Student Equity and Achievement Program Produced: 06/12/2023 02:52 PM PDT Ngan Mork
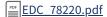
LA Pierce College - Student Equity Plan (2022-25): Certified

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 *

Here are some steps LAPC plans to be more inclusive in planning:

1, Integrate Guided Pathways philosophy in the initiatives and activities. Student Centered!

2. Continue strategies that have worked with disproportionately impacted learners.

3. Continue collaboration with USC, HSI, and other equity and race focused programs on campus.

4. Create a stronger sense of belonging, community, and supportive environment.

5. Support professional development across curricula and co-curricular activities to be more race conscious, inclusive, and effective.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
1-year outcome: Increase Black student sense of belonging and measure using Umoja survey data, annually. Increase percentage of African American students enrolling in College Promise program by 5% annually
2-year outcome: Increase Black student sense of belonging and measure using Umoja survey data, annually. Increase percentage of African American students enrolling in College Promise program by 5% annually
3-year outcome: Increase Black student sense of belonging and measure using Umoja survey data, annually. Increase percentage of African American students enrolling in College Promise program by 5% annually

White Female

1-year outcome: Review data on successful enrollment to better understand the composition of the college's white female student population, particularly those with impacted enrollment numbers.

2-year outcome: Expand awareness of college resources and programs relevant to impacted student population to increase successful enrollment by 5%.

3-year outcome: Continue monitoring enrollment trends for affected group and reevaluate targeted support with a goal of meeting successful enrollment by 5%

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Increase African American/Black student success in transfer level math and English by 5%, annually. Increase awareness in math and English support programs

2-year outcome: Increase African American/Black student success in transfer level math and English by 5%, annuallyIncrease awareness in math and English support programs

3-year outcome: Increase African American/Black student success in transfer level math and English by 5%, annuallyIncrease awareness in math and English support programs

Hispanic or Latino

1-year outcome: Increase Hispanic/Latino/a/x student success in transfer level math and English by 5%, annuallyIncrease student awareness in math and English support programs

2-year outcome: Increase Hispanic/Latino/a/x student success in transfer level math and English by 5%, annuallyIncrease student awareness in math and English support programs

3-year outcome: Increase Hispanic/Latino/a/x student success in transfer level math and English by 5%, annuallyIncrease student awareness in math and English support programs

First Generation

1-year outcome: Increase access and successful completion of transfer-level Math and English by 5%, annually. Increase student participation in English 72 by 10% (English 72 is our English 101 support class). Increase English 101 and English 67 course offerings in Summer Bridge program by 1. Increase English 101 success rates in Summer Bridge by 10%

2-year outcome: Increase access and successful completion of transfer-level Math and English by 5%, annually.Increase student participation in English 72 by 10% (English 72 is our English 101 support class)Increase English 101 and English 67 course offerings in Summer Bridge program by 1Increase English 101 success rates in Summer Bridge by 10%

3-year outcome: Increase access and successful completion of transfer-level Math and English by 5%, annually.Increase student participation in English 72 by 10% (English 72 is our English 101 support class)Increase English 101 and English 67 course offerings in Summer Bridge program by 1Increase English 101 success rates in Summer Bridge by 10%

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

1-year outcome: Year 1: Increase Hispanic or Latino/a/x student persistence from primary to secondary term by 1%

2-year outcome: Year 2: Increase Hispanic or Latino/a/x student persistence from primary to secondary term by 2%

3-year outcome: Year 3: Increase Hispanic or Latino/a/x student persistence from primary to secondary term by an additional 3%

First Generation

1-year outcome: Increase first generation college student persistence from primary to secondary term by 2%

2-year outcome: Increase first generation college student persistence from primary to secondary term by 2%

3-year outcome: Increase first generation college student persistence from primary to secondary term by 2%

Transfer

Hispanic or Latino

1-year outcome: Increase the overall transfer rate for Hispanic/Latina/o/x students by 3%, annually

2-year outcome: Increase the overall transfer rate for Hispanic/Latina/o/x students by 3%, annually

3-year outcome: Increase the overall transfer rate for Hispanic/Latina/o/x students by 3%, annually

First Generation

1-year outcome: Increase the overall transfer rate for first generation students by 5%, annually

2-year outcome: Increase the overall transfer rate for first generation students by 5%, annually

3-year outcome: Increase the overall transfer rate for first generation students by 5%, annually

Completion

Black or African American

1-year outcome: Increase percentage of African American student completions (i.e., degrees, certificates, and transfer) by 2%, annually

2-year outcome: Increase percentage of African American student completions (i.e., degrees, certificates, and transfer) by 2%, annually. Increase Black or African American sense of belonging through the expansion of Umoja program learning community offerings. Increase percentage of African American students that complete college transfer requirements by 1%

3-year outcome: Increase percentage of African American students that complete college transfer requirements by 1%. Assess longitudinal data of Umoja participants

Hispanic or Latino

1-year outcome: Increase percentage of Latino/a/x student completion of college transfer requirements by 1%, annually. Increase percentage of Latino/a/x student certificate and/or degree completion by 1%, annually

2-year outcome: Increase percentage of Latino/a/x student completion of college transfer requirements by 1%, annually. Increase percentage of Latino/a/x student certificate and/or degree completion by 1%, annually

3-year outcome: Increase percentage of Latino/a/x student completion of college transfer requirements by 1%, annually. Increase percentage of Latino/a/x student certificate and/or degree completion by 1%, annually

First Generation

1-year outcome: Increase the rate completion of degrees and certificates among first generation students by 3%, annually

2-year outcome: Increase the rate completion of degrees and certificates among first generation students by 3%, annually

3-year outcome: Increase the rate completion of degrees and certificates among first generation students by 3%, annually

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Strategic Academic Outreach
- New Student Programs
- Umoja
- Senior Day
- Veterans Services and Resource Center
- Guardian Scholars
- Information Desk and Chatbot
- Specialized Counseling and Follow-Up Services: Probation, Student Engagement, First Year
- Retention Support: Athletic Success Coaches, Peer Mentoring & Campus Engagement
- Supporting College Promise
- Career Center
- Gatekeeper Course-embedded Tutoring
- Accessible Tutoring
- AB705 Supports: Writing Lab, Specialized interventions
- Graduation Office Support - increasing workflow capacity
- Student Health and Wellness
- Transfer Center: Specialized Counseling, Activities and Workshops
- Special Services Support

Key Initiatives/Projects/Activities *

Outreach – Hired a coordinator and created a plan to target key partners, including Promise.Supporting Learning Communities –

Continued to support communities like Umoja, Veterans, Foster Youth and Formerly Incarcerated learners.

Increased Counseling – Supported additional adjunct counselors for improved onboarding

Shift to Online Student Services and Academic Support – Due to the pandemic, supported the quick transition to online.

Evidence of Decreased Disproportionate Impact *

Further analysis of previous data is needed. Changes in customer service and enrollment approach in Spring 2022 positively impacted Summer and Fall 2022 enrollment. LAPC showed an increase in enrollment from the previous year, including an increase in African American/Black enrollment.

2022-25 Planning Efforts *

The LAPC SEAP Taskforce reflected on activities from the previous plan that worked and could potentially continue in the new SEAP parameter. The team also focused on approaching this plan with a larger impact in mind through the identified gaps, but also noting that the college also has small communities that need to be championed. The new planning process also gave the team an opportunity to reflect on data, including a robust discussion on what the data may be suggesting, questions about how the data was derived, challenges with drilling down to the most elemental levels of the data, and seeming contradictions with data and initiatives.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

Challenged learning and support work.

✓ Catalyzed Work

Provide an explanation (optional)

Provided new learning opportunities and strategies in supporting students. Additional resources also helped address the shift to online learning and services.

✓ Delayed Work

Provide an explanation (optional)

Delayed procurement and hiring impacted tech and human resources and initiatives

Executive Summary URL *

www.piercecollege.edu

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	✗	✓	✓	✓	✓
White Female	✓	✗	✗	✗	✗

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 *

The current college practice that impedes equitable outcomes for this population includes the lack of targeted outreach to Black/African American students and advertising of College Promise program as an option to reduce cost of college attendance.

Structure Evaluation

Current Structure

✓ Instruction

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

The current college practice that impedes equitable outcomes for this population includes the lack of targeted outreach to Black/African American students and advertising of College Promise program as an option to reduce cost of college attendance.

✓ 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 current college practice that impedes equitable outcomes for this population includes the lack of targeted outreach to Black/African American students and advertising of College Promise program as an option to reduce cost of college attendance.

✕ 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 *

There are a few equity minded processes we could implement to facilitate the shift to equitable outcomes. Those processes include:

- Increase student awareness of College Promise program.
- Increase student awareness of available Promise support services
- Targeted outreach and communication to ensure students are completing enrollment steps

Action

Action Steps *

•Increase high school counselor participation in Counselor Day event.

•Increase Counselor Day activities, including extending invitations to high school counselors that work with high school BSUs, Village Nation, and other school district support programs for African American students

•Increase involvement in LAUSD African American Empowerment Summit

•Email reminders to all high school students that expressed some interest in attending Pierce College through college rep tabling, college fairs, and college application process.

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

The additional support with longitudinal data collection and interpretation would allow the college researchers to focus on more time sensitive data needs. The need for additional investments in technology and tools would be useful for local use in outreach, including the collection of student information, as well as student onboarding.

White Female

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 the present time, the college has limited ability to gain an accurate sense of which students identify as "White," especially in terms of students with first languages other than English or countries of origin outside the US.

Structure Evaluation

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

At the present time, the college has limited ability to gain an accurate sense of which students identify as "White," especially in terms of students with first languages other than English or countries of origin outside the US.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

At the present time, the college has limited ability to gain an accurate sense of which students identify as "White," especially in terms of students with first languages other than English or countries of origin outside the US.

✕ 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? *

At the present time, the college has limited ability to gain an accurate sense of which students identify as "White," especially in terms of students with first languages other than English or countries of origin outside the US.

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 *

The Office of Institutional Effectiveness could be used to help gain a clearer sense of the demographic distinctions among students who identify as "White," particularly as it relates to students whose first language is not English and students whose country of origin is outside the US.

Action

Action Steps *

•Gain a better sense of which students we are not currently attracting to our relevant programs and resources is a necessary first step.

•Based on findings, develop targeted outreach and align programs and services to help these groups have equitable access to enrollment.

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

While enhancements to outreach, programming, and services can better improve our white female enrollment, more specific data is needed to help us understand the specific needs and challenges of different subgroups.

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 *

Lack of prioritization by the college to determine the factors that impedes course success within the African American/Black student population and implement best practices to increase student success.

Have not implemented strategies that are Black/African American student friendly in non-Umoja sections.

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 *

Increase professional development opportunities in curriculum development and student services that are aligned with practices that support Black/African American students.

Improve data management and access to assist in tracking students in this cohort (include for all sections)

Increase targeted marketing of math and English support programs

Action

Action Steps *

•Increase black or African American student sense of belonging by working closely with the Umoja program and other student services on campus (ongoing all three years).

•Sustain offering at least one Umoja math section per year and continue to collaborate with other sections in the learning community

•Increase student awareness of math and English support programs and culturally supportive workshops at the CAS

•Explore professional development opportunities in CRT for faculty and revisit math curriculum through an equity lens

•Double the number of math instructors trained by Umoja community.

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 *

The college is a HSI therefore it is fundamentally impossible to have special support for this population at scale; however, programs like MESA could provide great support to more targeted populations (Hispanic or Latina/o/x STEM majors for example) here. The creation of a MESA program is essentially given the state's financial backing.

The college currently does not adequately fund the programs that are used by this student population – tutoring and CAS workshops; the college does not currently have a cohort support program for this demographic.

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 *

Some structural changes include better data management, adoption of early alert, improved onboarding processes, creating engagement with community and outreach and implementation of best practices identified through guided pathways.

Action

Action Steps *

•Increase awareness in English support programs.

•Increase Hispanic or Latina/o/x student sense of belonging.

•Establish a MESA program on campus in collaboration with other STEM departments.

•Provide professional development opportunities in CRT for faculty and revisit math curriculum through an equity lens

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

Support from office of institutional effectiveness to measure success of demographic; funding for necessary tutoring and CAS workshops; creation of an Adelante program

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 *

Current structure that impedes equitable outcomes for this student population include limited access to data, retention services, technology and onboarding processes.

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 *

Some structural changes include better data management, adoption of early alert, improved onboarding processes, creating engagement with community and outreach and implementation of best practices identified through guided pathways.

Action

Action Steps *

•Partner with continuing high school to expand English/ESL course offerings (based on demand) and support.

•Partner with dual-enrollment high schools to expand English/ESL and Math course offerings (based on demand) and support.

•Review English 101 and Math success rate, tutoring utilization, and other academic support and identify 1-2 strategies to increase successful completion. This may include activities like embedded tutors and Passport to English.

•Review and revise orientation and other informational materials to feature more support for first generation students.

•Identify and offer professional development opportunities to faculty and classified professionals on First Generation learners.

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

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. The college is developing a highly visible program that serves Hispanic or Latino/a/x students, but it is currently not in place

2. Insufficient college-wide participation in professional learning around evidence-driven culturally responsive teaching and learning

3. Insufficient participation from Hispanic or Latino/a/x students in support programs and services (e.g. tutoring, peer mentoring, community building activities, etc.)

Structure Evaluation

Current Structure

✓ Instruction

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

Insufficient college-wide participation in professional learning around evidence-driven culturally responsive teaching and learning

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

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

Insufficient participation from Hispanic or Latino/a/x students in support programs and services (e.g. tutoring, peer mentoring, community building activities, etc.)

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

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

The college is developing a highly visible program that serves Hispanic or Latino/a/x students, but it is currently not in place

✕ 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 *

1. The full implementation of a program (e.g. Adelante), which would specifically address the needs of Hispanic or Latino/a/x students

2. Increased participation in culturally responsive professional learning for faculty, staff, and students

3. Improve marketing and delivery of existing student support services so that they are more accessible and appropriate for Hispanic or Latino/a/x students

Action

Action Steps *

•Implement a Hispanic or Latino/a/x Serving program (e.g. Adelante), which would specifically address the needs of Hispanic students.

•Embedding more culturally responsive topics into the college's opening day activities, department meetings, and shared governance meetings

•Increasing participation in the Student Success Conference, which is a spring convocation dedicated to student success and equity topics.

•Providing culturally responsive training for student leaders, including tutors, peer educators, and other student leadership groups

•Enrich the student experience by improving alignment and delivery of existing student support services so that they are more accessible and appropriate for Hispanic or Latino/a/x students

•Expand embedded tutoring in courses in which there are demonstrated opportunity gaps (e.g. in dual enrollment courses, Adelante courses, etc.)

•Increase alignment and collaboration among student serving programs and services (e.g. College Promise, peer mentoring, program mapping, tutoring, etc.) to improve delivery, coordination, and coordinated outreach efforts to increase participation of Hispanic students

•Increase # of student-related activities that support onboarding and retention of Hispanic/Latina/o/x students

•Develop marketing materials (including use of social media) and resources to educate students on processes, services, and co-curricular activities

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

- Resources for culturally responsive professional learning
- Data and research around the strengths and needs of this population
- Policy changes that will facilitate the development of our Hispanic-serving programs
- Technology and policy developments that will facilitate greater collaboration and coordination among student serving programs

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 *

Insufficient data and research on the characteristics of this population at LA Pierce College.

Insufficient professional learning around the strengths and needs of this population as well as around the evidence-based successful practices for supporting their success.

The college has programs and services to provide robust support for first generation students, like LA College Promise, Summer Bridge, peer mentoring, embedded tutoring, etc.; however, these programs could be more inclusive of our first generation students, and have stronger inter-campus collaboration to better maximize their effectiveness.

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 *

- A more accurate understanding of the strengths and needs of first generation college students at LA Pierce College
- Stronger professional learning for the campus around first generation college students
- Improve alignment and delivery of existing student support services so that they are more accessible and appropriate for first generation students

- Applying guided pathways best practices and philosophy in serving this student group

Action

Action Steps *

•Conduct a data analysis to generate a deeper and more accurate understanding of the characteristics of our first generation college students.

•Increased participation in culturally responsive professional learning for faculty, staff, and students

•Enrich the student experience by improving alignment and delivery of existing student support services so that they are more accessible and appropriate for first generation college students

•Expand embedded tutoring in courses in which there are demonstrated opportunity gaps (e.g. in duel enrollment courses, Adelante courses, etc.)

•Increase alignment and collaboration among student serving programs and services (e.g. College Promise, peer mentoring, program mapping, tutoring, etc.) to improve delivery, coordination, and coordinated outreach efforts to increase participation of First Generation students

•Increase # of student-related activities that support onboarding and retention

•Develop marketing materials (including the use of social media) and resources to educate students on processes, services, and enriching activities

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

- Resources for culturally responsive professional learning
- Data and research around the strengths and needs of this population
- Technology and policy developments that will facilitate greater collaboration and coordination among student serving programs

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 *

Pierce College's Transfer Center hosts various workshops and events throughout the year to increase awareness for transfer requirements, options and deadlines. The Transfer Center is open year-round and accessible for all students who are interested in transferring to a four year university. Some of the current process

- Limited material and targeted strategies specifically for Hispanic and Latina/o/x transfer students.
- Existing faculty is not representative of Hispanic and Latina/o/x student population at the college.
- Limited professional learning opportunities specific to serving our Hispanic and Latina/o/x student population.

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 *

- Create a community of support that serves our Hispanic and Latina/o/x student population.
- Establish and maintain collaborative partnerships with colleges and universities
- Increase student participation in transfer- related activities, such as Meet Your Major, Transfer Fairs, etc.
- Infuse equity-minded practices throughout transfer support services and increase the number of faculty and staff trained in equity minded practices.

Action

Action Steps *

•Develop and establish transfer programming collaboration with Hispanic/Latina/o/x learning community and Multicultural Center.

•Connect with colleges and universities that have existing and impactful programs for their Hispanic and Latina/o/x students.

•Increase opportunities for Hispanic and Latina/o/x students to engage in campus activities that increase transfer awareness

•Hire peer advisors (interns) that reflect student population

•Increase professional learning opportunities focused on equity-minded practices.

•Expand awareness of partnerships like UCLA CCCP specifically to Hispanic and Latina/o/x 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

Updated transfer data or access to databases like National Student Clearinghouse.

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 *

The college's current process for students to get IGETC or CSU certified and prepared for transfer to a four-year institution is confusing for students, especially for first generation students. Some of the processes that impedes equitable outcomes for this population is that first generation students are unsure of the transfer requirements and which courses to enroll in each semester. Based on the Through the Gate Transfer Study, many first-generation students believe that a degree is not attainable due to the cost.

Additionally, the college has limited data on transfer rates (no active contract with National Student Clearinghouse)

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 *

- Expand the awareness of transfer opportunities within CAP communities
- Embed transfer into pathways from high school to baccalaureate.
- Access to better transfer data will help facilitate a shift to equitable outcomes for this population.
- Professional learning around the unique needs of first generation students

Action

Action Steps *

To help expand the awareness of transfer opportunities within CAP communities, the college will:

a. Develop transfer workshops with tailored information for specific CAP communities.

b. Track transfer rates of first generation students by CAP communities.

To embed transfer into pathways from high school to baccalaureate, the college will.

a. Hire peer mentors that are first generation students themselves.

b. Continue to partner with 4-year institutions to increase mentoring opportunities, admissions workshops, and financial resources for first generation students.

c. Access to campus experiences and visits to four year colleges and universities.

d. Increase high school participation in our Transfer Fairs.

In order to gain access to better transfer information, the college will work the Office of Institutional Effectiveness to create better reports and tracking mechanisms

In order to better understand the needs of our first generation students, the college will conduct a diagnostic assessment. Based on the results, develop a professional learning plan to better prepare faculty, staff and administrators to serve first generation 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

Updated transfer data or access to databases like National Student Clearinghouse.

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 *

Lack of data analysis about trends affecting Black or African American students impedes the ability to achieve equitable outcomes for this population because the college cannot identify successful or unsuccessful practices, emerging trends, or basic outcomes data that might be helpful to inform process or policy. Also, the existing campus culture of deprioritizing the needs of Black or African American students helps to impede equitable outcomes. With a greater focus on serving these students, tracking their performance, and providing intentional curricular support we can improve our outcomes.

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.)

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

An established culture of race-conscious intentional efforts to review disaggregated data and implement success strategies to increase completions would be helpful to shift to equitable outcomes. Also, annual review of data on African American student completion of degrees and certificates (disaggregated by gender and age) would help to keep the college community informed and focused on the success of these students.

Action

Action Steps *

To move from the current practice to a more ideal practice it would be beneficial to:

1. cultivate the growth and establishment of learning communities that promote a structured curriculum with intrusive academic and personal support.

2. conduct semester review of data on degrees and certificate completions by ethnicity and gender

Chancellor's Office Supports

Supports Needed
$\times$ Field Guidance & Implementation
$\times$ Technical Assistance/Professional Development
$\checkmark$ Data & Research
$\times$ Policy & Regulatory Actions
$\times$ Technology Investments & Tools
$\times$ Proof of Concept Pilots
$\times$ Strategic and Operational Communication

Explanation of Supports Needed

Support on data collection and cohort tracking would be beneficial to the college's efforts.

Hispanic or Latino

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 *

Lack of academic and co-curricular support to retain students.

Lack of resources to be proactive in collecting, analyzing and tracking graduates and potential graduates.

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 *

Cultivate the growth and establishment of learning communities that promote a structured curriculum with intrusive academic and co-curricular support.

Action

Action Steps *

•Develop learning communities that are focused on the needs of Hispanic/Latina/o/x groups (e.g. Adelante and MESA).

•Semester review of data on degrees and certificate completions by ethnicity and gender would support the move from the current practice to achieve our goal.

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

Support on data collection and cohort tracking would be beneficial to the college's efforts.

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 *

The campus practice of focusing on enrollment without adequate support for onboarding and retention significantly impacts first-generation students and impedes the ability to achieve equitable outcomes.

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 *

A concentrated effort to focus on onboarding and retention would help to facilitate a shift for this population.

Action

Action Steps *

•Expansion of student awareness of available student services and support programs on campus

•Implementing a verification of student completion of Comprehensive Student Education Plans with listed majors/career pathways

•Identify and implement an early alert system that proactively supports the retention of 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

Data and research on first generation course taking patterns and cohort tracking.

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?

Not Entered

2. Guided Pathways

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

Not Entered

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.

Not Entered

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.

- Additional service points such as Super Saturdays and offering regular financial aid workshops both in-person and on-line to be held in the Financial Aid Office Workshop Room.
- Partner with categorical programs such as CalWORKs, EOP&S, Veterans, Foster Youths to offer tailored financial aid workshops and financial assistance.
- Utilize the texting platform and chatbot, Ocelot, to advertise financial aid workshops including financial aid timelines, deadlines, events. Will be utilizing social media such as Facebook and Instagram.
- Financial Aid Advisors are represented at each Career and Academic Pathway (CAP) community to host financial aid events/workshops.
- Utilize the Welcome Center lab for students to complete their FAFSA and integrated approach to record correction and verification with A&R. Financial aid and A&R representatives are available in the lab for assistance.

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.

1. Utilize our texting platform, Ocelot, to contact students:

- incomplete file and/or need resolution
- disqualified for financial aid - encourage students to submit appeal by deadline
- who have not yet submitted their FAFSA

2. Conduct formalized training to Welcome and Virtual Center staff to have general knowledge of the financial aid process and requirements so they are able to assist students when they visit those facilities.

3. Coordinate with programs such as EOP&S, CalWORKs, Foster Youth, Veterans, Athletes to assist in financial aid completion

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?

1. Currently, we are hosting weekly popup events and providing students with food items during our normal hours of operation.
2. We are currently building out the space to have a fully-functioning market-style facility that students will be able to visit and select from a plethora of items. Students can visit the Brahma Bodega (the college's Basic Needs Center) during its construction to access items that we have on hand.
3. We also still plan to host the farmers market and are looking to cooperate with the cafeteria to provide students meals throughout the day during designated time slots.

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

We plan to increase participation by utilizing partnerships to extend the amount of service options available to students. Building the Bodega space, partnering with Pacific Dining (on-campus dining), continuing with our partnership with Student Lunchbox (community partner) and assisting students with other needs such as applying for CalFresh (Los Angeles County program) and connecting them with other community resources can increase the number of students we help, as they may have different needs that we may be able to effect service.

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. We currently purchase a selection of non-perishables from Costco that students are able to visit the space and receive. We also provide our bi-monthly farmers market where Student Lunchbox provides students with fresh produce and non-perishables. Additionally, we also host our own popup events bi-monthly. During these, we provide students with our Costco purchased items, along with meals that we purchase from Everytable. During the winter, we are providing students with care packages, which contain a week worth of non-perishable food items.

6. Zero-Textbook Cost

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

Not Entered

7. LGBTQ+ Supports

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

Not Entered

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.

Not Entered

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.

Not Entered

Certification

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Approved by Ara Aguiar

02/06/2023 08:13 AM PST

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02/01/2023 04:08 PM PST

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01/23/2023 11:27 AM PST

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