

Student Equity Plan Summary

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Details

Assurances

* 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 ([Education Code 78222](#)).

Progress & Success

Process & Schedule

Upon the recommendation and guidance of District Research and Planning (DRP) Leadership, the colleges will continue to develop the strategic components of their Student Equity and Achievement Plans using locally validated data provided by the DRP. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data have revealed to be disproportionately impacted. The data will be provided to the colleges through several tools designed to support local monitoring and assessment activities. Data dashboards will provide the colleges with detailed DI data for all student sub-populations updated every semester. To supplement the dashboard data, the DRP will support research requests from the colleges that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for future goal-setting efforts and progress assessment.

Success Criteria

Under the coordinated leadership of the Vice President of Instruction and the Vice President of Student Services, the efforts under the Student Equity Plan will be reviewed and discussed through a cross-functional team of faculty, administrators and classified staff. LMC will engage in a process of continual assessment, and efforts will be coordinated with institutional work on Guided Pathways. LMC is committed to embedding equity-minded practices across efforts and plans to support the success of all students.

Executive Summary

<https://www.losmedanos.edu/equity/plan.aspx>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	11045	11244	+1.8%
Retained from Fall to Spring at the Same College	5895	5960	+1.1%
Completed Both Transfer-Level Math and English Within the District in the First Year	348	358	+2.87%
Attained the Vision Goal Completion Definition	1024	1065	+4%
Transferred to a Four-Year Institution	805	862	+7.08%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	17	33	+94.12% ▮▮◀
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	1	2	+100% ▮▮◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	-	1	0% ◀ ▮▮
Hispanic or Latino	Male	Transferred to a Four-Year Institution	100	137	+37% ▮▮◀
Black or African American	Male	Transferred to a Four-Year Institution	29	42	+44.83% ▮▮◀
More than one race	Male	Transferred to a Four-Year Institution	20	28	+40% ▮▮◀
Some other race	Male	Transferred to a Four-Year Institution	1	2	+100% ▮▮◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	1	0% ◀ ▮▮
LGBT	Female	Transferred to a Four-Year Institution	4	11	+175% ▮▮◀
LGBT	Male	Transferred to a Four-Year Institution	3	6	+100% ▮▮◀
Black or African American	Female	Enrolled in the Same Community College	1374	1564	+13.83% ▮▮◀
White	Female	Enrolled in the Same Community College	1324	1466	+10.73% ▮▮◀
Filipino	Female	Enrolled in the Same Community College	349	387	+10.89% ▮▮◀
Some other race	Female	Enrolled in the Same Community College	32	43	+34.38% ▮▮◀
Black or African American	Male	Enrolled in the Same Community College	917	972	+6% ▮▮◀
Foster Youth	Female	Enrolled in the Same Community College	189	240	+26.98% ▮▮◀
Foster Youth	Male	Enrolled in the Same Community College	119	140	+17.65% ▮▮◀
Black or African American	Female	Retained from Fall to Spring at the Same College	444	487	+9.68% ▮▮◀
Black or African American	Male	Retained from Fall to Spring at the Same College	299	335	+12.04% ▮▮◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Male	Retained from Fall to Spring at the Same College	37	47	+27.03% ▮▮◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	5	9	+80% ▮▮◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	5	10	+100% ▮▮◀
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	10	23	+130% ▮▮◀
Native Hawaiian or other Pacific Islander	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▮▮◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	52	75	+44.23% ▮▮◀
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▮
American Indian or Alaska Native	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▮
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	6	+500% ▮▮◀
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ▮▮◀
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▮
Disabled	Male	Attained the Vision Goal Completion Definition	28	37	+32.14% ▮▮◀
Asian	Female	Attained the Vision Goal Completion Definition	21	27	+28.57% ▮▮◀
Black or African American	Male	Attained the Vision Goal Completion Definition	47	62	+31.91% ▮▮◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▮▮◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	1	0% ◀ ▮▮
Foster Youth	Female	Attained the Vision Goal Completion Definition	7	17	+142.86% ▮▮◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	4	10	+150% ▮▮◀
LGBT	Female	Attained the Vision Goal Completion Definition	15	20	+33.33% ▮▮◀
LGBT	Male	Attained the Vision Goal Completion Definition	4	9	+125% ▮▮◀

Additional Categories

Demographic	Gender	Metric	Goal
ESL Population	Female	Enrolled in the Same Community College	Not Entered
ESL Population	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Entered
AB540/ DREAMERS	Female	Enrolled in the Same Community College	Not Entered
AB540/Dreamers	Male	Enrolled in the Same Community College	Not Entered
ESL Population	Male	Enrolled in the Same Community College	Not Entered
ESL Population	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Entered
Food / Housing Insecure Students	Female	Retained from Fall to Spring at the Same College	Not Entered
Food / Housing Insecure Students	Male	Retained from Fall to Spring at the Same College	Not Entered

Activities

Access- Enrollment Success

Brief Description of Activity

Through 2019-2022 LMC will increase access - enrollment success through strategic outreach, DI group on-boarding, and culturally relevant coaching, transitional support through peer ambassadors, Financial Aid presentations, continue multiple

measure placement, DSPS welcome, Super Saturday, continued community outreach for FT3 program promoting free tuition and completion of the 3SP matriculation process for first-time students. Orientation provided through various modalities from online and in person to remove barriers. Continuing to strengthen our high school partnerships through training of high school counselors. Marketing of LMC both through direct advertisement but also through community engagement in Equity Speaker Series and other events in the community and on campus. - Continued Equity Professional Development- UDL, Equity-Minded Practices, Trauma, and Justice Informed Care.

Related Metrics

- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College

Retention: Fall to Spring

Brief Description of Activity

Through 2019-2022 LMC will increase the rates of retention from Fall to Spring semesters through enhanced counseling support, expanding campus events to increase student engagement and sense of belonging including Student Life Impact Conference, Dreamers Conference, BRAVO foster Scholars Program, on-going tutoring, Brothers of Excellence Program, etc. Support for the enhancement and expansion of learning communities (MESA, PUENTE, UMOJA, HONORS, TRANSFER, etc.) Exploration of LGBTQIA+ and Multiracial affirming activities and needs through pilot programs and inquiry spaces. The coordinated transition of incoming students through an equity-minded and RP Group six success factors customer service frame will continue to be implemented. Onboarding team and the retention teams will work together to retain students from Fall to Spring. The case management system will involve milestone and momentum point check-ins leading to timely guidance and services. The SEA program will continue supporting student success programs, tutoring, and supplemental instruction with BRAIN FOOD with EASe food access program, peer tutors, online tutors, and graduate level tutoring. LMC will continue to develop courses featuring OER and low/zero cost textbooks. Cohort programs to support retention of target groups in Learning Communities. Support for major and career exploration. Continued professional development and campus-wide engagement with LMC CONNECT (Starfish) early alert system. Continue professional development for full-time and adjunct faculty in culturally relevant and inclusive andragogy, UDL, and trauma and justice informed care.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College

Transfer: to a four-year institution

Brief Description of Activity

Through 2019-2022 LMC will increase the number of students who transfer to a four-year institution through proactive retention strategies, support for major and career exploration, cooperative work (financial literacy, UC EAOP collaborations, Transfer Academy, student ambassador program, support within learning communities, appreciative and intrusive interventions utilizing mid-semester progress reports- LMC Connect-Starfish, College tours, transfer workshops for all students and DI populations. Expand intentional programs and services for target groups (i.e. grow university tours, advising, coaching, etc.)

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- More than one race : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

Earned HS Equivalency, Noncredit Certificate, CO Approved Credit Certificate, Associate Degree, CCC Bachelor's Degree

Brief Description of Activity

In 2019-2022 LMC will increase the number of students who earn a certificate over 18 units or an associates degree through supporting students in building a comprehensive educational plan throughout first semester. Directed in-reach to disproportionately impacted students who are nearing completion to keep them on the path. Working with students to accurately identify paths of study that are updated during key momentum points to ensure accuracy. Career and Transfer programs to assist in major, transfer, career goal setting, identifying industries and transfer colleges to support progress. Working with DI populations on key interventions such as expungement programs, pathways to work/citizenship, foster youth transition support, learning communities, etc. Continue the practice of auto-awarding as a key high impact practice that removes the barrier of the application process.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Disabled : Male : Attained the Vision Goal Completion Definition
- Asian : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition

Completed Both Transfer-Level Math and English Within the District in the First Year

Brief Description of Activity

In 2019-2022 LMC will increase the number of students who complete both Transfer level math and English within the district in the first year by continuing the AB 705 implementation. Additionally, as applicable apply and implement AB 705 guidelines to ESL. Continued training and development of equity-minded curriculum and instruction that is contextualized. Support for embedded tutors, online tutoring, and graduate student tutors in the classroom and Center for Academic Success, Math Labs. Use of low/zero cost textbooks and homework manuals. Use of LMC Connect-Starfish for timely support of students while completing courses. Marketing and outreach of ideal first-year selection of English and Math. Continue to support supplemental programs such as STEM jams, math bootcamps, calculator and book lending programs, success workshops, for all students with an eye for the trend data for our DI populations.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year



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NOVA Site Version: [4.6.8](#)

2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<i>Access: Successful Enrollment</i>	2014/15 = 72.1% 2015/16 = 71.7% 2016/17 = 73.4% 2017/18 = 72.8%	Goal: + 1.8% pts 73.6% = 11244 Convention: Old statistician rule of thumb	SEE TABLE 2 FOR ACTIVITIES
<i>Retention: Fall to Spring</i>	2014/15 = 67.3% 2015/16 = 66.9% 2016/17 = 68.2% 2017/18 = 66	Goal: + 1.1% pts 67.7% = 5960 Convention: Old statistician rule of thumb	SEE TABLE 2 FOR ACTIVITIES
<i>Transfer to a four-year institution</i>	2014/15 = 954 2015/16 = 873 2016/17 = 813 Source: SSM	Goal +7% =862 Note: this would be in alignment with Vision for	SEE TABLE 2 FOR ACTIVITIES
<i>Completion of transfer level math and English</i>	2014/15 = 8.6% 2015/16 = 10.5% 2016/17 = 14.3% 2017/18 = 17.0% Source: SSM	Goal + 2.8% pts 18.8% = 358 Note: straight line projection	SEE TABLE 2 FOR ACTIVITIES
<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>	2014/15 = 1,061 2015/16 = 1,425 2016/17 = 1,661 2017/18 = 1,738 Source: SSM	Goal +4% 1,065 Note: this would be in alignment with Vision for Success goal for this	SEE TABLE 2 FOR ACTIVITIES

2019-22 Student Equity Plan

(For Planning Purposes Only)

2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric		Current Baseline Data for Disproportionately Impacted Student Population			Goals for Disproportionately Impacted Student Population • GOAL = FULL EQUITY			Activities that support the goal	
Access: Successful Enrollment	MALE	Black/African American = 917		Foster Youth = 119	Black/African American = 972 (6%)		Foster Youth = 140 (17.69%)	SEE TABLE 2 FOR ACTIVITIES	
	FEMALE	Black/African American = 1374		Foster Youth = 189	Black/African American = 1564 (12.83%)		Foster Youth = 240 (26.9%)		
	Explore Additional Populations								
	MALE								
	FEMALE	White = 1324	Filipino = 349	Some Other Race = 32	White = 1466 (10.73%)	Filipino = 387 (10.89%)	Some Other Race = 43 (34.38%)		
Source: SSM as represented in NOVA									

Metric		Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population • GOAL = FULL EQUITY		Activities that support the goal
Retention: Fall to Spring	MALE	Black/African American = 299		Black/African American = 335 (12.04%)		SEE TABLE 2 FOR ACTIVITIES
	FEMALE	Black/African American = 444	Foster Youth =37	Black/African American = 487 (9.6%)	Foster Youth = 47 (27.03%)	
Source: SSM as represented in NOVA						

Metric		Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population • GOAL = FULL EQUITY	Activities that support the goal
Transfer to a four- year institution	MALE	Latinx = 100		Latinx = 137 (37%)	SEE TABLE 2 FOR ACTIVITIES
	FEMALE				
Source: SSM as represented in NOVA					

2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric		Current Baseline Data for Disproportionately Impacted Student Population			Goals for Disproportionately Impacted Student Population • GOAL = FULL EQUITY			Activities that support the goal	
2016-2017	MALE	Students with Disabilities = 17		Black/African American = 29	Students with Disabilities =33 (94.12%)		Black/African American = 42 (44.83%)	SEE TABLE 2 FOR ACTIVITIES	
	FEMALE								
	Explore Additional Populations								
	MALE	More Than One Race = 20	LGBTQ+ = 3		More than one Race = 28 (40%)	LGBTQ+ = 6 (100%)			
	FEMALE	Native Hawaiian/ Pacific Islander = 1	LGBTQ+ = 4	American Indian/Alaska Native (-)	Native Hawaiian/ Pacific Islander= 2 (100%)	LGBTQ+ = 11 (175%)	American Indian/Alaska Native = 1 (0%)		
Source: SSM as represented in NOVA									

Metric		Current Baseline Data for Disproportionately Impacted Student Population			Goals for Disproportionately Impacted Student Population • GOAL = FULL EQUITY			Activities that support the goal
Completion of transfer level math and English	MALE	Students with Disabilities = 5	Latinx / Hispanic = 52	Foster Youth = 0	Students with Disabilities = 10 (100%)	Latinx / Hispanic = 75 (44.23%)	Foster Youth = 4 (300%)	SEE TABLE 2 FOR ACTIVITIES
	FEMALE	Students with Disabilities = 5	Black/African American = 10	Foster Youth = 0	Students with Disabilities = 9 (80 %)	Black/African American = 23 (130%)	Foster Youth = 6 (500%)	
	Explore Additional Populations							
	MALE	Native Hawaiian/ Pacific Islander = (-)	American Indian/Alaska Native (-)		Native Hawaiian/ Pacific Islander = 1	American Indian/Alaska Native 1		
	FEMALE	Native Hawaiian/ Pacific Islander = 0	Veteran (-)		Native Hawaiian/ Pacific Islander = 2 (100%)	Veteran 1 (0%)		
Source: SSM as represented in NOVA								

2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric		Current Baseline Data for Disproportionately Impacted Student Population				Goals for Disproportionately Impacted Student Population GOAL = FULL EQUITY				Activities that support the goal
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	MALE	Students with Disabilities = 28	Black/African American = 47	Foster Youth = 4	LGBTQ+ = 4	Students with Disabilities = 37 (32.14%)	Black/African American = 62 (31.9%)	Foster Youth = 10 (150%)	LGBTQ+ = 9 (125%)	<i>SEE TABLE 2 FOR ACTIVITIES</i>
	FEMALE	Asian = 21	Foster Youth = 7	LGBTQ+ = 15		Asian = 27	Foster Youth = 17 (142.8%)	LGBTQ+ = 20 (33.33%)		
	Explore Additional Populations									
	MALE	Some Other Race = 2		American Indian/Alaska Native (-)		Some Other Race = 3 (50%)		American Indian/Alaska Native 1		
	FEMALE									
Source: SSM as represented in NOVA										

2019-22 Student Equity Plan

(For Planning Purposes Only)

STUDENT CATEGORIES

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a disproportionate impact (DI) study. Colleges are required to use campus-based research to conduct a DI analysis using various methodologies. Colleges must assess the extent of student equity by gender and for each of the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low income students
- D. Veterans
- E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
 - i. American Indian or Alaska Native
 - ii. Asian
 - iii. Black or African American
 - iv. Hispanic or Latino
 - v. Native Hawaiian or other Pacific Islander
 - vi. White
 - vii. Some other race
 - viii. More than one race
- F. Lesbian, gay, bisexual, or transgender students (LGBTQ)
- G. Additional categories of students as determined by the governing board of the community college district

2019-22 Student Equity Plan

(For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Upon the recommendation and guidance of District Research and Planning (DRP) Leadership, the colleges will continue to develop the strategic components of their Student Equity and Achievement Plans using locally validated data provided by the DRP. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data has revealed to be disproportionately impacted. The data will be provided to the colleges through several tools designed to support local monitoring and assessment activities. Data dashboards will provide the colleges with detailed DI data for all student subpopulations updated every semester. To supplement the dashboard data, the DRP will support research requests from the colleges that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for future goal-setting efforts and progress assessment.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

Under the coordinated leadership of the Vice President of Instruction and the Vice President of Student Services, the efforts under the Student Equity Plan will be reviewed and discussed through a cross-functional team of faculty, administrators and classified staff. LMC will engage in a process of continual assessment and efforts will be coordinated with institutional work on Guided Pathways. LMC is committed to embedding equity-minded practices across efforts and plans to support the success of all students.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities.

The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

<https://www.losmedanos.edu/equity/plan.aspx>

2019-22 Student Equity Plan

(For Planning Purposes Only)

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name__Dr_Sabrina T. Kwist__Dean of Equity & Inclusion. Email Address skwist@losmedanos.edu

Phone_(925) 473-7314

Alternate Point of Contact:

Name__Dr. Chialin Hsieh____ Title_Senior Dean of Planning and Institutional Effectiveness

Email Address chsieh@losmedanos.edu Phone_(925) 473-7309

2019-22 Student Equity Plan

(For Planning Purposes Only)

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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2019-22 Student Equity Plan
(For Planning Purposes Only)

LOS MEDANOS COLLEGE

Executive Summary
2019-2022

INTRODUCTION

Los Medanos College (LMC) is a public, comprehensive community college and Hispanic Serving Institution that serves the diverse and growing communities within eastern Contra Costa County in California. With a focus on student learning and success, the College strives to systematically provide its students and community with equitable opportunities, innovative programs and services, and engaged learning in a dynamic, supportive, and inclusive environment. LMC promotes a culture of excellence, continuous improvement, and success for all by continually assessing student learning and institutional performance.

As we continue our work of integration, institutionalization, and evaluation, we work to embed equity-minded practices. We see mission as not only being open access institutions, but to also be institutions of student success. This document outlines the continued work of integration of the Student Equity Plan, Basic Skills Initiative, and SSSP programs. Ching et al (2018) highlight the importance of the Student Equity Plan in the role of building equitable outcomes for all students and supporting minoritized students when they highlight the purpose of the SEP as:

“We pursue this overarching question by focusing on one equity policy that seeks to eliminate inequitable outcomes at public, 2-year institutions: The California Community Colleges’ (CCC) Student Equity Policy (SEP). The SEP is significant because the CCC is the largest community college system in the country [and]...enrolls 71% of college students attending public institutions (National Center for Education Statistics, 2016).¹

¹ Ching, C. D., Felix, E. R., Castro, M. F., & Trinidad, A. (2018). Achieving Racial Equity From the Bottom-Up? The Student Equity Policy in the California Community Colleges. *Educational Policy*. <https://doi.org/10.1177/0895904818802092>

2019-22 Student Equity Plan

(For Planning Purposes Only)

The College is committed to building upon the foundation of the previous plan, while engaging in the Student Equity Plan for 2019-2022 that embeds frameworks illustrated below, engages with data, and provides opportunities for evaluation and assessment of college practices to address opportunity gaps. We are committed to a strength-based, holistic, intersectional approach to this work that is:

- **Student Ready**
- **Equity Minded**
- **Transformative**

Additionally, throughout this report we will offer vignettes of **EQUITY IN ACTION** projects that exemplify the practice of equity-minded frameworks and data informed, timely interventions designed to support student success and address the equity/opportunity gaps.

LMC EQUITY IN ACTION: EQUITY SPEAKER SERIES

*Over 1500 students, faculty, and staff participated in the LMC Equity Speaker Series. The series complements the infusion of diverse topics into the curriculum by bringing in subject matter experts, engaging performances, and trainers in skillsets such as difficult dialogues, inclusive leadership, research and inquiry. This series compliments both the classroom and community conversations with most activities being free and open to the public. Our series is framed around a student-initiated campus wide campaign to promote inclusive campus climate. The campaign builds upon the values of: **Respect, Compassion, Humility, Inclusion, and Civility***

EQUITY FRAMEWORKS²

The Chancellor's Vision for Success states an ambitious goal: reduce racial equity gaps by 40% in five years and totally within ten years. How do we translate that goal locally? What needs to take place at LMC to achieve that substantial an outcome -- one that has not

² A note regarding frameworks. Los Medanos College works collaboratively with our sister colleges to share resources, to learn and implement inclusive high impact practices, and to create change across our district. For the purposes of this plan, LMC worked with CCC to collectively generate equity frameworks in spaces like the National Conference on Race and Ethnicity (NCORE), Center for Urban Equity (CUE) Equity Institutes, facilitation on pedagogy from scholars like Dr. Luke Wood, Dr. Amer F. Ahmed, Dr. Veronica Neal, etc.

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been achieved in previous iterations of the Student Equity Plan? Members of LMC’s SEP team attended a two-day workshop at USC’s Center for Urban Education designed to help community colleges address this question. Our team explored how our plan could align with CUE’s [Five Principles for Enacting Equity by Design](#):

Table 1. Five Principles for Enacting Equity by Design	
Principle 1	Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as “at-risk” and “underrepresented minorities” diffuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity-minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
Principle 4	Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principals for Enacting Equity by Design . <i>Association of College and Universities</i> , 19, 1.	

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Our work at LMC will focus particularly on Principles 3-5, as stated below:

Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of students' learning—not to treat all students the same.

Simply put, achieving equality in outcomes does not mean—in fact, cannot mean—treating all students as though they are the same.

Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

While disaggregated data is necessary to identify and prioritize problems, disaggregated data alone is insufficient to attain equity-focused change. What matters is how practitioners *interpret* the data. Do they interpret racialized inequities as a symptom of student deficiencies or as an indication of failed practices? The interpretive lenses through which practitioners make sense of data are far more consequential than the collection of the data itself.

Principle 5: Equity must be enacted as a pervasive institution- and system-wide principle.

Embedding equity into the core of institutional work means reframing inequity as a problem created by color-blind practices and procedures and the lack of spaces to talk about race.

In “Taking Equity-Minded Action to Close Equity Gaps,” Lindsey Malcolm-Piqueux and Estela Mara Bensimon further explain: “CUE’s approach frames inequity as a ***problem of practice*** rather than a *problem with students*, emphasizing the responsibility of higher education institutions, faculty, staff, and leaders to eliminate disparities in educational outcomes and create equity for all students.” In practice, this means implementing activities and inquiry groups that look at both qualitative and quantitative factors that impact successful access, retention, completion and transfer for disproportionately impacted groups at the college. Throughout this document we will highlight Los Medanos College’s approach to build or amplify high impact practices to support equitable success.

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LMC EQUITY IN ACTION: ACCELERATION

Acceleration is a high leverage strategy for improving completion of transfer-level math and English for students of color. Both the English and math departments have developed new accelerated curricula in their areas and replaced the majority of previous basic skills courses with accelerated offerings by 2016-17. Additionally, both departments are exploring options for revising placement practices in order to better place

Throughout the 2019-2022 plans we will continue to invest in graduate student level tutors, enhancing online and low/ zero cost support materials, and professional development to enhance success across all students with attention to those disproportionately impacted.

SIX SUCCESS FACTORS

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study which indicated that “student support must be (1) integrated into students’ daily experience, and (2) included in the overall curriculum. This research also demonstrates that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected, and valued.

- ▶ **Directed** — students have a goal and know how to achieve it
- ▶ **Focused** — students stay on track, keeping their eyes on the prize
- ▶ **Nurtured** — students feel somebody wants and helps them to succeed
- ▶ **Engaged** — students actively participate in class and extracurriculars
- ▶ **Connected** — students feel like they are part of the college community
- ▶ **Valued** — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus, and feel their contributions are appreciated



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LMC EQUITY IN ACTION: MESA PROGRAM

Students in our learning communities receive supports aimed at ensuring they feel valued, connected, and receive the focused support through counseling, faculty engagement, co-curricular programming, tutoring, and career development. Building on the successes of our HSI / Exito Grants, LMC has dedicated SEP funding for a STEM/MESA Counselor, STEM bootcamps, and additional career programs, research, and field trips. In the context of their dedicated leadership and this support, the MESA program has grown 30% in the past year and has experienced significant success and retention rates (81% and 95.4%, respectively).

UNIVERSAL DESIGN FOR LEARNING (UDL)

Additionally, the Student Equity Plan is also informed by the principles of Universal Design for Learning, a pedagogical theory based on neuroscience and learner research. As explained in *Universal Design for Learning: Theory and Practice* by Anne Meyer, David H. Rose, and David Gordon, UDL as a pedagogical theory is based on the idea that many students face curricular barriers that interfere with their ability to make progress and develop to their full potential (3). As a curricular framework, UDL asks educators to design curriculum that inherently includes the greatest variability for all learners, rather than focusing on individual solutions for specific learners. It recognizes that, while certain populations require particular adaptations as a baseline for learning, other populations can also benefit from the same adaptations -- and that an environment that intentionally designs for the inherent variability of human learning will help the greatest number of students achieve their educational goals.

These principles hold true for institutional design as a whole, not just in the classroom. Equity solutions focusing solely on one aspect of student identity may miss other aspects that also require support and may unintentionally require students to choose between different essential aspects of themselves to acquire support they need to succeed - or expect students to sign-up for multiple programs.... Students in groups that are disproportionately impacted by institutional practices might find themselves, as writer Audre Lorde so powerfully wrote, “encouraged to pluck out some one aspect of [themselves] and present this as the meaningful whole, eclipsing or denying the other parts of self” (*Sister Outsider*). While this equity plan will discuss target populations and introduce new plans and assess others, it also encourages the practitioners of Los Medanos College to create solutions that recognize the intersectionality of student life: foster youth can also be low income students, students of color, parenting students, African American, Latinx, LGBTQ+ and veterans. So while we design programs and activities that address specific needs of populations, let us keep UDL principles in mind, and look for ways that we can intentionally build institutional support that creates positive outcomes in as many ways as possible, for as many members of our community as possible.

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LMC EQUITY IN ACTION: OER

One example of our commitment to open and accessible education in an applied form is our commitment to, and expansion of **Open Educational Resources (OER)** at LMC. Faculty across the disciplines are actively engaged in designing zero cost or low cost textbooks, lab manuals, and online learning resources. Due to income level as a substantial factor in all of the state's success indicators, we will use outside funding woven into SEA funds and other operational dollars to build out a robust OER program. As LMC Philosophy professor Edward Haven writes:

. . .57% of our student population qualifies as low-income. This represents 7,055 students for whom the cost of textbooks will directly impact their standard of living . . . Los Medanos College has a unique opportunity to solve this challenge [with] . . . Open Education Resources (OERs) which will directly impact closing this achievement gap and will contribute to raising success rates overall.

The intersectional nature of the problem means that helping low-income students also helps students in other target populations. For example, if we consider the percentage of low-income students attending Los Medanos College and compare that to the populations of the other underrepresented groups, we see that the barriers of low-income students would affect 57% of black students, or 942 students.

Finally, what is good for low-income students is good for all students. When we make our colleges more accessible it helps everyone. The high cost of textbooks disproportionately impacted low-income students, but our other students also pay the same price for books. By having access to zero cost resources all students will be able to work together on projects, study together and succeed together.

Next Steps--Expanding Open Educational Resource Adoption: LMC's open educational resources project was initiated in 2018 under the funding from the Zero Textbook Cost (ZTC) Degree grant made possible by the state chancellor's office. In its first year, 115 sections were listed as ZTC, and students saved \$177,600 in Fall 2018 alone. The Student Senate passed a motion urging the college to make ZTC a priority, and the Academic Senate supported that motion. Students getting an AA-T in Drama and Philosophy are able to graduate taking only Zero Textbook Cost courses.

To expand this work, LMC plans to continue to seek and provide equity for students who are in lower income brackets, expand access for students across all groups, and provide directed focused inquiry and support for Black/African American students, Foster Youth, Re-entry Scholars, and Parenting Students.

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The following are the major and minor goals of this project:

1. Major Goals	1.1 Save students \$1 million dollars a year
	1.2 Contribute to closing student inequity through access to ZTC textbooks
	1.3 One degree per year
	1.4 Build Student Awareness
	1.5 One major CTE project per semester
	1.6 Institutional integration into educational practices
2. Minor Goals	2.2 Contribute substantial material to Libretext
	2.3 Contribute to Cool4Ed
	2.4 Collect and curate OER at LMC
	2.5 Streamline bookstore, print process

TRAUMA AND JUSTICE INFORMED CARE

We understand students are whole people. LMC is committed to shifting our practices from trauma-inducing to trauma-reducing by engaging in the following trauma-informed principles to develop policies and practices that center on healing and building healthy relationships. **Trauma Informed Principles include:**

- Understanding trauma
- Compassion and dependability
- Safety and Stability
- Collaboration and empowerment
- Cultural humility and equity
- Resilience and Recovery

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LMC EQUITY IN ACTION: LMC CONNECT Early alert system

Student success begins with connection and action. Los Medanos has implemented an early alert system that offers opportunities for instruction and student services to effectively work together in identifying and assisting students who are at-risk earlier in the process. Case management is provided for students flagged early in the term and those with poor academic standing as demonstrated on their academic progress survey and/or semester grades. This may include additional required counseling appointments, proof of utilization/participation in campus resources or programs, and attendance and participation in workshops among other activities. In this system of care Counselors call appointments that are no-shows and use the degree planner to conduct a holistic needs assessment in order to identify obstacles to student process and provide resource referrals, as well as to inform strategic planning at a programmatic level through student services. Additionally faculty have the ability to raise Kudos and Rising Star alerts to reinforce positive progress.

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Last semester LMC gave:

<p>KUDOS</p> <ul style="list-style-type: none"> • LMC Super Star!: 595 • LMC Rising Star!: 608 	<p>FLAGS</p> <ul style="list-style-type: none"> • LMC Internal communication 59 • LMC Student Services 46 • LMC Academic Support 457
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WHOLE STUDENT SUPPORT: BASIC NEEDS ADVOCACY

According to the Real College survey, which LMC administered in the fall of 2018, 67% of our student population – more than 6,000 students – suffer from some sort of basic needs insecurity. We’ve taken action through community collaborations to actively build support and we are proud to say that we received over \$31,000 in grants from the John Muir Community Health Fund this year alone. This grant builds upon the almost \$20,000 in grants from last year to support our students with basic needs insecurity.



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LMC EQUITY IN ACTION: Brain Food and EASe Project

The **Brain Food and EASe program** enhances the LMC tutoring model which embeds equity-minded practices into tutoring curriculum while introducing healthy food into the learning environment. Brain Food Project™ (BFP) and EASe™ is an implementation that provides nutritious and popular food items (and even school supplies) to students during learning assistance sessions. In short, attendance for tutoring is positively reinforced while students' basic needs are met and community is formed. This project serves as a destigmatizing tool for our food pantry and other services by cross referring students to campus resources.

PLANNED ACTIVITIES TO ACHIEVE EQUITY GOALS

Table 2. Activities to support all students and Disproportionately Impacted (DI) Student Populations	
Metric	Activities
Access: Successful Enrollment	<ul style="list-style-type: none"> ▪ Summer bridge programs for Foster Youth, Men of Color, Adult Education, MESA students ▪ Financial Aid advocacy for DI liaison (i.e. Foster, Dreamers, Adult Learner populations, etc. ▪ Utilize Promise Program funding for DI populations ▪ Targeted outreach to DI populations (ex. First Generation Circles, Puente, AB540, etc.) and expand strategic community partnerships. ▪ Enhance Dual Enrollment through counselor position ▪ Collaborate with K-12 and Community Based Organizations (CBO) to establish pathways for African American, Latinx, Men of color, LGBTQ, and foster youth ▪ Coordinated identification and placement of DI students into programs and learning communities ▪ Community outreach ▪ Career Focused Friday's spotlight majors and career opportunities for local high school students.
Retention: Fall to Spring	<ul style="list-style-type: none"> ▪ Major service delivery systems are being redesigned. The counseling department has enlisted LMC students, faculty and staff to serve on committees in order to

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	<p>identify the features of the current education planning tool that may be prohibitive to student engagement and incorporate new ideas in the design of the current education planning tool</p> <ul style="list-style-type: none"> ▪ Degree checklists are being updated to reflect changes as we delve into Guided Pathways. ▪ Increased offerings of Umoja, Puente, ethnic studies, and social justice courses ▪ Expand Puente and Umoja learning communities and leverage EOPS/SSS to serve more African American and Latinx students ▪ Expand Men of Color and explore LGBTQ+ and Multiracial groups ▪ Establish Unity Center and Umoja, Puente, Honors in new student union ▪ Enhance support for Foster Youth and LGBTQ+ students ▪ Increased online services and additional evening hours for services
Completion of Transfer Level Math AND English	<ul style="list-style-type: none"> ▪ Major consideration of Guided Pathways and ▪ continued culturally relevant andragogical training for faculty ▪ Professional learning and equity-focused communities of practice ▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction ▪ STEM boot camps in summer ▪ Expansion of in person and online tutoring
Vision Goal Completion	<ul style="list-style-type: none"> ▪ Counselors call appointment no-shows and use the degree planner to conduct a holistic needs assessment in order to identify obstacles to student process and provide resource referrals, as well as to inform strategic planning at a programmatic level through student services ▪ Enhance Umoja/Puente programs and services through degree/certificate completion paired with college tours ▪ Disaggregated reporting and analysis of educational plans and progress ▪ Work with Guided Pathways implementation to remove barriers to completion ▪ Targeted, in-class, transfer preparedness workshops (ADTs), CE counselor and in-class workshops, and enhanced transfer and career supports ▪ Transfer learning community ▪ Expanded support for parenting students and other DI populations

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Transfer to four-year institution	<ul style="list-style-type: none">▪ The counseling department in collaboration with instructional faculty is currently working to develop pathways that map the courses and course options that will lead to a certificate, degree, or transfer path.▪ Participating in Hispanic Serving Institution (HSI) and HBCUs themed transfer fairs and career resources▪ Continue and Expand Tours of Historically Black Colleges and Universities (HBCUs)▪ Establish partnerships with key support programs feeder schools, such as: Sankofa, Transfer, Guardian Scholars and build shared programming early.▪ Targeted in-class workshops on transfer preparedness and CTE pathways▪ Continue to build out Promise and Partnership pathways with in state and out of state private institutions with an interest in our diverse student body
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PROGRESS TOWARD THE GOAL: SEP 2014-2019

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Based on an analysis of data provided by the Contra Costa Community College District Office of Research and Planning, target groups facing disproportionate impact were identified for each of the five indicators to include: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer as outlined in the Student Equity Plan instructions. Data was analyzed using the Percentage Point Gap Methodology.

For the previous 2014-2019 Plan, the college identified several target populations of students facing disproportionate impact at LMC, as summarized in the following chart:

Indicator	Underserved (Target) Populations
Access	ESL, Veterans
Course Completion	Black or African American, Foster Youth, Low Income
ESL Completion	Hispanic or Latino, Low Income
Basic Skills – English Completion	Foster Youth, ESL, Black or African American, Individuals with Disabilities, Low Income
Basic Skills – Math Completion	Black or African American, Individuals with Disabilities, Low Income
Degree and Certificate Completion	ESL, Foster Youth, Black or African American
Transfer	Individuals with Disabilities, Black or African American, Low Income

When analyzing the research, the Core Team and the SEP Advisory Committee noted several indicators for which each affected population was identified. These ranged from four indicators in which Black or African American students were disproportionately impacted to one indicator in which Veterans and Hispanic or Latino students were disproportionately impacted.

Target Population	# of Indicators Facing Disproportionate Impact
Black or African American	4
Low-income students	3
Current or former Foster Youth	3
English as a Second Language (ESL)	3

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Individuals with Disabilities	2
Veterans	1
Hispanic or Latino	1

Below is an overview of the outcomes LMC achieved from 2015-2018. The metrics, data definitions, and disproportionate impact methodology come from the 2015-2017 Student Equity Plan and the 2017-2019 Integrated Plan. The data presented are disaggregated by race and gender. Veterans, Foster Youth, Disabled, ESL, and Low Income categories are also included. Green and red arrows represent trends in the data; green arrows represent improved outcomes while red arrows represent decreased outcomes. This trend data does not signal that the Opportunity Gap or Disproportionate Impact has been closed. Los Medanos College is committed to continuing to move the needle for the groups identified in the 2014-2019 Student Equity Plan.

The second chart references trend data with the State's new Student Success Metrics which are different than the data represented in the previous plan. Due to the challenges experienced with the data release and then being re-released from the State, Los Medanos will host a retreat with both the Student Success Metrics and District Data to build a shared understanding and enhance the equity priorities presented in this plan.

The previous plan shows the following results as illustrated in Table 3:

Access: We see a downward trend in Veteran student enrollment.

Successful Course Completion: Increased outcomes were observed for African American and Low-Income students. However, we see a decrease in outcomes for Foster Youth.

ESL Completion: While Latinx Females and Low-Income students showed improvement, we continue to experience a decline in Latinx Male ESL completion.

Basic Skills English Completion: African American and Disabled students had a gain in Basic Skills English completion.

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Basic Skills Math Completion: African American and Disabled students also demonstrated improvements in Basic Skills Math Completion.

Completion of Degrees, Certificates and Transfer: African American, Low Income, and Disabled students all demonstrated improvement.

To ensure the thoughtful creation of plans for DI populations (both historically noted populations as well as populations trending as justifying attention), LMC will create Faculty Inquiry Groups and Communities of Practice. These bodies will work with integral matters such as Guided Pathways and the Educational Master Plan to develop collaborative practices with equity focused inquiry questions to guide further study and program development.

STUDENT SUCCESS METRICS

The 2019-2022 Student Equity Plan has been aligned to the California Community College System's new student success metrics to some extent. Colleges were instructed to use the Student Success Metrics (SSM) Dashboard to access their data for their overall student population. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have DI in the following success metrics:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 18 units or associate degree within three years)
5. Transfer to a four-year institution (in state or out of state, within three years)

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Table 3: CCCD District Research Office 1

LMC Integrated Plan Outcomes-DI Populations (Legacy metrics)						
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend	
Access Rate Shows percentage of student headcount (Source: 4CD Internal query)	Veterans	3.5%	3.4%	2.9%	↓	
	ESL Students (not available)					
Successful Course Completion (Source: 4CD Internal query)	African American Males	59.2%	62.0%	61.4%	↑	
	African American Females	61.2%	64.0%	64.4%	↑	
	Foster Youth	59.8%	62.7%	59.1%	↓	
	Low-income Students	68.9%	71.5%	71.1%	↑	
Basic Skills ESL Completion (Source: CCCCO Scorecard. Based on 6-year cohorts, 2014/15-2016/17)	Latinx Males	5.3%	0.0%	0.0%	↓	
	Latinx Females	5.1%	12.7%	12.9%	↑	
	Low-income Students	8.2%	15.0%	29.7%	↑	
Basic Skills English Completion (Source: CCCCO Scorecard. Based on 6-year cohorts ending with 2014/15, 2015/16 and 2016/17)	African American Males	23.9%	27.0%	27.8%	↑	
	African American Females	24.7%	33.1%	38.0%	↑	
	Disabled Students	29.6%	41.7%	32.8%	↑	
	Foster Youth (not available)					
Basic Skills Math Completion (Source: CCCCO Scorecard. Based on 6-year cohorts ending with 2014/15, 2015/16 and 2016/17)	African American Males	18.0%	21.4%	25.4%	↑	
	African American Females	19.1%	27.1%	25.1%	↑	
	Disabled Students	26.7%	27.7%	25.9%	↑	
	Foster Youth (not available)					
Completion of Degrees, Certificates and Transfer (Source: CCCCO Scorecard, SPAR. Based on 6-year cohorts ending with 2014/15, 2015/16 and 2016/17)	African American Males	29.9%	38.8%	38.9%	↑	
	African American Females	38.0%	45.9%	44.2%	↑	
	Low-income students	42.6%	44.8%	47.8%	↑	
	Disabled Students	28.7%	39.9%	32.9%	↑	
	Foster Youth (not available)					
	ESL Students (not available)					

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The table 4 is based on populations over 10 individuals based on SEA-identified disproportionately impacted (DI) groups at LMC under the new state metrics.

Below is an overview of the outcomes LMC achieved from 2015-2018 based on the new Student Equity Plan metrics, data definitions, and disproportionate impact methodology. The data presented are disaggregated by race and gender. Veterans, Foster Youth, Disabled and LGBT categories are also included. Demographic groups with fewer than 10 individuals are not included. Green and red arrows represent trends in the data; green arrows represent improved outcomes while red arrows represent decreased outcomes. Due to statewide concerns articulated about the methodology and data definition, we will continue to implement projects from our 2014-2019 DI populations while building further research and inquiry groups around emergent populations under the new metrics.

Table 4: SEA Identified DI Groups 1

Metric	Demographic	Gender	2015-16	2016-17	2017-18	Trend
Transferred to a Four-Year Institution <small>(3-year trend is for 2014/15, 2015/16 and 2016/17. 2017/18 info not available.)</small>	Disabled	Male	4.9%	6.2%	4.4%	↓
	Hispanic or Latino	Male	7.3%	6.7%	6.2%	↓
	Black or African American	Male	11.1%	9.0%	5.8%	↓
	More than one race	Male	9.0%	9.4%	6.2%	↓
Enrolled in the Same Community College	Black or African American	Female	42.5%	43.8%	41.2%	↓
	White	Female	43.5%	44.1%	42.2%	↓
	Filipino	Female	48.8%	47.7%	41.8%	↓

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	Some other race	Female	36.4%	38.2%	34.4%	↓
	Black or African American	Male	47.9%	47.9%	43.8%	↓
	Foster Youth	Female	37.3%	38.9%	36.5%	↓
	Foster Youth	Male	44.4%	45.4%	39.4%	↓
Retained from Fall to Spring at the Same College	Black or African American	Female	58.4%	61.1%	61.2%	↑
	Black or African American	Male	58.4%	62.9%	59.9%	↑
	Foster Youth	Male	54.6%	52.4%	52.9%	↓
Completed Both Transfer-Level math and English Within the District in the First Year	Black or African American	Female	4.8%	5.9%	7.5%	↑
	Hispanic or Latino	Male	9.0%	11.1%	12.5%	↑
Attained the Vision Goal Completion Definition	Disabled	Male	4.5%	6.0%	4.2%	↓
	Asian	Female	5.2%	4.7%	4.4%	↓
	Black of African American	Male	2.9%	3.4%	4.3%	↑
	LGBT	Female	2.4%	2.8%	4.2%	↑

SEP 2015-2018 RESOURCE ALLOCATION

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Los Medanos College Student Equity Funds					
Resource Allocation Summary for 3 fiscal years with object codes					
Category	2015-2016	2016-2017	2017-2018	2018-19	Total
Faculty/Academic Salaries (1000)	130,777	288,097	191,359	152,210	762,443
Classified & Other Salaries (2000)	97,268	241,488	132,596	155,596	626,948
Employee Benefits (3000)	64,558	185,997	119,757	122,852	493,165
Supplies & Materials (4000)	8,936	37,395	16,508	14,801	77,640
Other Operating Expenses & Services (5000)	64,261	234,203	118,815	2,517	419,795
Capital Outlay (6000)	6,379	17,591	5,294	-	29,264
Other (7000)	-	-	-	-	-
Program Total Expenditures	372,179	1,004,771	584,329	447,976	2,409,254
Actual Allocation	858,130	783,396	767,728	-	2,409,254

Academic Salaries - EPLF, FAM, Curriculum Development, Counseling

Classified and Other Nonacademic Salaries - Coordination for MESA/UMOJA/SEP/Foster Youth, student employees

Other Operating Expenses = Consulting, Travel, Presenters

Supplies and Materials = including direct student support, food, library subscriptions

Capital Outlay - Includes Library book program and equipment

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Table 5

KEY SEP ACTIVITIES 2014-2019		
Policy and Training on Hiring and Retaining a Diverse Workforce	Strengthen and Enhance Umoja Scholars Program (Curriculum Development, Career Development, Capturing Success Stories for evaluation and outreach)	Establish and Sustain a Veterans Resource Center and Enhanced Services
Director of Research Collaboration (District Office) to centralize data collection and analysis	African American Student Engagement Activities (ex Black Family Day, Programming, Cultural Excursion, Afro-Tech Conference)	Mini-Grants (To support additional one-time activities related to Student Equity Plan)
Student Equity Office Hour Program (For Adjunct Faculty)	Additional Foster Youth Focused Counseling	MESA Programs & Activities
Foster Youth Case Management Model (Piloted)	Additional ESL Focused Counseling	AB540 / DREAMERS financial literacy and awareness building of legal and health resources
Develop and Implement an African American Male Mentoring Program	ESL Outreach Programs & Activities	CASH FOR COLLEGE Dreamers Conference
Dedicated Counseling for MESA/STEM	Pilot of Foster Youth Success Course	Development of UndocuAlly Program
ESL Focused Counseling Services (Piloted)	Development of a Foster Youth & Low Income Student Basic Needs Program	Ambassador Programs
Foster Youth Focused Counseling Services (Piloted)	DSPTS Tutors for Basic Skills Courses	Student Equity Speaker Series
Foster Youth Focused Counseling Services (Piloted)	Increased Math Acceleration through Stats Path Support Development	IMPACT Student Leadership Conference
Increased Counseling for Students with Disabilities and Veterans	Increasing English Acceleration	Support of the development of Social Justice Studies/Ethnic Studies
Equity Focused Professional Development Program	Increasing Textbook Accessibility	

2019-22 Student Equity Plan
(For Planning Purposes Only)

Next Steps

- 1** College-wide Sharing of Performance of New DI Data
- 2** SEA integration into institutional processes and systems such as: RAP, Program Review, GP*
- 3** Fall Equity & Guided Pathways Retreat: mapping pathways with equitable success
- 4** Integration with Guided Pathways*, College Promise, WED , etc. using equity-centered practices
Universal design, RP Success Factors in andragogy and services
- 5** Build Confidence in Data, Inquiry, Assessment Processes
Increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making
Multivariate Analysis