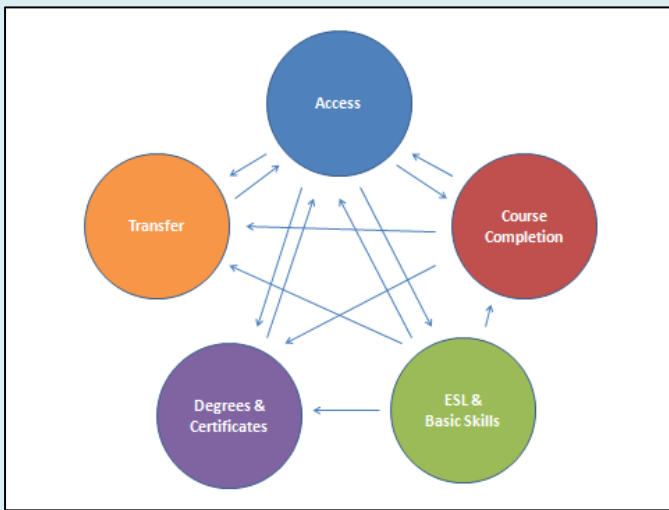# SUMMARY: STUDENT EQUITY PLAN

INDICATORS

The following indicators were addressed in the Los Medanos College Student Equity Plan. These indicators were identified by the State as required for the plan.

Through the planning process **the college noted that outcomes/success in each indicator often has direct impacts on outcomes/success for other indicators**. One such example is a connection between Course Completion and Access. In this case, course completion rates can have implications for access, such as when students are academically dismissed from the college due to consistently low course completion rates or when students choose to stop attending due to being unsuccessful in their courses.

DATA/RESEARCH

To measure disproportionate impact for each of the indicators, the **primary source of data** was the Los Medanos College *Student Equity Data Packet – July 2014* provided by the Contra Costa Community College District Office of Research and Planning. The report provided the relevant data for each indicator **utilizing the metrics identified by the State**.

The **exception** to this was with regard to **Access** where results from the *Environmental Scan – August 2013* were used for reasons discussed in that section of the plan.

While different subgroups were identified as facing disproportionate impact in each area, the **overall data indicates the following groups show trends of facing disproportionate impact in multiple indicators** and suggest as particular need for more comprehensive efforts to increase equity for these populations:

- Males
- African Americans
- All Ages
- Foster Youth
- Economically Disadvantaged
- Disabled

ACTIVITIES

As noted in other sections, the planning process consistently noted the interconnectedness of the various indicators as well as trends related to disproportionate impact for specific groups regarding multiple indicators. Therefore, in the planning process, the following activities emerged as having the potential to have impact for these populations across multiple indicators.

1: Peer Support
   A: Provide additional African American Student Engagement/Leadership opportunities
   B: Explore Supplemental Instruction

2: Learning Communities/Cohorts
   A: Explore scaling up impact of Learning Communities/Cohorts

3: Dedicated Counseling/Staff for Specific Populations
   A: Strengthen ESL Program Outreach and Counseling
   B: Increase Support for Foster Youth
   C: Increase Support for DSPS students
   D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4: Professional Development for Faculty and Staff
   A: Establish robust Professional Development for equity
   B: Assessment training regarding equity
   C: Explore faculty advising model

5: Hiring at all levels
   A: Develop an equity focused Hiring Toolkit
   B: Regular reporting on diversity of LMC employees to college and community

6: Policy
   A: Address needed support for IDEA committee
   B: Examine institutional language regarding equity

7: Marketing/Outreach
   A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade (with 3SP and CPT)
   B: Increase ESL specific outreach efforts

FUNDING

The college was **allocated a Student Equity budget of $375,387 for 2014-15** in order to address and support activities identified in the plan. However, due to the interconnectedness of various planning efforts on campus including the Student Success & Support Plan (3SP), **other funding sources were also utilized** in order to support some aspects of the Student Equity Plan.

ACTIVITIES: DETAILED OVERVIEW

1. PEER SUPPORT

A: Provide additional African American Student Engagement/Leadership opportunities
Fund and support student (and faculty/staff) participation in Umoja Conference, HBCU Tour, A2MEND Conference, Minority Male Institute, AMP Mentoring project (EOPS)

B: Explore Supplemental Instruction
Examine the ability to develop a supplemental instruction model beginning with Basic Skills courses. If developed, provide funding to support tutors embedded in identified courses/labs.

2. LEARNING COMMUNITIES/COHORTS

A: Explore scaling up impact of Learning Communities/Cohorts
Examine models for expanding the current impact of learning communities/cohorts on serving specific student populations. Examples to be considered include, options for expanding current programs such as Umoja Scholars, developing new cohorts such as a Spanish speaking cohort, or development of a First Year Experience.

3. DEDICATED COUNSELING/STAFF FOR SPECIFIC POPULATIONS

A: Strengthen ESL Program Outreach and Counseling
Fund the creation of two (2) part-time counselors to engage in outreach activities for increasing participation in ESL, and to provide intrusive support to ESL students through one-on-one and group student advising as well as high interaction/connection with ESL courses.

B: Increase Support for Foster Youth
Fund the creation of one part-time counselor to specifically work with Foster Youth by providing one-on-one and group student advising as well as workshops for current and prospective students.

C: Increase Support for DSPS students (with 3SP)
Provide additional DSPS counseling (to be funded by 3SP).

D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)
In conjunction with 3SP efforts, fund the development and staffing of a Retention Team including staff coordinator(s) and part-time counseling to work proactively and reactively in order to reduce the number of students on probation/dismissal status (currently approx. 2,000 annually).

4. PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF

A: Establish robust Professional Development for equity
Fund the creation of a Professional Development facilitator/coordinator (50% faculty time) to work with the current PD Facilitator in order to provide significant professional development opportunities for faculty and staff. This work may include bringing outside presenters/experts, hosting conferences/institutes, facilitating on-campus shadowing/mentoring, or other activities to be determined. Additionally, provide significant funding (approx. $40,000 annually to support equity focused professional development activities).

B: Assessment training regarding equity for faculty and staff
Facilitated by the Professional Development coordinators, and in conjunction with TLC and the District Office of Research and Planning, provide expanded training on the use of assessment (inc. CSLO and PSLO assessment, Program Review, department research) for addressing equity issues and increasing equitable outcomes in their areas.

C: Explore faculty advising model
Examine models for supporting and training faculty to provide increased advising for students in order to increase support for all students in being more comprehensively directed, focused, nurtured, engaged, connected, and valued (RP Group Six Success Factors).

5. HIRING AT ALL LEVELS

A: Develop an equity focused Hiring Toolkit
Currently in development by the IDEA committee, create an equity focused hiring toolkit to be used by departments (instruction and student services) in order to facilitate the increased recruitment of diverse candidates for applicant pools and the hiring of equity focused employees with high expertise in their field.

B: Regular reporting on diversity of LMC employees to college and community
Work with college and District leadership to provide regular annual reporting to various constituencies/forums (ex. college assembly, Senates, department chairs) on the status (and changes) in the diversity of LMC's workforce in order to support departments and administration in hiring diverse employees who are able to represent and serve the specific needs of the continually changing LMC student population.

6. POLICY

A: Address needed support for IDEA committee

As the only Shared Governance committee currently without specific financial or staffing support, identify and secure institutional funding to support staffing and committee costs necessary to support IDEA in its mission to promote equity in all areas on campus, including assisting in monitoring the implementation of activities and commitments specified in the Student Equity Plan.

B: Examine institutional language regarding equity

Examine institutional language, communications, and policies that support (or hinder) fostering a college climate that supports diversity, inclusion, and equity, and make necessary improvements/changes as identified.

7. MARKETING/OUTREACH

A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade (with 3SP and CPT)

Funded by 3SP and the Career Pathways Trust, support the hiring of a High School/Community Outreach Coordinator and a High School Connector in order to increase college outreach efforts with a specific focus on increasing access and college going rates for the populations identified in the Student Equity Plan.

B: Increase ESL specific outreach efforts

See 3A.

INDICATOR: 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.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:
The following groups were identified as facing the largest disproportionate impact with regard to Access to the college:

- **High School Graduates**
- **African Americans, Asian/Pacific Islanders, and Latinos**
- **Non-English Speakers**
- **Foreign Born Students**

BRIEF DATA ANALYSIS AND FINDINGS

To measure disproportionate impact in this area, rather than use the proposed metric which examines one particular year, the results of the **CCCCD Environmental Scan (August 2013)** were used as they demonstrate trending changes in the service area population. Key findings include:

"East county experienced the largest **increase in the number of public high school graduates** among all three areas of the county. The number of graduates increased… **50.1%** during this period. The **growth in the number of graduates will continue**…"

Change in East County 2000 to 2011
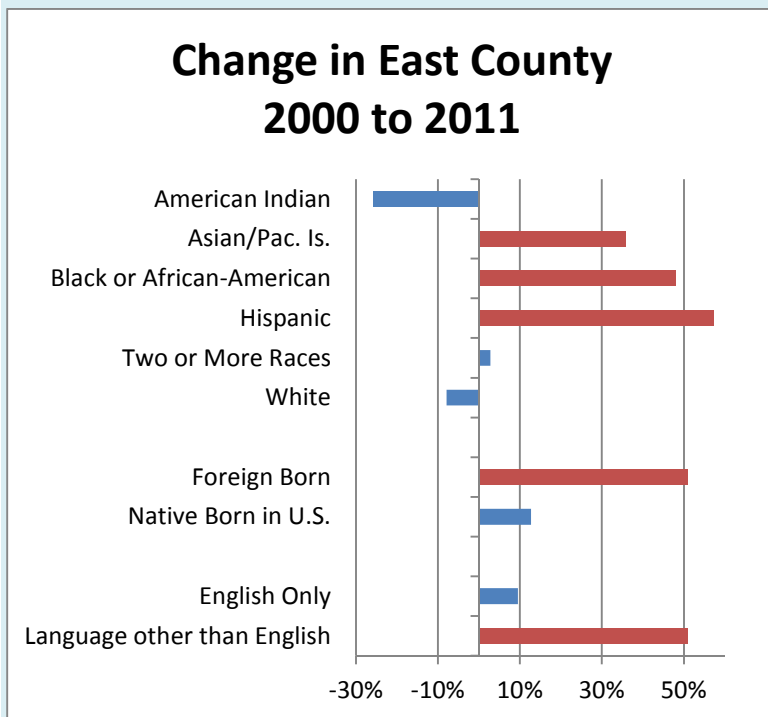
RESOURCES

ACTIVITIES

1A: Provide additional African American Student Engagement/Leadership opportunities

3A: Strengthen ESL Program Outreach and Counseling

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

7A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade

7B: Increase ESL specific outreach efforts

GOALS

*Increase the number of students attending the college annually **for the particular subgroups identified** through the research, with a **specific focus** on increasing the number of **East County High School graduates**.*

GROUP	12-13	15-16	16-17	17-18	18-19
HS Grads	17%	24%	32%	40%	50%

FUNDING

Indicator: Course Completion

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

## Campus Based Research Findings

Disproportionate Impact:
The overall current course completion success rate for the college is 70%. The data below indicates that **Foster Youth** have a course completion success rate of 55% with represents the largest gap with regard to equity. Additionally, **African American** and **multiethnic** groups have significant gaps, with 57% and 67% course completion success rates respectively.

Additional campus data shows that **African American** and **multiethnic** groups are **significantly overrepresented** in the number of students on **Probation and Dismissal** status.

Resources

Brief Data Analysis and Findings
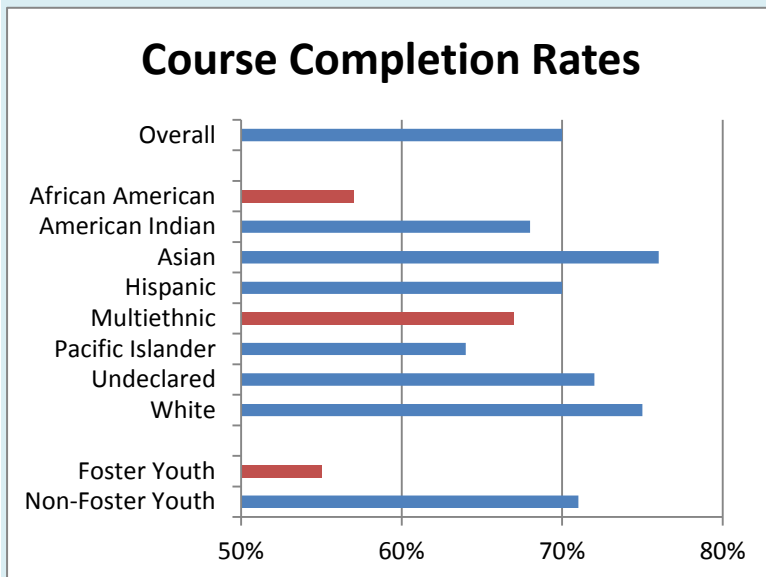
Course Completion Rates

Activities

1A: Provide additional African American Student Engagement/Leadership opportunities

2A: Explore scaling up impact of Learning Communities/Cohorts

3B: Increase Support for Foster Youth

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

Goals

*Increase **African American, multiethnic, and Foster Youth** (together with all groups) to a **minimum success rate of 75%**.*

GROUP	2013	2016	2017	2018	2019
African Americans	57%	60%	65%	70%	75%

GROUP	2013	2016	2017	2018	2019
Multiethnic	67%	69%	71%	73%	75%

GROUP	2013	2016	2017	2018	2019
Foster Youth	55%	60%	65%	70%	75%

Funding

INDICATOR: ESL COMPLETION

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 STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 6% is** alarmingly low and is highly concerning. Due to the low overall completion rate for the indicator, it was decided that addressing disproportionate impact for subgroups would not be of the greatest benefit to support our ESL student population in reaching this defined completion goal.

RESOURCES

BRIEF DATA ANALYSIS AND FINDINGS

Based on the significantly low completion rates for all groups as well as the overall completion rate of 6%, it was determined that revitalization and strengthening of the ESL program as a whole in order to increase equity for ESL students within the college was paramount to focusing on better serving specific populations within the ESL program.

The ESL Program Review data from fall 2008 to spring 2014 show average ESL-internal program completion and success rates of 90% and 80% respectively. Additionally, this data show a marked decrease in enrollments (a 269 decline in seat count from fall of 2008, and a current state of being 60% below our six year average seat count of 359). Combining this with data from the college's Title V HSI Grant that ran from 10/05 to 9/10, we also note that the program has suffered a significant decline in ESL program staff and faculty since the conlusion of the grant (losing the equivalent of a full time faculty member, a full time counselor, a full time outreach and orientation specialist, and a full time coordinator).

ACTIVITIES

1B: Explore Supplemental Instruction

2A: Explore scaling up impact of Learning Communities/Cohorts

3A: Strengthen ESL Program outreach and counseling

3C: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase **ESL completion rates** for each group to a **minimum of 30%** through **revitalization of the ESL program**.*

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Overall	6%	10%	16%	22%	30%

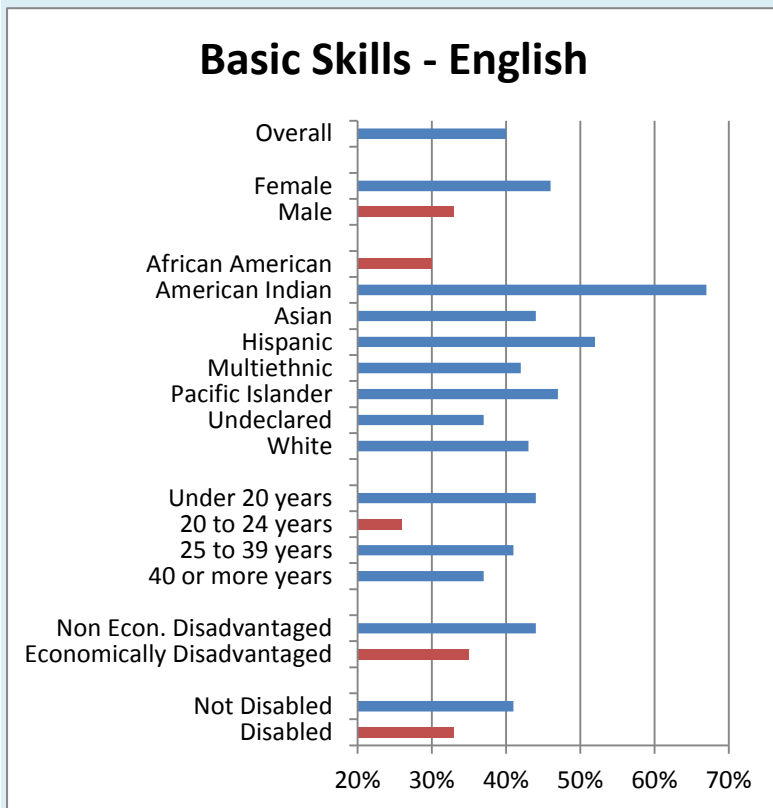## FUNDING

INDICATOR: BASIC SKILLS COMPLETION - ENGLISH

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 STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:
Across the indicator, the **overall completion rate of 40% is alarmingly low. Male, African American, age 20-24, Economically Disadvantaged,** and **Disabled** students all face a disproportionate impact with rates of 26-35%.

RESOURCES

BRIEF DATA ANALYSIS AND FINDINGS

Basic Skills - English

ACTIVITIES

1A: Provide additional African American Student Engagement/Leadership opportunities

1B: Explore Supplemental Instruction

2A: Explore scaling up impact of Learning Communities/Cohorts

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase **overall Basic Skills completion in English to 50%** focusing on the particular subgroups identified through the research.*

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
20 to 24	26%	32%	38%	44%	50%

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Afr. American	30%	35%	40%	45%	50%

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Male	33%	36%	40%	45%	50%

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Econ. Disad.	33%	36%	40%	45%	50%

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Disabled	35%	38%	42%	46%	50%

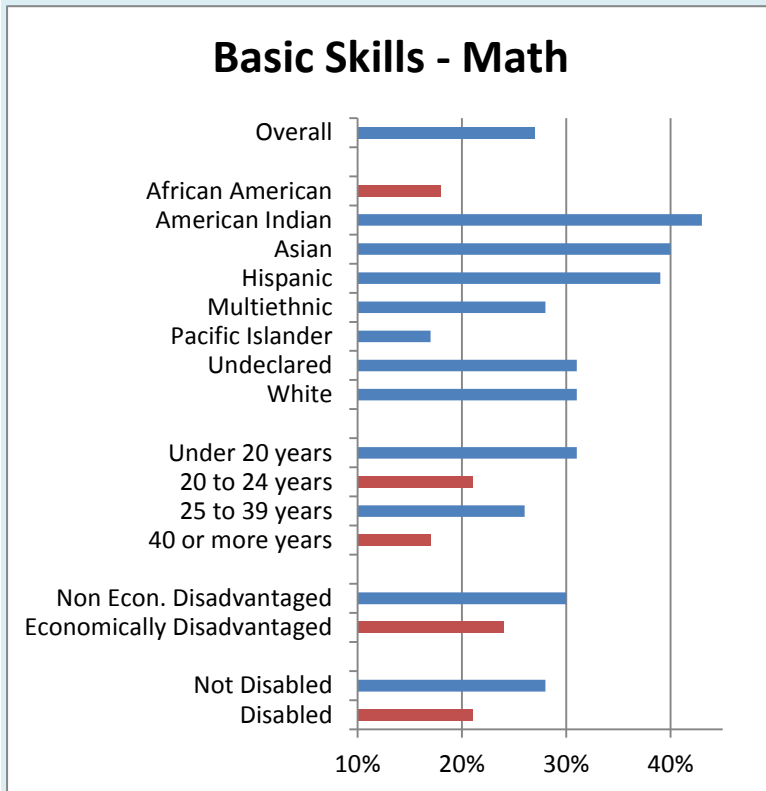## FUNDING

INDICATOR: BASIC SKILLS COMPLETION - MATH

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 STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:
Across the indicator, the **overall completion rate of 27% is alarmingly low.** Furthermore, **African American, age 20-24, age 40 or more, Economically Disadvantaged,** and **Disabled** students all face a disproportionate impact with completion rates of 17-24%.

RESOURCES

BRIEF DATA ANALYSIS AND FINDINGS

Basic Skills - Math (horizontal bar chart)

ACTIVITIES

1A: Provide additional African American Student Engagement/Leadership opportunities

1B: Explore Supplemental Instruction

2A: Explore scaling up impact of Learning Communities/Cohorts

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

Increase **overall Basic Skills completion in Math to 40%** *focusing on the particular subgroups identified through the research.*

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
40 or more	17%	21%	26%	33%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Afr. American	18%	22%	27%	33%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
20 to 24	21%	25%	30%	35%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Disabled	21%	25%	30%	35%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Econ. Disad.	24%	27%	31%	35%	40%

FUNDING

Indicator: Degree and Certificate Completion

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.

Campus Based Research Findings

DISPROPORTIONATE IMPACT:

The data indicated that **Males** and students **ages 25 to 39**, who have a 10% completion rate for degrees and certificates, experience a significant adverse impact, compared with the 15% overall completion rate.

The data also indicates that **Asians**, who have an 8% completion rate and **African Americans** who have an 11% completion rate, experience a significant disproportionate impact, compared with the 15% overall degree and certificate completion rate.

Resources

Brief Data Analysis and Findings
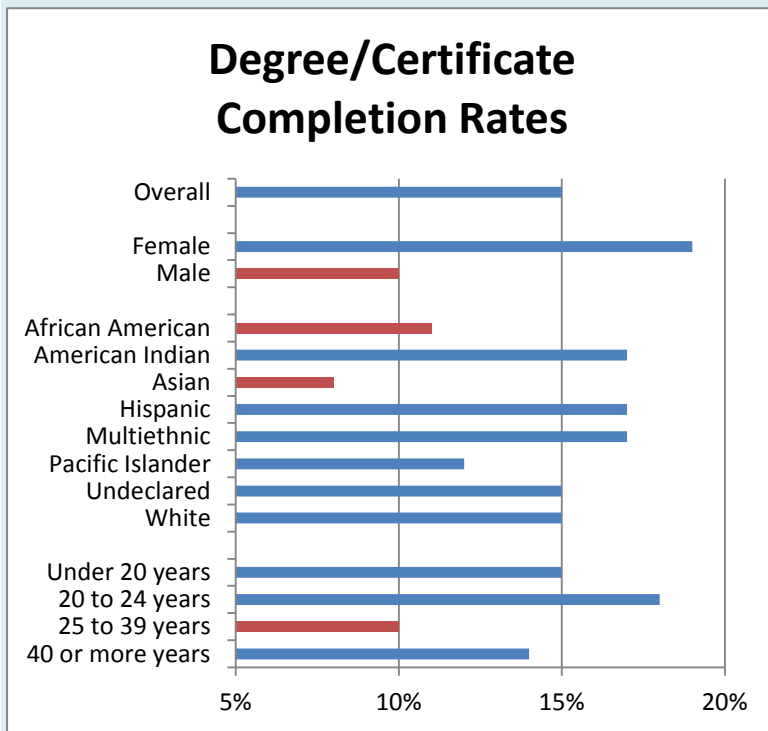
Degree/Certificate Completion Rates

Activities

1A: Provide additional African American Student Engagement/Leadership opportunities

2A: Explore scaling up impact of Learning Communities/Cohorts

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

Goals

*Increase all degree completion rates to a **minimum of 17.0%** for all students, with particular attention on the most significant gaps for **Asian**, **Male**, and **African American** students.*

GROUP	2006-07	2007-08	2008-09	2009-10	2010-11
Asians	8%	10%	12%	14%	17%

GROUP	2006-07	2007-08	2008-09	2009-10	2010-11
Males	10%	11%	13%	15%	17%

GROUP	2006-07	2007-08	2008-09	2009-10	2010-11
African Americans	11%	12%	13%	15%	17%

Funding

Indicator: Transfer

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.
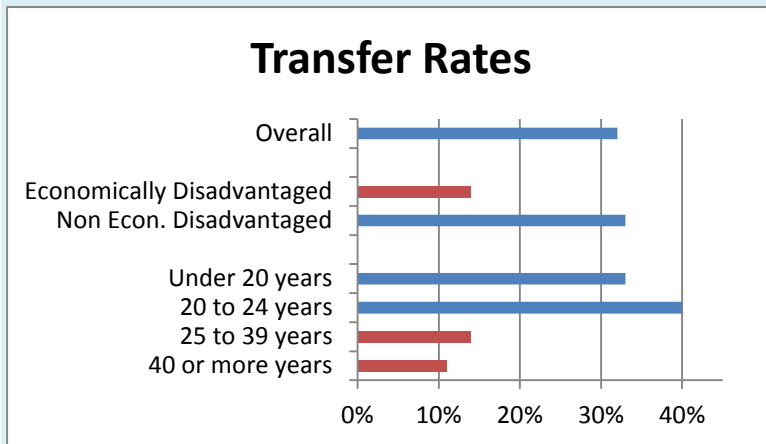
Campus Based Research Findings

Disproportionate Impact:

The data indicated that students ages **25-39**, students **40 or more** years old, and **Economically Disadvantaged** students all experience significant disproportionate impact with regard to Transfer. Each group achieves Transfer at a rate of 11-14%, compared with the overall college rate of 32%.

Additionally, data from the previous cohort year (2006-07) indicates that **African Americans** who have a 27% success rate for transfer, experience a significant adverse impact.

Resources

Brief Data Analysis and Findings

Transfer Rates

- Overall
- Economically Disadvantaged
- Non Econ. Disadvantaged
- Under 20 years
- 20 to 24 years
- 25 to 39 years
- 40 or more years

(0% 10% 20% 30% 40%)

Activities

1A: Provide additional African American Student Engagement/Leadership opportunities

2A: Explore scaling up impact of Learning Communities/Cohorts

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

Goals

*Increase all transfer rates to a **minimum of 41.0%** (the state-wide Transfer Velocity Rate) with particular attention on the most significant gap for **Economically Disadvantaged** students, students **ages 25 and older**, and **African American** students.*

GROUP	07-08	09-10	10-11	11-12	12-13
Economically Disadvantaged	14%	19%	26%	33%	41%

GROUP	07-08	2016	2017	2018	2019
25 or more	11-14%	19%	26%	33%	41%

GROUP	06-07	07-08	08-09	2018	2019
African Americans	27%	30%	33%	37%	41%

Funding