Los Medanos College

Student Equity Plan

2014-2019

Revised: Fall 2015

SUMMARY

(Presented to Academic Senate and LMCAS on 10-21-15)

**Student Equity Plan Committee**

| **Member Name** | **Title** | **Organization(s), Program(s) or Role(s) Represented** |
| --- | --- | --- |
| Bob Kratochvil | Manager | President |
| Kevin Horan | Manager | Vice President |
| Gail Newman | Manager | Sr. Dean of Student Services (3SP) |
| Ruth Goodin | Manager  | College Advancement (SEP Core Planning Team) |
| Jeffrey Benford | Manager | Dean of Counseling & Student Support (3SP) |
| Dave Belman | Manager | Dean of Student Success (SEP Core Planning Team) (3SP)  |
| A’kilah Moore | Manager | Dean of Math and Science (SEP Core Planning Team) |
| Nancy Ybarra | Manager | Dean of Liberal Arts (BSI) |
| Theodora Adkins | Faculty, Business | Business |
| Morgan Lynn | Faculty, Basic Skills  | Equity Professional Learning Facilitator (SEP Core Planning Team) |
| Janice Townsend | Faculty, Child Development | Equity Professional Learning Facilitator |
| Rosa Armendariz | Faculty, Philosophy | Project Manager, HSI Exito Grant (SEP Core Planning Team) |
| Paula Gunder | Faculty, ESL | Professional Learning Facilitator |
| Erlinda Jones | Faculty, Child Development | IDEA Co-Chair |
| Ryan Pedersen | Faculty, Mathematics | Original CUE Institute Member |
| Nina Ghiselli | Faculty, Brentwood | DSPS  |
| Laura Subia | Faculty, Counseling | EOPS  |
| Connie Woods | Faculty, Counseling | Foster Youth |
| Margaret Kendrick | Classified Staff, Brentwood | Science Lab Coordinator |
| Sylvia Benzler | Classified Staff | DSPS |
| Tamara Green | Classified Staff | Veteran Students |
| Demetria Lawrence | Classified Staff | Original CUE Institute Member |
| Ade Origunwa | Classified Staff | IDEA Co-Chair (SEP Core Planning Team) |
| Eric Sanchez | Classified Staff | Instructional Division |
| Tara Dale Sanders | Classified Staff | Workforce Development |
| Jamila Stewart | Classified Staff | Umoja Scholars Program |
| Nicole Trager | Classified Staff | MESA |
| Jennifer Adams | Confidential | President’s Office |
| Charrell Sherman | Student |  |

**GOALS**

**Student Equity Plan Goal Setting Rationale Used**

In developing goals the following was “applied:”

* State feedback for 2014 plan which stated “it is recommended to set a more achievable target given the many variables that come into play…,” “goals are lofty,” and goals are “quite high.”
* State template guidelines which stated “Goals should be reasonable, achievable…”
* General Student Equity Plan Committee consensus was that goals should be more realistic than were set in 2014, but should remain aspirational
* Therefore, goals were set as follows, taking into account the percentage and raw number of students/seats needed to reduce an equity gap:
	+ Where disproportionate impact was based on 20 students or less, goals were set to reduce equity gap by 50%.
	+ Where disproportionate impact was based on 21 students or more, goals were set to reduce equity gap by 25%.
* When applying methodology, if the resulting % was not a whole number, the percentage was rounded down in order to demonstrate aspirational goal setting
1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal**  | **Goal Year** |
| ESL | -5% (7), 2014-15 | -2% | 2019 |
| Veterans | -3% (12), 2014-15 | -1% | 2019 |

1. **COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal**  | **Goal Year** |
| African American | -11% (411), Fall 2014 | -7% | Fall 2019 |
| Foster Youth | -10% (117), Fall 2014 | -7% | Fall 2019 |
| Low Income | -1% (171), Fall 2014 | -0.75% | Fall 2019 |

1. **ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal**  | **Goal Year** |
| **ESL** |
| Hispanic or Latino | -16% (15), 2008-09 Cohort | -8% | 2012-13 Cohort (Measured in 2019) |
| Low Income | -11% (9), 2008-09 Cohort | -5% | 2012-13 Cohort (Measured in 2019) |
|  |  |  |  |
|  |  |  |  |
| **Basic Skills - English** |
| Foster Youth | -20% (20), 2008-09 Cohort | -10% | 2012-13 Cohort (Measured in 2019) |
| ESL | -16% (4), 2008-09 Cohort | -8% | 2012-13 Cohort (Measured in 2019) |
| Black or African American | -15% (53), 2008-09 Cohort | -7% | 2012-13 Cohort (Measured in 2019) |
| Individuals with Disabilities | -13% (19), 2008-09 Cohort | -6% | 2012-13 Cohort (Measured in 2019) |
| Low Income | -5% (37), 2008-09 Cohort | -3% | 2012-13 Cohort (Measured in 2019) |
| **Basic Skills - Math** |
| Black or African American | -11% (42), 2008-09 Cohort | -5% | 2012-13 Cohort (Measured in 2019) |
| Individuals with Disabilities | -8% (13), 2008-09 Cohort | -4% | 2012-13 Cohort (Measured in 2019) |
| Low Income | -3% (22), 2008-09 Cohort | -2% | 2012-13 Cohort (Measured in 2019) |

1. **DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal** | **Goal Year** |
| ESL | -12% (4), 2008-09 Cohort | -6% | 2012-13 Cohort (Measured in 2019) |
| Foster Youth | -10% (7), 2008-09 Cohort | -5% | 2012-13 Cohort (Measured in 2019) |
| Black or African American  | -6% (16), 2008-09 Cohort | -3% | 2012-13 Cohort (Measured in 2019) |

1. **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Population(s)** | **Current gap, year** | **Goal\***  | **Goal Year** |
| Individuals with Disabilities | -15% (9), 2008-09 Cohort | -7% | 2012-13 Cohort (Measured in 2019) |
| Black or African American | -5% (7), 2008-09 Cohort | -2% | 2012-13 Cohort (Measured in 2019) |
| Low Income | -4% (26), 2008-09 Cohort | -3% | 2012-13 Cohort (Measured in 2019) |

**Activities & Budget**

|  |  |
| --- | --- |
| **On-going Actions** |  **Budget**  |
| PT Faculty - Student Equity Office Hour Program |  $ -  |
| Director of Research Collaboration - District Office - 25% Contribution |  $ 15,932.00  |
| Student Equity Plan Coordinator - 100% |  $ 51,025.00  |
| Umoja Program Coordinator - SSISC (62) - 100% |  $ 47,000.00  |
| Umoja Counselor - FT Faculty |  $ 26,500.00  |
| MESA/STEM Counselor - FT Faculty |  $ 27,000.00  |
| ESL Counselor - PT Faculty - 50% |  $ 19,610.00  |
| Foster Youth Counselor - PT Faculty - 50% |  $ 19,610.00  |
| Equity Focused Professional Development Coordinator & Activities - Faculty - 50% |  $ 24,500.00  |
| Equity Focused Professional Development Activities |  $ 35,000.00  |
| African American Male Mentoring Coordinator & Program - MSRS (62) - 50% |  $ 25,750.00  |
| African American Student Engagement Activities (Black History Month, Umoja Conference, HBCU Tour/Fair) |  $ 19,000.00  |
| Mini-Grants (To support additional one-time activities related to Student Equity Plan) |  $ 33,861.00  |
|  |  |
| Total On-going Costs |  $ 344,788.00  |
| Total Funding Available |  $ 750,830.00  |
| 2015-16 One-time Funding Available |  $ 406,042.00  |

|  |  |
| --- | --- |
| **One-time Actions (Spring 2016 - Fall 2016)** |  **Budget**  |
| External Evaluator: Student Equity Plan & College-wide Equity and Inclusion (Spring 2016) |  $ 50,000.00  |
| Umoja Evaluation |  $ 8,000.00  |
| Capture Umoja Success Stories |  $ 10,000.00  |
| Black Family Day |  $ 6,000.00  |
| Ethnic Studies Program Taskforce |  $ 10,000.00  |
| Development of Foster Youth Success Course |  $ 1,500.00  |
| Development of a Foster Youth & Low Income Student Basic Needs Program |  $ 10,000.00  |
| DSPS Tutors for Basic Skills Courses |  $ 11,000.00  |
| Placement/Assessment Retreats for Math Acceleration (2) |  $ 10,000.00  |
| Accelerated Math & English Technology |  $ 20,000.00  |
| MESA Activities (Supplies, Ambassadors, Tutors, Outreach Activities) |  $ 30,800.00  |
| Financial Aid Workshops (Spring 2016 & Fall 2016) |  $ 2,250.00  |
| Student Retention & Success Services Coordinator - MSRS (62) - 100% (Spring 2016 & Fall 2016) |  $ 114,992.00  |
| Additional Foster Youth Counseling - PT Faculty - 50% (Spring 2016) |  $ 20,000.00  |
| Additional ESL Counseling - PT Faculty - 50% (Spring 2016) |  $ 20,000.00  |
| ESL Outreach Programs & Activities |  $ 6,000.00  |
| Professional Development Program for "High-Risk" Courses |  $ 49,500.00  |
| Supplemental Instruction - Pilot (Spring 2016) |  $ 6,000.00  |
| Textbook on Reserve & Textbook Rental Program Funding (Spring 2016) |  $ 20,000.00  |
|  |  |
| Total One-time Costs |  $ 406,042.00  |
| Total One-time Funding Available |  $ 406,042.00  |
| Remaining Balance |  $ -  |

Evaluation Overview

Each activity, aligned with the success indicators, includes an evaluation plan describing: 1) the data that will be collected to measure the impact of the activity on the goals, and 2) the timeline for when and how frequently that data will be collected and reviewed. The Student Equity Plan Coordinator will ensure that each activity is evaluated and will provide support to the activity teams to review evaluation findings and implications for program and professional development.

The Student Equity Plan Coordinator will be responsible for overseeing a comprehensive evaluation plan for understanding the college’s progress toward the goals sets for each success indicator. As part of the plan, an external evaluator will be hired to work with the Coordinator, the Student Equity Plan Committee (representing all constituent groups and targeted student populations), and the College Administration to further develop the evaluation plan and theory of change, define the methodology for assessing impact, collect both quantitative and qualitative data, analyze the data, and communication results and recommendations for improvement. The timeline for the evaluation of the plan will align with the College’s planning process and cycle in order to support integration, shared learning, and program improvement. Data will be collected each semester and annually to be reported annually.