

Student Equity and Achievement Program Produced: 01/11/2023 12:19 PM PST Alex Ojeda

LA Valley College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

Recognizing the sociohistorical context of racism and oppression impacting educational outcomes, LAVC made a commitment for our equity work to center race, address anti-blackness and other normalized forms of discrimination, and advance the deconstruction of institutionalized racism resulting from race neutrality. In 2020, LAVC formalized its Antiracism Task Force to supplement the college's equity, diversity, and inclusion efforts. Addressing equity in a majority-minority institution often underestimates the scope of the issue since the marginalized students are the numerical majority and are driving overall outcome metrics. When the majority of students are impacted, the organizational tendency is to respond with equity for all approaches. Grounded in disaggregated data, institutional inquiry, and Guided Pathways, LAVC acknowledges these challenges in its current plan, focusing its commitment race-specific efforts to address the inequitable outcomes of Hispanic or Latino and African American or Black males.

Our Equity Plan and Antiracism framework express LAVC's commitment to reduce the disproportionate impact of our Hispanic or Latino and African American or Black students. Our efforts to institutionalize equity must be intentional, purposeful, center race consciousness and student success. We are cognizant that the data reflect individual student experiences and that we must center and elevate their voices.

- *"You speak good English, with no accent."* -Puente student
- *"I don't even think they think about us Black students. There is no engagement towards Black students."*
- *"As a Black student, some assumptions that are often made include assuming I'm lazy, incapable of doing the work, or that I may be cheating when doing well."* -Umoja students

By respecting the lived experience of Hispanic or Latino and African American or Black students, LAVC is called to respond.

As we work to improve our campus at the individual, interpersonal, and institutional levels LAVC aims to create safe academic and social spaces (e.g. Puente, Umoja) that support the racialized and intersecting identities of our students through cultural centers, allyship, ethnic studies, and equity-minded employees. Professional development promotes race-conscious equity-

mindfulness in and out of the classroom. Focusing on the historical context, committing to racial justice, and challenging dominant frameworks, these activities center race and build institutional capacity for racial justice.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

1-year outcome: Increase the number of Black or African American students by 15 students to eliminate the existing enrollment equity gap.

3-year outcome: Secondary Outcome-Increase persistence for Black or African American students to support the primary enrollment goal.

Completed Transfer-Level Math & English

Hispanic or Latino

1-year outcome: Eliminate disproportionate impact among Hispanic/Latinx students completing both transfer-level math and English within the district in the first year, which equates to 39 (3.1%) more students completing compared to year 2021.

First Generation

1-year outcome: Eliminate disproportionate impact among First Generation students completing both transfer-level math and English within the district in the first year, which equates to 59 (5.6%) more students completing compared to year 2021.

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Our goal is to eliminate the gap in one year by increasing persistence by 22 Black or African American students.

Hispanic or Latino

3-year outcome: Our goal is to eliminate the gap in one year by increasing persistence by 39 Hispanic or Latino students.

Transfer

Hispanic or Latino

3-year outcome: Close the Hispanic or Latino Transfer equity gap by transferring 34 students.

First Generation

3-year outcome: Close the Transfer outcomes for First Generation students by transferring 49 students.

Completion

Black or African American

3-year outcome: Increase the number of African American students completing a degree or credit certificate by 10 students to eliminate this equity gap.

First Generation

3-year outcome: Increase the number of First Generation students completing a degree, certificate or non-credit certificate by 39 students to eliminate equity gap.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- First Year Experience
- Foster an equitable learning environment that improves outcomes for disproportionately impacted students.

- Improve completion of degrees and transfer including courses, pathways and certificates for credit and non-credit programs.
- Professional development designed to enhance and integrate campus wide professional learning and development programs for all campus constituents
- Improve communication by institutionalize the role and importance of strategic communication throughout the college

Key Initiatives/Projects/Activities *

The key initiatives, projects and activities implemented to support student equity at LAVC are ongoing. We are continuing to support first-year students through the matriculation process by organizing and implementing both virtual and in-person registration fairs. Within our multiple Special Programs, we continue to foster an equitable learning environment to improve overall outcomes. LAVC's Puente program continues to grow and develop with the intention to support Hispanic or Latino students. With LAVC' Black Scholars/Umoja program, students are able to gain stronger scholarship while integrating a cultural aspect to their academic experience, thus producing an increased sense of community for Black or African American students. Guided Pathways is also a integral key to help improve completion including transfer, certificates, and/or non-credit programs. Working together cross departmentally has assisted in keeping students on track towards their completion goals. The Career and Transfer center has been key in assisting students with their transfer goals. Offering a multitude of services including counseling and field trips to four year institutions, students have access to the resources they need to meet their transfer goals, particularly for first-generation students. Instilling an equitable approach to professional development for faculty and staff is a continuous activity to foster greater success in closing equity gaps. Through a series of Ally Safe Zone trainings, LAVC's Professional Development office hosts intentionally designed campus-wide trainings in relation to special student populations, such as: Undocumented students, foster youth, veterans, Black or African American students, LGBTQ+ students, students with (dis)abilities, and Puente students. With the changes in student demographics and intersecting identities, Ally Safe Zone trainings provide more insight for faculty, staff, and administration regarding the student body at LAVC. Communication continues to be an ongoing strategy to improve outcomes throughout the institution. Working together throughout departments and offices, not only improves the morale of our institution, but it also creates a stronger sense of community at LAVC allowing us to be more efficient in reaching campus-wide goals.

Evidence of Decreased Disproportionate Impact *

Student participation in LAVC programs and initiatives have demonstrated growth in multiple areas across campus. The following programs have exhibited significant growth post-pandemic:

EOPS/CARE

Umoja/Black Scholars

The Promise program

NextUp/Guardian Scholars

Veterans

SSD

Athletes

LGBTQ+

Dream Resource Center

Guided Pathways

Basic Needs

2022-25 Planning Efforts *

The planning efforts of the 2019-2022 cycle have informed our current 2022-2025 cycle in multiple ways. With the unexpected challenges presented by the pandemic, we had to think creatively to continue to support students, particularly our disproportionately impacted student groups who were overwhelmingly affected by the pandemic. With this in mind, we are continuing to implement our current equity efforts incorporating new strategies learned from the environment created by the pandemic. Using current DI data, we will continue to serve students over and above traditional services including basic needs as the starting point. Since the last Equity Plan, LAVC has established the Rainbow Pride Center to support the LGBTQ+ student community which will be housed in the new Unity Center along with Puente, Dream Resource Center and Basic Needs. This fall during Indigenous Peoples Day, LAVC worked collaboratively with the Tataviam Band of Mission Indians to establish a Land Acknowledgement in hopes of creating awareness and developing a better relationship between LAVC and local native tribes. Furthermore, LAVC was awarded the Rising Scholars Network grant which supports systems-impacted students with incarceration experience. Such initiatives join the series of support programs previously existent on campus. Using the previous Equity Plan as a reference point, LAVC continues to make great strides in closing equity gaps for underrepresented student groups. Given the success of such initiatives, LAVC plan to eliminate all equity gaps within the next three years.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

The pandemic impacted the way we serve students significantly. Particularly, it interrupted the way we provided in-person services. For example, within our Special Programs, we provide students with course materials, food cards, book vouchers, access to fresh food and produce, field trips, and in-person tutoring. We were not able to do this efficiently since contact was not possible during the stay-at-home orders. It forced all of us to think creatively and be innovative in the ways we serve students. In addition, much like the rest of the community college district, adapting the modalities in which courses are offered at LAVC was a great feat which involved everyone from faculty to administration. Our efforts to transition to a fully virtual platform allowed students to continue with their academic goals. While LAVC did experience a drop in enrollment during the pandemic, numbers are gradually rising to pre-pandemic levels. Embracing a hybrid model currently allows students to continue in person or virtual courses to ultimately reach their completion goals.

× Catalyzed Work

× Delayed Work

Executive Summary URL *

<https://lavc.edu/Equity-Diversity-and-Inclusion/Equity-Diversity-and-Inclusion-SEP-Accountability/Student-Equity-Plan.aspx>

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✗	✓	✗	✓
Hispanic or Latino	✗	✓	✓	✓	✗
First Generation	✗	✓	✗	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

There is a need for improved representation of Black/African American faculty, staff and administrators for current and prospective students to identify and connect to build their sense of belonging. Moreover, the improved presence will motivate students to apply, enroll, and succeed at Los Angeles Valley College. LAVC has a very small percentage of Black or African American students. Attending a Hispanic Serving Institution (HSI), Black or African American students may feel that the institution prioritizes Hispanic or Latino students over their needs (e.g., there are more programs and services geared to promote their success). There is a need for increased institutional support of Black or African American culture on the LAVC campus beyond Umoja, student clubs, and/or athletic teams.

During the COVID-19 pandemic and the social injustice events directed to the Black community, many students were traumatized, fatigued, and angry about the current state of the country and its impact on the Black/African American community. These factors had direct implications on enrollment, such as motivation to apply to college and/or being present and active at LAVC in a virtual modality. The pandemic required many Black or African American students to prioritize work to care for their families because communities of color represented the largest groups of essential workers. This may have hindered many students from pursuing their education at LAVC. In addition, the pandemic exposed technology inequities, and many Black or African American students

did not have the means to access reliable technology and the Internet. Both were needed to enroll and stay enrolled at LAVC.

In every year, except for the Fall of 2020, the percentage of Black or African American students participating in the dual enrollment program was less than the percentage of Black or African American students enrolled with the college as a whole. The gap is similar when comparing LAVC enrollment trends to those of feeder school districts. This may be a missed opportunity to create a pipeline for Black or African American students in their transition from high school to college. Black or African American students' educational experience in high school may play a significant role in their motivation and decision-making to pursue a college education; if students had a negative high school experience, it may well impact their motivation/decision to pursue higher education.

Structure Evaluation

Current Structure

✓ Instruction

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

The Office of Institutional Effectiveness makes available to the campus community the disaggregated data on Black or African American students through data dashboards and data requests. Many instructional programs have identified equity gaps among Black or African American students through annual program evaluations like Program Review. This process allows us to examine inequities across multiple contexts (i.e., enrollment, retention, success, institutional-set standard) and makes data available to institutional committees like the Antiracism Task Force. Yet, many faculty still grapple with understanding how and why these inequities are pervasive across programs and the institution. For example, in Program Review, many instructional programs are asked to create plans to close equity gaps, yet some may not know how to adequately or appropriately close the equity gap because of a potential lack of understanding of their root causes and without a nuanced understanding of the data.

Many faculty have expressed their desire for more opportunities for integrated planning, particularly those that focus on improving outcomes for disproportionately impacted students. This would help streamline efforts by ensuring that the campus works collaboratively to dismantle barriers for Black or African American students.

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

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

The availability of wraparound services can be the determining factor in whether a student accesses higher education and/or persists towards their degree or credential. Many disproportionately impacted students experience barriers to higher education that wraparound services can help to address. LAVC offers many support services (tutoring, counseling, transportation, child care, scholarships, etc.) that aim at removing barriers to successful enrollment. However, often complex processes or practices do not address gaps across the student journey and are only accessed by some students - those who are part of a program or stay in college long enough and figure out how to connect with the support services. Students in programs such as EOPS/TRiO/ or Umoja/Black Scholars, will experience a better student journey as these programs aim to holistically support participating students reach their academic goals. But this is only relatively a small group of students as special programs often struggle to serve all qualified students who would benefit from their help. An increase in direct outreach activities and marketing materials to target a disproportionately impacted student population (in this case Black or African American students) can be what closes the gap creating a more equitable outcome.

Although, LAVC offers a book loan program/ book grants - many instructors are inequitably affecting students by not having the required text processed with our bookstore for students to pick them up prior to the start of the semester. Academic planning is also a concern as many Black or African American students do not have transfer math in their educational plan in the first two semesters.

There is a need to increase basic needs resources which support students and are difficult for LAVC to provide by increasing collaboration with Community Based Organizations. For example, housing. Services that do not provide a sense of belonging on campus have an impact on a student. Students that feel that they belong have a perception of support on campus, connection to others, feeling cared about, and being respected and valued by others at the institution.

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

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

LAVC follows LACCD district policies and processes. Most policies and procedures are deeply rooted and have not sufficiently changed. This is important because our priorities have changed with the focus of being more equity minded. Most local government organizations, including LACCD have created policies focusing on identifying minority owned businesses, women owned businesses, and small business when purchasing. LACCD has a process for a vendor to identify themselves in one of those categories, but the campus and district does not create, share, or encourage campuses to purchase from the identified minority owned vendor list.

Diverse representation in hiring committees for faculty and staff has improved in the last few years as well, as the campus is more conscious about being more equity minded and the need to have a representative workforce. As a result, even with the limitations put in place by the structure and hiring policies which only allows the campus to hire a certain number of ranks based on testing, experience, and oral interviews for Classified positions coupled with the limited diverse applications we receive, particularly from Black/African American candidates, we were able to hire faculty and staff of color. For instance, for the period of July 1, 2021 through September 1st, 2022, LAVC hired a total of 22 faculty/staff who are white compared to 39 faculty/staff of color, which includes: 23 Hispanic/Latino, 1 American Indian or Alaskan Native, 5 Asian, 5 Black/African American, and 5 two or more races. 6 faculty/staff selected the Unknown option or did not report.

Unfortunately, in looking at the classroom faculty, only one Black/African American faculty was hired. Overall, this demonstrates that LAVC continues to have diversity, equity, and inclusion in the forefront of all our efforts, particularly in establishing search committee and hiring new faculty and staff. To further improve, we can enhance our recruitment efforts and strategies by being more intentional of where we promote faculty/staff vacancies.

LAVC is in the process of working with the budget committee to develop the budget allocation process to strengthen the connection between the campus budget priorities and the College's strategic priorities which are student success, access, and equity. Additionally, the resource request module of the Program Review was modified to streamline this process as well.

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

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

Generally, there is a lack of Black/African American representation in public facing offices like the Office of Admissions and Records. Increased representation would provide a more welcoming environment to Black or African American students. The admissions application is challenging for many students, but that is a statewide challenge we are working to reform. Within the Guided Pathways framework, Los Angeles Valley College's onboarding committee is working to identify structural barriers, policies, processes, and practices that prevent the successful enrollment of Black or African American students. The committee is working to streamline the onboarding process, simplify communications and provide the Welcome Center as a hub where students may get help.

Many Black or African American athletes come to California to study and play for Los Angeles Valley College. The Office of Admissions and Records organizes residency workshops for coaches and students to assist out-of-state residents in understanding the process of establishing California Residency.

Creating Community: Los Angeles Valley College has worked to create community through: (1) Umoja Black Scholars Program: Our Umoja Black Scholars Program is designed to engage, support, and provide a sense of belonging that ensures the success of Black or African American students on Los Angeles Valley College's campus. (2) Black History Month Events: Los Angeles Valley College hosts a series of events every February including speakers, musicians, food and activities to engage students and the wider community. (3) Black Student Union: The College's Inter-Club Council has a Black Student Union that provides Black or African American students with a voice in student government. (4) Black Graduation: The Los Angeles Community College District African American Outreach Initiative program (LACCD-AAOI) hosts an annual Black Graduation Celebration. It is a culturally affirming celebration of academic achievement.

Parking/Metro Pass: The Metro Pass program has provided free transportation for all students.

Policing: Policing is a difficult topic for Black or African Americans. Over the past three years countless Black men have been killed by police. The Black Lives Matter Movement has been vilified. Students are rightfully wary of police; however, on our campus we have two Black deputies who understand the Black experience with police and are capable of relating to our students.

× Other

Ideal 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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

All processes, policies and practices should be examined while keeping equity at the center to address the enrollment gap for Black or African-American students.

Hiring practices need to be updated to reflect the needs of this population of students. LACCD's Human Resources Division and the Personnel Commission should reassess its policies for equitable procedures to be properly carried out on a District and campus level. This includes reconsidering how candidates for faculty and staff are evaluated and allow for more human interaction to factor into what or who makes for a good fit. Campuses should have their own authority to override longstanding and questionably unfavorable hiring, interviewing and placement practices in order to attract and maintain a staff and faculty that speaks to its own student body and culture.

Staff/Faculty Development on the topics of equity and addressing the needs of our targeted populations has to become more than a subject for Opening Days or workshops. A cross pollination of equity centered practices and policies needs to be at the forefront of future job descriptions, performance evaluations and expectations for all.

In addition to this, the focus on Black or African American students needs to be visible outside of meeting agendas, reports and Black History Month or African-American Heritage events. Black or African American students should not have to feel as if they have to wait for February or the next Umoja gathering to feel seen

and heard. This can easily be improved upon by considering an update on how the college is presented through artwork and other visible signs beyond the customary outreach pieces. Structural change will only go so far as our students can actually feel and see the differences while enrolled or visiting.

Diversity, Equity and Inclusion should not be something students have to read about or find through interactions with designated staff and faculty dedicated to these ideals. If LAVC is truly going to embark on the path of change and/or transformation then there has to be purposeful, physical representation campus wide to allow students to relate to the experiences we aspire to provide them in all facets of the college's services and instruction.

Action

Action Steps *

Our action plan aims to address and close enrollment gaps for Black or African American students and to create a culture of equity on campus. All action steps will have target benchmarks and will undergo continuous evaluation and improvement in order to meet the needs of Black or African American students. Our plan involves 1) turning meaningful conversations into policy change via the Onboarding Committee and Antiracism Planning Group, 2) expanding outreach efforts at area high schools, 3) providing strategic sensitivity and awareness training to employees, and 4) institutionalizing programs that support Black or African American students and culture.

- Keeping in mind the barriers Black or African American students face when considering, applying to, and attending higher education, the Onboarding Committee is actively working to redesign the onboarding process with an equity-minded lens. The committee is evaluating each step of the onboarding process, including: the accessibility of support available to working students, webpage designs ease of use, the CCCApply application, and communications received upon acceptance into LAVC. The committee has plans to redesign the onboarding process for student athletes, as many Black or African American athletes who come to LAVC experience systemic challenges that impede enrollment and success. Further action items include hosting enrollment events that are specific to Black or African American students, both in-person and virtually, and producing and sharing targeted marketing to Black/African American communities. All aspects of onboarding are critical to trajectories of success, as the way an applicant interfaces with this process can determine enrollment and pursuit of higher education. The Antiracism Planning Group is taking action to bring sustainable change to LAVC in order to transform educational systems and practices on campus to create a culture of equity. The planning group recognizes a severe lack of representation among faculty and has crafted a policy to combat racism within educational spaces on our campus. The Antiracism Planning Group has established its own goals of directing action toward institutionalized policy change that will initiate long-term cultural shifts on campus.
- We have identified discrepancies between enrollment numbers of Black or African American students in our Dual Enrollment program and the total Black or African American student population at many local high schools. Dual Enrollment serves as an opportunity to close gaps that lead to higher education and has a direct impact on college enrollment and student success. The Dual Enrollment team will expand efforts to increase Black or African American student participation by working with our high school partners, increase marketing and promotional efforts, develop long-term course pathways in partnership with high schools and LAVC department chairs that expand accessibility with a targeted focus on students who have traditionally been left out of Dual Enrollment.
- We aim to provide continuous and strategic sensitivity and awareness training to all faculty/staff, with a directive aimed at those on campus who a) are in positions on campus in which professional development is not typical for their role and/or b) are new to LAVC and/or the District. This training will focus on topics such as recognizing and correcting racial biases, understanding experiences and needs of Black or African

American students, and committing to the success of Black or African American students. Preexisting professional development modules (New Employee Orientation, Teaching Innovations Academy) must modify the way we teach as well. With the goal of bridging gaps in enrollment, such training will be essential to creating a welcoming campus environment that not only recognizes the personhood, goals, and needs of Black or African American students, but also a campus that actively wants to attract, enroll, and support Black or African American students. At least 80% of employees will attend at least one training.

- We will work to institutionalize practices that continuously celebrate and engage with our Black or African American community members. We will begin by working with preexisting campus programs (e.g. TRiO, Promise Program, Cooperative Education) to adapt their services and missions to be fully inclusive of Black or African American students and their needs. In conjunction with the efforts of the Onboarding Committee, we will encourage Black or African American students to become involved with Umoja Black Scholars and the Associated Student Union upon enrollment. We aim to formalize a program that connects Black or African American students to Black/African American faculty/staff, as well as develop an institute such as a Black Student Union that creates leadership opportunities for Black or African American students on campus and giving students agency within programs/clubs/initiatives.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completed Transfer-Level Math & English

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that

impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

LAVC has aligned its Guided Pathways implementation to the National Center for Inquiry & Improvement's (NCII) Aspirational Student Experiences. One entry-phase goal in our GP framework is that "every student will enroll in and successfully complete transfer-level math and English courses in their first academic year." Our data for 2021 indicate only 8% of Hispanic or Latino students have successfully completed these two courses within one year, compared to 11% of white students and 19% of Asian students.

Furthermore, completion of quantitative reasoning courses is a greater barrier than completion of written communication courses for Hispanic or Latino students. While 2020-2021 Cal-PASS Plus data indicate that Hispanic or Latino students actually outperform white students in completion of transfer-level English within one year (40% compared to 32%), those same students complete transfer-level math courses at rates lower than white students (12% compared to 15%).

Structure Evaluation

Current Structure

✓ Instruction

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

The Academic Resource Center (ARC) provides embedded tutoring for English, ESL, and quantitative reasoning courses. Although data shows a positive impact, changes to LACCD's tutor classifications have made it challenging to hire peer tutors (e.g., low pay, strict qualifications, lack of autonomy in hiring), which in turn, has reduced the scalability of the initiative.

The Puente Program has existed at LAVC for over 27 years. Puente is a transfer-support program that follows the "cohort" model; each cohort consists of 25 to 35 students. It provides culturally relevant English curriculum, specialized counseling, cultural enrichment activities, university exposure, and mentoring to help students transfer to universities in 2 - 3 years of enrollment at LAVC. Specifically, Puente is intended to help bridge the gap of Hispanic or Latino students being admitted into universities. The First Generation, Hispanic or Latino student population faces financial barriers, racial inequity, difficulty navigating the path of higher education and finding resources, and extensive familial responsibilities, to name just a few friction points.

In order to increase the rate of student success among the First Generation, Hispanic or Latino population in ENGLISH 101, the English department underwent a two-semester professional development experienced called Puente Academia for English 101. This was an opportunity for the entire LAVC English department to learn how to "Puentify" their classrooms. It was hosted by the Puente State Office/University of California Regents, in Winter - Spring 2021 and took place over three-four Fridays in each term, focusing on specific components of cultural responsiveness teaching. This was an ideal opportunity to learn how to foster cultural empowerment in students, teach essential college-readiness skills, and build community (aka "familia").

- ✗ 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

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

In an ideal structure, the College's communication plan would help coordinate targeted messaging to students and faculty after key formative assessment markers in the semester (week four, week eight and week 12) with positive reinforcement or nudges to connect students to resources if help is needed. Wide-scale adoption of the College's Academic Achievement Alert (AAA) Program would help to identify students who may be experiencing academic or personal difficulties during the semester and provide them with the appropriate campus resources and support. If faculty have reached out to students via Canvas or through email and they have not responded, then AAA is the next step to bring in additional campus resources to help contact the students. AAA is intended to help nudge students to meet with instructors, increase access and connection to campus resources (tutoring, counseling, basic needs, mental health services).

In an ideal structure, students will have access to a variety of formal and informal learning support structures, including just-in-time learning opportunities, embedded tutoring, noncredit basic skills courses, and credit support courses. LAVC has developed ENGLISH 072 as a support course for students enrolled in or preparing to take ENGLISH 101 (transfer-level written communication). The Math Department has developed MATH 100 as a support course that can be configured to support a variety of transfer-level courses, such as MATH 227 (transfer-level statistics), and also support "lab" courses MATH 238L and MATH 259L, which provide additional (and optional) instruction for introductory calculus courses. A goal is to increase the number and variety of these learning support structures.

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

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

In an ideal structure, academic and student support services would be organized around dedicated spaces where students congregate would help to increase access and visibility of services. This model has been successful with the PASO STEM grant, Umoja, and Family Resource Center, and will be expanded to the new Mosaic Center. Creating "pop-up" tutoring in high traffic student areas will help to destigmatize tutoring and bring support to students with less developed help seeking behavior skills. Moving forward with the Guided Pathways model, organizing tutoring around Career and Academic Pathway (CAP) spaces such as STEM will to create a one-stop-shop that can bring together tutoring, counseling, mentoring, and key services such as Financial Aid, Business Office, and Admissions & Records.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Through LAVC's ongoing implementation of the Guided Pathways framework, we have made great progress in collecting quantitative data on many aspects of the student journey. For example, we know how many first-time students create personalized Student Educational Plans and the percentage of those students who enroll in and complete transfer-level math and English courses within one year. Those data demonstrate that completion of these courses within the first year remains low for the college overall, and disproportionately low for Hispanic or Latino students.

We see opportunities for reducing this disproportionate impact and increasing overall completion of transfer-level math and English through six main areas: 1) reach all incoming Hispanic or Latino students to ensure they enroll in a major area of study or Career and Academic Pathway (CAP) with a discipline-appropriate transfer-level quantitative reasoning course identified in the first year, 2) ensure all Hispanic or Latino students complete a comprehensive or abbreviated Student Education Plan within their first semester, 3) deliver culturally relevant instruction in transfer-level written communication and quantitative reasoning courses that includes connections to the lived experiences of Hispanic or Latino students, 4) implement the use of frequent formative assessment markers in math and English courses so that at-risk students can be identified early, 5) ensure wide-scale adoption of LAVC's Academic Achievement Alert (AAA) Program to connect students experiencing academic or personal difficulties with appropriate campus resources and support, and 6) expand contextualized and local tutoring and academic support structures, for example through "pop-up" venues, tutoring associated with CAPs, embedded tutoring, and tutoring associated with groups that have high Hispanic or Latino participation.

To institutionalize these processes, practices, and cultural changes, the college should strategically coordinate these efforts alongside other plans, such as our Guided Pathways Aspirational Student Experience Framework, Antiracism Framework, Educational Master Plan, and Enrollment Management Plan.

Action

Action Steps *

In addition to our ongoing collection and analysis of quantitative data of the student journey, the college wants to expand our collection of qualitative data, including student surveys, focus groups, and interviews, so that we can learn more about specific barriers to completion of transfer-level math and English by Hispanic or Latino students. This data should be collected in an ongoing manner and used to continually evaluate and revise our programs, policies, and practices.

Data demonstrates that students are more likely to successfully complete transfer-level math and English when they have a Student Education Plan with those courses listed. Not all student educational goals will require transfer-level quantitative reasoning or written communication courses, for example many Certificates of Achievement and some local associate degrees do not contain both of these types of courses. Where possible, program maps and SEPs will be developed to include these courses. Obtainment of an SEP by the end of the first semester is a milestone on program maps. The college will continue efforts to ensure all Hispanic or Latino students complete an SEP with a counselor.

The college will explore expanding the Puente model of support and cohort-based learning to quantitative reasoning courses. Instructors who teach in the Puente program receive specialized training to ensure that their classes are equitable and culturally relevant, with particular attention paid to Hispanic or Latino and Black or African American students. Students participating in Puente receive mentoring and other supports, which help to make explicit the implicit—that is, explain some of the hidden curriculum of being a successful college student.

The college will explore the development of additional contextualized quantitative reasoning courses and co-requisite support structures. Currently the college offers STAT 101 Statistics for the Social Sciences (which satisfies IGETC area 2A and CSU-GE area B4) and FINANCE 008 Personal Finance and Investments (which satisfies CSU-GE area B4) as transferable quantitative reasoning courses. These courses also satisfy degree requirements for some of our non-STEM majors. LAVC has created co-requisite support courses for two of its mathematics courses: MATH 259L Just in Time Support for Precalculus with Trigonometry and MATH 238L Just in Time Support for Calculus for Business and Social Science. Co-requisite support courses can offer the opportunity to review lower-level skills needed to be successful in higher level math and as additional time to meaningfully engage with the content of the transfer-level course (for example through peer-to-peer learning, modeling with

mathematics, etc.). MATH 100 Mathematics Workshop is developed as a support course that that can be contextualized to specific math courses, for example MATH 227 Statistics. Better communication to students about these learning supports is a continuing goal.

As noted previously, data indicate that Hispanic or Latino students are completing transfer-level written communication courses at a higher rate than for quantitative reasoning courses. LAVC has successfully implemented ENGLISH 072 English Bridge as a workshop for success in ENGLISH 101 College Reading and Composition 1. The college newly created E.S.L. 110 College Composition for Non-Native Speakers as a transfer-level written communication course for second language learners. Most program maps have written communication in the first semester of the learning path, our counselors will continue to work to identify students who will benefit from ENGLISH 072 or E.S.L. 110.

LAVC will work to expand our communication system so that instructional faculty, counseling faculty, and classified educators can learn where there is student need and coordinate to deliver necessary supports. This could include targeted messaging to students who have not yet completed an SEP, reminders about college events and learning opportunities, messages triggered through Academic Achievement Alert (early alert) system, and invitations to join identity groups and student clubs.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

First Generation

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

LAVC has aligned its Guided Pathways implementation to the National Center for Inquiry & Improvement's (NCII) Aspirational Student Experiences. One entry-phase goal in our GP framework is that "every student will enroll in and successfully complete transfer-level math and English courses in their first academic year." Our data for 2021 indicate only 6.2% of First Generation students have successfully completed these two courses within one year, compared to 11.8% students who do not identify as the first in their families to attend college.

Furthermore, completion of quantitative reasoning courses is a greater barrier than completion of written communication courses for First Generation students. Cal-PASS Plus data from 2020-2021 indicate that 35% First Generation students complete transfer-level English within one year compared to 38% of students who are not first generation, while only 10% of First Generation students complete transfer-level math within one year compared to 16% of students who are not first generation.

Structure Evaluation**Current Structure**

✓ Instruction

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

The Academic Resource Center (ARC) provides embedded tutoring for English, ESL, and quantitative reasoning courses. Although data shows a positive impact, changes to LACCD's tutor classifications have made it challenging to hire peer tutors (e.g., low pay, strict qualifications, lack of autonomy in hiring), which in turn, has reduced the scalability of the initiative.

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

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

LAVC has multiple programs that support various impacted student populations; including the Mosaic Center, the Rainbow Pride Center, Guardian Scholars, TRiO, and more; however, none are dedicated specifically to First Generation students.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

In an ideal structure, the College's communication plan would help coordinate targeted messaging to students and faculty after key formative assessment markers in the semester (week four, week eight and week 12) with positive reinforcement or nudges to connect students to resources if help is needed. Wide-scale adoption of the College's Academic Achievement Alert (AAA) Program would help to identify students who may be experiencing academic or personal difficulties during the semester and provide them with the appropriate campus resources and support. If faculty have reached out to students via Canvas or through email and they have not responded, then AAA is the next step to bring in additional campus resources to help contact the students. AAA is intended to help nudge students to meet with instructors, increase access and connection to campus resources (tutoring, counseling, basic needs, mental health services).

In an ideal structure, students will have access to a variety of formal and informal learning support structures, including just-in-time learning opportunities, embedded tutoring, noncredit basic skills courses, and credit support courses. LAVC has developed ENGLISH 072 as a support course for students enrolled in or preparing to take ENGLISH 101 (transfer-level written communication). The Math Department has developed MATH 100 as a support course that can be configured to support a variety of transfer-level courses, such as MATH 227 (transfer-level statistics), and also support "lab" courses MATH 238L and MATH 259L, which provide additional (and optional) instruction for introductory calculus courses. A goal is to increase the number and variety of these learning support structures.

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

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

In an ideal structure, academic and student support services would be organized around dedicated spaces where students congregate would help to increase access and visibility of services. This model has been successful with the PASO STEM grant, Umoja, and Family Resource Center, and will be expanded to the new Mosaic Center. At this time, we do not have a space or campus initiative dedicated to First Generation students, although we recognize that First Generation students may have intersecting identities and therefore could receive services through existing campus structures. Creating "pop-up" tutoring in high traffic student areas will help to destigmatize tutoring and bring support to students with less developed help seeking behavior skills. Moving forward with the Guided Pathways model, organizing tutoring around Career and Academic Pathway (CAP) spaces such as STEM will to create a one-stop-shop that can bring together tutoring, counseling, mentoring, and key services such as financial aid, business office, and Admissions & Records.

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

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

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Through LAVC's ongoing implementation of the Guided Pathways framework, we have made great progress in collecting quantitative data on many aspects of the student journey. For example, we know how many first-time students create personalized Student Educational Plans and the percentage of those students who enroll in and complete transfer-level math and English courses within one year. Those data demonstrate that completion of these courses within the first year remains low for the college overall, and disproportionately low for First Generation students.

We see opportunities for reducing this disproportionate impact and increasing overall completion of transfer-level math and English through six main areas: 1) reach all incoming First Generation students to ensure they enroll in a major area of study or Career and Academic Pathway (CAP) with a discipline-appropriate transfer-level quantitative reasoning course identified in the first year, 2) ensure all First Generation students complete a comprehensive or abbreviated Student Education Plan within their first semester, 3) deliver culturally relevant instruction in transfer-level written communication and quantitative reasoning courses that includes connections to the lived experiences of First Generation students, 4) implement the use of frequent formative assessment markers in math and English courses so that at-risk students can be identified early, 5) ensure wide-scale adoption of LAVC's Academic Achievement Alert (AAA) Program to connect students experiencing academic or personal difficulties with appropriate campus resources and support, and 6) expand contextualized and local tutoring and academic support structures, for example through "pop-up" venues,

tutoring associated with CAPs, embedded tutoring, and tutoring within a campus space dedicated to serving First Generation students.

To institutionalize these processes, practices, and cultural changes, the college should strategically coordinate these efforts alongside other plans, such as our Guided Pathways Aspirational Student Experience Framework, Antiracism Framework, Educational Master Plan, and Enrollment Management Plan.

Action

Action Steps *

In addition to our ongoing collection and analysis of quantitative data of the student journey, the college wants to expand our collection of qualitative data, including student surveys, focus groups, and interviews, so that we can learn more about specific barriers to completion of transfer-level math and English by First Generation students. These data should be collected in an ongoing manner and used to continually evaluate and revise our programs, policies, and practices.

Data demonstrate that students are more likely to successfully complete transfer-level math and English when they have a Student Education Plan with those courses listed. Not all student educational goals will require transfer-level quantitative reasoning or written communication courses, for example many Certificates of Achievement and some local associate degrees do not contain both of these types of courses. Where possible, program maps and SEPs will be developed to include these courses. Obtainment of an SEP by the end of the first semester is a milestone on program maps. The college will continue efforts to ensure our First Generation students complete an SEP with a counselor.

LAVC will explore creating a dedicated space and structures to supporting First Generation students. This may include adapting the Puente model of support and cohort-based learning for First Generation students. The Puente program places students in cohorts into English courses, and this could be expanded to quantitative reasoning courses. Instructors who teach in the Puente program receive specialized training to ensure that their classes are equitable and culturally relevant. Students participating in Puente receive mentoring and other supports, which help to make explicit the implicit—that is, explain some of the hidden curriculum of being a successful college student. Learning how to recognize and navigate this hidden curriculum is especially important for First Generation students.

The college will explore the development of additional contextualized quantitative reasoning courses and co-requisite support structures. Currently the college offers STAT 101 Statistics for the Social Sciences (which satisfies IGETC area 2A and CSU-GE area B4) and FINANCE 008 Personal Finance and Investments (which satisfies CSU-GE area B4) as transferable quantitative reasoning courses. These courses also satisfy degree requirements for some of our non-STEM majors. LAVC has created co-requisite support courses for two of its mathematics courses: MATH 259L Just in Time Support for Precalculus with Trigonometry and MATH 238L Just in Time Support for Calculus for Business and Social Science. Co-requisite support courses can offer the opportunity to review lower-level skills needed to be successful in higher level math and as additional time to meaningfully engage with the content of the transfer-level course (for example through peer-learning, modeling with mathematics, etc.). MATH 100 Mathematics Workshop is developed as a support course that that can be contextualized to specific math courses, for example MATH 227 Statistics. Better communication to students about these learning supports is a continuing goal.

As noted previously, data indicate that students are completing transfer-level written communication courses at a higher rate than for quantitative reasoning courses. LAVC has successfully implemented ENGLISH 072 English Bridge as a workshop for success in ENGLISH 101 College Reading and Composition 1. The college newly created E.S.L. 110 College Composition for Non-Native Speakers as a transfer-level written communication course for second language learners. Most program maps have written communication in the first semester of the

learning path, our counselors will continue to work to identify students who will benefit from ENGLISH 072 or E.S.L. 110.

LAVC will work to expand our communication system so that instructional faculty, counseling faculty, and classified educators can learn where there is student need and coordinate to deliver necessary supports. This could include targeted messaging to students who have not yet completed an SEP, reminders about college events and learning opportunities, messages triggered through Academic Achievement Alert (early alert) system, and invitations to join identity groups and student clubs.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

CALPass Persistence data for the 2021 academic year indicates that 46% of Black or African American students persisted from fall to spring compared to 62% of white students. To better understand the friction points that contribute to this equity gap, as detailed in our action plan, we will be conducting further analysis including

focus groups with the Black or African American student population. In the meantime, existing metrics within the equity plan provide important insight into possible existing friction points including course completion of Math and English within the first year. This data indicates that only 7% of Black or African American students have successfully completed transfer-level Math and English within one year. Research has shown that completion of this milestone is predictive of persistence and overall transfer and degree rates for students in general. Another contributing factor for the cohort that most likely also affected persistence for the Black or African American student population was extenuating life circumstances involving basic needs that were perpetuated by the pandemic. Although the College has a strong network of support resources, more work needs to be done to raise awareness and remove obstacles to accessing services. Many students struggle with imposture syndrome, the feeling that “I do not belong in college” and when compounded with cultural norms that may discourage help-seeking behavior, there is a greater responsibility for the College to be intrusive and proactive in connecting students with resources.

Structure Evaluation

Current Structure

✓ Instruction

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

Although the College is engaged in equity work and professional development through programs like the TIA and from leaders in the field (USC's CUE), the scale of faculty who currently employ high-impact practices and culturally relevant curriculum is unknown. Further, even though the College has a program like Umoja Black Scholars, implementation of relevant curriculum for this population is limited. The same may be true for staff and administrators in their respective service areas. Furthermore, the institution should find a balance between what is needed to enhance the student experience with its employees' job performance in order to prioritize students.

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

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

Although the Guided Pathways implementation plan recommends case management within each CAP, the current limitations on staffing (Counselors, classified, and UPIs) place too many challenges to implementing at scale. The consistency and connection with students are compromised by the constant turnover of UPIs. The ratio of CAP team members (1:1200) to students is unbalanced.

There needs to be a greater connection between the CAP teams and classroom instructors so students can benefit from intrusive, coordinated follow-up. Prior limitations on access to data about students' barriers to success (i.e. GPA, FAFSA, Early Alert, etc.,) have been an obstacle in this work.

Many of our students are unaware of their educational objectives/majors thus resulting in a sense of confusion. Guided Pathways and redesigned onboarding has created a plan for dramatic structural changes in how we onboard students. Limitations on staffing (need for greater counseling presence at high schools), the learning curve with feeder schools, and the need for better collaboration and stronger partnerships remain a challenge.

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

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

✓ Other

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

The retention rate for Black or African American students is low, but the current data does not give a clear analysis of the reasons why. We need additional data and analysis to understand why students are leaving the College.

The current location and access to services (food, bookstore, and associated student services offices such as A&R and Financial Aid) are limited for evening students.

Although the College has made progress with addressing Basic Needs through hiring a dedicated Basic Needs Counselor, we need to improve our capacity for identifying students in need, create greater awareness of campus resources, and develop stronger partnerships with community-based organizations.

Ideal Structure

✓ Instruction

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

Professional development for faculty on culturally responsive teaching and high-impact practices happens at scale. Training includes cultural considerations, best practices for making referrals for Early Alert, and scaling of the Story Center curriculum to highlight cultural capital that students bring to the College. Ongoing equity training is provided to classified staff and administrators along with equity awareness discussions for students.

Other practices include pop-up tutoring in high-traffic areas, creating CAP spaces and Canvas shells, greater enrollment in College Success Courses, expanded support of Umoja Black Scholars, and integrating the GPS Summer Activity and peer mentoring using a hybrid approach will provide students with early college success strategies/behaviors. To further develop student success skills starting the fall semester of senior year in high school, classes could be held at both Valley and feeder high schools.

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

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

CAP Completion Teams are staffed at the right ratio to provide improved milestone tracking and case management for each CAP. Every four weeks in the semester, the Completion Team along with OIE will review relevant data (GPA, SEP Completion, etc.), and provide proactive follow-up.

With simplified early career awareness in the onboarding process, adequate staffing of college counselors at high schools, and greater collaborations and relationships with feeder higher schools, students will be better informed about their educational objectives.

The College is proactive in identifying students who would benefit from basic needs support, all members of the College are aware of services and procedures for making referrals, and the College ensures that Basic Needs staffing is adequately supported.

Ongoing collaboration with the college bookstore for vouchers will ease the financial burdens of this population.

With the ongoing support of CAP events (speaker series, movie nights, open houses) while also including student parents so that they could understand the demands of college, the College creates a more welcoming community for students.

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

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

✓ Other

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

On a yearly cycle, the College analyzes and evaluates the equity data metrics related to retention from primary to secondary term, and uses results as a resource to improve current equity initiatives.

Extended operational hours for evening services will help meet student needs.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

As the College continues to work toward alignment with the National Center for Inquiry & Improvement's (NCII) Aspirational Student Experiences through its Guided Pathways effort, the following structural/cultural changes will contribute to eliminating DI for our Black or African American population: 1.) Restructuring of roles and responsibilities of existing position or hiring of additional staffing to support milestone tracking and case management. 2) Adoption of culturally relevant curriculum at scale that speaks to the lived experiences of the student population 3.) Restructuring how and where services are provided to evening students. 4.) Restructuring campus communication to students and faculty to better coordinate awareness of formative assessment momentum points within the semester and provide follow-up support services (tutoring, counseling, basic needs). 5.) Continued efforts to ensure that students feel welcomed and connected to the College through community-building events and workshops.

Action

Action Steps *

Moving from the current to the ideal requires research, integrated planning, implementation, and evaluation of progress.

The first step is to gather qualitative data through focus groups to better understand the existing practices and structural barriers that impede inequitable student outcomes for Black or African American students. Although this type of analysis was done in the past, with the College's dedicated resources for Basic Needs, the transformations through Guided Pathways and the expansion of special programs, analysis, and evaluation (including intentionality in program review) is critical for understanding blind spots and capitalizing on opportunities for improvement.

As many of the practices outlined in the ideal structure require staffing or resources, another critical action step includes prioritizing integrated planning and implementing braiding funding to ensure that the College focuses on equity, as reflected in our strategic priorities, is not relegated to a single plan or budget allocation. The College is making strides in this direction through its strategic integrated planning task force but more emphasis on using braided funding to achieve College priorities is needed.

Continued focus on equity, and in particular retention and persistence, through milestone tracking and case management, yearly data summits through Career and Academic Pathway, and ongoing Professional Development activities will help to support a culture focused on understanding the needs of this population while leveraging resources to be responsive and proactive. These practices have the opportunity to engage

more members of the College fostering communication and collaboration across disciplines and divisions bringing visibility and exigence to the data.

To build stronger relationships with local high schools for onboarding, the College can initiate routine hosting of on-campus conferences with high school counselors to align efforts and ensure that the College's Guided Pathways onboarding efforts are clear and understood.

To expand services for evening students, we can reimagine where services are delivered to students (e.g. scantrons in the A&R) or "pizza/food night" sponsored by the ASU.

Although yearly analysis of the data happens through program review, an annual evaluation of initiatives across the equity plan and through integrated planning overall will help to ensure progress and provide opportunities for improving or changing practices when needed.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Under the category of Field Guidance and Implementation, assistance with strategies on how to implement braiding funding would help to ensure that equity and funding for initiatives is leveraged across plans and budgets. For example, funding that was previously allocated under Guided Pathways has been reallocated under success/retention, which directly speaks to this metric. Training and examples of planning documents that illustrate the process of establishing how the allocation of new funds can support existing plans would be helpful. Under the category of "Technology and Investment Tools" funding and training around software to assist with milestone tracking, case management, and predictive analytics would reinforce retention and persistence efforts.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

CALPass Persistence data for the 2021 academic year indicates that 55% of Hispanic or Latino students persisted from fall to spring compared to 62% of white students. To better understand the friction points that contribute to this equity gap, as detailed in our action plan, we will be conducting further analysis including focus groups with the Hispanic or Latino student population. In the meantime, existing metrics within the equity plan provide important insight into possible existing friction points including course completion of Math and English within the first year. This data indicates that only 8% of Hispanic or Latino students have successfully completed transfer-level Math and English within one year. Research has shown that completion of this milestone is predictive of persistence and overall transfer and degree rates for students in general. Another contributing factor for the cohort that most likely also affected persistence for the Hispanic or Latino population was extenuating life circumstances involving basic needs that were perpetuated by the pandemic. Although the College has a strong network of support resources, more work needs to be done to raise awareness and remove obstacles to accessing services. Many students struggle with imposture syndrome, the feeling that “I do not belong in college” and when compounded with cultural norms that may discourage help-seeking behavior, there is a greater responsibility for the College to be intrusive and proactive in connecting students with resources.

Structure Evaluation

Current Structure

✓ Instruction

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

Although the College is engaged in equity work and professional development through programs like the TIA and from leaders in the field (USC's CUE), the scale of faculty who currently employ high-impact practices and culturally relevant curriculum is unknown. Further, even though the College has programs like Puente, Mi Comunidad, and the Dream Resource Center, implementation of relevant curriculum for this population is limited. The same may be true for staff and administrators in their respective service areas. Furthermore, the institution should find a balance between what is needed to enhance the student experience with its employees' job performance in order to prioritize students.

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

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

Although the Guided Pathways implementation plan recommends case management within each CAP, the current limitations on staffing (Counselors, classified, and UPIs) place too many challenges to implementing at scale. The consistency and connection with students are compromised by the constant turnover of UPIs. The ratio of CAP team members (1:1200) to students is unbalanced.

There needs to be a greater connection between the CAP teams and classroom instructors so students can benefit from intrusive, coordinated follow-up. Prior limitations on access to data about students' barriers to success (i.e. GPA, FAFSA, Early Alert, etc.,) have been an obstacle in this work.

Many of our students are unaware of their educational objectives/majors thus resulting in a sense of confusion. GP and redesigned onboarding has created a plan for dramatic structural changes in how we onboard

students. Limitations on staffing (need for greater counseling presence at high schools), the learning curve with feeder schools, and the need for better collaboration and stronger partnerships remain a challenge.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- ✓ Other

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

The retention rate for the Hispanic or Latino students is low, but the current data does not give a clear analysis of the reasons why. We need additional data and analysis to understand why students are leaving the College.

The current location and access to services (food, bookstore, and associated student services offices such as A&R and Financial Aid) are limited for evening students.

Although the College has made progress with addressing Basic Needs through hiring a dedicated Basic Needs Counselor, we need to improve our capacity for identifying students in need, create greater awareness of campus resources, and develop stronger partnerships with community-based organizations.

Ideal Structure

- ✓ Instruction

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

Professional development for faculty on culturally responsive teaching and high-impact practices happens at scale. Training includes cultural considerations, best practices for making referrals for Early Alert, and scaling of the Story Center curriculum to highlight cultural capital that students bring to the College. Ongoing equity training is provided to classified staff and administrators along with equity awareness discussions for students.

Other practices include pop-up tutoring in high-traffic areas, creating CAP spaces and Canvas shells, greater enrollment in College Success Courses, expanded support of Puente and the DRC, and integrating the GPS Summer Activity and peer mentoring using a hybrid approach will provide students with early college success strategies/behaviors. To further develop student success skills starting the fall semester of senior year in high school, classes could be held at both Valley and feeder high schools.

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

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

CAP Completion Teams are staffed at the right ratio to provide improved milestone tracking and case management for each CAP. Every four weeks in the semester, the Completion Team along with OIE will review relevant data (GPA, SEP Completion, etc.), and provide proactive follow-up.

With simplified early career awareness in the onboarding process, adequate staffing of college counselors at high schools, and greater collaborations and relationships with feeder higher schools, students will be better informed about their educational objectives.

The College is proactive in identifying students who would benefit from basic needs support, all members of the College are aware of services and procedures for making referrals, and the College ensures that Basic Needs staffing is adequately supported.

Ongoing collaboration with the college bookstore for vouchers will ease the financial burdens of this population.

With the ongoing support of CAP events (speaker series, movie nights, open houses) while also including student parents so that they could understand the demands of college, the College creates a more welcoming

community for students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- ✓ Other

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

On a yearly cycle, the College analyzes and evaluates the equity data metrics related to retention from primary to secondary term, and uses results as a resource to improve current equity initiatives.

Extended operational hours for evening services will help meet student needs.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

As the College continues to work toward alignment with the National Center for Inquiry & Improvement's (NCII) Aspirational Student Experiences through its Guided Pathways effort, the following structural/cultural changes will contribute to eliminating DI for our Hispanic or Latino population: 1.) Restructuring of roles and responsibilities of existing position or hiring of additional staffing to support milestone tracking and case management. 2) Adoption of culturally relevant curriculum at scale that speaks to the lived experiences of the student population 3.) Restructuring how and where services are provided to evening students. 4.) Restructuring campus communication to students and faculty to better coordinate awareness of formative assessment momentum points within the semester and provide follow-up support services (tutoring, counseling, basic needs). 5.) Continued efforts to ensure that students feel welcomed and connected to the College through community-building events and workshops.

Action

Action Steps *

Moving from the current to the ideal requires research, integrated planning, implementation, and evaluation of progress.

The first step is to gather qualitative data through focus groups to better understand the existing practices and structural barriers that impede inequitable student outcomes for Hispanic or Latino students. Although this type of analysis was done in the past, with the College's dedicated resources for Basic Needs, the transformations through Guided Pathways and the expansion of special programs, analysis, and evaluation (including intentionality in program review) is critical for understanding blind spots and capitalizing on opportunities for improvement.

As many of the practices outlined in the ideal structure require staffing or resources, another critical action step includes prioritizing integrated planning and implementing braiding funding to ensure that the College focuses on equity, as reflected in our strategic priorities, is not relegated to a single plan or budget allocation. The College is making strides in this direction through its strategic integrated planning task force but more emphasis on using braided funding to achieve College priorities is needed.

Continued focus on equity, and in particular retention and persistence, through milestone tracking and case management, yearly data summits through Career and Academic Pathway, and ongoing Professional Development activities will help to support a culture focused on understanding the needs of this population

while leveraging resources to be responsive and proactive. These practices have the opportunity to engage more members of the College fostering communication and collaboration across disciplines and divisions bringing visibility and exigence to the data.

To build stronger relationships with local high schools for onboarding, the College can initiate routine hosting of on-campus conferences with high school counselors to align efforts and ensure that the College's Guided Pathways onboarding efforts are clear and understood.

To expand services for evening students, we can reimagine where services are delivered to students (e.g. scantrons in the A&R) or "pizza/food night" sponsored by the ASU.

Although yearly analysis of the data happens through program review, an annual evaluation of initiatives across the equity plan and through integrated planning overall will help to ensure progress and provide opportunities for improving or changing practices when needed.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Under the category of Field Guidance and Implementation, assistance with strategies on how to implement braiding funding would help to ensure that equity and funding for initiatives are leveraged across plans and budgets. For example, funding that was previously allocated under Guided Pathways has been reallocated under success/retention, which directly speaks to this metric. Training and examples of planning documents that illustrate the process of establishing how the allocation of new funds can support existing plans would be helpful. Under the category of "Technology and investment Tools," funding and training around software to assist with milestone tracking, case management, and predictive analytics would reinforce retention and persistence efforts.

Transfer

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

The pandemic directly affected Hispanic or Latino students served. All incoming Fall 2020 students missed opportunities to gain access to learning about the transfer process as they were attending college remotely. All departments experienced challenges with providing information to students. Hispanic or Latino students' families experienced many hardships in basic needs for food, shelter, technology, and academic support. Adding another layer of challenges to those students that may already have limited resources. External factors were related to the cost of living and the affordability of higher education. Hispanic or Latino students have difficult choices in pursuing transfer or a short-term vocation. There was limited communication about transfer in the onboarding process, enrollment and classroom environment. Student services mobilized to create content that was accessible both synchronously and asynchronously. In addition, the current culture on campus does not require disciplines to share transfer information in their curriculum. Some areas encourage students to explore and understand the transfer process and timeline. The staff/faculty referrals to transfer and counseling services increase students' engagement in the transfer process.

Hispanic or Latino students typically experience a sense of "I do not belong in college" and are seeking a sense of community. In special programs that offer holistic services, we have successfully supported Hispanic or Latino students in achieving transfer goals. The college practices and culture must transform to close the DI groups' transfer equity gaps. Creating a Transfer culture on campus that intentionally targets Hispanic or Latino students will become critical to reaching our goals. As a college, LAVC offers an abundance of support services to students regarding the transfer basics and timelines. Often, students are making decisions on affordability. Hispanic or Latino students need to be able to access information on the cost of attendance beyond community college. We currently offer a breadth of information on paying for education at college. However, we need to focus on supporting students in financial literacy beyond LAVC.

Structure Evaluation

Current Structure

✓ Instruction

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

Hispanic or Latino students feel connected when they are represented on campus. In reviewing our demographics of all full-time and adjunct faculty, 17.65% identify as Hispanic/Latino. When the data is disaggregated, 21.95% are adjuncts compared to 4.48% of full-time faculty. This percentage is low compared to our overall student demographics for Fall 2021; 39% of our students identified as Hispanic or Latino. The current recruitment and hiring practices may impact the growth of diverse faculty/staff on campus.

The college does not require staff/faculty to engage in PD focused on transfer support for Hispanic or Latino students. There are examples of disciplines focused on changing the instructional culture to include information

on the transfer timeline and process, educational options, and referring students to engage with student services and support. The student support programs offer students services through various programming focused on transfer basics, application support, and connecting with colleges and universities. The pandemic created communication challenges and opportunities to connect with our Hispanic or Latino students. We now have systems to increase communication with students, staff, and faculty.

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

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

As an HSI institution, the college would need to increase the growth of our Puente program that supports Hispanic or Latino students in reaching and completing higher education. This program provides Hispanic or Latino students with transfer guidance, mentorship, and community. Puente is an example of an effective support program with years of success but currently services 30-35 students per cohort. The proposal is to increase the allocation of funds to expand the cohorts and begin to close the equity gap among Hispanic or Latino students further.

Unpaid classified interns staff the career/transfer center to support students with the transfer process. The UPIs are trained to guide and support students in transfer guidance. The UPI's change every academic year due to completing their graduate programs. Hispanic or Latino students will visit services when there is a consistent connection. It would be beneficial to grow the Career/Transfer Center counseling staff to create consistency in staffing and create programming that targets Hispanic or Latino students.

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

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

× Other

Ideal 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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

We recommend reviewing the college recruitment and hiring process to diversify faculty. To create a stronger representation of Hispanic or Latino faculty on campus. It is critical for current and future full-time and adjunct faculty to have an investment in supporting student success. This includes sharing campus resources, referring students to the career/transfer center, and incorporating information on the transfer process. Providing ongoing professional development about new programs, changes in the transfer timeline, and overall state initiatives. A recommendation for campus staff/faculty is to keep current in their discipline and area but to expand towards connecting with the student services, transfer information, and overall college initiatives. Student services would collaborate to develop further and embed transfer information in the onboarding process, staff/faculty training, and professional development. This recommendation is to increase the transfer culture on campus.

The necessary structural changes would be in the student onboarding process, professional development for faculty, recruiting and hiring of Hispanic or Latino faculty, and cross-collaboration between student services and disciplines. This means creating a transfer culture in the classroom through syllabus language, faculty

sharing transfer building blocks, and the long-term benefits of higher education. Through professional development, faculty would gain access to understanding the transfer process and timeline, student resources, and events that support transfer. The college would need to develop and maintain relationships in the community to collaborate. These efforts would increase access for our local Hispanic or Latino students.

Action

Action Steps *

As a college, we have strong foundations to support our Hispanic or Latino students in reaching transfer goals. Programs that will need to continue are the Welcome Center, Basic Needs, and special programs. Increasing the cohort growth of the Puente program will support closing the equity gaps of Hispanic or Latino students. We are working on creating stronger partnerships with our local high schools and supporting students with access and persistence. The action steps that must be taken next involve intentionally connecting with Hispanic or Latino students. This now will mean reviewing current collaborative partnerships across student services and all other disciplines. In an effort to enhance the outcomes we will need the student voice to deepen our understanding of the building blocks that are missing for Hispanic or Latino students to reach transfer goals.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

First Generation

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that

impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

First Generation student experience various friction points in reaching transfer. For example, completing English/Math impacts students' ability to pursue a transfer goal. First Generation students include non-traditional students who may pursue CTE education due to academic challenges with English/Math. First Generation students are interested in pursuing higher education and need additional guidance in understanding the structure of higher education. In addition, First Generation students that do not participate in the special programs are less likely to seek guidance from the career/transfer center. It seems that higher education may not be attainable due to the cost of attendance. College culture expects students to inquire about services and support; our Welcome Center has assisted in mitigating challenges and referring students to campus resources. Students are not required to complete a "transfer orientation" based on their educational goals. Once the student reaches the career/transfer center, they may accumulate an excess of units, experience academic challenges, and/or are missing required courses for admission. The college currently does not have an "I am First Generation" allyship that encourages students to connect themselves to the campus community. There is no formal training for staff/faculty to understand the complex needs of First Generation students. We do not offer intentional mentorship opportunities which results in students being unaware of the resources and opportunities they are lacking.

Structure Evaluation

Current Structure

✓ Instruction

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

The implementation of AB705 impacted the First Generation population in completing English and Math. These subjects are required for transfer. This external policy has been beneficial for a large portion of our students. However, First Generation college students are experiencing academic challenges in completing these subjects, as identified in this equity plan. This directly correlates with reaching transfer and overall completion. LAVC offers Math 100 and English 72 supplemental courses to support student success. Many First Generation students are learning campus policies regarding course repetition and understanding the impact on financial aid status when placed on probation. As a college, we can work to increase students' understanding of these policies in onboarding and overall communication. As a college, we can practice equitable admission policies by sharing information clearly on our website.

The college does have a variety of ally programs and professional development that support equity populations. There is a gap in creating an "I am First Generation." center. First Generation students appreciate it when they see staff/faculty who also identify as First Generation.

First Generation students are hesitant to ask for support in the classroom and even student services. The college culture assumes students are self-advocates; therefore, staff, faculty expect students to ask for help; however, they will not. There needs to be a shift in student culture expectations of our incoming and continuing students. Although we have the resources and information we don't offer it in a digestible format for students that may already be experienced the college would benefit from creating a space for a First Generation community.

The college has created Career/Academic Pathways to support students in understanding the educational programs available. Students receive this information via the college, it is the special programs that directly connect with First Generation students. Overall these efforts have supported students with an understanding of programming. However, First Generation students need additional guidance in understanding higher education in the US and the long-term financial benefits. First Generation students may face difficult decisions in pursuing transfer over a short-term vocation. As the cost of living continues to rise, First Generation students opt to choose a career in technical education as the transfer goal may seem unattainable.

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

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

Increasing access to understanding career choices to connect with majors and understanding that a major is not a career. Student services have various transfer support; however, the intentional outreach could improve. Increasing targeted outreach into the community to connect with the First Generation population. The support for continuing students should target First Generation students. An increase in collaborative efforts between the career/transfer center, student services leads, and all disciplines.

First Generation students will continue to need support in understanding strategies to pay for education and how to be successful in their academic journey. LAVC will have to expand its partnerships with local UC:CSU: Privates and identify transfer pathways that support First Generation college students. These partnerships must create a presence on campus and provide information about programs and career options.

There is limited exposure to financial literacy, making it difficult to budget for the cost of attendance and living expenses; this perpetuates cycles of poverty.

Counseling and student programs would benefit from communicating with local feeder high schools to understand the benefits of attending a community college. This effort would improve First Generation students' participation in programs that support transfer attainment. There is a force to choose to meet the financial and basic needs of the family over higher education. We may continue to see this trend as the cost of living rises.

The disparity in the ratio of counselors to students is high, directly affecting the amount of support counseling can provide students. Embedding counseling into critical golden four courses would improve connecting with all DI groups, including First Generation. However, this may mean making adjustments to current practices and staffing.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal 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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Overall, LAVC, as an institution, has placed practices leading the transformation of the college culture to close equity gaps. There needs to be continued efforts focused on First Generation students. In the coming years, we

will need to evaluate the external factors affecting transfer for First Generation students. The impact of the COVID-19 pandemic on the cost of living directly affects our First Generation population. The shift to equity-minded practices will include reviewing transfer communications, external partnerships, and campus culture. The strategies suggested will require having difficult conversations and reflective practices.

Ideally, to support First Generation college students in transfer-level English and Math would offer embedded tutoring in the classroom. Students would be able to ask for help. Instruction would work directly with the ESL to increase the pathway to reaching English 101, and we would offer more sections of Math 100 that are available for students with any Math subject. In the collaborative efforts to support students, the college would identify strategies to improve communication on repetition policies, the importance of English and Math, and transfer pathways.

The campus community would create an "I am First Generation" culture in the syllabus, allyship, and campus culture. Once students are in the classroom, student services may be able to reach them to promote transfer pathways, how to pay for college, and major/career exploration. This also would require professional development for faculty/staff on campus to understand how to provide high-touch support while providing services in a holistic manner. The goal is to meet students where they are.

LAVC has great programs to support our diverse student demographics. There is an opportunity to create a "First Generation center" combined with current student equity programs. This center would work to create programming that centers around embracing First Generation students and works with faculty/staff to share their own experiences and First Generation college professionals. Having an annual faculty/staff open house of student services, including the career/transfer center, to visit the space and connect. The open house would improve the collaborative efforts across campus. Counseling and support programs would benefit from creating relationships with local high school counselors to communicate transfer pathways and connect with First Generation students.

Action

Action Steps *

We want to continue and expand current efforts that support First Generation students in reaching transfer success. As mentioned above, this would require reflective practices reviewing recruitment and overall internal/external communication. Many of our current practices are working to support all students. The support on onboarding and outreach and implementation of the Welcome Center has improved student success. The action steps we take going forward will involve expanding professional development on campus with emphasis on supporting First Generation students. We begin with creating a cohesive campus which would ideally result in a personal warm handoff and or appropriate referral. We connect with students to share their own experiences and gain insight. For 2023, LAVC is planning a "First Generation Campus Culture" event which will aim to identify First Generation faculty, staff and administrators who will participate in a professional development workshop utilizing art to help support First generation students and the nuances that come with being the first in the family to attend college. This event will serve as a catapult in implementing a campus culture that speaks to the experiences of First Generation students with the intention of increasing visibility and transfer to a four-year institution.

Additionally, LAVC's relationship with UCLA and their Community College Partnership program (CCCP) along with LAVC's partnership with Cal State Northridge will help us to continue increasing our transfer efforts. Strategically targeting our Hispanic or Latino and Armenian students is an additional initiative LAVC plan to implement in 2023 given that they are our largest First Generation populations

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Black or African American

Areas of Completion

Areas of Completion *

- ✓ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

At Los Angeles Valley College, Black or African American students experience several friction points. Black or African American students lack a sense of belonging and a sense of community. The importance of building community among our Black or African American students has been identified in the Guided Pathways plan. In addition, our Black or African American students need a lot of guidance. They need guidance with “help seeking” behaviors to better navigate the educational system. Our Black or African American students also need more access to counseling services. Los Angeles Valley College must do a better job of tracking students to ensure they stay on their Career and Academic Pathway. Lastly, Los Angeles Valley College needs to conduct further research to explore the friction points and their impact.

Structure Evaluation

Current Structure

✓ Instruction

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

At Los Angeles Valley College (LAVC) a lot of effort has been made to create cultural awareness. Our Professional Development Office provided culturally responsive trainings/workshops for faculty, staff, and administrators. In addition, LAVC created the Anti-Racism Taskforce to address racial inequities in all aspects of the college and district. Various workgroups were formed to address topics such as, hiring practices, student engagement, curriculum, and many more. More needs to be done to involve the entire campus community in these efforts.

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

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

LAVC culture and practices will be impacted. More targeted approaches to reach Black or African American students are needed.

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

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

× Other

Ideal 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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To make effective structural changes, LAVC must be more intentional and willing to scale up services. The college must develop relationships with service area schools to establish a pipeline of Black or African American students from elementary to college. Increasing the number of Black or African American students who attend

LAVC is imperative to produce higher completion rates. LAVC should examine the current process for petitioning to graduate to address current confusion on who and when a student files for graduation.

Action

Action Steps *

Although Los Angeles Valley College has done a lot of work to improve completion rates among Black or African American students, more is needed. Los Angeles Valley College needs to provide more intrusive counseling. Intrusive counseling should be targeted at current student groups with large numbers of Black or African American students. These groups can include, but are not limited to student athletes and the Umoja Program. Pop-up counseling for Black or African American students in targeted spaces on campus can help reach them and connect them to resources. In addition, milestone intervention and the degree audit processes need to be better targeted toward Black or African American students. The new model for CAP counseling should include a case management model where Black or African American students are identified as a cohort to be served by a designated counselor. Currently, Los Angeles Valley College offers culturally responsive professional development to faculty, however, a bigger effort must be made to ensure all faculty participate and have access to these sessions.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

First Generation

Areas of Completion

Areas of Completion *

- ✓ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

At Los Angeles Valley College, First Generation students and their parents may have a difficult time understanding how the education system works. They often lack knowledge of deadlines, procedures, and requirements. The information that is available to them is often not accessible in their native language. The lack of understanding and access to information creates inequities among our First Generation students. These students have less access to counseling services and to certified bilingual staff. First Generation students often do not know how to ask for help (lack help seeking behaviors). First Generation students do not know where to go. Currently, there is not an initiative designed to make First Generation students feel part of a community. As a campus we need additional research to further explore friction points for First Generation students with an intentional focus to target marketing and advertising to attract non-credit students to enroll at the college.

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

LAVC needs to change practices and culture to be more receptive to educating the family for First Generation students by coordinating activities such as parent education institutes, family days, and student clubs and activities. A responsive First Generation culture and developing a professional development program to better equip staff, faculty and administrators to address the specific needs of First Generation students are instrumental in educating the LAVC community in First Generation nuances. More counseling and support programs for noncredit students, such as the free computing devices and textbook grants are needed. Development and dissemination of First Generation awareness materials in languages other than English, especially Spanish, Armenian and Russian, which are the main NC student language groups.

Action**Action Steps ***

The following items are strategic models which will help guide LAVC in eliminating equity gaps within First Generation students:

- Parent workshops and events aiming to address First Generation nuances;
- Ally training for First Generation students with LAVC faculty, staff and administration;
- Professional Development for all employees to understand First Generation student experience;
- College 101 targeted at First Generation students;
- Create a communal space for First Generation students;
- Host focus groups to gather student experience data;
- Provide intrusive counseling to First Generation students (target student athletes, Umoja); Pop-Up counseling;
- Intrusive Milestone intervention;
- Better use of degree audit system;
- Retrieve data on intersectionality of First Generation students;
- Textbook assistance and computing devices for First Generation students;
- Continued focused counseling with established target points and/or milestones;
- Materials and digital information in multiple languages

Chancellor's Office Supports**Supports Needed**

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions

- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Need to gather more qualitative data on a local level to explore what our First Generation students experience and what they need.

Student Support Integration Survey

1. Previous Equity Efforts

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

The following programs/initiatives will continue to support students at LAVC through an equity lens. LAVC will also be implementing a Rising Scholars program in 2023 to support formerly incarcerated students. In addition, LAVC will also create an initiative to support Native/Indigenous students in the next year.

Antiracism Social Justice Initiative

Umoja/Black Scholars

NextUp/Guardian Scholars

Dream Resource Center

Veterans Resource Center

Rainbow Pride Center

PUENTE

Helping Hands Center

Focused Tutoring

Guided Path Ways

The LA College Promise

Proyecto Adelante - Welcome Center

Student Engagement Equity Activities

Basic Needs Center

Family Resource Center

2. Guided Pathways

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

LAVC's Guided Pathways (GP) milestones align with and provide additional data capture points for the metrics identified in the equity plan. Through tracking of milestone completion, and with a particular focus on DI groups, LAVC's Guided Pathways framework reinforces and supports the equity plan.

The equity plan activities we are proposing help to create the GP aspirational student experience. Components of this framework include the following best practices:

- The student is screened for basic needs support, including housing, nutrition, transportation, and childcare, and is connected to services that can address these needs.
- The student is helped to create a full-program education plan customized to their academic history, interests, schedule restrictions, and where appropriate, target transfer institution to ensure junior status upon transfer, and is developed to ensure they do not enroll in excess, unnecessary units.
- The student experiences instruction that engages them through active and experiential learning, relates coursework to their lived experience and is culturally responsive and race-conscious to help reduce equity gaps.
- Every student experiences academic supports that are integrated into their courses and appropriate to their program of study.

Included in the equity plan are several Guided Pathways initiatives, including:

- Basic needs - Students are screened through onboarding and may be referred during the semester for assistance with unmet basic needs.
- Peer mentoring - CAP Peer Mentors are LAVC students who help their fellow students better navigate the challenges that many face by building a support network, both academic and social.
- Professional development - Sessions are focused on equity-based high impact practices, and includes Communities of Practice focused on gateway and Light the Fire classes
- Milestone tracking and intervention - Critical milestones and student behaviors that are predictive of success have been identified as well as interventions when students do not meet the milestones.
- Counseling - Under the CAP Counseling redesign, initial communication with students and orientation activities are done by CAP and there is a CAP resource Canvas shell.

CAP Spaces - Dedicated CAP spaces for students will provide a "one-stop-shop" for services (e.g. counseling, tutoring, mentoring), build community, strengthen networks, and remove obstacles of navigating the campus for different resources

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.

Professional Development

We conduct accessibility trainings for distance education instructors. We are also developing a faculty professional development program that focuses on accessibility.

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.

LAVC Outreach and Financial Aid have entered a partnership with our service area high schools to provide Financial Aid assistance to all students to help them complete a FAFSA or Dream Act application.

Our college has engaged in a series of activities to ensure a 100% of seniors filing an application. This year we kicked off this activity with a series of meetings and development activities with administrator and counselors. Our Financial Aid Office joined our Outreach team and had a initial presentation made to all seniors that will be followed by high school visits during the months of October and November to help students file their application. Last year, this activity helped our partner schools achieve a 90% completion rate.

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.

Our college has redesign the onboarding process to include a financial aid check off for all incoming and continuing students. This step is designed to ensure the highest number of our students benefiting from the assistance available to them. All of our counselor have been trained to identify student status and to confirm their participation on their Student Educational Plan. Students that do not have a completed form are referred to our Financial Aid Assistance Lab where staff helps them complete the application.

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

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

No

5. Basic Needs

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

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

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

Counseling

Academic

Student's have the ability to see the basic needs coordinator/counselor for any related academic needs. Academic needs can include petitions, comprehensive educational plans, major selection and changes, transfer assistance, career

and employment exploration.

Personal

In many instances, students need a counselor who can provide brief personal counseling in times of high need. In cases where students are experiencing basic need insecurity, students need someone who can provide a safe when students have big or small problems. The basic needs coordinator/counselor provides students the ability to share personal problems and refer to mental health resources as appropriate.

Basic Needs Assessments

The purpose of the basic need's assessment is to holistically assess the needs of the students'. Each student is assessed for their basic needs and given the appropriate resources based on what they need. One of the highlights to help the high influx of student referrals and self-identification is the basic needs matrix. The basic needs matrix helps guide the basic needs coordinator/counselor and anyone in the center provide assessments where everyone has the same guidance (Please see attachment for the basic needs matrix). The matrix allows for staff to help students in high need and recommend resource as needed.

Referrals to campus and community-based resources

The basic needs coordinator/counselor has partnered with many campus departments that includes the Family Resource Center, Extended Opportunity Programs and Services, Guardian Scholars, CalWorks, Associated Student Union, Workforce, Rainbow Pride Center, Umoja Black Scholars, PUENTE, Dream Resource Center, Career Transfer Center, General Counselor, First Year Experience, and Guided Pathways to streamline the process of getting students the necessary support and resources. These partnerships have prevented students from falling through the cracks and have created an avenue for students to be wrapped around with services that will provide an equity-minded approach to promote student success. As for community partners, the basic needs coordinator/counselor has partnered with many housing and resource centers that allow students to have increased access to resources. Several resources will have office hours on a rotating basis where students can meet with the community organization in person and receive information on services provided by the agency.

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

The Basic Needs Center is evolving rapidly. With the recent influxes of student referrals, the Basic Needs Center has prepared a plan below to continue the influx of student referrals and increasing student participation

Engaging Activities

Events, resource fairs, action weeks, food drives

The Basic Needs Center plans to have campus events that will increase visibility and host events that are tailored towards showcasing community-based resources including housing, employers, food, and childcare. Resource fairs will help increase student participation by providing an avenue to gain resources that can benefit them in meeting students' basic needs.

Action weeks will be used to bring awareness to the campus community which in turn will help increase student participation as staff will also encourage students to utilize our services.

Lastly, food drives will be another strategic plan the Basic Needs Center will use to increase student participation. Food drives will encourage other students faculty, staff, and administrators to bring non-perishables and slowly move into a model of care. The goal of the Basic Needs Center is to help students feel comfortable utilizing the Basic Needs Center services which will increase student participation.

- Student Feedback to develop better activities (Assessments/Surveys)
- The goal of the Basic Needs Center is to collect surveys and assess every activity the Basic Needs Centers hosts. This will help gain valuable feedback to assess, modify and improve.
- Continuous Campus-Wide emails
- The Basic Needs Center plans to campus-wide emails and have a weekly email to all LAVC Student-Users. At the moment, the Basic Needs Center has seen a big influx of new student referrals. As soon as the basic needs team gets up to speed with trainings, campus-wide emails will be sent to increase student participation

- Continuous social media outreach
- An Instagram page was created to increase student participation. Social media is another way where students can participate in live sessions where students will be able to ask the Basic Needs Center staff questions, comments, and concerns.
- Continuous classroom, departmental, campus-wide orientations, events, webinars
- By presenting in different areas of the campus students will be more aware of the basic needs resources available on campus.
- Student Support Services Collaboration and regular meetings
- SEED and LA room and board

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 location where our permanent food pantry operated from was closed down during the pandemic as a result of asbestos in the building. The CalWorks office has served as a temporary location for students' in need of food and resources.

Our plan to establish a fully operation food pantry will take place in the next two weeks.

The beginning phases of establishing a fully operational food pantry is on its way. A partnership being established with a non-profit agency called Student Lunch Box that rescues food and partners with state food pantry agencies. Student Lunch Box will provide perishable and non-perishables on a weekly basis that include fresh items for students' health.

A big emphasis will be placed on cultural food to increase a sense of belonging. Establishing a food pantry is a great huge step, but the food pantry on campus will take it a step further and hopes to obtain items, spices, and foods that reflect students' cultural background, will increase sense of belonging, and provide a destigmatizing experience.

Renovations will also take place that will include a 6 -12 month project to make a one of a kind kitchen/shopping experience. The goal is to have a space where two days a week students can have a shopping experience and the other two days be able to pick up hot meals.

Another long-term goal for the food pantry is to have a chef who will teach our students how to cook healthy nutritional foods. Our goal is to pursue all proper permits to have a location where students can cook, prepare, and learn a life skill all while meeting their food security.

The name of the location will be, "Monarchs' Market." The name will help students identify with the space and not feel as if they are going to another "pantry."

Lastly, we will strive to implement a community/herb garden. The community/herb garden will be open to everyone and allow students to pick up the needed foods they need to have access to nutritional foods.

6. Zero-Textbook Cost

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

Phase 1: We are identifying possible ZTC disciplines/degree paths.

Phase 2: May apply for competitive grant.

Phase 3: Complete the degree paths we identified in phase 1.

7. LGBTQ+ Supports

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

The Rainbow Pride Center at LAVC educates, empowers, and supports lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual (LGBTQIA+) students, faculty, staff, and allies of all races, classes, genders, and abilities. The Center is an inclusive, safe, and affirming gathering space for persons of all sexual and gender identities and their allies, providing programming and educational outreach to improve the campus climate for LGBTQIA+ individuals as well as advocate for the respect and safety of all members of the campus community. By providing a safe space, the Rainbow Pride Center will increase matriculation, persistence and retention of LGBTQIA+ students at LAVC.

Events & Workshops:

The Rainbow Pride Center (RPC) at Los Angeles Valley College has planned a series of events for Fall 2022 Semester to increase visibility of our newly established center. Some of the events include:

- Pizza with the Rainbow Pride Counselor
- LGBTQ+ Sex Education with AltaMed
- UndoQueer Talks with The Dream Resource Center
- LGBTQ+ Self-Defense Workshop
- Financial Literacy in collaboration with Chase & SFV LGBTQ Center
- End of the Year Celebration

Prospective events for Spring 2023 will include:

- Women & Veterans Collaboration with RPC
- Queer Ceramic Workshops with Katie Queen
- LGBTQ+ Movie Nights at the Planetarium
- CSUN Field Trips
- Sound Bath
- Gaypril Celebration & Raising of the Pride Flag
- Lavender Graduation

Academic & Personal Counseling

The Rainbow Pride Center offers academic and personal counseling for students, as part of the one-stop-shop model. Being part of the counseling department, students can seek career exploration, student educational planning, academic petitions, assistance with completing college applications (UC/CSU), and any service related to counseling. In addition, many members of our LGBTQ+ student population are experiencing high stress levels, and want someone to talk to. Students are notified that the RPC counselor is not a therapist, and are referred to the Student Health Center, if necessary.

Canvas Shell: Rainbow Pride Center

The RPC has an official Canvas shell. Students are notified about upcoming events, scholarship opportunities, and special announcements. The Canvas shell is still under construction, but once finalized, it will offer students videos, links to social media, LGBTQIA+ related content, and a more interactive experience for resources, including access to a directory for the LGBTQIA+ employee network.

LAVC Employee LGBTQ+ Network

Pride+ Club

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.

Current Efforts

Student Health Education collaborates with special programs' coordinators to introduce Mental Health Awareness at their events. Have collaborated with Umoja Scholars to sponsor a Black Mental Health Event. Collaborated with the Rainbow Pride Center by providing lunch for an event and present on Mental Health Services. Have created a Student Health Services Request for Classroom Presentation Microsoft form to allow Faculty and Programs to request classroom presentations to inform students about Mental Health Services available. We have contracted services with Timely MD for Mental Health Telehealth that will provide 24/7 TalkNow services.

Future Plans

With TimelyMD students will be able to select a Mental Health provider that shares their ethnic and or cultural background and can better understand their Mental Health needs. Student Health Ambassadors will walk through campus with T-shirts/gear that promote MH conversations. Student Health will establish a presence at the new Mosaic Center to promote Mental Health Services. Will request that DI counselors/coordinators keep Student Health Education in mind as they plan future activities. The goal is to do a brief presentation on these services at the beginning or end of each event. Create ADA compliant videos to display on TV monitors throughout the campus that promote Mental Health services as well as YouTube videos related to Mental Health.

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.

Not Entered

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

Not Entered

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

Student voice is critical to our equity efforts at LAVC. We have identified the importance of including the student voice/perspective in all of the student support services we provide on campus. To achieve this, advisory boards are developed to help guide each respective program/service in its efforts in closing equity gaps. At least one student is invited to sit on each advisory board to represent the student voice. While there are multiple perspectives across our diverse campus, it is important for us to learn more about the student experience and the the obstacles that may hinder success from the students themself.



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