



2022-25

Lake Tahoe Community College Student Equity Plan

2022 - 2025

Student Equity and Achievement Plan Lake Tahoe Community College

Context

Acknowledgement of Student Equity & Achievement Legislation

In 2014, Education Code 78220 mandated California community colleges identify goals, terms, and conditions in the Student Equity Plan, and adhere to the requirements of Student Equity & Achievement Legislation. Special consideration is to be given to Education Code 78220 section (b) input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and involvement of appropriate people from the community.

Five years ago, the **Vision for Success** catalyzed a paradigm shift in higher education statewide, challenging California community colleges to acknowledge that while well-intentioned, the institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “**Call to Action**” to mobilize the system to collective positions of privilege, influence, and power, to recenter racial equity.

The Lake Tahoe Community College (LTCC) Student Equity Plan focuses on increasing access, retention, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities will be developed to address disparities in student outcomes.

Overall, LTCC will approach the Student Equity Plan through intentional evaluation, integration and reassessment to check for progress. LTCC will align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution.

2019 - 2022 Equity Plan Reflection

Key Initiatives, Projects, and Activities

Access: Successful Enrollment

- Hired bilingual outreach coordinator to lead outreach and recruitment efforts, with a focus on DI populations; and established an Outreach Team.
- Successfully launched College Promise first-year student experience course; engaged an external evaluator to ensure program efficacy.
- Launched Reconnect to Complete, a program that re-engages adult students with some-college/no-degree.

- Developed a collaborative approach with K-12 partners through expanding dual enrollment and securing TRiO Talent Search and Upward Bound grants to support DI students in completing high school and accessing higher education.

Retention – Fall to Spring Activities

- Embedded meta majors into counseling, developed meta major cohorts, and assisted students with connecting to meta majors and degree/certificate goals.
- Organized faculty into meta majors and supported student career exploration through workshops/field trips.
- Improved basic needs services through TimelyCare and expanding the Basic Needs program.
- Improved financial aid support services: debt forgiveness, emergency grants, increased Pell acceptance, increased student scholarships, and created reports and data visualizations.

Transfer to a Four-Year Institution

- Increased on and off campus transfer activities; conducted virtual events during COVID-19 travel restrictions.
- Developed post-transfer tracking strategies and incorporated transfer outcomes tracking in reports to the Board.
- Increased staffing at the Lisa Maloff University Center to support students in obtaining baccalaureate and graduate degrees.
- Identified and marketed fully online degrees; including those with zero textbook costs.
- Secured \$4.8 million Hispanic-Serving Institution STEM grant.

Completion of Transfer-Level Math and English

- Eliminated below-transfer Math and English courses.
- Established co-requisite support course for English.
- Worked with Education Northwest to develop evidence-based support for transfer-level math.
- Established evaluation methods for efficacy of support courses in math.

Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor's Degree

- Expanded career services by hiring full-time, tenure track academic counselor.
- Implemented Degree Audit and Auto Awarding for Certificates.
- Launched Forestry Education and Job Placement Program to include certificates and degrees.

Pandemic Acknowledgement

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. The COVID-19 pandemic, and the shift to virtual learning affected LTCC's approach to implementation of the LTCC 2019-2022 Student Equity Plan. However, the pandemic also

reinvigorated LTCC's commitment to serving the community and achieving equitable outcomes for students. In addition, the events during the summer of 2020 inspired a renewed vigor and urgency at LTCC to become more active leaders in anti-racism work. On June 9, 2020, in response to the murder of George Floyd and systemic violence against Black/ African Americans, LTCC's Board of Trustees committed to challenging and changing systems that do not serve the campus community equitably, to improve the recruitment and retention of diverse staff and faculty, and to ensure all aspects of instruction reflect a commitment to diversity, inclusion, and anti-racism. On November 10, 2020, the Board 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 November of 2021, the DEI Task Force reported to the Board of Trustees a series of recommendations for LTCC to move toward becoming an anti-racist and multicultural institution. These recommendations were subsequently incorporated into the 2021-23 Board Goals. Progress toward implementing these strategies and achieving outcomes were reported to the campus and the South Lake Tahoe community in the September 2022 Progress Update and during the State of the College Address. On September 13, 2022, the Board adopted a 2022-2024 Goal to "align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution."

2022 - 25 Equity Plan Development

The 2019-2022 LTCC Student Equity Plan cycle served as a guide for planning for 2022-25. Specifically, LTCC was able to better identify areas to intentionally focus on, to pivot our approach, and aspire to reach new goals that would have a more profound and direct impact on students. LTCC also identified the need to incorporate the Student Equity Plan into the LTCC Annual Planning and Accountability Cycle. Incorporating the Student Equity Plan into the LTCC Annual Planning and Accountability Cycle will allow LTCC to ensure the President/Board of Trustees goal-setting cycle includes a more intentional and robust review of the leading and lagging indicators for disproportionately impacted groups.

The 2022-25 Equity Plan has been developed in collaboration with the LTCC DEI Task Force, the Senior Leadership Team, the President's Advisory Council – in addition to securing insights from students, classified staff, faculty, administrators, and others. Individual meetings were held with Counselors, the Promise Director, the Director of Online Learning, and the Faculty Chair of Teaching and Learning.

Prior to entering the Plan into Nova, the plan was approved by the Senior Leadership Team, Academic Senate, Institutional Effectiveness Committee, and Board of Trustees.

Disproportionate Impact Calculations

LTCC followed the Chancellor's Office Percentage Point Gap Minus One (PPG+/-1) methodology to determine equity gaps and measure disproportionate impact. The PPG-1 method subtracts the percentage of all other students (P_o) from the percentage of the disaggregated subgroup (\hat{p}):

$$PPG-1 = \hat{p} - p_o$$
$$PPG-1 = (\% \text{ of subgroup}) - (\% \text{ of all OTHER})$$

Where \hat{p} = percentage (%) of subgroup ("p-hat") and p_o = percentage (%) of all other students.

Data sets include students who were first time in the system and based on a three year timeframe.

Limitations to the Data

Small number of subgroups are not large enough to conclude that disproportionate impact was present. Many of the subgroups are lower than ten, where there can be privacy concerns. LTCC's approach to mitigate this challenge was to aggregate two or more years of data to achieve recommended sample sizes. Demographic groups with the highest number of students will tend to show outcomes with values that are close to the overall average, resulting in relatively low point gap differences.

Summary of Target Outcomes

LTCC is a small, rural, one-college district. Due to the extremely small sample size, despite aggregating two or more years of data, most target populations did not present purposeful data interpretation. 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.

Data elements were collected and effectively utilized for the 2022-25 LTCC Equity Plan.

LTCC created a Student Equity and Achievement Dashboard that will continue to assist with the process of evaluating data collection to increase accuracy and to better monitor the gaps in achievement in the future.

LTCC identified internal data sources for the identification of inequities within student groups: first generation, foster youth, gender, homeless, LGBT, the overall student population, financially vulnerable, race/ethnicity, and veteran status, age, student course loads, and student support program connections.

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

- (1) Successful Enrollment in the first year*
- (2) Completed Transfer Level Math & English in the first year
- (3) Persisted from First Primary Term to Subsequent Primary Term**
- (4) Attained the Vision for Success Definition of Completion within three years***
- (5) Transferred to a Four-Year Institution within three years****

*CCCApply to registration at the same college.

** Persisted from fall to spring at same college or any college.

***The vision for success goal definition includes CO approved certificates 8+ units, associate degrees, and community college bachelor's degrees.

****First-time cohort students who transferred to CSU/UC, private in-state, or out-of state college, who earned 12+ units at any college within three years and who transferred by the subsequent year.

Race Consciousness Approach

LTCC focuses on becoming a more race conscious institution not just in completing the Student Equity Plan, but across campus and infused throughout our 2022-24 Goals approved by the Board of Trustees. We are working to grow in our awareness of how being more race conscious to improve the lives of students as well as our faculty, classified professionals, and administration.

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	METRICS				
	Successful Enrollment	Completed Transfer Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Asian	X		X		
Black or African American	X		X		
Male	X			X	X
White		X	X	X	X
Foster Youth			X	X	X
First Generation				X	X
Older student > 23 years and older		X	X	X	X
Part Time Students			X		
Hispanic				X	
Multi-Race				X	
Equity Program				X	
LT Promise Program				X	
Veteran				X	
Low income				X	X

The table illustrates all disproportionately impacted (DI) identified groups through the LTCC SEA Dashboard. The cells highlighted in blue are the DI groups submitted to the CCCCCO through the NOVA platform.

*California Community Colleges Student Success Metrics (SSM)

** LTCC Student Equity and Achievement Dashboard

Successful Enrollment

Disproportionately Impacted Groups: Asian, Black or African American and Male Students

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Point: Current Structure

LTCC implemented several policies, processes, and practices to improve onboarding experiences such as revising placement, orientation and educational planning, the California Nevada Interstate Attendance Agreement (CNIAA) and Western Undergraduate Exchange (WUE), TRiO programs, dual enrollment, and the Lake Tahoe College Promise Program. While these steps attempt to address challenges experienced by DI groups, there continue to be institutional barriers such as accessing financial aid, CCCApply, enrollment to registration, and specialized support.

LTCC recognizes the need for a deeper analysis to comprehensively assess and develop intentional interventions for each DI population. Considering the unique student experiences, systemic racism and structural inequities enrollment friction points cannot be effortlessly resolved.

Structure Evaluation

Current Structure

Instruction:

- Students that experience navigational challenges attempt to enroll late and juggle the complex processes that depend on instructors. Students with undecided educational goals, that are waitlisted or with class cancellations also experience the need for late adds.

Wraparound Services:

- The college applies a coordinated onboarding approach with cross training for counselors and close collaboration of the student support programs.
- The understaffing of the financial aid department impacts proactive outreach and assistance, as well as delays to financial awards due to resolving required documentation or appeal processes.

Ideal Structure

Other: The equity-minded processes, policies, practices, or culture that would facilitate a shift to equitable outcomes for DI groups.

- Website and Marketing Development- Constant update of the college website and webpages that provide guidance and connection to campus resources, steps to enrollment process, academic exploration, and ongoing support for DI student populations. Analytics reveals up to 16,000 unique webpage contacts during the summer months.
- Establish race conscious and inclusive practices from outreach and recruitment to the enrollment process, career exploration and instruction engagement.

Structure Evaluation: Necessary Transformation to Reach Ideal

An evaluation and follow through of improvements to policies, practices, and procedures that impact racially minoritized and marginalized students.

Action

Action Steps

- Conduct a data-informed equity-focused evaluation of procedures and services to understand and address policies that result in disproportionate impacts on student enrollment, retention, and success.
- Embrace LTCC's status as a Hispanic-Serving Institution and develop and implement strategies that support Latina/o/x students, promote racial equity, and support social justice.
- Continue to integrate programs offered at area high schools, including TRiO and Dual Enrollment. Align new K-12 Strong Workforce Program-funded courses into Forestry, Environmental Science, and Wilderness Education and Outdoor Leadership pathways to ensure students receive dual enrollment credit for a seamless path from the Lake Tahoe Unified School District (LTUSD) to LTCC.
- Strategically use the Hispanic Serving Institution: Science, Technology, Engineering, and Math (HSI STEM) Outreach Coordinator, in coordination with the Office of Student Equity and Wellness, to enhance outreach programs for historically disproportionately impacted groups, with a specific focus on increasing enrollment in STEM programs at LTCC.
- Establish a process for fully utilizing reports that capture student data from CCC Apply and ensure those students are supported through outreach and retention efforts.

Completed Transfer-Level Math & English

Disproportionately Impacted Groups: White, First-Generation, Older students

Structure Evaluation: Friction Points

Friction Points

Friction Point: Current Structure

LTCC eliminated below college level math and English courses, as a result the college is one of the leading institutions to demonstrate positive success rates for racially minoritized students, specifically in transfer level English. Friction points include, improving tutoring services, scheduling and modalities offered, materials and technology required for courses, the development of STEM math pathways, and equitable pedagogical practices.

Structure Evaluation

Current Structure

Instruction:

- Math and English departments are engaged with aligning to the Guided Pathways model. There is additional work to be done with creating STEM math pathways and exploring corequisite classes for college level math.
- The complete Zero Textbook Cost math pathway offers Open Resources Education materials. The ZTC math pathway also unintentionally is a barrier for students with technology challenges. Computer literacy is an unmet need for DI student populations.

Wraparound Services

- Expansion of the Tutoring and Library learning services in partnership with HSI STEM, offers flexible accessibility for students.

Further integration with student life and basic needs creates a more robust and holistic resource for students to create a stronger sense of belonging and a welcoming environment.

- Intentional placement through counselor advising and added instructional supports such as embedded tutoring, corequisites and access to other support services.

Ideal Structure

Instruction:

- In collaboration with faculty, research and developing culturally responsive pedagogy and sharing best practices. Alignment of math curriculum from high school to community college to transfer.

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

- Further integration of student support services and instruction. Increase connections and collaboration to Student Accessibility Services as well as the ability to make satisfactory accommodations to ensure learning.

Structure Evaluation: Necessary Transformation to Reach Ideal

An evaluation and follow through of improvements to policies, practices, and procedures that impact racially minoritized and marginalized students.

Action

Action Steps

- Work with math faculty and external researchers 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.
- Establish collaborative relationships with South Tahoe High School math department to identify student learning outcomes in Mathematics and ensure students, and historically disproportionately impacted students, are being supported in math at LTCC.
- Develop a continuous professional development series that focuses on supporting faculty in creating and implementing anti-racist curriculum. Establish processes for incentivizing participation among faculty who have not traditionally had the opportunity to fully engage in professional development programs at LTCC, including part-time faculty.
- Establish a process for identifying and evaluating courses that are using embedded tutors. Expand the use into classes beyond Math and English (specifically in the science disciplines) and build upon the best practices for effective implementation to better prepare faculty to use embedded tutors in the classroom.

Persistence: First Primary Term to Secondary Term

Disproportionately Impacted Groups: Asian, Black or African American, White, Foster Youth

Structure Evaluation: Friction Points

Friction Points

Friction Point: Current Structure

Parallel to previous metrics when it comes to structure evaluation, LTCC recognizes the need for a deeper analysis to comprehensively assess and develop intentional interventions for each DI population. Considering the unique student experiences, systemic racism and structural inequities persistence friction points cannot be effortlessly resolved.

Structure Evaluation

Current Structure

Instruction:

- The lack of diversity of faculty representation and the underutilization of early alert tools.
- Consistent and timely grade reporting for just-in-time interventions and informed decisions related to retention.

Wraparound Services:

- Educational plans and providing opportunities for students to explore meta majors and career paths before the enrollment process.
- Creating an across departmental communication plan to improve essential messaging related to academic and financial aid deadlines, student engagement and taking advantage of current technological systems.
- Integrating basic needs and a culture of care throughout the campus including through support programs, student services and instruction.

Ideal Structure

Instruction

- Partnering with the Teaching and Learning to offer race conscious pedagogy, inclusive practices, and research DI targeting classroom persistence strategies.
- Develop dashboards following the Guided Pathways framework so that faculty can review program-specific equity data.

Wraparound services (Counseling, Support Programs, Textbook Programs, etc.)

- Replicating and upscaling student support programs efforts such as Equity and Promise that offer proactive engagement, resources, team approach interventions, guidance, and nurture long term relationships with students.
- Designing a comprehensive early alert system that can be understood and utilized across campus.
- Coordinating safe and dedicated spaces for DI student groups.

Structure Evaluation: Necessary Transformation to Reach Ideal

An evaluation and follow through of improvements to policies, practices, and procedures that impact racially minoritized and marginalized students.

Action

Action Steps

- Conduct a data-informed equity evaluation of procedures and services to understand and address policies that result in disproportionate impact on

student enrollment, retention, and success.

- Develop a continuous professional development series that focuses on supporting faculty in creating and implementing anti-racist curriculum. Establish processes for incentivizing participation among faculty who have not traditionally had the opportunity to fully engage in professional development programs at LTCC, including part-time faculty.
- Review new and existing courses and their alignment with the DEIM questions explicitly listed in the Course Outlines of Record.
- Consistent with pending regulations from the CCC Board of Governors and aligned to recent changes to the classified staff evaluation process, incorporate DEI focus into the faculty evaluation process.
- Develop and distribute an overview of campus-based support services and conduct training for all staff to ensure that consistent and accurate information about resources is provided to prospective and current students.
- Continue to support the Lake Tahoe College Promise and Equity Programs and institutionalize Reconnect to Complete (RTC); expand the number of students served by these programs; establish new annual program goals; seek additional funding sources to ensure ongoing success of these programs.
- Redesign the functionality of Student Services to adopt a "student ready" approach, with all functions represented at the entrance and assistance provided to students so they can navigate the services needed to be successful.

Transfer / Completion

Transfer Disproportionately Impacted Groups: Hispanic, **White**, Multi-Race, **Male**, **Foster-Youth**, Equity, Older, First-Gen, Promise, Veteran, Low-Income

Completion Disproportionately Impacted Groups: **White**, **Male**, **Foster Youth**, Older, First-Generation, Low-Income

Structure Evaluation: Friction Points

Friction Points

Friction Point: Current Structure

Overall, due to the college's rural location, current housing, employment and economic crisis, students are impacted and discouraged from reaching their academic goals. LTCC continues to reenvision solutions such as Associate Degrees for Transfer (ADT), possible 4-year university partnerships, transfer programs and support services and community responsive CTE certificates. Additionally, cultivating a sense of belonging for DI student groups through academic and non-academic strategies proves to be an evolving friction point.

Note that structure evaluation and action plan for advancement in transfer will also support completion. Both metrics are recognized as interconnected and simultaneous to the other metrics.

Structure Evaluation

Current Structure

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

Ideal Structure

Instruction

- Successful implementation and participation of COU 104, "Understanding Transfer".

Structure Evaluation: Necessary Transformation to Reach Ideal

An evaluation and follow through of improvements to policies, practices, and procedures that impact racially minoritized and marginalized students.

Action

Action Steps

- Establish next steps in implementation of the Guided Pathways framework, including, but not limited to, creating Meta Major Success Teams and ensuring all students are placed into a Meta Major during enrollment and retention processes, enhance Meta Major exposure and student engagement with Meta Majors (including the Meta Major Success Teams) in the Lake Tahoe College Promise First-Year Experience class. Provide intrusive support and advising to students enrolled in programs and Meta Majors; these efforts will be modeled on a case-management approach.
 - Review recently created and expanded financial aid programs; ensure LTCC is actively taking advantage of these programs and supporting student access to them, including the Cal Grant Entitlement, the Learning Aligned Employment Program, and the Golden State Education and Training Program.
- Reinvigorate the transfer program with the intent to open the Transfer Center fully in Fall 2023, increase student exposure to transfer events, and cultivate partnerships to ensure LTCC students who transfer to regional universities have a supportive transition from LTCC to the university partner.
 - With a focus on supporting adult learners, institutionalize Credit for Prior Learning (CPL) and ensure it is incorporated into the enrollment process by training counselors and faculty on how to direct students regarding the CPL process and how to assess a student's prior learning in relation to courses offered by LTCC.
 - Partner with ADVANCE to ensure adult learners have full access to CPL through LTCC.
 - Establish an orientation procedure with counseling and teaching faculty to engage students more actively to consider CPL options, including providing relevant and clear information to students seeking CPL on the website.
 - Redesign the functionality of Student Services to adopt a "student ready" approach, with all functions represented at the entrance and assistance provided to students so they can navigate the services needed to be successful.

Chancellor's Office Supports

Supports Needed	Successful Enrollment	Completed Transfer Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Field Guidance & Implementation	X				
Technical Assistance/ Professional Development		X	X		
Data & Research	X	X	X	X	X
Policy & Regulatory Actions	X			X	X
Technology Investments & Tools	X				
Proof of Concept Pilots		X			
Strategic and Operational Communication					

Explanation of Supports Needed

LTCC is requesting the Chancellor's Office and its partners support in helping the college better identify friction points in student journeys. Specifically, LTCC is requesting support in Data & Research. LTCC is a small college, with small and fluctuating cohorts of students, particularly students from historically disproportionately impacted groups. LTCC has had some difficulty in determining DI Groups because of the small numbers of students in each metric, and the fact that the outcomes of one or two students can significantly change whether groups appear as DI. LTCC would like support in better understanding how to interpret data with small cohorts, and how to supplement quantitative data with qualitative data to better inform the selection of DI Groups and to identify strategies and target outcomes.

INTEGRATION SURVEY

1. Previous Equity Efforts

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

Over the past three years, LTCC has strategically focused efforts to decrease equity gaps for underrepresented and minoritized student groups by outlining strategic institutional goals that align key initiatives such as:

- Increased students served through access programs such as the Dual Enrollment, TRiO and the Lake Tahoe Promise Program.
- Expanded equity and diversity focus in hiring practices for faculty and staff
- Recognition for efforts around ensuring that Latino/a/x and Black students complete transfer-level English and math in their first year of college
- Formation of a college wide Diversity, Equity & Inclusion Task Force to establish a multifaceted perspective of institutional changes, interventions, and prioritization of racial equity.

2. Guided Pathways

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

LTCC remains equity-centered within the guided pathways framework to better understand and elevate student experiences, ensure learning, and improve retention.

- Leveraging data to inform guided pathways projects and data gaps – The creation of dashboards that allow for the disaggregation of data by academic programs to ensure learning is occurring; by demographics to view equity gaps; view additional key indicators to explore unanticipated barriers to student success.
- Coordinating professional development efforts with key campus stakeholders such as the President's Advisory Council, EEO committee, Equity Committee, Guided Pathways team, LTCC Teaching and Learning Onboarding Experience and the DEI Task Force.
- Creating a unified campus approach to student support – continue to dismantle departmental silos to organize project teams that offer across-sections collaboration. Take new approaches with the implementation of the Student Success Coaches Project.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

LTCC remains committed to addressing the needs of Distance Education (DE) Students by establishing the online learning director position, creating, and revising on-boarding modules for faculty and students as well as through the redesign of the LTCC webpage to address student needs.

Student Accessibility Services offers technology and additional resources to students with unique learning challenges. Technology remains accessible to all students through Learning and Library Services.

4. Financial Aid

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

- Increase utilization of marketing/social media and technological tools to outreach and conduct workshops and financial aid focused activities
- Completed targeted outreach in conjunction with community organizations, social services nonprofits that serve marginalized community, and local high schools
- Initiate follow up support through campaigns that target student stop-outs

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

Use additional tracking and communication modules in Colleague for more detailed and targeted emails, and in Colleague Self Service: Direct Loan Request, Document Attachments

Quarterly texting to students who have incomplete files

Complete follow-up by phone, email, and text to students who applied for California College Promise Fee Waiver or CARES grant but have not completed FAFSA.

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

Yes.

INTEGRATION SURVEY (cont.)

5. Basic Needs

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

Yes.

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

LTCC's Basic Needs Center services includes with housing assistance, career exploration and job connection, clothing, childcare, medical and mental health services, transportation, technology, and emergency financial assistance. The Basic Needs Center also offers a campus food pantry that provides food, hygiene, school supplies, other household items and assistance with Cal Fresh and accessing other county services. The Basic Needs Center promotes overall student wellness and financial stability through case management, workshops, and activities.

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

In order to increase student participation, we will continue to promote wellness advocates, peer-to-peer engagement, classroom collaboration, and further develop campus and community partnerships to build referral networks.

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

The campus food pantry is open Monday through Friday with access to fresh food, nonperishable and other supplies. It offers grocery and gas gift cards to address additional needs and various diets.

6. Zero-Textbook Cost

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

Integration of ZTC with the participation of Open Educational Resources. Further developing ZTC program pathway under the Guided Pathways framework, AB 705 and integrating culturally inclusive practices. Leveraging funds to address barriers for students and provided added resources through the textbook lending library.

7. LGBTQ+ Supports

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

The campus is in the initial phases of implementing a plan to increase support for LGBTQ+ students. The LTCC plan includes additional staffing support, increasing visibility, providing safe spaces, and training for staff and faculty, and exploring the integration of LGBTQ+ voices in classroom curriculum.

8. Mental Health Supports

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

In partnership with TimelyMD, student advocacy groups, county behavioral health and community-based mental health services, LTCC aims to provide culturally competent mental health services to ethnically diverse and special student populations, better understand student mental health needs and reach underserved student populations.

9. Institutional Planning

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

The Equity Plan has been built into the Board/President Annual Goal-Setting Process. The DEI Task Force (co-chaired by Equity Director) reviews and provides input into Equity Plan and Annual Goal process.

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

LTCC is leveraging federal grant funding to support Dual Enrollment, TRiO, HSI STEM and state categorical funds as such as LGBTQ, Rising Scholars, Dual, Promise, Strong Workforce, mental health, basic needs, etc.

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

Including student voice strategies: full voting Student Trustee, engagement of Student Senate, students on governance and advisory committees, student engagement surveys and public forums and events.