LOS MEDANOS COLLEGE

Black Student Success Initiative (BSSI)- Agenda & Notes
Friday, April 28 from 10am-11:30am
Location: In-person L109

	MATERIALS: Electronic Agenda		
Item #	Topic	Facilitator	Notes
1.	Purpose of the Meeting	Tanisha Maxwell Rosa Armendariz	Introductions of the attendees: 1. Andrew Murphy 2. Carissa Craig-Huddleston 3. Jamila Stewart 4. Rick Estrada 5. Dr. T Gage 6. Tanisha Maxwell 7. Rosa Armendariz 8. Irene Sukhu 9. Jeffrey Benford 10. Robert Delgado 11. Kenny Puriziaga What brings you here today: • Brothers of Excellence Program initiative • How to better serve students in EOPS/campus, equity work • Black student success – improving success rates for black students • Learn how to help students use power and energy to reach their goals • Solving a problem • There is a need to support black and brown males- break the trend- full equity • Relatable- black, student, success, and wants to • Serve disproportionately impacted students • LMC is a special place- address DI and opportunity gaps, leave a seed and for “the work”

			• Implement diverse and inclusive process, walk the walk- modeling the way- being involved and invested, provide agency, resources, and advocate • Deliver a language that the entire campus understands • Engage in the work and holding LMC accountable • Being a success story and wants to multiply it • Community college being a jump start to life after college • Ethnic studies- barriers blocking people of color
2.	Community Commitments	Tanisha Maxwell	Relate this work to Student Equity Plan This is an equity initiative and tying it to strategic directions- "move from talking to walking" Post-it note activity in pairs: how do you define the purpose, what is success for you Take-aways: • Get faculty more involved, spread awareness • Inform all about BOEP • Educate black students on the benefit of education • Hopes: black week intro before semester-start, increase confidence and self-efficacy, teach transferable skills, do something different, building relationships, career mentorship • Identify existing programs (BOEP, Summer Bridge) and close gaps, think about new creative ways for new initiatives, be meaningful about the work- retention and success-related, measurable outcomes, ensure that programs are sustainable • Middle school to college- pre-exposure that helps ideation, EOPS pipeline from high school to BEOP and connect them to people at other institutions • Intentionally close the gap between phases • Defining success- subjective to each student on and off LMC campus • Student testimonials for students to hear from students • Visual transcending message- what messages are students hearing and how do they know that the work is working • Commit and follow-thru- ideas that stay idea • Allow enough trial and error • College-wide to ensure that everyone is represented • Imposter Syndrome • Reaching students through social media (metric 1: access) "How do we want to be with each other" aka Community Agreements

LOS MEDANOS COLLEGE

Black Student Success Initiative

September 8, 2023

LOS MEDANOS COLLEGE

Close equity gaps for Black students

Go college wide

Imposter syndrome; let them see themselves

Improve BOEP enrollment & add partnerships

Allow enough trial and error with enough people in the rook and doing the work

I like the honesty and passion

Increase awareness on campus of the work

Workshops
Deconstruct Academia

Educate Black students on the benefits of education

Define student success
Success is subjective for student
Testimonials
Visual transcending message – commit!

Fluidity – BSSI to all students
Focus on all students

Commit!

Success
- Summer Bridge
- Black Week - orientation
- Increased confidence and self-efficacy

Follow through!

Hope
Do something different
Disruptive innovation
Relationship beyond LMC (match ed to career)

Goals for the day

- Refocus BSSI efforts for 2023-24
- Build community as a BSSI leadership group
- Select 1-2 metrics to focus our work
- Brainstorm and identify actions to improve Black/African American student success
- Identify next steps

- *Disruptive Innovation* - Think outside the box, be creative, be curious, ask questions
- *No rank in the room* – All voices are welcome and needed

Guest Presenters

Jhenai Chandler, Ph.D., Director of College Completion

Ellie Bruecker, Ph.D., Associate Director of Policy Analytics

The Institute for College Access & Success (TICAS)

Black Male Adult Learner Success Theory

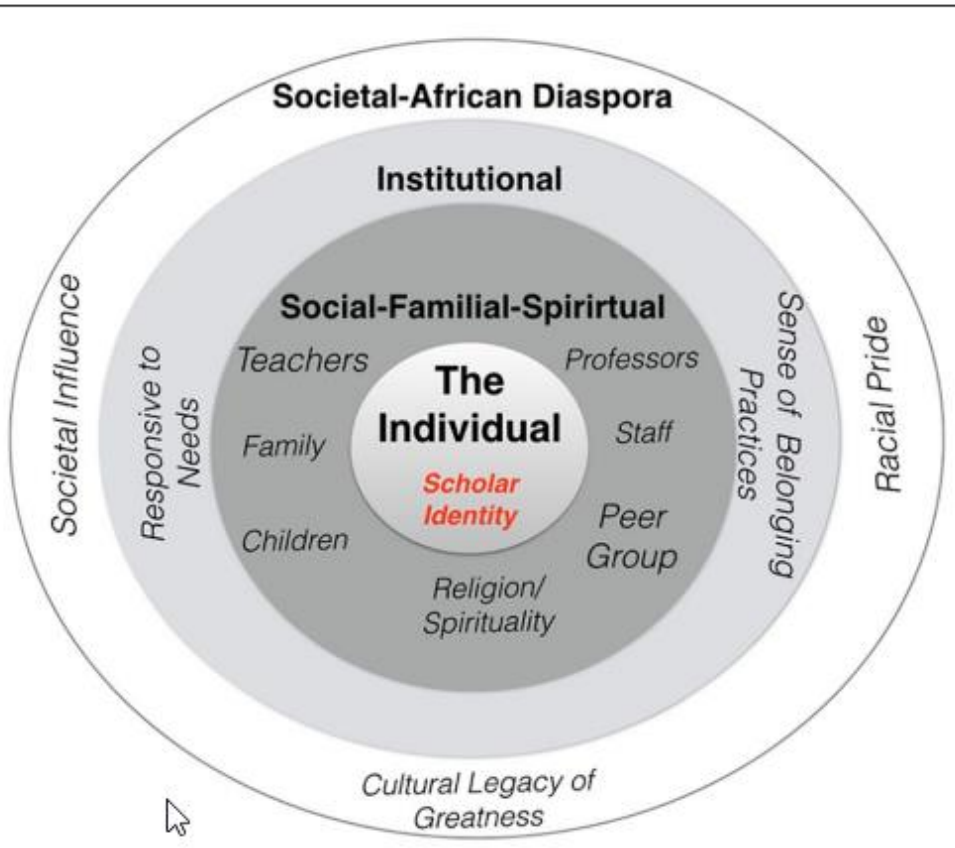
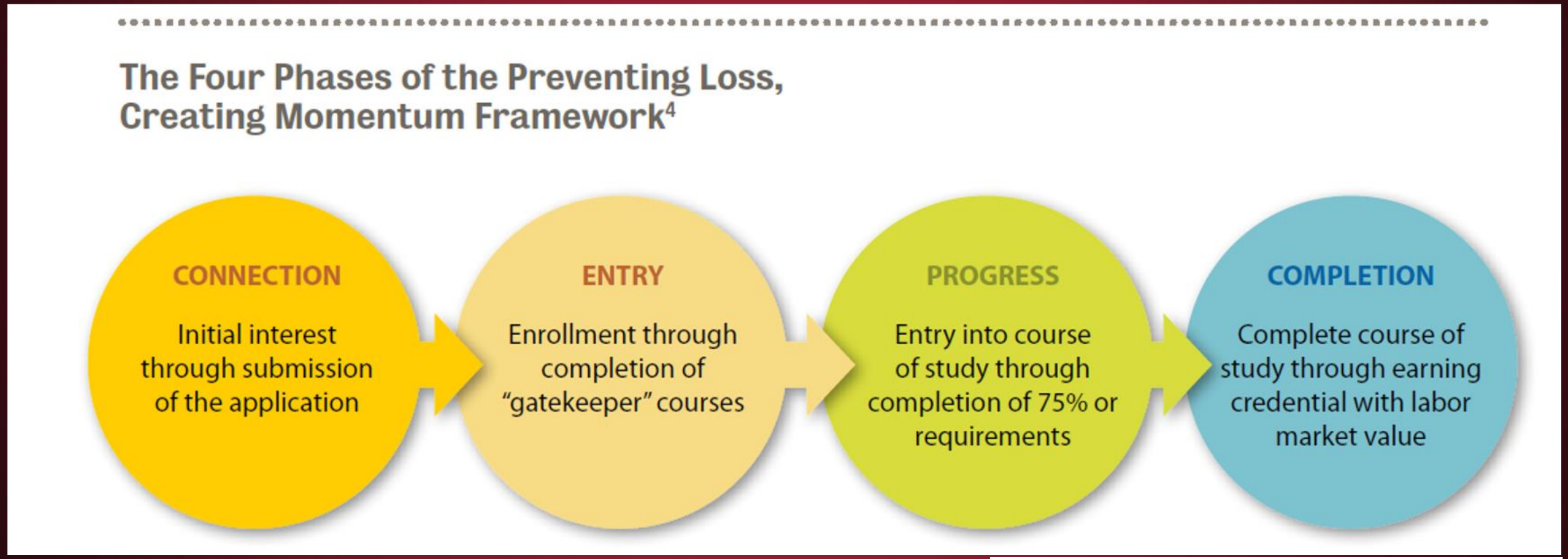


Figure 1. Black male adult learner success theory.

LOS MEDANOS COLLEGE
The Student Experience
MOMENTUM POINTS



https://achievingthedream.org/loss-and-momentum-framework/

Lunch Activity

Get lunch – enjoy!

At your tables, share the significance / meaning of the artifact(s) that you brought.

How do they inspire you?

After sharing you can place your object (s) on the designated table.

What themes emerged for your group? Let’s share out

BSSI

Next Steps

1. Set meetings:
   - September ?
   - October 6 from 10am – 12pm
   - November 3 from 10am – 12pm
   - December 1 from 10am – 12pm

2. Homework

   How do we increase visibility?

   Data …

			- **Take space and make space**- know when to step up and step back - **Lean into discomfor**t- it's how we grow - **Uphold what's confidential**- What we learn, leaves here. What we say stays here. - **Do your best**- be curious and respectful - **Together we know a lot**- alone we don't know it all - **Disruptive Innovation**- think outside the box, be creative, be curious, ask questions - **No rank in the room**- all voices are welcome and needed
3.	SEP Data and Action Steps	Rosa Armendariz	LMC Student Equity Plan website **Student Equity Achievement (SEA) Plan should be called the BSI Black Serving Initiative Grant** (especially serving all males)- example of a disruptive statement What is the hesitation about introducing this? It can be political, not sure how it'll be received; there is a hierarchical structure- president sets the tone for the college vision. BE UNAPOLOGETIC. **SEA Plan Metrics:** 1. Successful Enrollment in First Year- *DI group is Black or African American females*. Although visually, the numbers look like they are closing over the years, the proportion of data shows that the gap is widening over time. Also, consider enrollment decline; it is more rapid for black students (who make up approximately 11% of all LMC students). Evaluate years 2018-2019- what happened? politics, economy? 2. Persistence- defined as students who persisted from their first primary term of enrollment to the subsequent primary term. *DI group is Black or African American males.* 3. 1st year Completion of Transfer Level Math & English- aligns with EMP and Vision for Success, will also be part of SCFF. *DI group is Black or African American males.* Data shows that *u*p to 25% of all students are successful in this metric. This is the crux of where LMC has a lot of work to do. 4. Vision for Success Goal Completion- defined as students who earned one or more within 3 years: certificate, associate degree, and/or baccalaureate. *DI group is Black or African American students overall.* **SEP goals for 2022-25** Successful Enrollment: what action was taken in previous years to get to where we are, and how can we move forward? What was the scope? How do partner with other areas/departments to innovate? How do we open space and support so we can do more?

			How can we be more intentional with helping students with the follow-through from enrolling to registering? Suggestion to look at the data around working students and parent students. Put the percentage above each bar to make the graphs more palatable.
4.	Recommendations for Data Inquiry Process/Timeline	All	See above item #3
5.	Summer Retreat- brainstorm day and time	All	Irene can send a poll/survey to ascertain a summer retreat day.
6.	Closing and Next Steps	Tanisha Maxwell Rosa Armendariz	Work group used a think tank to how we want to share the data aka tell the story Next steps: - Summer retreat: 9am-3pm with food- ascertain day and time with poll - Meet throughout the year- once a month for 90 minutes to 2 hours- ascertain day and time with poll - Increasing enrollment and success for college men of color- May 4 at 10am – watch party for those who cannot attend
	ACTION ITEMS		
	Increasing Enrollment and Success for College Men of Color Register May 4 10am		
	BSSI SharePoint site for our work		
	Irene will send a poll/survey to ascertain a summer retreat day.		
	NEXT MEETING DATE(S)		

"To educate as the practice of freedom is a way of teaching that anyone can learn." - Bell Hooks

Notes from Group Activity on September 8, 2023

COMPLETION OF TRANSFER LEVEL ENGLISH & MATH

Barriers:

- Class not available
- Self-guided placement
- Students don’t know the benefits of why they should take it early on.
- Overwhelming when they take both together
- They do a lot of assessments on their phones, the sites are not mobile accessible.
- Can take any class they want
- Stigma of getting help
- Students don't have materials
    - No Financial Aid
    - No EOPS
    - Classes require additional items that they have to pay for
- Family Priorities
    - Childcare - health issues
    - Housing
- Self Efficacy
    - No commuting
    - Not belong
    - No mentor
    - No connections
- Not being successful academically

Currently:

- Financial Aid, EOPS, Basic Needs, Child Care, CalWorks, Equity

Given:

- Every student needs to take if certificate, degree or transfer
- Complete it whenever, a lot wait till the end.
- You can take English 100 without placement. (State Required)

Practices to support:

- BOEP
    - Bring resources to students (Reading, Writing, transfer and career)
- Technology

    - Loan Laptops, Calculators, and hotspots
- Athletes
    - Building Communities
    - Academic Requirement–C or better
- Umoja
    - Create a sense of belonging
    - BYOB
    - Counselor
    - Use students to support other students
- Encourage students to get more students involved in programs such as BOEP, UMOJA, BYOB, tutoring, library, CFAs
    - Ensure that they stick with the academic requirements for athletes/all programs
    - Relationship between academics, tutoring, and athletes
    - Increase student role support in advocating for participation in these areas.
    - Early alert system and/or notification of support needed for students before they are in critical system
- Designated person and/or system to notify that students need support - in danger of not getting a c or better
    - During the orientation class, give students a matrix that suggests that they complete these classes in the first year and the benefits of doing so.
- We need student input to determine whether or not this will work.
    - System that can notify us students haven't taken classes within the year or danger of not getting a C or better
- Faculty/ Peer Mentoring Cohort
    - Encourage Connections

Questions

- What attitude do we have towards students attempting to pick their classes
- What do we do when a student passes English but not math?
- What do we do if students only sign up for one and not the other?
- When a student starts failing English or math, how do we respond?

How we can support:

- See counselor/ed plan
    - Follow up call
- Short term/late start classes if they haven't signed up for Math/English
- If a student enrolls in English/Math but not the other, we offer tutoring/counseling/success coach

High Impact/Low effort ways to support:

- Call/Make Appts
  - Direct Resources
- Call before classes start

High Impact/High Effort:

- Offer Short term classes
- Linking math/English to enroll
- BSSI friendly Instructors

Reasons why a student may not succeed:

- Debt
- Confidence
- Fatigue
- Fees
- Probation

How we can support:

- Math Lab
  - Where is it
  - Why to go
  - Hours
  - Example of how it's helpful
- Explain before enrolling the importance of math and english
- Black Male Counselor
- English will help with higher level courses
- English and math are the foundation of all other courses
- Consistent outreach

High Impact/Low effort ways to support:

- Messaging Students about how Math And English are important

High Impact/High Effort:

- 2nd semester call Campaign for students without Math and English to inform its importance
- Break Stigma need tutoring

How we can support:

- We should highlight the importance of taking College English and Math courses in the College Orientation.

- When students take the assessment and get their recommendation, adding a mechanism to add the course to their ed plan
- Sending a communication to new students who recently applied, but have not enrolled in College English and Math to encourage them to enroll.
- Understanding the support services that are available when a student is unable to get materials in a timeline manner.
    - EOPS
    - Financial Aid
    - HOSTS
    - Library
    - Math Lab
- Building support and a process to scale up LMC Connect (Starfish)
- Scale up Umoja, Black Student Union (student club) and BOEP with more programming and resources
- Building more program for Black/African students to feel celebrated and connected to college life

LOS MEDANOS COLLEGE

Black Student Success Initiative - Notes
Friday, November 3, 2023 from 10:00 am – 12:00 pm
Location: In-person L-109 and Zoom

Attendees: Rosa Armendariz, Dave Belman, Carissa Craig-Huddleston, Jordan, A'kilah Moore, Cynthia, Megela O'Hare, Tammy Oranje, Marques McCoy, Candace Mayo, Ryan Pedersen, Tanisha Maxwell

		MATERIALS: Electronic Agenda		
Item#	Time	Topic	Facilitator	Notes
1.	10:00 am	Welcome	Tanisha Maxwell Rosa Armendariz	
2.	10:05 am	Review of Agenda and 9/22 Notes	All	Approved and reminders
3.	10:15 am	Data recap and "deeper dive"	Ryan Pedersen	Slide deck in BSSI SharePoint Key touchpoints are enroll in the first semester and retention into spring semester How many of the successful students in LCs? New, degree-seeking students: Student who enrolled in both online and FTF courses were far more like to enroll and pass math in their first year.
4.	10:45 am	Updates on tasks/activities	All	Brief updates below. Details in Excel spreadsheet.

Jordan suggested adding case management system (add to our tasks and connect to the new system)

- Work on scheduling for F2F English 100 for Umoja (maybe all LCs) - done
- Follow up with Dennis Franco on the automated messages to Black students at CCC (Carissa) – in progress; Dennis to ask more
- Conversation with Umoja regarding expansion – to 3 cohorts - in progress
- Calling Campaign – in progress
  - Text – "you didn't enroll in fall (or Spring)"; email

· Study whether this has been effective; or what literature is out there about student calling/texting campaigns? o Set Counseling appointments in August for Black students (Jeffrey and Tanisha) – to be done o BOEP, EOPS and Umoja – in progress o BOEP support o Dual Enrollment for English and Math – to be explored o Celebrating student milestones – in progress o PD for English and Math pedagogy – to be developed o On the Increasing Effort chart some of the suggestions are to: · Focus on a "Low Effort" strategy – Calling Campaign to AA/B students who failed English 100 in 1st semester to register for English in the second semester. · "High Effort" strategies: o Professional Development for faculty to learn from the best practices of LCs like Umoja – to be developed o For fall 2024, if we can't get AA/Black students enrolled, potentially offer 3 sections of in-person, cohorted math courses for Umoja. ACS10 male cohort (partnership with BOEP and MESA as a braided funding strategy.				
5.	11:30 pm	Discussion and prioritize activities and next steps	All	Build a student schedule that works, feed forward (Marques) Could we create a bridge to college? EOPS summer bridge (Carissa) How do we create a relationship with online students? incentive model - to meet in person Challenge- research on belonging, Tinto research on online success - cohort models Advisor for online (Tammy's experience) - a contact; connect to Success Team Add milestone celebrations to recognize the online students Speed bumps in the class Warming up for the semester Are students taking online classes because that's what available? Time management + how to pivot when life gets complicated - can that be part of onboarding or Success Team work English Department celebration on 11/2 - can departments do this as a milestone celebration?

				How do we support students to address unanswered questions? Dennis will contact to ask about automated messages (CCC contact) Umoja expansion to additional sections (English and math) - to grow to 90; define types of affiliation with Umoja; Athletic program is interested in doing something cohort based - could be connected Culturally relevant pedagogy PD Calling Campaign - 2 happening: call all students who are registered in Fall and have not registered for Spring 2024 in December; Outreach and Welcome Services on October 23 - yesterday; email on English and Math - called all, including AA/B Add: balances and resources to help students pay or apply for FA (Tammy suggested); early December Transfer Calling campaign - 983 AA on list, student ambassadors are making calls NACCC survey data and Hope Survey Training for people making calls Set Counseling appointments BOEP - attending NAACP event tomorrow BYOP - Andrew and Hassan have been support; EOPS developing an advisory board as well BOEP - Advisory Committee; Mayo doctoral work - presentation Dual Enrollment - will look at data dual enrollment as equity strategy Milestones: Add Megela and Myles and Jordan Pedagogy (get grant infor, Connect with Curriculum Committee, anti-racism in COOR, cultural curriculum audit, develop something like the GE Check-list Cyber session - DVC doesn't open until October. We publish earlier and it gets filled Math and English Inquiry Group – create and connect to AB705/AB1705 work

6.		Other items		
		ACTION ITEMS		
		BSSI SharePoint site for our work		
		NEXT MEETING DATE(S)		
		- November 3, 10:00am – 12:00pm - December 1, 11:00am – 1:00pm (consider 10 am start?)		

"To educate as the practice of freedom is a way of teaching that anyone can learn." - bell hooks

LOS MEDANOS COLLEGE

Black Student Success Initiative - Agenda
Friday, April 19, 2024 from 10:00 am – 12:00 pm
Location: In-person L-109 and Zoom
https://4cd.zoom.us/j/82714647449?pwd=kMms7BUJKKpG6uAFG0SqdUI4ATOuzC.1

Present in person		D. Belman, J. Clark, R. Pedersen, R. Armendariz, T. Maxwell, J. Benford, M. O'Hare, C. Mitchell		
Present via Zoom		S. Frazier, M. Mack		
		MATERIALS: Electronic Agenda		
Item#	Time	Topic	Facilitator	Notes
1.	10:00 am	Welcome & Announcements	Tanisha Maxwell Rosa Armendariz	The upcoming events: 1. The Senior Saturday event is on April 20, 2024 2. Black Student Success Week is from April 22nd through April 26th. 3. On April 23rd, LMC will be celebrating Asian Pacific American Heritage Month. 4. LGBTQ+ Summit is on April 24th and 25th. 5. Umoja's Soul Cream social event is on April 25th. 6. The Celebration of Life for Michael Yeong is on May 1st 7. Employee Appreciation is during the 2nd week of May. 8. Congressman Garamendi's visit is on April 25th. The Counseling Department, Dr. Nogarr, and the BIT were recognized for providing student support during times of mourning for some members of the LMC family. M. O'Hare held a workshop for students on racial microaggressions. Dr. Maxwell suggested sharing the materials from this workshop on the LMC Student Services SharePoint.

				R. Armendariz introduced the NACCC Student and Staff Survey summary reports and announced that they would be shared via a follow-up email.
2.	10:05 am	Review of Agenda and 03/01/24 Notes	All	R. Armendariz announced that the agenda and notes from the previous meeting were approved.
3.	10:15 am	Updates on tasks/activities: • Black Employee Association - update • Athletic cohort project • Math & English strategies • Counseling and EdPlan project follow up on communication • Activity/project evaluation plan • Student ID scanners or trackers • Milestone ideas • Umoja Grant & opportunities for collaboration • Other areas ready to report out?	All	Counseling and EdPlan project follow-up on communication: • J. Clark shared the idea of doing a calling campaign for the students who ended up dropping their classes by April 19th and encouraging them to re-enroll in the Fall. D. Belman assured the committee that the initiative would take place but needed some planning. Dr. Maxwell mentioned that the Success Coaches could help with that campaign. • D. Belman informed everyone about several LMC calling campaigns: 1. A large campaign on general student persistence; 2. The AB705 focused campaign. R. Pedersen provided the initial data, and the calling campaigns were done either by the Outreach, Transfer & Career Services, or Success Coaches. • There was a suggestion to consider the scale, volume, and timing of the new calling campaign and prioritize the list of the campaigns. • The preliminary data from Ryan showed that 292 students dropped any Math class as of April 19th and 130 students dropped English 100. • J. Benford informed everyone that the department was still working on putting together their summer plans. R. Armendariz suggested organizing a meeting between Dr. Maxwell, herself, and J. Benford to look at the resources for the department's summer planning. *Next steps:* *J. Benford continues to work on the Summer Counseling appointments. The meeting for the Calling Campaigns is on May 3rd.*

				D. Belman - to incorporate the suggestion about the new calling campaign. *R. Armendariz - to document the workflow of the process.* Black Employee Association - update R. Armendariz informed everyone that Dr. Moore and she were trying to bring this group together. Athletic cohort project C. Mitchell shared a handout to update the committee members on the project's progress. Student Athlete Academy was the adopted name for the Athletic cohort project. 17 students are currently enrolled in the Academy. M. Mack and M. Storti will be recruiting at the Senior Saturdays events. Items reported to be completed: a marketing flyer, a purchased laptop cart, food that will be delivered on Wednesdays around 1:00pm. Work in progress: moving 100E and ACS10 classes to the Kinesiology, Canvas pages, Faculty Flex, the partnership with EOPS, gathering of the preliminary data (Ryan to assist), Facilities Master plan: proposal to incorporate some SCAPE spaces, grant writing for the next year in collaboration with EOPS; drop hours in the Childcare Center for the study slams. It was noted that it was very difficult to find students volunteers who were eager to become Math peer tutors. M. Mack indicated that the priority for the Academy is to have Freshman students; however, the Academy extended their invitation to the student-athletes who previously failed English or Math classes.

				Activity/project evaluation plan R. Pedersen informed everyone that that was a more complex project than anticipated. R. Armendariz suggested turning this process into a reporting-back tool and asked R. Pedersen to consider bringing back the Data Coaches initiative. Student ID scanners or trackers No update yet. Umoja Grant & opportunities for collaboration No update yet.
		Program Activities: • Black Student Success Week • Black Graduation (mini-grant not approved) • ADES Ghana trip – Goal is to send 3 students and 1 employee Application for students extended.	Robert Tanisha, Jamila, Rosa Rosa, Robert	Black Graduation R. Armendariz informed everyone that the Black Student Graduation mini-grant was not approved by the DO. Next year's plans might include this project. ADES Ghana trip The planning is in the process; however, LMC was informed that the college is on the wait list for this trip as they reached their capacity for applications.
4.	11:00pm	A2MEND – Update	Andrew, Hasaun, Jeffrey, Students	J. Benford was a participant at the A2MEND conference. He reported that LMC was considering to establish a chapter of A2MEND by transitioning the Brothers of Excellence program in that capacity. R. Armendariz indicated that the participants were also debriefed after the conference by submitting the reflection forms to Equity & Inclusion. J. Clark updated the members on the HBCU tour.

5.	11:15 am	Follow up on Review of NACCC Employee Survey results	Ryan	The survey results can be found by following this link: NACCC-2023-Staff-Survey-Summary-Report-LMC.pdf (losmedanos.edu) R. Pedersen presented the results of the National Assessment of Collegiate Campus Climates (NACCC) Staff survey. He reminded the audience that the survey has three components: the student survey (done in Fall 2021), the staff survey (Done in Spring 2023), and the faculty survey (planned for this year). R. Pedersen offered to reach out to him if anyone wanted to research the results in more detail. T. Maxwell suggested looking at the data and responses and separating the information that might help the BSSI and students by focusing on the presented challenges and strengths. R. Armendariz supported the idea by suggesting looking at the student survey as well and comparing the results.
6.	11:55 am	Prioritize activities and next steps		The meeting is scheduled for May 3rd.
		ACTION ITEMS		
		BSSI SharePoint site for our work, past agendas, notes, and data slide decks		
		NEXT MEETING DATE(S)		
		- Set Calendar for Spring 2024 – proposed dates from 10am – 12pm: o May 3		

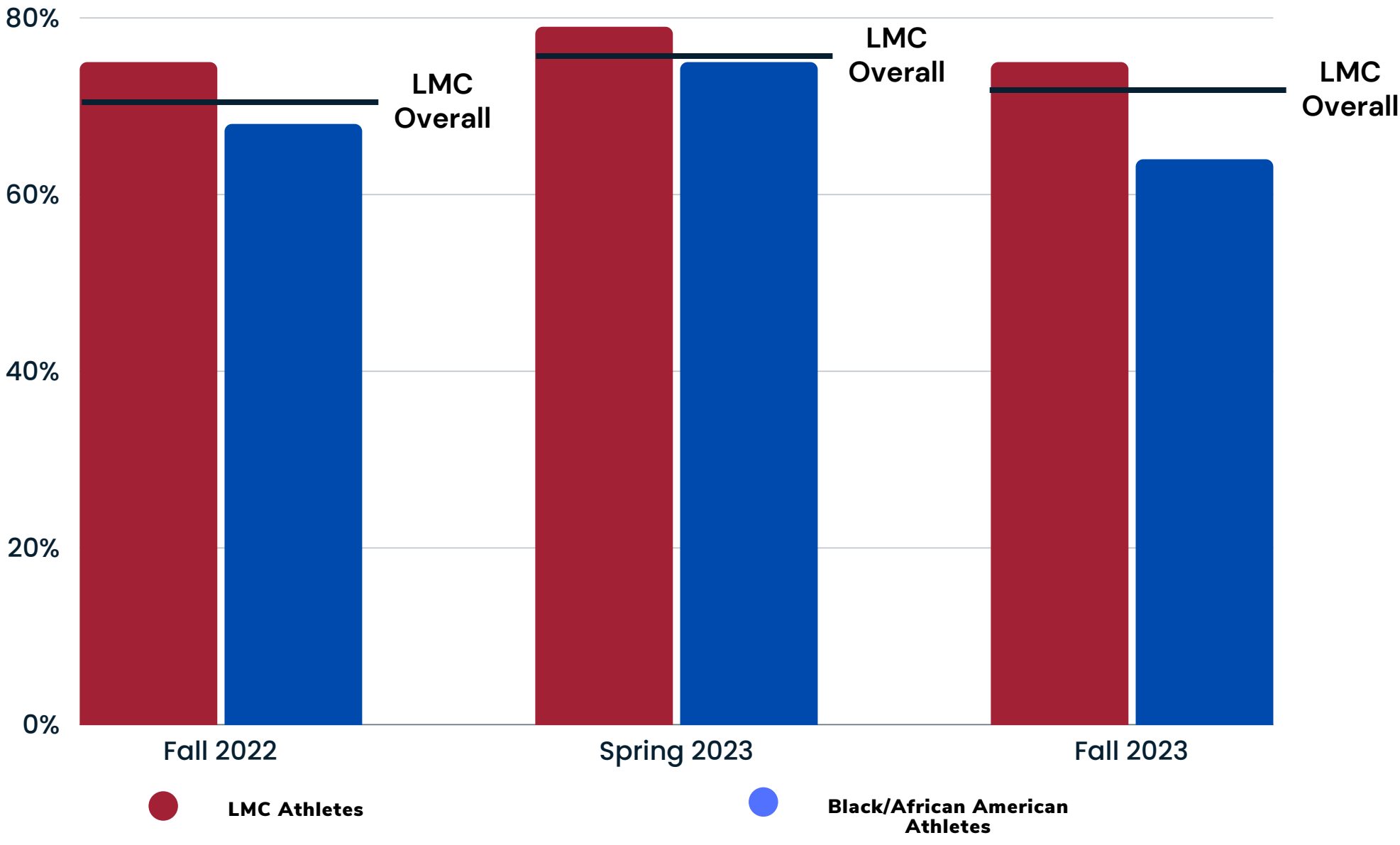
Student Athlete Data Presentation

APRIL 30, 2024

LOS MEDANOS COLLEGE

Office of Planning and Institutional Effectiveness

Course Success Rate



Date Generated: April 25 2024
Data Source(s): Source: GCOM student lookup in 4CD Tableau; Download Term Headcount by Ethnic Group for each term.
Definition/Notes: Athlete List collected from all Form-3s for term combined sports to one list.

STUDENT ATHLETES

UNIT COMPLETION BY TERM

COMPLETION OF 12 + UNITS	OVERALL		BLACK/AFRICAN AMERICAN	
Fall 2022	102/157	65.0%	20/33	60.6%
Spring 2023	85/129	65.9%	11/23	47.8%
Fall 2023	83/139	59.7%	17/35	48.6%

COMPLETION OF 15 + UNITS	OVERALL		BLACK/AFRICAN AMERICAN	
Fall 2022	49/157	31.2%	8/33	24.2%
Spring 2023	45/129	34.9%	5/23	21.7%
Fall 2023	41/139	29.5%	10/35	28.8%

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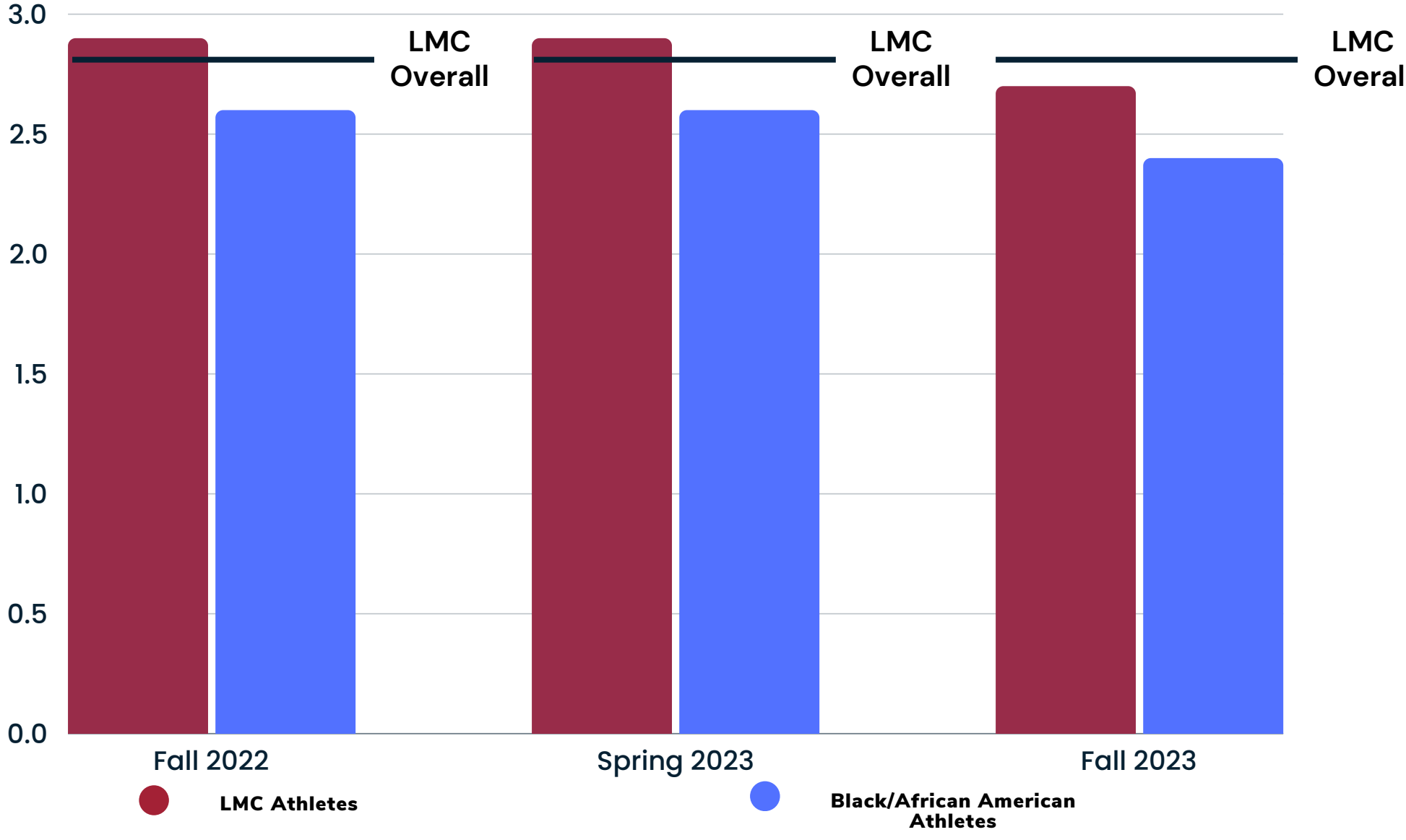
GPA



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STUDENT ATHLETES

SUCCESSFUL COMPLETION OF MATH AND ENGLISH

NUMBER OF COMPLETIONS DURING THIS TERM	MATH SUCCESSS	BLACK/AFRICAN AMERICAN	ENGLISH SUCCESSES	BLACK/AFRICAN AMERICAN
Fall 2022	31	3	55	9
Spring 2023	24	5	47	6
Total 2022 - 2023	55	8	102	15
Fall 2023	30	7	45	11

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