

Laney College - Student Equity Plan (2022-25) CERTIFIED

Workflow: Preview

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 *

Laney College has invested in providing professional development opportunities for faculty, staff and administrators to engage in racial equity topics. These opportunities allows us to continue to build a community of practice and help facilitate conversations around how we will support our most disproportioned impacted targeted students in the 22-25 equity plan. In utilizing data and local context to identify our targeted groups, it was important to hear from our students via focus groups to learn how we as an institution could do more to address their needs. Further, providing a space for faculty and staff that work directly with our targeted student groups to provide feedback was imperative to helping to write the 22-25 equity plan. In developing this plan, we informed the various constituent groups (faculty senate, classified senate, institutional effectiveness, associated students, college council, equity committee), so they are aware of the data, targeted groups, and the need for everyone to contribute to the development of the plan.

Summary of Target Outcomes for 2022-25**Successful Enrollment****Black or African American**

1-year outcome: 1-year outcome: Increase Black/AA first-time student enrollment by 5% (from 121 to 141 students – based on 336 students baseline)

2-year outcome: 2-year outcome: Increase Black/AA first-time student enrollment by 11% (from 121 to 161 students – based on 336 students baseline)

3-year outcome: 3-year outcome: Increase Black/AA first-time student enrollment by 17% (from 121 to 181 students – based on 336 students baseline)

Foster Youth

1-year outcome: 1-year outcome: Increase Foster Youth first-time student enrollment by 10% (from 19 to 25 students – based on 60 students baseline)

2-year outcome: 2-year outcome: Increase Foster Youth first-time student enrollment by 19% (from 19 to 31 students – based on 60 students baseline)

3-year outcome: 3-year outcome: Increase Foster Youth first-time student enrollment by 29% (from 19 to 37 students – based on 60 students baseline)

Hispanic or Latino

1-year outcome: 1-year outcome: Increase LatinX first-time student enrollment by 12% (from 85 to 105 students – based on 268 students baseline)

2-year outcome: 2-year outcome: Increase LatinX first-time student enrollment by 20% (from 85 to 125 students – based on 268 students baseline)

3-year outcome: 3-year outcome: Increase LatinX first-time student enrollment by 27% (from 85 to 145 students – based on 268 students baseline)

Completed Transfer-Level Math & English

Black or African American

1-year outcome: 1-year outcome: Increase Black/AA first-time student successful completion of transfer-level math and English 12.6% (from 18 to 48 students – based on 243 students baseline)

2-year outcome: 2-year outcome: Increase Black/AA first-time student successful completion of transfer-level math and English 32% (from 18 to 78 students – based on 243 students baseline)

3-year outcome: 3-year outcome: Increase Black/AA first-time student successful completion of transfer-level math and English 44% (from 18 to 108 students – based on 243 students baseline)

Foster Youth

3-year outcome: 3-year outcome: Increase Foster Youth first-time student successful completion of transfer-level math and English 46.7% (from 1 to 15 students – based on 30 student baseline)

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: 3-year outcome: Increase Black/AA persistence from primary term to next primary term 31% (from 177 to 300 students – based on 393 students baseline)

Foster Youth

3-year outcome: 3-year outcome: Increase Foster Youth persistence from primary term to next primary term 25.3% (from 19 to 34 students – based on 60 students baseline)

Hispanic or Latino

3-year outcome: 3-year outcome: Increase LatinX persistence from primary term to next primary term 70% (from 169 to 289 students – based on 410 students baseline)

Transfer

Foster Youth

3-year outcome: 3-year outcome: Increase LatinX transfer to a four-year college or university 63% (from 2 to 27 students – based on 43 students baseline)

Completion

Foster Youth

3-year outcome: 3-year outcome: Increase Foster youth certificate completion 49% (from 2 to 35 students – based on 71 students baseline)

District Contact Information Form

Equity Plan Reflection

2019-22 Activities Summary

- Apply the inquiry discoveries made through Guided Pathways
- Create partnerships between instruction and counseling to create clear program requirements
- Additional activities with focus on scheduling, curriculum & program pathways
- Align support services with other enrollment efforts
- Marketing & Outreach
- Develop and Improve On-boarding and Enrollment Process for DI students
- Develop and Establish First Year Experience (FYE)
- Evaluate and Assess Student Data Collection Points from On-boarding to Completion
- Community Building for DI Students
- Expand Tutoring and/or Counseling for DI Students

Key Initiatives/Projects/Activities *

1. Created the Areas of Interest to market our programs and offerings, clarifying pathways and linking pathways to passions
2. Joined the Pathway Mapper Project to map program requirements for students
3. Developed a social media communication campaign through our Area of Interest Project
4. Created a Program(SOAR) to support our 25+ non-traditional part-time students
5. Welcome Center and Admissions and Records collaborated to create iEnroll steps to ensure students are aware of each step in the enrollment process
6. Student Life compiled resources and create a Campus and Community Resource Resource Guide to address
7. Developed a Course Exploration Brochure (Student “Friendly” language)
8. Created onboarding videos to support students in the enrollment process
9. iEnroll@Laney One-page Widget steps | Multilingual, English, Chinese, & Spanish; also iEnroll steps for regular students, non-credit students and concurrently / special admit students.
10. Conducted Tik Tok Marketing Campaigns
11. Completed student Connections Call Campaign (Re-enrollment)
12. Ran a prime time enrollment commercials in Chinese, Spanish and mainstream English (KTSF, Univision, & KTVU, etc.)
13. Created an online Orientation (Categorical Programs & college orientation)
14. Increased remote counseling and enrollment services supporting student onboarding and problem solving; remote services delivered via zoom, phone, zoom phone, Live Chat, and ConexEd
15. Developed a Fall is Free(2022) Campaign
16. Offered free Chromebooks and hotspots

17. Transitioned to online Counseling and provide both in-person and virtual appointments
18. Outreached to students on dismissal/probation status for support and services
19. Developed an Early Support Program for instructors to refer students experiencing challenges
20. Offered counseling online/on-phone/in-person
21. Outreached into the community to aid in the transition of DI students to college.
22. Extended technology advising to instructors in their classrooms to support students
23. Offered Counseling and Mental Health services in-person and virtually

Evidence of Decreased Disproportionate Impact *

It is not possible to make a direct comparison with the data presented in the 2019-2022 Equity Plan because many of the metrics have changed. In addition, the 2019-2020 and 2020-2021 academic years took place during the peak of the pandemic and numbers from those years may not be indicative of usual patterns. That said, some trends can be found when comparing the applicable base years from the previous plan with the latest data available.

	2017-2018		2020-2021	
	Number	Percent	Number	Percent
Successful Enrollment in the First Year				
Black or African American	268	23.80%	121	36.00%
Latinx	156	23.70%	85	31.70%

The outcome rates for Black or African American and Latinx students improved significantly, however, the number of students achieving the outcome decreased – likely in part due to large enrollment declines experienced by the college in 2020-2021.

	2016-2017		2019-2020	
	Number	Percent	Number	Percent
Persisted First Primary Term to Subsequent Primary Term				
Black or African American	246	49.70%	177	45.00%
Latinx	183	47.30%	169	41.20%

Outcome rates and numbers for Black or African American and Latinx students decreased from 2016-2017 to 2019-2020. However, spring 2020 and fall 2021 marked the beginning of the pandemic. Many students decided to not enroll or withdrew during those terms. Outcome rates and numbers for LGBT and Pacific Islander are likely within normal variability.

	2017-2018		2020-2021	
	Number	Percent	Number	Percent
Completed Both Transfer-Level Math and English within the District in the First Year				
Black or African American	12	3.00%	18	7.40%
Foster Youth	1	1.40%	1	3.30%
Latinx	9	2.20%	38	12.40%

Completion of both transfer-level math and English increased in rate and number for nearly all equity groups. The implementation of AB705 may have played a role in the increases.

	2014-2015		2017-2018	
	Number	Percent	Number	Percent
Attained the Vision for Success Definition of Completion within Three Years				
Black or African American	27	3.90%	30	7.40%
Latinx	19	2.40%	25	6.10%

The vision goal completion outcome rate and number increased for Black or African American and Latinx students.

	2013-2014		2016-2017	
	Number	Percent	Number	Percent
Transferred to a Four-Year Institution within Three Years				
Black or African American	38	11.40%	28	13.10%
Latinx	23	10.00%	21	12.00%

The outcomes for transfer to a four-year institution are mixed. The outcome rate increased for Black or African American and Latinx students. However, the numbers decreased, particularly for Black or African American students.

2022-25 Planning Efforts *

With the development of the 2019 - 22 equity plan, there was huge focus on completing a number of "activities", which spanned throughout the entire college. However, there wasn't a clear plan of reporting progress and evaluating impact of activities. In addition, acknowledging the impact the Pandemic had affected majority of the work that was identified to happen in the 2019 - 22 plan.

The 2022 - 25 Equity plan looks to "shrink" the amount of work that is stretched throughout the college and focus on targeted efforts to support our most disproportionately impacted students (AA, LatinX, Foster Youth). Facilitating focus groups with identified DI students allowed us to hear directly from students on what's working, gaps, and outstanding needs to support students. Further, braiding of resources (General Funds, GP, Equity, Mental Health, Basic Needs) will allow us to maximize our support for targeted students. Also, developing a "report out" process where identified individuals are charged with sharing progress made in particular parts of the plan with various governance committees as well as the community.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

Due to the pandemic, the College had to pivot to identify how to best support faculty, staff and most importantly students in this "new norm". The Pandemic further shed light on the digital divide our most disproportionate students face. As such, the College did the following to support student's continuing their education:

1. The College transitioned to majority of courses online
2. Increased resources to address students' Basic Needs
3. Counseling Department increased virtual appointments via Zoom and ConexED
4. Developed a process for distributing technology to support virtual learning (Chromebook, hotspots)
5. Created a resource guide to support students virtual learning
6. Implemented an "ask me" live chat to troubleshoot questions
7. Expanded Mental Health support to meet students needs

- × Catalyzed Work
- × Delayed Work

Executive Summary URL *

<https://laney.edu/equitycommittee/wp-content/uploads/sites/390/2019/07/Laney-Equity-Plan-Exec-Sum-2019-22-3.pdf>

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	✓	✓	✓	×	×
Foster Youth	✓	✓	✓	✓	✓
Hispanic or Latino	✓	×	✓	×	×

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 *

1. College currently has several steps including, CCC apply, a wait period to receive their student ID, and verification prior to enrollment.
2. Further, with limited staff, it may prolong when a student can receive onboarding support.

Structure Evaluation

Current Structure

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

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

Step 1: Student applies via CCC

Step 2: Student must wait 24-48 hours to receive ID/confirmation

Step 3: Students may have been pulled for verification due to errors in the application, which may hinder students to continue the enrollment process. Further, students are not informed of the stoppage.

These steps alone have deterred students from applying and pursuing their educational goals, specifically, first generation AA and Latinx students.

- ✗ 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? *

1. No access to data about how many students do not complete the enrollment process.
2. Ability to identify who are our Black/AA students that have expressed interest to apply to Laney College.

Ideal Structure

- ✗ Instruction
- ✓ 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? *

Eliminate the extensive amount of steps required for students to apply/enroll into the college. Additionally, collaborate with institutional research to develop live data dashboards, which gives staff the ability to see new Black/AA applicants each day. Further, it would be ideal to expand Umoja support and offer general orientation(s) to learn about, campus life, resources, and meet Black/AA faculty and staff on campus.

- ✗ 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 *

Collaborations across campus to develop a plan and re-imagine what onboarding looks like (new student orientation, targeted outreach, HS partnerships). Further, invest in technology needs to develop live data dashboards needed for outreach to particular populations of student.

Action

Action Steps *

1. Collaboration with campus stakeholders (A&R, welcome center, financial aid, learning communities, and campus life) to develop a new student orientation.
2. Partner with institutional researcher to develop data dashboards to support with outreach to new AA students.
3. Evaluate the enrollment steps and make recommendations on developing a single application for students to apply.
4. Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach.

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

Foster Youth

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 *

1. No dedicated orientation specifically for Foster Youth
2. No dedicated full-time staff- "Who do we go to for support"
3. Lack of streamlining the Enrollment Process specifically for Foster Youth needs

Structure Evaluation**Current Structure**

Instruction

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

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

1. Dedicated staff that works specifically with foster youth students
2. Onboarding and outreach to foster youth
3. Documentation Verification (social security, identification cards, birth certificate, etc...)

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

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

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

1. CCC Apply/ Laney Application
2. Safe Space

Other

Ideal Structure

Instruction

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? *

1. Hiring of a dedicated staff to support foster youth students
2. Identifying a dedicated office space (virtual & in-person)
3. Provide a orientation specifically for foster youth

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

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

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

1. Work with Chancellor's Office/ District to create a single "user friendly" application
2. Develop a student ambassador program to support with campus outreach

Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

1. Resources
2. Professional development for campus community (A&R, Financial Aid, Counseling, etc..) to have a better understanding of foster youth students

Action**Action Steps ***

1. Advocate for permanent staff via Program Review/ Comprehensive Program Review
2. Develop a student ambassador application to recruit and hire student workers (specifically former/current foster youth)
3. Develop a "one-pager" specifically for onboarding foster youth by collaborating with A&R

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

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 *

1. Lack of Spanish speaking staff in key parts of the campus (A&R, Financial Aid, Counseling) to support student onboarding
2. Physical space that has dedicated staff to support Puente 40hrs a week
3. Full-time Puente English Faculty to support LatinX students
4. Lack of ongoing data on LatinX students and the ability to apply for HSI designation

Structure Evaluation

Current Structure

✓ Instruction

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

The English department does not have full-time instructor assigned to Puente. Without a dedicated Puente instructor who truly represents and understands the Latino culture, the Puente students will not thrive as they should. They need a passionate teacher who understand their specific struggles and interests, and can design a class that can empower the students. It is extremely important that this person stay with the program to provide continuity (and a point person) for our Puente cohorts.

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

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

While there is a physical space for LatinX students, there is a staffing issue. The need to hire a full-time Program Specialist to support the Center and provide day-to-day support is strongly needed. Further, there is a lack of Spanish speaking staff in student services and counseling to help support students through the enrollment process.

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

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

While not all of our undocumented students identify as LatinX, those that do, are unable to get campus employment because they're required to have a social security numbers.

✗ 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? *

1. Full-time Latinx English Instructor who works with Puente and specializes in Latinx Literature
2. Fully funded Latinx Student Center with full-time staffing and student workers

✓ 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? *

1. Campus liaisons that can help with warm hand offs from high schools, adult schools and off campus programs.

2. Cultural programming and curriculum that reflects the diversity of our Latinx Community (Chicanx, Mexican, Central American, South American, Afro-Latinx, Indigenous)
 3. Summer Bridge programs with cultural affirming programming
 4. Expansion of mental health services to support LatinX students and their families
- ✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

1. Funds to pay undocumented student workers and organizers through stipends or scholarship funds so they don't require a social security number to be a student worker

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

College investment in providing resources to support LatinX students. Development of targeted outreach to specific communities by cultivating community partnerships to bring awareness of the college to students, their families, and provide information about all the resources available to support them. Further, increase a sense of “belonging” and personalized experience by developing LatinX champions on campus for students to know who to go to for support.

Action

Action Steps *

1. Continuous collaboration with the campus LatinX Network to advocate for needs of LatinX students
2. Advocate for the College to apply for HSI designation
3. Develop a summer Bridge Program through Puente
4. Develop a "new student" dashboard specifically for LatinX students that apply to the College: troubleshoot issues, connect to resources, create a network of support/referral

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

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 *

With AB705 it removed remedial courses that traditionally prepared students for transfer-level Math & English. Since the removal of remedial courses, the college hasn't created alternative developmental/support courses to prepare students for college level Math and English.

Structure Evaluation

Current Structure

✓ Instruction

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

The lack of an early alert system where faculty are able to submit academic intervention that notifies counselors of students that are not performing well in courses.

✓ 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 college currently doesn't offer gateway courses to prepare students for transfer-level Math and English. Further, Black/AA students who are part of the Umoja program receives additional support (embedded tutoring, course support, dedicated counselling) to support with math/ English course. However, this doesn't support non-Umoja Black/AA students. Lastly, Umoja supports purchasing cohort textbooks, however non-Umoja students may only qualify for a limited book voucher through the Office of Student Life. The voucher is limited and may not cover all course materials needed.

✗ 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? *

Develop community relationships with high school partners to better align curriculum and prepare students for college courses. Further, offer more embedded tutoring and support for transfer-level courses. Lastly, create PD opportunities for faculty on cultural pedagogy and working with underserved communities.

✓ 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? *

The ability to tag all Black/ AA students to be a part of UMOJA and create an opt-out option for students. This will allow us to offer more Umoja Math and English courses and expand more support in these areas (i.e. tutoring/embedded tutors). Further, hiring additional support staff to work with course faculty on early intervention strategies for students. In addition, allocation of resources to expand the the Student Life textbook program to support students needs.

✗ 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 *

College commitment to invest in ongoing support to meet student needs (embedded tutoring, textbooks, course materials). Further, develop a professional development center that focuses on cultural competency, diversity, inclusion, social justice and equity. Lastly, a commitment to recruiting, hiring, and retaining faculty that reflect who are students are.

Action

Action Steps *

1. Braiding of funds to support students in need of books and/or course supplies.
2. Collaborate with institutional research and A&R to identify a way to tag AA students as a part of the UMOJA program and create an OPT-OUT option.
3. Advocate for resources via program review to hire additional support staff to assist with early alert interventions.
4. Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach.

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

Foster Youth

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 *

1. Lack of sufficient embedded tutors
2. Majority of tutoring is virtual
3. Due to AB 705, students are able to self-place in courses even if they're not prepared for college-level courses

Structure Evaluation

Current Structure

✓ Instruction

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

- With AB 705, there are no longer remedial courses to prepare students for college-level courses, instead there are only a limit number of supoprt courses.
- Diversity in 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? *

1. Due to Covid, majority of student tutoring takes place virtually
 2. Not enough embedded tutoring in Transfer-level Math & English
 3. Resources to support with purchasing books/supplies or creating Zero-cost text
- ✗ 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? *

1. Develop Math and English Summer Jam Programs
2. Cultural competency Training for Faculty and Staff
3. Offer more in-person Math and English courses with support

- ✓ 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? *

1. Embedded tutors for all Math & English transfer courses
2. Dedicated Counselors to meet with Foster Youth students to prepare them for courses/ career needs

- ✗ 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 ***

1. Consistency in policies throughout campus
2. On-going training for services (A&R, Financial Aid, Welcome Center, etc) to ensure policies and processes are streamlined
3. Dedicated funding to support foster youth course needs

Action**Action Steps ***

1. Collaborate cross-campus (Student Services and Instruction) to develop a more robust summer bridge program
2. Synchronize campus tutoring and recruit more student tutors to be available for on-campus support
3. Develop an early intervention program geared towards supporting students not meeting milestones in transfer-level courses
4. Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist,

and a success coach.

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 *

While persistence is high for Black/ AA students who are a part of the Umoja program, non-Umoja AA students do not have additional support/resources to be as successful. Further, the lack of visible resources and college website navigation makes it challenging for students to identify available resources. Lastly, the underrepresentation of Blacks/AA faculty and staff make it difficult for students to see success.

Structure Evaluation

Current Structure

- ✗ Instruction

✓ 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 part of the Black/ AA focused groups, students indicated life challenges (basic needs, child care, housing, family support) make it difficult for them to continue to achieve their educational goals. Further, not having on campus faculty and staff that share similar life experiences hinder students from persisting. Pre-Covid, the Office of Student Life would host a variety of cultural, social, and educational events and programs to keep students connected to campus. Since Covid, it's been difficult to reengage and build up student life back on campus.

✗ 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? *

1. Increase and advocate for hiring and retention of faculty of color.

✓ 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? *

1. Develop a one-stop hub that would house all things basic needs to support students.
2. Offer orientation(s) specifically for AA students to provide an overview of campus and community resources.
3. Expose students to out of class experiences such as study abroad opportunities, HBCU tours, Conferences/ Seminars, specifically for AA students.
4. Through Umoja, create a mentorship program that would connect transfer and/or former students to new students.
5. Collaborate with Student Life and the Black Student Union to host events and programs specifically for AA students.

✗ 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 *

1. Expand and make Umoja more visible throughout campus by developing outreach materials to distribute internally and externally.
2. Use multiple modalities to engage and connect AA students on campus (BSU, texting, emailing, postal services).

Action

Action Steps *

1. Collaborate with Umoja to host spring/ summer orientation for new AA students. In conjunction with BSU, continue to host student life events specifically for AA students (HBCU week, Black history month, Kwanzaa, etc....)
2. Targeted outreach to current AA students to encourage them to meet with their counselor, review their SEP, and enroll for the following semester.
3. Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach.

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

Foster Youth**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 *

1. Dedicated staff to support with follow through and troubleshoot student concerns
2. Centralized physical space for Foster Youth
3. Limited Basic Needs (child care, money, housing, etc...)
4. Campus safety/ adequate security

Structure Evaluation

Current Structure

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

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

1. Lack of dedicated staff specifically for foster youth
2. Early alert system to support with "check-ins" and follow-up
3. Documentation (social security, identification, birth certificate)
4. Childhood trauma and the need for more mental health services to support

- 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.)

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

1. Foster Youth students specialized orientation
2. Designated full-time academic/mental health counselor
3. Additional Basic needs support to address stop-out (scholarships, work study opportunities, child care)

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

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

1. Grant writer to support with identifying resources specifically for Foster Youth

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

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

1. Safer campus environment
2. Physical space for Foster Youth

- Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

1. Resources to support Foster Youth
2. Physical space for Foster Youth
3. Hiring of a full-time staff for Foster Youth
4. Focused Mental Health Services for Foster Youth

Action

Action Steps *

1. Advocating via Program Review for hiring of full-time staff
2. Collaborate with Mental Health Services to offer workshops specifically for foster youth
3. Outreach to foster youth to provide awareness of services offered on campus
4. Collaborate with Admissions and Records to identify a "point person" familiar with foster youth needs
5. Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach.

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

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

In developing this plan, we hosted focus groups to hear from students. Students expressed the following: 1) life challenges and the need to support family hinder them from continuing their education 2) the lack of representation in key areas(A&R, Financial Aid, Welcome Center) effect students from being successful 3) Need for additional support/ resources to be successful (childcare, food, technology, books).

Structure Evaluation

Current Structure

✓ Instruction

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

Currently, the College does not have a full-time Puente English instructor, instead there has been inconsistencies from semester to semester on who will teach the course. Further, there is an overall lack of representation of LatinX staff and faculty and a lack of social support networks for Latinx 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 Puente Program provides support for a small group of students, however there is not full-time staff to support expanding the program's visibility throughout campus.

✗ 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? *

Ideally, LatinX students would feel a sense of belonging on campus, see themselves reflected in the faculty and curriculum, and have dedicated LatinX champions throughout campus to support troubleshooting any concerns. Further, the hiring of a full-time Puente English instructor and staff in key areas on campus to support with onboarding and retention.

✗ 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 *

1. Establish a resource center for LatinX students that is fully staffed
2. Ensure diversity is part of our hiring practices/ committees
3. Creating Equitable Curriculum

Action

Action Steps *

1. Develop early intervention marketing materials for outreach to students during key parts of the semester (priority registration, FASFA deadlines, add/drop).
2. Create an open house event for students to invite their families to become familiar with College
3. Collaborate with Student Life to host cultural events to engage students (Día de los Muertos, Soccer Club, Heritage Month).

4. Develop a listserv of LatinX champions on campus and share with students

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

Transfer

Foster Youth

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

1. Meeting with a counselor consistently to develop/update Educational Plan
2. Dedicated staff to support outreach and build connection
3. Awareness of transferable credits and auto degree awarding

Structure Evaluation

Current Structure

- ✗ Instruction

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

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

1. Consistent barriers with CCC Apply that hinder student success (verification, documentation requirements)
2. Lack of staff to support and connect with Foster Youth
3. Clear understanding of B2B, CalWorks, and Foster Youth

✗ 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? *

1. Developing an Auto Award system that alerts students when they have met requirements and/or eligible for transfer
2. Utilizing Canvas to develop a shell that is specifically for Foster Youth students

✓ 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? *

1. Restructure the current Transfer Center to meet the needs of students post-covid (offer in-person and virtual workshops)
2. Build awareness around transferring

✗ 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 *

1. Develop a Learning Community specifically for Foster Youth

Action

Action Steps *

1. Advocate for resources via Program Review to hire a full-time staff
2. Collaborate with Counseling Department/ Transfer Center to develop more Transfer Day opportunities
3. Training for staff to understand the transfer requirements for foster youth

4. Work with District IT to develop an auto award system

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

Foster Youth

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 *

Students are not aware of when they may have enough credits to receive a certificate/ degree unless they're consistently meeting with a counselor to review and update ED plan.

Structure Evaluation

Current Structure

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

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

Awareness of students to meet with counselors to discuss educational goals and development of plan to achieve goals. Further, there is a lack of coordinated services (point person, staffing, counselor, space) dedicated specifically for foster youth 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 *

Creation of a space dedicated specifically for foster youth, that would create a greater presence and awareness on campus. Within the space, dedicated staff that are familiar with foster youth barriers and can support with troubleshooting. In addition, hiring of a faculty counselor that works specifically with foster youth to support them in reaching their educational goals.

Action

Action Steps *

1. Identify a dedicated counselor that can serve as an liaison for foster youth.
2. Collaborate cross-campus to advocate for a physical space that can serve as a resource and community hub for foster youth.
3. Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach.

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

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?

1. Use digital media tools, newsletters and video to promote the college, programs, career pathways, support services and offerings to prospective students.
2. Collaborate with District Public Information Officer to promote classes, programs and services
3. Hold campus events and fairs that promote programs, services, learning communities, resources, employment opportunities, and community partners
4. Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College.

2. Guided Pathways

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

Through Guided Pathways, continue to expand the SOAR program to develop our Student Success Teams to include: academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach. Further, the Guided Pathways co-lead collaborated with the Associate Dean of Educational Success to facilitate student focus groups and received over 500 student survey responses to learn about students' experience. **We learned:** website is not user friendly, enrolling online is confusing, unclear course sequence which resulted in students no longer enrolled in classes, and inconsistent information about resources online. **Action:** create Area of Interest to market programs, clarifying pathways, address website by consistently encouraging updates, joined the Pathway Mapper Project, developed a social media presence, and collaborated with Student Services to create iEnroll steps

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.

As it pertains to accessibility, Student Accessibility Services (SAS) is doing appointments on zoom, on the phone, and in-person. In addition, SAS has an open room if they need to do the appointment with a counselor that is not in the office that day. Further, the college recently hired an Adaptive Tech Specialist to compliment the Alt-media, so that students get technology and tech support faster.

SAS has purchased a 2-year Site license for Kurzweil 3000 software as a form for audiobooks and reading the web for students and faculty. We are in need of getting software that will support note taking, since students are entitled to that and it is difficult to get volunteer notetakers in class. I am interested in getting instructors trained with Otter.ai software. This would allow them to have their words transcribed into notes for the students.

The curriculum to support students is via Learning Resources Dept (LRNRE). The classes that allow for basic skills are: computer access projects, Writing Skills, Math Skills, Study Skills and we are looking to add more. We need to hire a department head to help create these classes and teach them.

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.

1. Create a financial aid pathway for current and formerly incarcerated students
 - a. Meet with Open Gate and ROC Program to identify student pain points in the financial aid application process.
 - b. Research effective strategies and best practices to support formerly incarcerated students in overcoming barriers to receive financial aid.
 - c. Conduct group workshops to assist students in completing the FAFSA or CA Dream Act and/or outstanding forms.
 - d.
2. Offer financial aid workshops to various learning communities, such as athletes and refugee students, to provide hands-on support in completing the financial aid application journey.
3. Offer a series of financial aid workshops targeting current/former foster youth students to provide hands-on support in completing the financial aid application journey.

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.

Through Fall/Spring is Free, make it a requirement for students to complete FASFA in order to take advantage of fee waiver and free resources (food, technology, AC Transit-6 units or more).

Host FASFA application support workshops

Create marketing material to share via multiple modalities (social media, email blast, texting).

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.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

1. Offer emergency one-time grants to meet students' basic needs

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.

No

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

1. CalFresh Assistance
2. Housing Resources
3. Resource Guide for Campus and Community Resources
4. Mental/Health Services Referral(s)
5. Transportation Vouchers
6. Food

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

1. Partnering with both campus and district PIOs to disseminate information to students
2. Visibility on campus-- Resource Fair(s), Associated Students
3. Resource Guide
4. Student Ambassadors

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

1. Distribute food to students (4) times a week during the academic year
2. Fresh Produce
3. Daily hot meals
4. Groceries

6. Zero-Textbook Cost

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

Laney Open Educational Resources (OER) Committee was formed in Spring 2021 as a subcommittee of the Faculty Senate to advocate for OER on campus and provide training to support faculty in the adaptation, adoption, and creation of OER for their courses and benefit students from zero-cost learning materials.

In compliance with Senate Bill 1359, Zero-Textbook-Cost (ZTC) class sections are searchable in the college online class schedule from the academic year 2018-2019. Laney started with 15 faculty members who offered 48 ZTC course sections in spring 2019 while 1013 students took them. And now it increased to 52 faculty members who teach 157 ZTC class sections for 2629 students in fall 2022.

In addition, The OER Committee's Recognition of Course Sections with Low-Cost Instructional Materials Options in the Laney Online Schedule of Classes resolution has passed at the Faculty Senate in fall 2022.

The OER Committee members are from a wide variety of disciplines with professional knowledge and skills, but are not limited to creating learning materials and homework systems, Creative Commons licenses, accessibility, and emerging teaching technologies. The OER Committee started Laney's OER Cohort in spring 2022, which provided faculty in OER knowledge and skills, adapting and/or adopting OER, and preparing to create ZTC class sections.

In addition to Laney's OER Cohort, the Committee conducts faculty surveys on their willingness and challenges of adopting OER and/or creating ZTC sections. Moreover, the committee plans to find an OER repository where faculty members may store their open licensed instructional materials.

7. LGBTQ+ Supports

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

Flex Day, Professional Development - LGBTQIA + Speakers (culturally responsive campus and classroom culture, i.e., curriculum, literature, inclusivity, and, principles of LGBTQIA+ student engagement)

“LGBTQ+ Activism and Healing” annual events

Oakland Pride annual event

LGBTQIA+ Speaker event series

Lavender Graduation / Graduation Event / Culturally inclusive general Graduation

Inclusive outreach & promotional college materials

Additional events as informed by the newly chartered (10/19/20) Student Club GSA, Gender & Sexuality Alliance & the Lavender Project (Laney staff and faculty).

New LGBTQIA+ Flag for Laney Flagpole, Banner, tablecloth for campus events

Establishment of a safe space for GSA to utilize for campus meetings inclusive of tech for flex capabilities

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.

Laney Mental Health program provides all Laney students with individual, short-term therapy, mental health groups, and classroom workshops. In order to reach underserved students, the Mental Health specialists collaborate each semester to create community specific mental health workshops to address stigmas and introduce services in a friendly, familiar setting. This year, workshops have been presented in the Umoja-UBAKA, Puente, SAS, EOPS/CARES communities, and ESOL classes, as well as general English and Chemistry classes. Access to services have been streamlined and simplified, and most students are able to make their first appointment within 5 working days.

In addition, the Mental Health program is developing a pilot Faculty Diversity Internship Program(FDIP) in order to increase the diversity of providers. This year, for the first-time since mental health services began here at Laney, we have a team comprised wholly of people of color with multi-lingual capacity and members across the gender and sexual identity spectrum. We are also refining our student Wellness Ambassador program, and have recruited students from these underrepresented communities. Together, the mental health team is supporting specific communities of color and experience with a chronic pain group, an API healing circle series, the GSA+ club, and a Mental Game group for athletes.

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.

Braiding of funds (SEA, Guided Pathways, Basic Needs, Mental Health, General, etc..) to support various efforts taking place at the college.

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

Ongoing evaluation of the Equity Plan via our (3) student focused groups: LatinX, African American/Black, and Foster Youth. Utilizing student focus groups, surveys, and local data to assess what's working and ways we can continue to improve supporting our DI populations.

Certification

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Approved by Dr. Rudolph Besikof

12/08/2022 11:37 PM PST

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