive communication via email and texting from various campus departments.
• Engaging and supporting online students in order to foster student retention and success.
• Promise program with wrap-around supports based on Guided Pathways models.
• Improved use of available technology for:
    ○ Cloud-based, secure, electronic forms submission with Campus Logic for student convenience
    ○ More frequent delivery and disbursement of financial aid funds each quarter

Transfer to a four-year institution
Activities that support the goal • Increase on and off campus transfer activities. • Examine barriers to transfer. • Provide transfer students further support for financial aid and housing. • Develop post-college tracking strategies.

- Launch peer-to-peer mentor transfer support network.
- Provide continued workshops that focus on transfer support topics.
- Promotion of common universities, specific programs, and the on-campus University Center.
- Integrate work with Pathways Student Success Team to support transfer.
- Conduct broader alumni surveys and engagement activities.

Completion of transfer-level math and English

Activities that support the goal
- Integration of Meta Major pathways for transferrable math and English courses.
- Multiple measure placement and course options to transferable math and English.
- Imbedded classroom support and tutoring to support course completion.
- Continued partnership with ADVANCE to offer math and English boot camps.
- Investigate best practices that support course success strategies for English, math, and ESL.
- Expand zero cost textbooks and open educational resource courses.

Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

Activities that support the goal
- Implementation of Meta Majors and guided pathways for all students.
- The redesign and development of degrees and certificates.
- Gather student feedback through consistent surveys and focus groups.
- Develop online short-term certificates.
- Transition support into the employment market.
- Emphasize major to career connection and pathway.
- Career and academic exploration activities and campus events.
- Increase technological tools for career exploration, job search, and basic needs support services.
- Increase student comprehensive educational plans.
- Assess post-matriculation outcomes (employment, promotion, transfer, etc.) to demonstrate that students' goals are being met.

Goals for Disproportionately Impacted Students

Disproportionately Impacted Student Populations
Access: Successful Enrollment
Activities that support the goal

- Conduct targeted outreach, marketing, and recruitment to marginalized populations.
- Provide high touch support throughout on-boarding process.

- Increase learning community pathways.
- Provide personalized orientations and workshops for DI groups.
- Research barriers to enrollment for marginalized populations.
- Provide connections to the college early into the college student experience.
- Strengthen college access programs such as TRiO, dual enrollment, and/or College Promise.
- Collaborate with community partners to celebrate all student experiences on campus.
- Expand College Promise to establish early college access activities.

Retention – Fall to Spring

Activities that support the goal
- Enhance retention support for DI groups.
- Increase equity-focused professional development opportunities for faculty and staff.
- Expand student support programs that predominately support DI groups.
- Implement an early alert system with proactive intervention procedure.
- Identify and explore strategies that eliminate barriers to retention.
- Implement equity-focused workshops that promote student success skills.
- Assess the effectiveness of support for all DI groups.
- Increase access to student support services and community resources.
- Increase engagement through activities, peer support, and workshops.
- Expand equity and diversity focus in hiring practices for faculty and staff.
- Assess budget for feasibility to hire retention specialist to implement case management systems for all students.
- Financial Aid participation in Guided Pathways, including warm hand-offs to necessary supports on campus.

Transfer to a four-year institution

Activities that support the goal
- Highlight universities, specific programs, and the on-campus opportunities to higher degree attainment.
- Provide additional support for transitioning students.
- Investigate and implement transfer success best practices.
- Emphasize and connect DI students to program and support services at four-year universities.
- Using a holistic approach, case manage DI students to support goal to transfer.
- Conduct transfer preparedness and financial aid support workshops.
- Financial aid support to transferring students with scholarships and financial literacy.

Completion of transfer-level math and English

Activities that support the goal
- Imbedded tutoring to support course completion.
- Continue to offer math and English boot camps and concurrent support courses.

- Investigate best practices that support course success strategies for English, math, and ESL.
- Expand zero cost textbooks and open educational resource courses.
- Coordination of dual enrollment courses that promote academic rigor.
- Distance education courses to promote student support and resources.

Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree

Activities that support the goal
- Support the development of employable skills and career connections.
- Encourage work experiences or internship opportunities.
- Investigate student equity gaps in specific programs to improve access and completion.
- Conduct surveys and focus groups for each DI group to understand student experiences and barriers.
- Support the increase of wage, promotion or even entrance into the workforce based on completion of short-term certificates, industry-relevant courses i.e., hospitality leadership or teacher certification.
- In partnership with ADVANCE, provide support to ESL with tutoring, labs and online learning tools.
- Reach and supporting older adult students and incumbent workers with accessing LTCC programs/services.
- Explore the use of prior learning assessment approaches, including portfolio-based courses, to allow students with significant life/work experience to shorten their time to completion and/or transfer.

Student Equity Budget Allocations

2019-20 LTCC Student Equity & Achievement Budget

Object	Position	FTE	Salary
1210	Vice President of Student Services	0.4600	$ 65,248
1212	Counselors	3.2300	$ 288,054
2110	Classified Staff	1.0991	$ 67,724
2111	Assistant to VPSS	-	$ 48,843
2120	Equity Assistant	0.7000	$ 24,680
2150	Director of Equity	1.0000	$ 67,706
2340	Student Ambassadors		$ 56,250
2340	Equity Peer Mentors		$ 12,000
2340	ESL Assistant		$ 8,885
3xxx	Fringe		$ 301,652

Object	Expense		Cost
4550	Equity Supplies		$ 5,000
4550	Orientation & Student Events		$ 7,855
5110	Equity Speakers		$ 5,000
5140	Software Licensing & Agreements		$ 24,413
5211	Outreach Equity/College Fairs		$ 600
5213	Conference/Travel		$ 5,000
5214	Equity Student Travel		$ 5,000
5680	Software Maintenance Agreements		$ 7,500
6310	Textbook Lending Library		$ 5,000
Total Expenditures		**6.4891**	**$ 1,006,410**

* The SEA budget includes the combined Student Success and Support Program, Basic Skills Initiative and Student Equity categorical 11 funds.

LTCC Student Equity Program Allocations and Expenditures

	FY15-16 Audited Actuals	FY16-17 Audited Actuals	FY17-18 Audited Actuals
Annual Allocation	$ 250,000	$ 250,000	$ 250,000
Academic Salaries	$ 45,786	$ 39,661	$ 36,314
Classified Salaries	$ 96,427	$ 103,894	$ 117,238
Employee Benefits	$ 54,082	$ 53,977	$ 68,123
Supplies	$ 13,015	$ 25,671	$ 9,767
Services	$ 22,086	$ 23,531	$ 9,997
Equipment	$ 18,605	$ 3,267	$ 8,561
Total Expenditures	$ 250,000	$ 250,000	$ 250,000

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**

Summary Evaluation Schedule and Process

Evaluation of the progress towards accomplishing the goals identified in this plan will take place throughout the year. As data becomes available quarterly and annually, the goals, processes, and outcomes will be evaluated to measure progress. The Student Equity Advisory Committee and the Student Success Team will be presented with the results of the efforts and determine if adequate progress has been made towards accomplishing each goal. The teams will discuss methods to increase the effectiveness of the efforts and provide feedback to inform practice in implementing the plan. Direct feedback will be provided to those involved in implementing the activities, with professional development provided when deemed appropriate. If changes to the plan are identified and deemed necessary in the evaluation process, they will be implemented as soon as possible. Small changes can often be made quickly, with slight changes to approach or data collection method. Larger changes will be made after review and approval from any relevant governing bodies.

The Vice President of Student Services is serving as co-chair to both the Student Equity Advisory Committee and the Student Success Team in part to ensure that the Student Equity Plan is integrated throughout campus. Other members include directors, faculty, counselors, staff, and students. There is a campus-wide effort to focus on student equity from the Board of Trustees and President down to every staff member. Multiple campus governing bodies have reviewed the Student Equity Plan, including the Academic Senate, Student Senate, Institutional Effectiveness Council, and the President's Advisory Council. The Plan will be brought before the Board of Trustees for final approval on September 10, 2019. The Student Equity Plan will be incorporated into general college processes and procedures. The plan will also be accounted for when determining student learning outcomes and conducting program reviews.

Lake Tahoe Community College Student Equity Plan Main Point of Contact

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