



Black Serving Institution Strategic Plan

Los Medanos College Mission:

Los Medanos College (LMC) mission statement grounds us in our purpose serving East Contra Costa County:

LMC provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

LMC is deeply committed to fostering the success of Black and African American students, in full alignment with our mission to provide our community with equitable access to educational opportunities and support services that empower all students in a diverse and inclusive learning environment.

Our commitment is rooted in the college's founding values. At our opening in 1974, founding President Jack Carhart declared, "This college is for you. No consideration will be given to your race, religion, social class, economic status, or even your past failures and difficulties in school. We will offer you no easy path to higher learning, but if you are in some respects unprepared for what we have to offer, we will help you to prepare. If you are confused and uncertain about yourself and your future, we will offer you counseling services going well beyond mere academic advising. We will offer all of this to you because we believe in your capacity, because you cannot otherwise live fully, and because our society cannot achieve its potential unless you achieve yours." This bold vision continues to shape how we serve our students and community today, particularly those historically excluded from postsecondary opportunity.

As the only higher education institution in one of the fastest-growing regions of the East Bay, LMC annually serves approximately 11,000 students pursuing transfer preparation, career education, and skill building, and offers over 90 programs of study in an inclusive learning environment. LMC has been recognized as a "Top 150 U.S. Community College" by the Aspen Institute College Excellence Program for five consecutive award cycles, beginning in 2017. This recognition highlights LMC's sustained excellence in student success, equitable outcomes, and institutional performance.

The college serves a diverse student population at the Pittsburg Campus and Brentwood Center. LMC has earned federal designations as a Minority-Serving and Hispanic-Serving Institution, with 45.0% of the college's student population identifying as Latine, 13.7% identifying as Black/African American, 18.8% as White, 7.4% Multiracial, 7.2% Filipino/Pacific Islander, 6.6% as Asian, and 0.2% as Indigenous. First-generation students make up 40.8% of our students. We recognize our role in advancing

educational equity in a community where postsecondary attainment can be a transformative force for racial, social, and economic justice.

Longstanding Commitment to Equitable Outcomes

Our institutional commitment to Black student success is not new. It is sustained, intentional, and visible in strategic planning and programmatic offerings:

- Long before statewide mandates, LMC was writing and updating Student Equity Plans and participated in the California Tomorrow cohort in 2006 to reimagine equity. This work pushed the college to adopt disaggregated data practices that shaped long-term strategy.
- In 2012, LMC made the success of Black and African American students a strategic priority (Priority #4), embedding accountability into our planning processes:
<https://www.losmedanos.edu/planning/documents/documents/Fall2012-Spring2014InterimStrategicPriorities.pdf>
- In 2007, LMC formed the Black Scholars Task Force, which recommended the creation of the Black Scholars Program and hired a faculty coordinator. This work laid the foundation for what would become our Umoja Scholars Program, a culturally responsive learning community dedicated to the academic and personal success of Black students.
- In 2015, LMC created an Ethnic Studies Task Force, leading to the development of a full ADT-aligned Ethnic Studies curriculum. As of Fall 2025, the college will have three full-time Ethnic Studies faculty, including a Black/African American-identified scholar—fulfilling a long-standing call for more diversity in representation for academic faculty at LMC.

These efforts are part of an integrated, race-conscious, and social-justice approach to equity that spans instructional programs, student services, and institutional policy. From expanding the Umoja Program and Ethnic Studies, to investing in data-informed equity planning, to hiring Black-identified faculty and staff, we remain focused on ensuring that Black and African American students are not only included but empowered to thrive.

LMC's legacy and future are grounded in the belief that Black student success is institutional success. As a Minority- and Hispanic-Serving Institution striving to become a Black-Serving Institution, we are proud to continue the work of transformation—guided by our mission, history, and the voices of the students we serve.

Black Student Success Initiative (BSSI)

Over the last three years, Los Medanos College launched the Black Student Success Initiative (BSSI) through our Student Equity and Achievement Program and Equity Plan. LMC grounds its Black Student Success Initiative (BSSI) in two guiding frameworks:

- **The Black Male Adult Learner Success Theory** (Goings, 2021), which highlights the unique needs, motivations, and support structures required to ensure the success of

Black male learners in higher education. The model emphasizes the layers of the student identity and experience, from developing a scholar identity, to focusing on the social-familial-spiritual, institutional practices, as well as societal influences and racial pride (societal-African diaspora).

- **The Concept of Servingness** (Garcia, Núñez, & Sansone, 2019), which offers a multidimensional understanding of what it means to truly *serve* students, especially first-generation students, Latine students, and racially-minoritized students, beyond access and enrollment. We apply this concept to center the educational and cultural experiences of Black students as well, shifting from simply enrolling to meaningfully supporting and uplifting their educational experiences.

Launched in Spring 2023, the Black Student Success Initiative (BSSI) is a cross-college effort to increase persistence, completion, and transfer rates for Black and African American students. The initiative strategically leverages LMC's Student Equity and Achievement (SEA) Plan to create a cohesive, equity-driven blueprint—effectively positioning the SEA Plan as our “Black Serving Institutions Grant.” Together, the two guiding frameworks have shaped a comprehensive model that centers student development, strengthens academic support, fosters community both on campus and locally, and informs institutional structures.

Through a collaborative inquiry process, the BSSI team identified two priority areas for the 2023–2024 academic year:

- English and Math success in the first year
- Fall-to-spring persistence

To address these priorities, BSSI is developing targeted strategies including milestone celebrations and culturally affirming programming to recognize, support, and inspire Black and African American-identified students as they progress from entry to goal completion in their academic journey.

Two signature programs now housed under the BSSI umbrella are:

- **The Student Athlete Academy**, which supports the academic and personal development of student-athletes, many of whom are Black and African American male students.
- **The Brothers of Excellence program**, which has been revitalized as the core mentoring and support network for Black and African American male students at LMC.

Strategic Alignment and Institutional Commitment

LMC is entering a new phase of strategic planning, which includes aligning academic priorities and programs over the next five years. This planning effort will deepen the college's intentional focus on equity-driven institutional transformation. As part of this vision, the college is exploring integration opportunities with existing and potential funding streams, such as HSI/Title III and Title V grants, to sustain and expand initiatives that serve racially minoritized student populations—including Black and Latine students—through culturally relevant pedagogy, proactive student support services, and faculty/staff development rooted in equity and inclusion.

For over two decades, LMC has demonstrated a sustained commitment to underserved students through targeted programs, interventions, equity initiatives, structures, and college priorities and goals – aligning with the concept of *servingness* that calls for colleges/universities to focus on all layers of the institution. As our student demographics have shifted, we have embraced a universal design for equity, anchored in the belief that by designing instruction and support for our most underserved students, *we improve outcomes for all students*.

LMC Black Serving Institutional Academic Goals, 2025-2030

Over the next five years, our institution aims to enhance the academic experience and success of all students, particularly focusing on our students experiencing the largest disproportionate impact in alignment with our Student Equity Plan (2025 – 2028). In particular, the college has identified Black/African American, first-generation, and male students as our focus populations in this next iteration of our student equity plan. Utilizing the principles of universal design, we know that by making improvements to serve these populations, we will be improving student outcomes for all our students. We have set specific targets across five key metrics: successful enrollment, first to second term persistence, first-year completion of transfer-level math and English, completion of a state-approved certificate or degree within three years, and transfer within three years.

1. **Successful Enrollment:** Our goal is to increase the overall enrollment rate (percentage of students who apply to the college that enroll within the year of their application) from 25.8% to 28.8% by the 2027-2028 academic year. For Black/African American students, we seek to increase the enrollment rate from 25.5% to 28.8% by 2027-2028 (click heading for metric summary).
2. **First to Second Term Persistence:** We aim to improve the retention rate of new students in from their first to second term from 64.9% to 66.8% by focusing on early engagement and support for all new students, with a particular emphasis on the populations mentioned above. For Black/African American students, we have a goal of increasing this persistence rate from 59.1% to 66.8% by 2027-2028 (click heading for metric summary).
3. **Completion of Transfer-Level Math and English:** Understanding that the completion of transfer-level English and math within the first year is highly predictive of degree/certificate completion and transfer, we aim to increase the percentage of students successfully completing

these courses in their first year of study from 22.4% to 23.9%. For Black/African American students we seek to increase this percentage from 11.2% to 23.9% by 2027-2028 (click heading for metric summary).

4. **Degree and Certificate Completion or Transfer:** Our institution also strives to increase the completion rates of state-approved certificates and degrees or transfer within three years. The college aims to increase the percentage of students who achieve a State Chancellor's approved certificate or degree, or transfer within 3 years from 19.5% to 20.5%. For Black/African American students, we aim to increase this percentage from 13.2% to 20.5% by 2027-2028 (click heading for metric summary).

5. **Transfer Rates:** Through our Student Equity Plan, we track our transfer rates by looking at the percentage of students who, after successfully completing 12+ transferable units, transfer and enroll in a 4-year institution within 3 years. We aim to increase this percentage overall at the college from 30.2% to 30.6%. For Black/African American students, we have no statistically significant equity gap in our most recent data year. However, we still have the goal to increase this rate from 26.8% to 30.6% for Black/African American students to maintain equity in transfer rates by 2027-2028 (click heading for metric summary).

By monitoring our progress and adjusting our strategies based on data-driven insights, we are committed to fostering an inclusive academic environment that supports the success of all students.

LMC Black Serving Institutional Equity Gap Closure Goals, 2025-2030

In conjunction with our overarching academic goals, we have established specific equity objectives for our Black/African American students to address academic equity gaps in retention, degree and certificate completion, and transfer compared to the overall student population:

1. **Enrollment and Retention Goals:** For the 2023-24 academic year, 1,526/11,164 (13.7%) of the overall enrolled non-special admit population at the college were Black/African American students. (https://datavista.cccco.edu/data_views/single_metric_first_time_nsa)

In meeting the goals on these metrics above, we would expect an increase of at least 61 additional new Black/African students enrolled in their first year at the college extrapolating that growth into future years would yield an estimated 159 additional Black/African American students enrolled in any given semester over time (a 10.4% increase). In achieving our equity targets in enrollment and 1st to 2nd term persistence, we expect to significantly impact the overall demographics of the college and anticipate an increase of the non-special admit Black/African American student population from 13.7% in 2023-24 to 15.1% of the overall college population.

2. **Degree/Certificate Completion and Transfer:** In addition to cohort-based goals from our Student Equity Plan referenced in question 2 of this application, the college has specific goals surrounding the number of students each year that receive certificates, degrees, or transfer to a 4-year college. As a part of our accreditation process, we annually set stretch goals as an institution for these metrics. We have stretch goals for the overall college population of:

- **Certificates: 783**
- **Degrees: 1778**
- **Transfers: 640**

These goals in conjunction with the enrollment and persistence goals above, lead us to the following goals for annual certificate, degree, and transfer outcomes for LMC's Black/African American students:

- **Certificates: 118**
- **Degrees: 268**
- **Transfers: 97**

Through our targeted efforts, we aim to create a more equitable educational environment that not only supports Black/African American students but also enriches the overall academic community at our institution.

[Click here for Institutional Set Standards Goals](#)

Institutional Memberships, Charters, or Affiliations to Organizations Dedicated to the Advancement of Black and or African American Students

Los Medanos College (LMC) is an active member and leader in local and statewide initiatives. The Vice Presidents of Instruction and Student Services serve on the AACCTA Black Caucus, and the Vice President of Student Services is a Regional Lead for the Black Student Success Week (BSSW).

LMC has been actively involved in the UMOJA Community statewide since the early days of the program development, supporting the establishment of the HBCU transfer agreements for our district. Over the past decade, LMC formed the Brothers of Excellence Program (BOEP) Program and we are now looking to form an A2MEND Chapter to partner more with the statewide efforts. BOEP hosts a Summer Bridge program in partnership with EOPS and local high schools for Black/African American males and males of color.

LMC has been part of the All-African Diaspora Educators Summit (ADES) hosted by A2MEND, sending a team of students and employees in the fall of 2024 with plans to send another team in the fall of 2026.

Los Medanos College has partnered with the City of Pittsburgh to improve outcomes for boys and men of color by implementing a localized My Brother's Keeper (MBK) initiative. MBK is an initiative of former President Obama that seeks to address the opportunity gaps that boys and young men of color encounter to ensure that all young people feel supported as they pursue a promising future and a healthy life. Certified in October of 2023, MBK Pittsburgh has developed MBK Pittsburgh Local Action Plan, which serves as the blueprint for continued measurable progress, collective impact, and allocation of financial and other resources to achieve priority areas: 1) completing Post-Secondary Education or Training; 2) All Youth Out of School Are Employed, and 3) All Youth Remain Safe from Violent Crime.

Black Serving Institution Strategic Plan

Los Medanos College Student Equity Plan 2022-2025 has served as the foundation for Black Serving Institution strategic planning, as well as informing the next Student Equity Plan 2025-2028, due to be submitted to the California Community College Chancellor's Office, November 2025. The metrics developed in our equity planning are the basis for the Los Medanos College Educational Strategic Plan 2025-2030, currently under development. For the first time in college history, the metrics will be aligned across these important plans, unifying our institutional approach to serving students and our community.

Locally in 2022, we identified our Student Equity Plan and consequent Student Equity and Achievement funding as a "Black Serving Institutions Grant" akin to the Hispanic Serving Institution grants we have been awarded previously. In the 2022-2025 Student Equity Plan (appended below), Black students are identified as a prioritized underserved student population in 4 of the 5 Student Equity Plan metrics. For the 2025-2028 Equity Plan, LMC will focus on Black students, male students and first-generation students, included below as Figures 1-5.

Los Medanos College's commitment to serving Black and African American students is deeply rooted in our institutional mission, vision, and core values. The College mission emphasizes equitable access to educational opportunities and support services that empower all students in a diverse and inclusive environment. Our vision positions us as leaders in providing dynamic and equitable educational experiences that transform communities. Guided by our Student Equity Plan, LMC intentionally centers Black student success through targeted supports, culturally relevant pedagogy, and community partnerships. Our institutional values of Excellence, Respect, Diversity, Integrity, and Responsiveness form the foundation of this work. We strive for excellence in educational experiences, honor the dignity of all individuals, embrace diversity as essential to our success, uphold transparency and accountability, and remain responsive to the needs of our students and local communities. Our focus on Black student success is not only a moral imperative, but also a reflection of our belief that equity and justice must drive institutional change and educational advancement.

Over the next academic year, the college is engaging in our strategic planning process for 2026-2031. In the meantime, the college has adopted [Interim Strategic Priorities](#) for the 2025-2026 academic year.

Institutional Strategic Priorities for 2025 – 2026:

1. Strengthen and support effective, cross-constituent leadership to foster an anti-racist, collaborative, productive, and engaging place to learn and work.
2. Improve access to financial, enrollment, and academic support, and enhance social connection for students with a particular emphasis on students in their first academic term at the College.
3. Increase Early College offerings, general enrollment, and 1st to 2nd term persistence.
4. Increase student completion of courses, certificates, and degrees.
5. Strengthen Institutional Effectiveness and Streamline Operational Processes.

Black Serving Institution Goals:

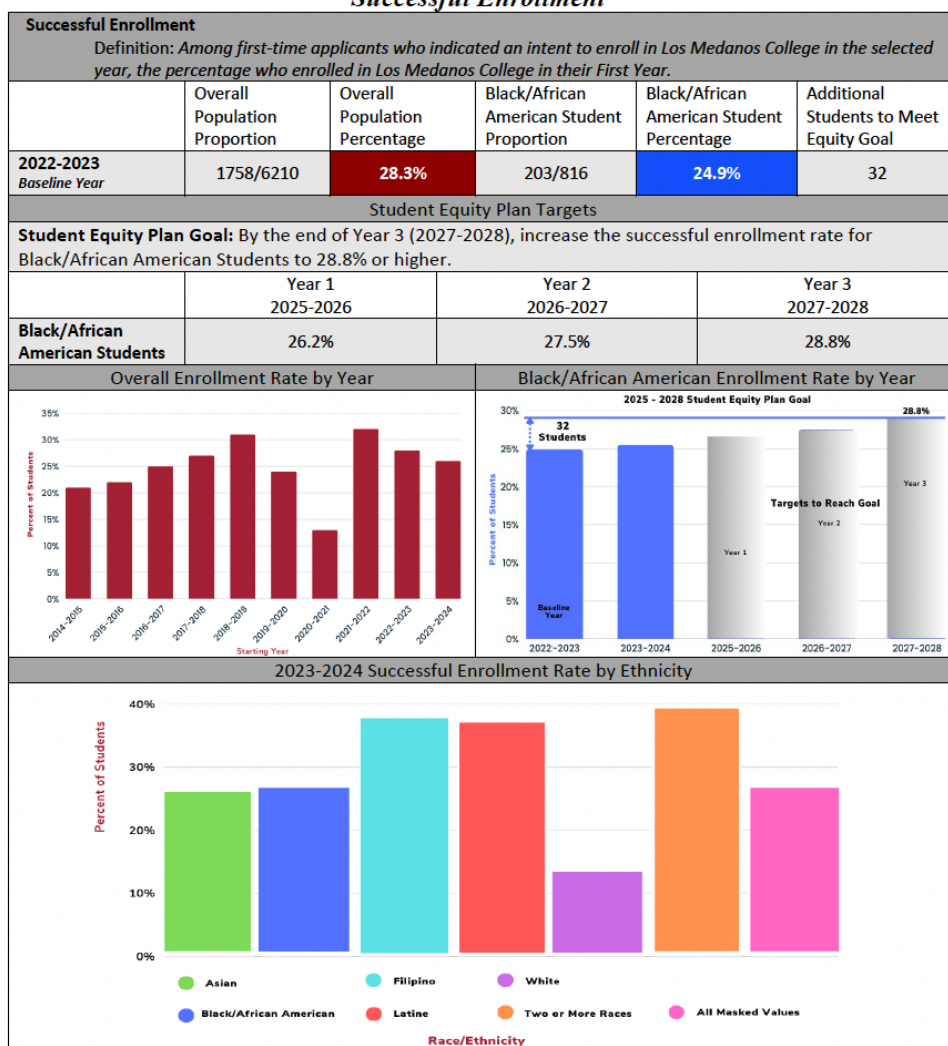
The college is engaged in the writing process of its 2025-2028 Student Equity Plan and Educational Strategic Plan. The data analysis has led to the following five goals.

1. **Successful Enrollment:** Our goal is to increase the overall enrollment rate (percentage of students who apply to the college that enroll within the year of their application) from 25.8% to 28.8% by the 2027-2028 academic year. For Black/African American students, we seek to increase the enrollment rate from 25.5% to 28.8% by 2027-2028 (click heading for metric summary).

Figure 1



2025-2028 Student Equity Plan Metrics at a Glance *Successful Enrollment*



Date Generated: 5.27.25

Definitions/Notes: See <https://datavista.cccco.edu/resources/86> for detailed definitions

Data Source: CCCCO Data Vista; Single Metric View https://datavista.cccco.edu/data_views/single_metric_nsa

2. **First to Second Term Persistence:** We aim to improve the retention rate of new students in from their first to second term from 64.9% to 66.8% by focusing on early engagement and support for all new students, with a particular emphasis on the populations mentioned above. For Black/African American students, we have a goal of increasing this persistence rate from 59.1% to 66.8% by 2027-2028 (click heading for metric summary).

Figure 2



2025-2028 Student Equity Plan Metrics at a Glance First Term Persistence



Date Generated: 5.27.25

Definitions/Notes: See <https://datavista.cccco.edu/resources/86> for detailed definitions

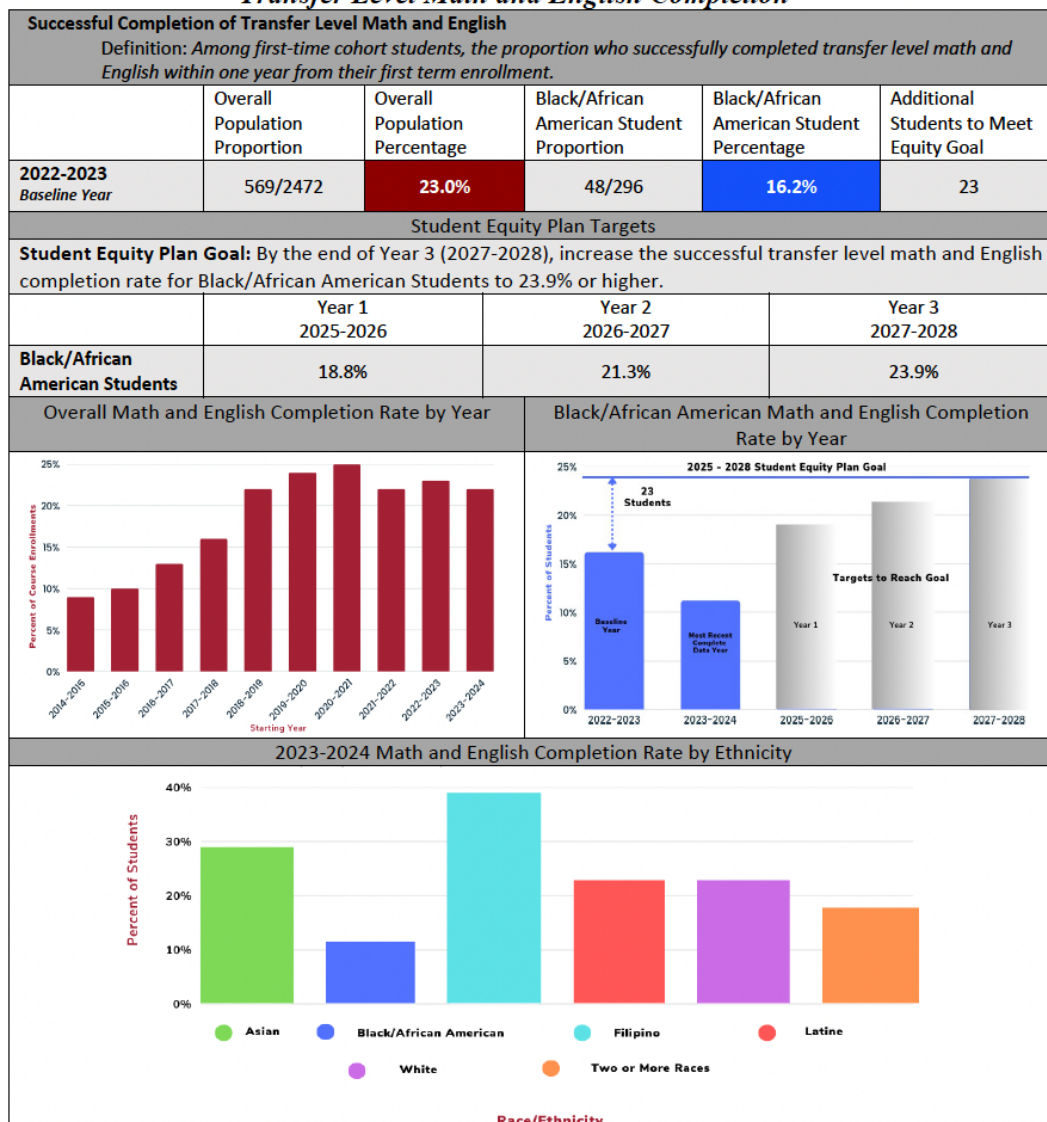
Data Source: CCCCO Data Vista; Single Metric View https://datavista.cccco.edu/data_views/single_metric_nsa

3. **Completion of Transfer-Level Math and English:** Understanding that the completion of transfer-level English and math within the first year is highly predictive of degree/certificate completion and transfer, we aim to increase the percentage of students successfully completing these courses in their first year of study from 22.4% to 23.9%. For Black/African American students we seek to increase this percentage from 11.2% to 23.9% by 2027-2028 (click heading for metric summary).

Figure 3



2025-2028 Student Equity Plan Metrics at a Glance *Transfer Level Math and English Completion*



Date Generated: 5.27.25

Definitions/Notes: See <https://datavista.cccco.edu/resources/86> for detailed definitions

Data Source: CCCCO Data Vista; Single Metric View https://datavista.cccco.edu/data_views/single_metric_nsa

4. **Degree and Certificate Completion or Transfer:** Our institution also strives to increase the completion rates of state-approved certificates and degrees or transfer within three years. The college aims to increase the percentage of students who achieve a State Chancellor's approved certificate or degree, or transfer within 3 years from 19.5% to 20.5%. For Black/African American students, we aim to increase this percentage from 13.2% to 20.5% by 2027-2028 (click heading for metric summary).

Figure 4



2025-2028 Student Equity Plan Metrics at a Glance *Vision for Success Goal Completion*



Date Generated: 5.27.25

Definitions/Notes: See <https://datavista.cccco.edu/resources/86> for detailed definitions

Data Source: CCCCO Data Vista; Single Metric View https://datavista.cccco.edu/data_views/single_metric_nsa

5. **Transfer Rates:** Through our Student Equity Plan, we track our transfer rates by looking at the percentage of students who, after successfully completing 12+ transferable units, transfer and enroll in a 4-year institution within 3 years. We aim to increase this percentage overall at the college from 30.2% to 30.6%. For Black/African American students, we have no statistically significant equity gap in our most recent data year. However, we still have the goal to increase this rate from 26.8% to 30.6% for Black/African American students to maintain equity in transfer rates by 2027-2028 (click heading for metric summary).

Figure 5



2025-2028 Student Equity Plan Metrics at a Glance *Transfer*



Date Generated: 5.27.25

Definitions/Notes: See <https://datavista.cccco.edu/resources/86> for detailed definitions

Data Source: CCCCO Data Vista; Single Metric View https://datavista.cccco.edu/data_views/single_metric_usa

Strategies for Improving Black Student Success

By monitoring progress and adjusting strategies based on data-driven insights, we are committed to fostering an inclusive academic environment that supports the success of all students. The college planning in Fall semester will refine the activities for the following strategies to which we are committed.

Strategy 1: Outreach Services to Potential Black and African American Students

Los Medanos College is committed to intentional, equity-centered outreach to prospective Black and African American students. Grounded in the Student Equity Plan and through the emergent Black Student Success Initiative (BSSI) work, our outreach strategy emphasizes authentic relationship-building and culturally relevant engagement through partnerships with local high schools, churches, community organizations, and Black-led initiatives across East Contra Costa County. This year, through the Umoja Program, we have initiated new partnerships with local high schools and hosted an Umoja day to introduce high school students to the college experience what LMC has to offer early to inspire young scholars. We actively participate in community cultural events such as local Juneteenth celebrations as a visible and meaningful presence that reinforces our commitment to Black student success. Our communication efforts highlight pathways to success at LMC, including support programs like Umoja, Brothers of Excellence, and services offered through EOPS and our Dreamers program. This year, we are revamping two Summer Bridge programs – one through EOPS and BOEP targeting Black males and another through our Student Success Teams for incoming high school graduates focusing on onboarding and connecting student academic and career goals through LMC Pathways. Additionally, LMC offers dual enrollment opportunities at all of our local high schools to engage and inspire students early to take college courses. Dual enrollment will expand over the next five year by 35%, with particular attention paid to recruiting and supporting Black and African American students.

We maintain a strong focus on the Access metric within our Student Equity Plan and continuously analyze disaggregated data to monitor progress toward our access-related goals. This data-informed approach ensures that our outreach efforts are responsive to gaps in enrollment and strategically aligned to remove barriers for Black and African American students.

In addition to access-focused outreach, LMC is equally committed to retention, particularly between the first and second terms, through personalized calling campaigns, early engagement efforts, and programming that supports connection, belonging, and persistence. These efforts reflect our mission to create a welcoming and supportive environment where Black and African American students are seen, valued, and empowered to succeed.

During the 2024-2025 academic year, Los Medanos College committed to a five year, annual allocation of \$120,000 in marketing and outreach campaigns to boost enrollment among Black and African American men, highlighting training and career development in high-demand, high-paying fields, including Process Technology (PTEC), Electrical Instrumentation Technology (ETEC), Automotive

Technology, Construction, and Emergency Medical Technician (EMT), as well as transfer to four-year institutions.

Strategy 2: Academic & Basic Needs Support Services to Assist in the Academic Success of Black and African American Students

Over the five-year BSI designation period, Los Medanos College (LMC) will continue to strengthen its learning communities and programs that support Black/African American students, guided by data and our updated Student Equity Plan. Our efforts will focus on improving first-year success in English and Math, as well as increasing fall-to-spring persistence. We will prioritize the continued development of the Student Athlete Academy, Legacy Scholars Program, and NextUp, while deepening connections to our Student Success Center. LMC will also invest in scaling up academic support through the emerging Summer Bridge programs, BYOB tutoring initiative, and strategic partnerships with Counseling, English and Math departments. Additionally, we will enhance leadership development opportunities for Black/African American students through engagement in student clubs, ambassador and peer mentor programs, and participation in regional and statewide leadership conferences. We will continue to enrich our campus culture by strengthening community partnerships and offering programming such as the annual Dr. Martin Luther King, Jr. Celebration, which honors Black excellence and fosters meaningful connections across campus and the broader community.

The LMC Marketplace serves as the college's central basic needs hub, providing free access to food (e.g., fresh produce, frozen meats, snack goods and non-perishable items), hygiene products, clothing, and infant care items. We provide referral to housing services, low-cost car insurance, emergency grants, and community resources. These services are designed to remove non-academic barriers that disproportionately impact Black and African American students. The Marketplace operates as a stigma-free, student-centered space. We collaborate with programs on campus such as Umoja Scholars, Office of Diversity, Equity, Inclusion and Belonging, and Extended Opportunity Programs and Services (EOPS) to ensure meaningful engagement and intentional outreach. In addition to providing tangible goods, the Marketplace offers workshops, i.e. financial literacy, housing resources, and wellness practices. We host events on food justice during Black History Month, Juneteenth and throughout the year in collaborative formats between community partners and campus employees.

Over the five-year BSI designation period, LMC will expand Marketplace services to include extended hours, mobile distribution events, expanded health services on-campus, and dedicated support for evening students. We will strengthen our existing partnerships with non-profit organizations that prioritize programs and services centered on the Black community in LMC's service area. These efforts will be conducive to enhancing off-campus referrals in order to provide a pathway to education and success. LMC's commitment to equity-driven support throughout the college experience for Black and African American students contributes to the college's culturally responsive strategies for academic success.

Strategy 3: Intentional Resource Allocation

Los Medanos College has established a strong, blended budget that reflects our long-term commitment to advancing Black student success over the next five years. We have strategically braided funding across multiple equity-focused initiatives, including the Student Equity and Achievement Program, Extended Opportunity Programs and Services (EOPS), Basic Needs, Career Education, Umoja Program, LMC President's Office, Strong Workforce, Outreach and Retention funds, and the LMC Foundation, to maximize impact and sustainability. In addition to this innovative approach to funding, LMC has demonstrated advocacy at the state level by publicly supporting Assembly Bill 335 through formal letters from both the college and the Contra Costa Community College District (4CD).

The following outlines the proposed five-year budget, based on the assumption that current funding from the California Community Colleges Chancellor's Office will continue.

Projected 5-Year Budget for BSI Initiatives						
Source	Category	Fiscal Year Projected Allocation				
		2025-26	2026-27	2027-28	2028-29	2029-30
SEAP	Umoja Allocation	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
SEAP	FT Umoja Counselor (projected salary & benefits)	\$ 148,000.00	\$ 148,000.00	\$ 148,000.00	\$ 148,000.00	\$ 148,000.00
SEAP	FT Umoja Coordinator (projected salary & benefits)	\$ 128,000.00	\$ 128,000.00	\$ 128,000.00	\$ 128,000.00	\$ 128,000.00
SEAP	50% BOEP Coordinator (projected salary & benefits)	\$ 57,000.00	\$ 57,000.00	\$ 57,000.00	\$ 57,000.00	\$ 57,000.00
SEAP	Brothers of Excellence Program (BOEP) programming	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
SEAP, EOPS	Bring Your Own Brain (BYOB) tutoring sessions	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
SEAP	BSSI initiative	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
SEAP	MLK Celebration	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
SEAP	Student Athlete Academy	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
SEAP	Academic Support (tutoring, math jams)	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
SEAP	Black Faculty & Staff Association (BFSA) - affinity group	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Professional Dev. Funds	PD activities/initiatives	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
SEAP, Umoja, EOPS, PD funds	Conferences/Travel (estimated)	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
	Ghana ADES Summit 2024 (2 employees; 2 students)					
	A2MEND Summit (3 Employees; 4 students)					
	HBCU Spring Break Tour (3 employees; 12 students)					
	NCORE (4 Employees; 4 students)					
EOPS	Summer Bridge	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
EOPS, CARE, SEAP	Legacy Scholars, Next Up programs	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
President's Office	MLK Celebration	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
LMC Foundation	MLK Celebration	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
LMC Foundation / BFSA	BFSA Scholarship	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Umoja State Allocation	Umoja Program (projected for year 4 and 5)	\$ 202,000.00	\$ 247,879.00	(over 2 years)	\$ 100,000.00	\$ 100,000.00
Recruitment Funds, Outreach, Strong Workforce	Public Relations & Outreach Campaigns (Audacy; KBLX Marketing Campaign to African American/Black & Men of Color and Women in the Trades)	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
	Total Projected Budget:	\$ 877,000.00	\$ 922,879.00	\$ 675,000.00	\$ 775,000.00	\$ 775,000.00

Note: salary and benefits may increase/change over the years.

Strategy 4: Culturally Relevant Professional Development

Los Medanos College (LMC) is committed to using existing resources to provide culturally relevant professional development that supports our Black Serving Institution (BSI) goals. The Professional Development Advisory Committee (PDAC) guides this work by advancing equity-mindedness, inclusive practices, and innovation to ensure professional learning that is relevant, reflective, and responsive to

the needs of our diverse campus. The goals of PDAC take into account that in order for LMC employees to be strong practitioners, we must invest in all areas of their development, similar to the Black Male Adult Learner Success Theory (Goings, 2021), and that includes building technical skills, creating a sense of belonging and community connections, addressing cultural competencies and bias, and collaborating on continuous learning opportunities.

Professional Development Advisory Committee Goals & Objectives established for 2025-26 focus on increasing faculty and staff capacity for increased belonging, servingness, and culturally competent pedagogy. The relevant goals and objectives are intended to support the work of being a Black Serving Institution are below:

Goal #2: LMC faculty, classified staff and managers cultivate a common understanding and practice of intercultural competence and humility which creates an equitable and respectful campus environment.

- 2.1. Employees will understand the need and cultivate a common understanding of unconscious bias, cultural humility, intercultural competence, and other relevant equity frameworks, concepts, and experiences.
- 2.2. PDAC will create opportunities for employees to engage in self and group reflection regarding personal and institutional cultural humility and competence.
- 2.3. Employees will initiate dialogue, share practices and learn new strategies for advancing personal and institutional cultural competencies and accountability at LMC.

We have a strong partnership with both the Academic Senate and Classified Senate in designing and delivering professional development, particularly through Focused Flex, a day-long, college-wide session held at the start of each semester that centers equity and student success. The PDAC offers a structured conference application process that allows employees to apply for support to attend impactful conferences such as the African American Male Educational Network & Development (A²MEND), Student Success Summit Asian Pacific Americans in Higher Education (APAHE), COLEGAS, National Conference on Race and Ethnicity (NCORE), and other discipline-specific learning spaces, empowering them to engage in equity-centered learning and bring insights back to the campus community. When appropriate, we include students as part of the campus teams. Our campus delegation to the African Diaspora Educational Summit (ADES), co-hosted by A²MEND and the Umoja Community, presented at Fall 2025 Opening Day and inspired the college to dream boldly about our BSI application. Students shared powerful reflections on what it truly means to be a Black-Serving Institution, emphasizing the need for more African-centered curriculum and culturally sustaining learning environments.

Through initiatives such as Equity in Action for Classified Professionals and NEXUS, our year-long onboarding program for new full-time faculty and classified professionals, LMC will continue to provide grounding in institutional history, the community we serve, and collective commitment to racial equity and transformative pedagogy. In addition, we are developing a new onboarding program for managers focused on equity-minded leadership and leading with courage in support of institutional values.

Now in its seventh year, the Pedagogy Innovation Project (PIP), originally launched as a Student Equity Plan initiative, continues to support employees in reimagining curriculum, instructional and student services strategies to center student voice, cultural relevance, and equitable outcomes. Designed as a community of practice, PIP promotes reflection, collaboration, and experimentation to remove barriers and strengthen engagement and success for disproportionately impacted students. This work builds upon LMC's long-standing history of discipline-based teaching communities, particularly in math and English, that have focused on addressing equity gaps and meeting students where they are through accelerated pathways, embedded support, and inclusive pedagogy. Moving forward, PIP will focus intentionally on Black and African American students and students of color.

In Fall 2024, LMC launched A Long Talk About the Uncomfortable Truth, a national anti-racism program designed to eradicate racism through intentional and sustained conversation, and we will continue this cohort-based experience in Fall 2025. Additionally, we are collaborating with the District-wide Professional Development Committee to ensure thoughtful investment of Culturally Relevant Pedagogy (CRP) funds to support faculty development in key areas such as Distance Education, generative AI, and inclusive curriculum with particular attention paid to supporting students of color. Our ongoing partnership with the USC Race and Equity Center and the administration of the National Assessment of Collegiate Campus Climates (NACCC) survey further inform our efforts to foster belonging and build intentional professional development aligned with our BSI mission.

Over the next five years, our institution aims to enhance the academic experience and success of all students, particularly focusing on our students experiencing the largest disproportionate impact in alignment with our Student Equity Plan (2025-2028). In particular, the college has identified Black/African American, first-generation, and male students as our focus populations in this next iteration of our student equity plan. Utilizing the principles of universal design, we know that by making improvements to serve these populations, we will be improving student outcomes for all our students. We have set specific targets across five key metrics: successful enrollment, first to second term persistence, first-year completion of transfer-level math and English, completion of a state-approved certificate or degree within three years, and transfer within three years.

The Institutional Development for Equity and Access (IDEA) Committee, a Shared Governance Committee, will serve as the steering body for the Student Equity Plan in partnership with the Black Student Success Initiative team.

Requested Data

A. Number of Degrees and Certificates Earned by Year:

Degrees:

Year	Number of Degrees Overall	Number of Degrees Earned by Black/African American Students
2021 – 2022	1507	134
2022 – 2023	1396	102
2023 – 2024	1434	119
Source: 4CD Tableau Awards Dashboard by Award Type. Accessed 5.29.25		

Certificates:

Year	Number of Certificates Overall	Number of Certificates Earned by Black/African American Students
2021 – 2022	570	56
2022 – 2023	548	44
2023 – 2024	643	52
Source: 4CD Tableau Awards Dashboard by Award Type. Accessed 5.29.25		

B. Degree and Certificate Achievement Rates:

Cohort-based student achievement data is monitored through the State-Chancellor's Office and is delayed due to the data collection process. Below represents the most recent 3-years of data related to the requested outcomes.

	3-Year Rates			6-Year Rates	
Cohort Start Year	Overall Degrees/Certificate Attainment	Black/African American Degree/Certificate Attainment	Cohort Start Year	Overall Degrees/Certificate Attainment	Black/African American Degree/Certificate Attainment
2018 – 2019	329/2,588 = 13%	41/384 = 11%	2015 – 2016	587/2,789 = 21%	58/400 = 15%
2019 – 2020	423/2,818 = 15%	32/370 = 9%	2016 – 2017	498/2,450 = 20%	58/382 = 15%
2020 – 2021	363/2,154 = 17%	21/254 = 8%	2017 – 2018	553/2,534 = 22%	42/362 = 12%
Source: https://datavista.cccco.edu/data_views/single_metric_first_time_nsa ; Metric 619: Earned an Award, Vision Goal Completion Definition; Accessed 5.29.25					

C. Transfer Rates:

Cohort-based student achievement data is monitored through the State-Chancellor's Office and is delayed due to the data collection process. Below represents the most recent 3-years of data related to the requested outcomes.

	3-Year Rates			6-Year Rates	
Cohort Start Year	Overall Transfer	Black/African American Transfer	Cohort Start Year	Overall Transfer	Black/African American Transfer
2017 - 2018	223/899 = 25%	20/86 = 23%	2014 – 2015	426/1,389 = 31%	50/176 = 28%
2018 – 2019	280/977 = 29%	27/101 = 27%	2015 – 2016	480/1,564 = 31%	54/163 = 33%
2019 – 2020	313/1,036 = 30%	30/112 = 27%	2016 – 2017	409/1,322 = 31%	55/159 = 35%
Source: https://datavista.cccco.edu/data_views/single_metric_first_time_nsa ; Metric 620: Transferred to a Four-Year Institution (with denominator used in SEP); Accessed 5.29.25					

Presidential Certification: Black Serving Institution Commitment

June 3, 2025

Los Medanos College is deeply committed to the serving, support, and achievement of Black and African American students. I joined the college as president in January 2023, quickly confirming what I had heard about this important institution: LMC is committed to the success, support, and thriving of Black and African American students. As a public, equity-centered Hispanic-Serving and Minority-Serving Institution, we affirm our dedication to becoming a *Black-Serving Institution (BSI)* through practices, programs, and institutional transformation. At LMC, equity is not an ancillary goal— it is embedded in our structures, programs, and decision-making, with particular attention to dismantling systemic barriers that hinder historically marginalized students. As the person fortunate to lead this institution, I do so with particular attention to the efficacy of our recruitment, retention, success and completion of Black and African American students.

Established in 1974, Los Medanos College serves eastern Contra Costa County and is one of three colleges in the Contra Costa Community College District. Since our founding, LMC has prioritized equity, access, and inclusion. Our geographical history encompasses land once stewarded by the indigenous Bay Miwok, a Spanish colonial land grant, a military installation, and a legacy of two towns — one a white “sun-down” community and one a Black, Great Migration destination. As a region, we grapple with the complex history and legacy of displacement, segregation, and resilience, in addition to the current realities of the Bay Area’s widening inequities. We recognize the deep urgency and importance of equity-driven work we do to serve and uplift our diverse community. As the only higher education institution in one of the fastest-growing regions of the East Bay, LMC annually serves approximately 11,000 students pursuing transfer preparation, career education, and skill building, and offers over 90 programs of study in an inclusive learning environment. Since 2017, LMC has been consistently recognized as a “Top 150 U.S. Community College” by the Aspen Institute College Excellence Program. We hold the responsibility of serving our communities with

an eye to community transformation. We believe that advancing the success of Black and African American students is essential to our college mission, and to well-being of the East Contra Costa community.

The college serves a diverse student population at the Pittsburg Campus and Brentwood Center. Los Medanos College has earned federal designations as a Minority-Serving and Hispanic-Serving Institution, with 45.0% of the college's student population identifying as Latine, 18.8% identifying as white, 13.7% identifying as Black/African American, 7.2% identifying as Filipino and Pacific Islander, 7.4% identifying as multiracial, 6.6% identifying as Asian, and 0.2% identifying as indigenous. About 41% of students at LMC identify as the first in their family to attend college.

Los Medanos College has worked to integrate equity-mindedness into our inquiry, assessment planning, and decision-making processes. We acknowledge that our efforts in student equity planning have improved academic achievement among traditionally underserved students, but our research shows that we have yet to attain full equity for Black and African American students. To make marked change, we have begun the implementation of initiatives intentionally designed to improve our outreach, retention, and success of Black and African American students. While our current mission declares that the college "provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment," we are currently revising our mission, vision, and values to reflect our explicit commitment to racial equity, student belonging, and community transformation.

Los Medanos College explicitly affirms the centrality of Black student success in our institutional priorities. This includes integrating this commitment into our new Educational Strategic Plan and continuing efforts in our Student Equity and Achievement Program planning. LMC is committed to the use of disaggregated data through SEA metrics, program review, learning outcomes assessment, and assessment of the success of interventions and initiatives. Through National Assessment of Collegiate Campus Climates (NACCC), Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement, and HOPE Center Basic Needs Surveys, we measure student belonging, campus culture, basic needs insecurities, and instructional quality, using findings to improve students' experience of the college and their success and completion. Our commitment aligns with the Contra Costa Community College District's Diversity, Equity, Inclusion and Belonging Plan, which is and is operationalized through our Strategic Priorities, Student Equity and Achievement Plan, and Black Serving Institutional priorities.

This letter serves as a formal certification of Los Medanos College's commitment to being a Black-Serving Institution and affirms our intention to strengthen our policies, practices, and partnerships in support of Black student excellence.

In community,

A handwritten signature in black ink, reading "Pamela Ralston". The signature is fluid and cursive, with the first name "Pamela" and last name "Ralston" clearly distinguishable.

Pamela Ralston, Ph.D.
President

Los Medanos College Campus Resources that Promote Equity and Inclusion for Black and African American Students

Los Medanos College (LMC) offers multiple cohort-based learning communities designed to strengthen student success through targeted academic support and culturally affirming practices. These Learning Communities—including MESA, Umoja Scholars, Puente, the Transfer Academy, and the Honors Transfer Program—provide students with tailored, high-touch services that support academic excellence and build a sense of belonging. In the last year, additional cohort programs have been developed as part of the BSSI initiative, including the Brothers of Excellence Program (BOEP), NextUp, Student Athlete Academy, and Legacy Scholars for student parents. While each program has its own identity and focus, they share common features such as:

- Specialized counseling and transfer support
- Special program-only sections of key courses
- Enrichment activities like field trips and guest speakers
- Free tutoring and academic support
- Opportunities for community involvement
- Guidance on transfer, financial aid, and scholarship applications

LMC is deeply committed to fostering an inclusive, supportive, and racially equitable environment for all students, with intentional, race-conscious programs and services designed to support Black and African American students throughout their academic journeys.

The college's commitment to servingness, deepened through efforts initiated by Title III and Title V HSI Grants from 2005 to 2016 and partnership with USC's Center for Urban Education, has created lasting student success programs. These have led to notable increases in transfer and degree completion rates, particularly for first-generation, Black/African American, and Latine students.

Academic Support and Learning Communities

- **Umoja Scholars Program:** Designed to support African American and other students, Umoja provides a culturally relevant curriculum, leadership development, mentoring, and community-building activities. The program centers identity, scholarship, and academic excellence. Located in the student Union Building, the Umoja Center provides a programmatic space for learning, but also a cultural center for strengthening community.
- **Bring Your Own Brain/Books (BYOB):** The Umoja Program, Brothers of Excellence Program, EOPS, and Black Student Union Club have collaborated to offer study sessions twice a month to support successful course completion for our Black/African American students. Students meet in

the Student Union for 90 minutes with faculty from different disciplines and program staff for study and tutoring time. Meals sponsored by a partnership between the Umoja Scholars Program and EOPS are provided as part of the study sessions.

- **Transfer Academy:** This cohort-based program prepares first-time college students to transfer to four-year universities through tailored counseling, guaranteed course blocks, and staff/faculty mentorship.
- **MESA (Math, Engineering, Science Achievement):** One of the largest in the state, this program supports economically and educationally disadvantaged students in STEM fields, providing tutoring, mentorship, and transfer assistance.
- **Puente Program:** While focused on Latino students, Puente's model of intensive writing instruction, mentoring, and academic counseling has benefitted a broad range of underrepresented students.
- **Math and English Acceleration Programs:** LMC eliminated traditional remedial sequences and developed co-requisite models that have significantly improved course completion rates for Black and Brown students.

Cultural Community and Identity-Based Programming

- **Umoja:** Beyond academics, Umoja creates a cultural home for students, emphasizing African and African American history, identity affirmation, and collective uplift.
- **Annual HBCU Spring Break Tour:** Since 2014, LMC has offered a fully funded trip to visit Historically Black Colleges and Universities, creating opportunities for cultural affirmation and transfer exploration.
- **Black Student Success Week:** LMC participates in BSSW by facilitating watch parties for the Black Hour webinars, hosting social networking events with Black faculty and staff, collaborating district-wide for the first annual 4CD Black Male Summit, and amplifying the state-wide programming for Black students locally.

Mentorship and Student Leadership

- **Student Success Center (SSC):** Provides support for students facing barriers to academic persistence and retention by offering early alert services, personalized student success coaching, and proactive engagement to assist students in achieving academic milestones within a guided pathways framework throughout their student journey. T offer personalized academic coaching and mentoring. **Peer Mentorship through Learning Communities:** Transfer Academy, MESA, and Umoja all embed mentorship opportunities, connecting students with peers, professionals, and alumni.

- **Black Student Union (BSU):** The objective of the student led BSU is to develop unity amongst Black students, to communicate the perspectives of the Black community on the LMC campus, and to become the official student voice and representatives on issues concerning Black students. The purpose of the BSU is to provide and promote economic, political, and academic enrichment, and develop unity among the Black students at LMC. The BSU attempts to create awareness about issues relating to Black culture through its sponsorship and involvement in programs on campus.

Financial Equity and Access

- **Extended Opportunity Programs & Services (EOPS):** Provides book grants, priority registration, counseling, peer mentoring, and academic workshops for low-income, first-generation, and underrepresented students.
- **Zero Textbook Cost (ZTC) Initiative:** LMC offers courses that utilize free instructional materials to reduce financial burdens for students. Notably, African American and Hispanic students have seen improved success rates in ZTC courses.
- **Tech Equity Loaner Program:** Offers free laptops and essential software for students, ensuring access to digital learning and resources—used by more than 600 students.
- **Basic Needs Services:** Food pantry, clothing support, emergency housing, transportation support, and mental health services are offered to address barriers outside the classroom.
- **Dreamers Services for Immigrant and Undocumented Students:** LMC offers comprehensive support for undocumented and immigrant students, including financial aid assistance, legal resources, and academic counseling. Our approach is intersectional, and we recognize that students from many backgrounds are impacted by immigration status and strive to provide culturally responsive, inclusive support that meets their diverse needs.

College and Career Readiness

- **Career and Technical Education (CTE) Pathways:** LMC offers workforce-aligned programs in healthcare, technology, and skilled trades with paid internships, apprenticeships, employer partnerships, and mentorship for underrepresented students.
- **Dual Enrollment and High School Outreach:** LMC has steadily expanded its dual enrollment offerings in recent years, with a strong focus on including Black/African American high school students, who now make up 11% of the dual enrollment population. Students in dual enrollment consistently outperform their non-dual enrolled peers in the same college courses. Notably, in Fall 2023 through Spring 2024, the success rate for Black/African American students in dual enrollment courses was 72.2%, compared to just 53.1% for their non-dual enrolled counterparts in the same classes. These results underscore the importance of targeted outreach to high schools serving Black communities and demonstrate that early college credit is an effective equity strategy.

Innovative & Equity-Focused Interventions

Brothers of Excellence Program (BOEP)

Brothers of Excellence is dedicated to developing a nurturing academic and social environment that empowers Black male students to excel academically, grow leadership skills, and become well-rounded individuals. We aim to build a strong sense of belonging and purpose, encouraging students to overcome challenges and achieve their goals. The program was on hiatus during the pandemic, and we have been rebuilding as part of the BSSI efforts. The last two years, LMC has sent a team of students and employees to the A2MEND Summit and there are plans to form an A2MEND Chapter.

Goals:

- Improve retention and graduation rates
- Foster leadership skills through workshops and mentorship opportunities
- Organize social and cultural events to build community.
- Develop a pipeline of future leaders.

Outcomes:

- Increase the GPA of program participants.
- Academic advising and counseling
- Mentorship program pairing students with successful alums and faculty/staff
- Retreats, summer bridge, and other bonding experiences

NextUp (Supporting Current and Former Foster Youth)

NextUp is a cohort-based program housed within EOPS that provides targeted support for Los Medanos College students who have spent time in foster care. The program offers a holistic, student-centered approach that recognizes the unique barriers foster youth may face in navigating higher education. Through a structured and compassionate model, NextUp empowers current and former foster youth to pursue their academic, career, and personal goals with confidence and support.

Students in the program benefit from a wide range of coordinated services, including academic, career, and personal counseling, priority enrollment, meal assistance, college supplies, and transportation resources such as gas cards and bus passes. Educational and housing grants, along with skill-building workshops, ensure that students are equipped both in and outside the classroom.

Eligibility for NextUp includes students who were dependents of the court at or after age 13, are under 25 at the start of the academic year, and are working toward enrollment in at least 9 units. In Spring 2023, the program served a small but growing cohort, including one African American male and six Latine/Hispanic males aged 18–23.

NextUp works closely with EOPS and external agencies to provide wraparound support, acting as a critical liaison to both campus-based and community resources. The program shares common goals and deliverables with EOPS and plays a vital role in advancing equity for foster youth at LMC.

Student Athlete Academy (SAA)

The Student Athlete Academy was built out of the Black Student Success Initiative (BSSI) and in response to Athletics Counseling data, which identified the need to improve outcomes for Black male student-athletes. Although student-athletes at LMC succeed at rates above the college average, Black/African American male athletes persistently succeed at lower rates, particularly in gateway English and math courses. The Student Athlete Academy's mission is to ensure student-athletes succeed in the classroom and on the field through strategic planning and proactive support. We aim to reduce equity gaps and increase success in math and English classes. The Student Athlete Academy addresses this equity gap by combining proactive academic support, intentional scheduling, and identity-affirming community-building.

In Spring 2023, the Student Athlete Academy served a diverse cohort of students, including 46 Hispanic, 23 African American, 24 White, 20 Multi-Race, 7 Undeclared, 6 Filipino, 2 Pacific Islander, and 1 Asian student. First-year student-athletes enroll in cohorted, blocked classes scheduled around their athletic commitments. These classes meet from 9:35 a.m.–12:35 p.m. twice a week, with out-of-season athletes focusing on math and in-season athletes on English. This design maximizes access to high-demand courses and reduces scheduling conflicts that typically challenge student-athletes. After class, faculty and counselors host dedicated office hours and study sessions, fostering a strong academic culture.

The SAA holistic support model includes:

- Face-to-face and hybrid general education (GE) courses aligned to athletes' seasons
- Embedded counseling and weekly study hall
- Planners, t-shirts, snacks (via the Brain Food Project), and a shared Chromebook cart (sponsored by funds from an AB1705 grant).
- Direct coordination with Admissions & Records, faculty, and Student Services

In Fall 2024, SAA athletes completed nearly twice as many units as both non-SAA athletes and the general LMC student body. Success rates increased by 10% from the prior spring, and GPA outcomes for SAA athletes remained on par with comparison groups.

The Student Athlete Academy has proved popular with students, and word-of-mouth among teammates has necessitated the growth of the program. In Fall 2024, enrollment in the English class spiked from 23 students to 35 students after the first week. To account for this enthusiasm for the program, we've expanded from offering support for 60 incoming students to 90 students in Fall 2025.

We've also recruited additional counselors and recruited new faculty to participate in the program. The ESL counselor is filling in over summer to support the program after expressing interest in assisting the

SAA. The ACS-10 course “Becoming a College Scholar: First Year Seminar” will be team-taught with the Athletics Counselor and the EOPS program coordinator, a leader of the BOEP program and a former student-athlete with the football team at LMC.

Due to high demand, the program will expand from 60 to 90 students in Fall 2025, supported by additional counselors and faculty—including former student-athletes and EOPS leaders—to ensure racial and cultural relevance.

Legacy Scholars Program

Also born out of BSSI and informed by collaboration across CARE, CalWORKs, EOPS, and AB 1705 initiatives, the Legacy Scholars program supports students with children—a group that is disproportionately Black/African American at LMC. While 11.1% of all Spring 2024 students had dependents, that number jumps to 22.2% for Black/African American students. Student-parents face immense pressure balancing caregiving with coursework, and national research shows high dropout rates among this population despite strong academic performance when supported.

Legacy Scholars addresses these challenges with:

- Learning cohorts to build community and peer support among student-parents
- Blocked course scheduling for math and English to align with caregiving schedules
- Cohorted learning builds community and peer support among student-parents.
- Collaboration with faculty, CARE, CalWORKs, and counseling
- Drop-in childcare during study events
- Extended hours for academic support centers and libraries
- A dedicated Canvas hub for centralized resources and updates

After piloting protected course sections in Spring 2025, the program regrouped and rebranded with insights from institutional data, outreach feedback, and technical improvements. Program planning is now guided by data-driven analysis on enrollment, math and English success, and persistence. Legacy Scholars not only builds academic momentum but also centers racial and parental identity in student success frameworks.

While LMC has made significant strides in improving transfer and completion rates for all students—and particularly for Latine students—continued progress requires deep, sustained investment in the early experiences of Black/African American students. This focus is rooted in LMC’s persistent racial equity gaps in first-to-second-term persistence and completion of transfer-level gateway courses.

With this in mind, the college has centered its Student Equity Plan (SEP) as its race-conscious strategic planning effort to close equity gaps for disproportionately impacted students. While the SEP targets enrollment, persistence, transfer, and completion broadly, it is most deeply committed to early academic success for Black/African American students, who remain the most underserved group on campus.

Through programs like the Student Athlete Academy and Legacy Scholars, LMC is implementing equity in action—strategically targeting systemic barriers with data-informed, student-centered solutions that help ensure all students, regardless of background or identity, can thrive and achieve their academic goals.

These programs and initiatives collectively contribute to increasing access, retention, and success for historically underrepresented racial and ethnic groups at LMC, aligning with the college’s commitment to equity and inclusion.

Institutional Commitment and Outcomes

LMC’s race-conscious, equity-centered approach has led to measurable outcomes, including increases in degree attainment and the elimination of racial equity gaps in transfer—especially among Latine and Black/African American students. This reflects the college’s intentional focus on systemically redesigning supports to better serve racially minoritized populations.

As part of its commitment to student equity and racial justice through BSSI and the Equity Plan, LMC has developed and scaled intentional, race-conscious, and data-informed programs that address the specific barriers faced by disproportionately impacted students. Four standout examples—Brothers of Excellence Program (BOEP), NextUp, Student-Athlete Academy, and Legacy Scholars—target historically underserved student populations, offering structured support in completing gateway courses and increasing early academic momentum.

LMC is also proud to be a recipient of the Asian American, Native Hawaiian, Pacific Islander Student Achievement (AANHPI) Grant, the LGBTQ+ Grant, and the Dreamers Liaison Grant. These initiatives reflect our deep commitment to serving the diverse and intersectional identities of our students. We recognize that many of our students are mixed-race and that their lived experiences are shaped by multiple, overlapping aspects of identity – including race, gender, sexuality, immigration status, and cultural background. Our planning and collaboration across these grant initiatives are intentionally designed to honor this complexity, foster stronger, more inclusive communities, and build solidarity among historically marginalized student groups.

As part of its commitment to student equity and racial justice through BSSI and the Equity Plan, LMC has developed and scaled intentional, race-conscious, and data-informed programs that address the specific barriers faced by disproportionately impacted students. Four standout examples (Brothers of Excellence Program (BOEP), NextUp, Student-Athlete Academy, and Legacy Scholars) target historically underserved student populations, offering structured support in completing gateway courses and increasing early academic momentum.

In sum, LMC offers a wide range of integrated programs and services—academic, cultural, financial, and personal—that work in concert to create a welcoming, inclusive, and empowering campus environment for Black and African American students. These efforts not only support student success, but also affirm identity, foster belonging, and close equity gaps.

Additional Information about Los Medanos College's Readiness to be Identified as a Black Serving Institution

Los Medanos College (LMC) is strongly positioned to be identified as a Black Serving Institution (BSI), with a comprehensive and sustained commitment to the success of Black and African American students. Our work is deeply rooted in equity-minded practices, data-informed decision-making, community engagement, and institutional transformation.

Institutional Recognition and Workforce Commitment

LMC has been recognized by the Aspen Institute College Excellence Program as one of the top 150 community colleges in the nation since 2017. As the premier workforce development provider in East Contra Costa County (Pittsburg, Oakley, Antioch, Brentwood), LMC is committed to increasing retention and completion rates for Black and African American students in high-demand, livable-wage careers. The need is urgent: Black and African American residents in our service area face the lowest college attainment rates, lowest incomes, and highest unemployment rates compared to other regional populations.

The equity and moral imperative to ensure that Black students see value in a quality higher education that leads to sustainable, rewarding careers. Research by Goings (2021) supports this imperative, demonstrating that Black male adult learners are more likely to persist in higher education when they see a clear alignment between education and career outcomes.

This effort is central to LMC's vision to increase post-graduation success— one that not only supports completion but also ensures successful transition to career pathways or four-year universities for post-graduation success.

Institutional Commitment to Black Student Success

Our focused commitment to Black and African American students through our Student Equity and Achievement Program (SEAP) emerged from a data-informed and inclusive participatory governance process during the 2022–2023 academic year:

- The college's Black Student Success focus launched at the Strategic Enrollment Management Committee (Sept. 6, 2022).
- It was shared college-wide at College Assembly (Sept. 19, 2022), Academic and Classified Senates (Sept. 26, 2022), and the Shared Governance Council (Sept. 28, 2022).
- A second College Assembly on Oct. 17, 2022, focused on African American/Black Male Student Success.
- After second readings across governance groups, the plan was approved by then President Bob Kratochvil on Nov. 15, 2022, and submitted to the state on Nov. 30, 2022.

This process reflected our institution-wide commitment to racial equity, especially within our 2022–2025 Student Equity and Achievement Plan, where Black students are the most underserved and therefore the highest institutional priority.

Signature Programming & Events Supporting Black Excellence

- **Dr. Martin Luther King, Jr. Awards Celebration:**
Launched by LMC’s Black Student Success Initiative (BSSI), this annual community and campus event supports four major goals:
 - Recognizing and celebrating Black excellence;
 - Raising scholarship funds for Black students;
 - Strengthening ties with the local Black community;
 - Sustaining institutional commitment to Black student success.
- **Black Graduate Reception (Spring 2025):**
LMC had its first annual Black Graduate Reception in the spring of 2025. It was sponsored by a partnership between the Black Faculty and Staff Association (BFSA) and the UMOJA Scholars learning community. The event recognized 55 Black/African American-identified students who participated. Additionally, LMC had a record high with 1,434 students achieving associates degrees this 2024-2025 academic year. Of the those, 152 (nearly 11%) identified as Black/African American.
- **[BHM365 Initiative](#):** (click to view webpage)
LMC’s Black History Month 365 initiative expands celebration and education about Black history and culture year-round—not only in February. This program reflects our belief that honoring Black contributions should be a sustained institutional practice.

Institutional Culture and Advocacy

- **Achieving the Student Equity Plan Goals for 2022-2025:** To increase attention and intentionality around equity and Black student equity in particular, the College has launched a series of institution-wide learning opportunities. Recognizing that cultural change requires both transparency and engagement, we have committed to sharing data and fostering campus-wide analysis of Black student outcomes. Of the last five All-College Day programs, four have been dedicated to this critical focus. These have been followed by focused College Assemblies where cross-constituent faculty and staff work together to understand our data, interrogate the challenges, and strategize improvements to serve Black students better.
- **Revival of the Black Faculty and Staff Association (BFSA):** The Black Faculty and Staff Association (BFSA) was established in the early 1990s. The group became inactive during the COVID years and reactivated in spring of 2025 as part of our BSSI efforts. The BFSA offers a scholarship fund through the Los Medanos College Foundation to fundraise scholarships for Black and African American-identified students. This year, BFSA hosted networking events for students, including a Soul Cream Black Faculty, Staff, and Students Ice Cream Social for students to meet and mingle with employees, based on feedback from students that they wanted more

opportunities to interact with faculty and staff and learn from them, and our first Black Scholars Graduation Reception in partnership with the Umoja Scholars program.

- **[LMC Stands Against Racism Campaign](#)**: (click to view) The LMC Stands Against Racism campaign has served as a launchpad for LMC's increasing racial consciousness. The campaign included widely communicated commitment of anti-racism with resources, professional development, and tools for reviewing policy and pedagogy strengthening the work outlined in our 2019-2022 SEA plan, which takes a race-conscious, healing-informed approach to equity. During this period, LMC first partnered with USC California Community College Equity Leadership Alliance for a Climate Survey (we are actively engaged with USC in an ongoing relationship). Following the murder of George Floyd, the college hosted monthly e-convenings focused on racial equity, data, and action; supported students with virtual and in-person wellness activities; offered a specific series on Black Joy, as well as town hall meetings and listening campaigns; and provided student facing equity trainings to complement our curriculum. More than 700 LMC community members participated in the Black Joy series. The website includes an anti-racism statement from former LMC President Kratochvil, anti-racism resolutions from the Contra Costa Community College District, LMC Academic Senate and LMC Classified Senate along with an Anti-Racism Pledge that was accessible to all employees to firmly state their commitment to uprooting institutionalized racism.
- **[LMCAS Resolution to Support African American Students \(2020\)](#)**: (click to view) LMC Associated Student Body President, Thyra Cobbs established a resolution in November of 2020 entitled: Resolution for the Support of LMC's African American Students Faculty, staff and administration have met with student senate leadership to partner on approaches to accountability in addressing the resolution. Some institutional outcomes of this student activism include: a) Launching a Brothers of Excellence Program (BOEP) summer bridge program for African American males; b) the establishment of a college-wide Heritage and Identity Recognition Months Planning Committee; c) Afro-centric mental health resources posted to the LMC Stands Against Racism website; and d) the creation of the now Annual Dr. Martin Luther King, Jr. Awards Celebration.

Long-Term Vision and Accountability

These efforts reflect LMC's alignment with the goals of becoming a Black Serving Institution: centering Black student voices, building institutional infrastructure, and ensuring lasting, data-driven transformation. Our work integrates with broader strategic goals in enrollment, completion, transfer, and workforce outcomes. Most importantly, it reflects an unwavering commitment to Black excellence and equity.