Student Equity and Achievement Program Produced: 11/22/2022 11:17 AM PST Tanisha Maxwell

Los Medanos College - Student Equity Plan (2022-25): Certified

Details

Assurances

Legislation

✓ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

✓ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

Los Medanos College (LMC) has made a concerted effort to focus on race consciousness in the institution's strategic planning efforts to solidify commitment to closing equity gaps among the College's most disproportionately impacted students. In particular, the first goal of our 2020-2025 Educational Master Plan is to "Strengthen a culture of equity, diversity, inclusion, and racial justice." This aligns with 5 of the CCCCO's Call to Action Strategies.

Since 2021, Los Medanos College has been a member of the California Community College's Equity Leadership Alliance in partnership with the University of Southern California's Race and Equity Center. The College's Office of Equity and Inclusion proctored the National Assessment of Collegiate Campus Climates (NACCC) campus climate survey with LMC students in the fall of 2021 with plans to assess campus climate perspectives of LMC staff and faculty in the fall of 2022 and 2023 respectively. LMC's Institutional Development for Equity and Access (IDEA) committee, which is part of the institution's shared governance structure, will be looking at the NACCC results from LMC students to recommend next steps for how to address student feedback about campus climate to the College's Shared Governance Committee.

Further, LMC has a dedicated website: https://www.losmedanos.edu/blm/ illustrating the College's commitment to antiracism. The website houses information regarding the Equity Leadership Alliance, shared governance resolutions, a variety of equity, anti-Blackness, and anti-racism resources and professional development, as well as the opportunity for members of the LMC community to make a personal Anti-Racism pledge. In developing the 2022-2025 Student Equity Plan, the College engaged in a robust shared governance participation process to review disaggregated data based on the 5 metrics identified by the CCCCO for the Student Equity Plan (SEP) and the intersection of disproportionately impacted student demographics. Through this college-wide exploration and analysis, findings indicated that LMC's Black student population was disproportionately impacted on 4 of the 5 SEP metrics.   Longitudinal data showed that these achievement gaps had been present for multiple years at LMC and the gaps were getting larger instead of smaller. Consequently, LMC has made a commitment to prioritize Black student success for several of the 2022-2025 SEP goals and objectives.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

1-year outcome: 1. Increase female student enrollment by 3% (63 based on 2021 data) 2. Increase Black student enrollment by 4% (22 based on 2021 data) 3. Increase Black female student enrollment by 4% (18 based on 2021 data)

2-year outcome: 1. Increase female student enrollment by 6% (126 based on 2021 data) 2. Increase Black student enrollment by 8% (44 based on 2021 data) 3. Increase Black female student enrollment by 7% (37 based on 2021 data)

3-year outcome: 1. Increase female student enrollment by 9% (188 based on 2021 data) 2. Increase Black student enrollment by 12% (67 based on 2021 data) 3. Increase Black female student enrollment by 10% (53 based on 2021 data)

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Increase the number of Black / African American students who complete English and Math by 27 (based on SEP 2022).

2-year outcome: Increase First Generation students completed English and Math by 57.

3-year outcome: Increase Male students completed English and Math by 27.

Male

3-year outcome: Increase Male students completed English and Math by 27. Note: SEP focus is at the intersection of African American, Male, and First-Generation to enhance general equitable campus practices.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: Increase Black or African American students' persistence by 48 students (based on SEP 2022) * positively impact both 1st gen and male students Focus on Black/ African American Male Student experiences for the SEP 22-25

2-year outcome: Increase Not Perkins Economically Disadvantaged students' persistence by 180 students. (Guided Pathways Implementation)

3-year outcome: Increase Male students' persistence by 75 students. Increase First Generation students' persistence by 37 students.

Male

3-year outcome: Increase Male students' persistence by 75 students. Increase First Generation students' persistence by 37 students. SEP priority population Black/ African American Male Student Success through DI analysis with a race conscious and intersectional lens. SEE Black/ African American Metric for full analysis.

Transfer

Male

1-year outcome: Increase Male students transfer by 52 (based on SEP 2022 data)

2-year outcome: Increase Hispanic students transfer by 46. (based on SEP 2022 data)

3-year outcome: Increase first generation students transfer by 68. (based on SEP 2022 data)

Completion

Black or African American

1-year outcome: Increase Black student completion by 26 (based on 2022 SEP data)

2-year outcome: Increase Black student completion by 26 Increase Male student completion by 61. (it will also support Black, Hispanic, and First Gen.)

3-year outcome: Evaluate and assess progress to all goals Increase Black student completion by 26 Not Perkins Economically Disadvantaged by 43 Increase First Generation completion by 34

Male

2-year outcome: Increase Black student completion by 26 Increase Male student completion by 61

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Access- Enrollment Success
- Retention: Fall to Spring
- Transfer: to a four-year institution
- Earned HS Equivalency, Noncredit Certificate, CO Approved Credit Certificate, Associate Degree, CCC Bachelor's Degree
- Completed Both Transfer-Level Math and English Within the District in the First Year

Key Initiatives/Projects/Activities *

RETENTION

For the past two semesters, the Counseling Department has engaged in an in-reach campaign to boost term-to-term enrollment. The campaign focused on the enrollment of two separate cohorts-- students that had been enrolled Fall '20 with no enrollment Spring '21 (1,829) and students that have been enrolled Spring '21 with no enrollment Fall '21 (1,792). Four weeks prior to the start of classes, during a period of one week, counseling faculty made direct calls to students in their respective cohorts with positive results: In the Spring '21 cohort, 541 (29.5%) students added 540 classes in 23 different subject areas, and in the Fall '21 cohort, 425 (23.7%) added a total of 984 classes in 46 subject areas.

TRANSFER-LEVEL MATH AND ENGLISH

The LMC English department uses GPA placement and established an English 100 (college composition) co-requisite course for those students who needed the support. In fall 2021, the department eliminated the last pre-transfer English course, giving all students direct access to transfer-level composition. To support this transition, the department developed a non-credit co-requisite for English 100 that is being implemented in fall 2022.

Both math and English assess student success data annually as part of reporting for state requirements, but also as part of program review cycle. Between 2011/2012 and 2019/2020, math increased transfer-level completion rates from 24% to 59%, and English increased transfer level completion rate for the same time period from 34% to 67%* for those students that start at the transfer level.

Students in the Transfer Academy enroll in classes structured around AB705 success, and Transfer Academy faculty communicate with program coordinators and counselors multiple times during the term to discuss student academic progress. In turn, students in the Transfer Academy have an overall first year course success rate of 86.2%. Low Income students in the Transfer Academy have a first year course success rate of 83.6%. 88.5% of Transfer Academy students complete transferable English in their first year, and 88.8% of Transfer Academy students complete transferable math in their first year.

Evidence of Decreased Disproportionate Impact *

EVIDENCE OF DECREASED DI

Through the Student Equity and Achievement Program, LMC tracks and analyzes disproportionate impact regarding transfer achievement based on race/ethnicity, gender, income level, foster-youth, ability/disability, and veteran status. Initial research in this area identified individuals with disabilities, African-Americans, low-income, and foster youth students as most disproportionally impacted at the institution. Based on this research LMC committed to strengthening and enhancing the Umoja Scholars Program and MESA Program, as well as creating increased specialized counseling support for students with disabilities, veterans, and foster youth.

Furthermore, Transfer Services tracks student contacts so that engagement can be disaggregated by populations identified in LMC's Student Equity Plan. Building on program goals to increase the number of African-American students transferring, LMC developed successful interventions to increase the number of African-American students applying to UC:

- Workshops and information sessions highlighting African-American support programs and communities within the University of California.
- Email campaigns directed to African-American students eligible to transfer to a UC campus.
- Transfer tabling and drop-ins with affinity-based groups at LMC.

LMC has established a culturally inclusive transfer exploration program by building strong pathways to Historically Black Colleges and Universities (HBCUs). The Transfer and Career Center provides coordination of annual field trips to local Black College Expos as well as funding and chaperoning of student groups to visit HBCU's across the country. In October of 2022, the center hosted the regional Community College HBCU caravan for local community college and high school students as a component of the HBCU, Transfer and Opportunity Fair. Qualitative survey feedback about the event was positive and indicated high engagement and interaction.

The aforementioned strategies have contributed to a 200% increase in the number of Black/African American LMC students that apply to a UC campus since 2015. The evidence of decreased disproportionate impact is demonstrated because the Transfer SEP metric is now the only metric (1 of 5) where LMC Black-identified students are not disproportionately impacted. The success of

culturally-responsive, co-curricular events like this also align with the College's focus on Black Student Success as a priority for the 2022-2025 SEP.

2022-25 Planning Efforts *

The 2022-2025 plan was informed by the 2019-22 equity plan cycle, LMC's 2 year work with USC Race & Equity Center, the findings of the LMC Stands Against Racism professional learning series, and the Pathways Pilot Project provided the race conscious, transformative, equity centered framework necessary to establish our planning efforts for 2022-25.

During the April to October timeline we collaboratively built the plan through a cross-constituent sub group of the Student Enrollment Management Team and are engaged with soliciting feedback from the college at large.

Due to the academic calendar, our kick off event was 9/6/22 with a first read at SEM committee. This was followed by college wide sharing at the College Assembly 9/19, Academic & Classified Senates 9/26, SGC 9/28 and other college committees through the month of September. This includes a College Assembly 10/17 focusing on African American/ Black Male Student Success. The Senates are reviewing at the Academic & Classified Senates 10/10, SGC 10/26 and LMCAS student government, and other college committees through the month of October. The plan is slated for President approval 11/15 and will be submitted to the state by 11/30.

Pandemic Acknowledgement

✕ Interrupted Work Fully
✓ Catalyzed Work

Provide an explanation (optional)

Not Entered

✓ Delayed Work

Provide an explanation (optional)

Not Entered

Executive Summary URL *

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

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✕	✓
Male	✕	✓	✓	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Through year 1 SEP inquiry process we will Black Student onboarding experiences:

Identification of DI Populations in Practice

On a fundamental level, departments struggle to collect and consistently use data on disproportional impact in everyday practices and projects. Most departments involved in the processes from Outreach to Application to Registration are working to solve a variety of identified barriers for all students. However, they lack the time and resources to analyze the specific impact of these practices on various populations. Through Guided Pathways further study of the impact of our early practices is needed to create cohesive focused interventions.

Permission to Focus Efforts

Departments struggle to balance intervening for all students and students from a DI demographic. LMC excels in focused DI communication but experience strain in tailoring services to impacted populations when structurally we cannot offer all students the same level of support.

Basic Needs Support

The application to registration experience lacks full integration with basic needs support. For example, it is not clear that students with food and shelter insecurity can easily access resources that support these needs early in the registration process which balances the State Application and required enrollment steps.

Essential Needs Support

Secondary essential needs such as childcare and technology can be addressed earlier, preventing many of our most in-need students from beginning their academic journey by registering in the first place. For example, a student may require childcare simply to complete the educational planning and registration process, which is beyond the childcare constraints they will face once they enroll. In this way it is the same for technological needs. Students will have one set of technological needs once enrolled, but their lack of access to technology may prevent them from getting registered online.

Student Initiated FA

Responsibility to apply for financial aid falls upon the student to initiate, . Currently an automated email is sent to students after they apply for college. The email advises students to apply for financial aid. The Financial Aid Office

sends email communications and calls students without a financial aid application on file for the current year. The Office of Financial Aid offers in-person zoom hours to assist students with applying for financial aid. In-person Lab hours are limited due to staffing.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Year-long Scheduling not yet available
- Students indicated strain between gig economy uncertainty and patterns such as timing, modality, etc.
  - i.e. Can I be a morning, evening, weekend student?

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Simplify Registration Steps
- Build upon existing efforts to identify and implement a district-wide integrated outreach/enrollment campaign for Black and African Diaspora Students
- Need to build capacity from a staffing and technology perspective
- Students indicate that appointments for counseling and advising in key windows of enrollment (summer) scarce and inconsistent
- No in-person Orientation beyond learning communities

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Need to build capacity from a staffing and leverage technology to strengthen efficiencies in outreach, orientation, and key application steps through matriculation

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Identification and removal of structural barriers as defined above
- Place students in GP metamajors (LM&C) to build sense of belonging and earlier identification with their major, faculty, and success coach
- Waitlists and Add process needs to be revamped for online world.
  - ex. enrollment into the waitlist disappears on first day of instruction for asynchronous classes which makes it difficult for student wishing to change classes but also students who come to enroll the first week of school.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Strategies to consider

- Increase capacity of success teams to support students through staffing and technology.
- Enhance text capabilities
- investment in research for specific AA/BS marketing and outreach
- From the 2022 SIG Student Journey analysis explore district-wide:
  - CRM
  - Batch assign templated ed plans, CSU, UC, STEM
  - "check out my plan"
  - implement automated transcript import and evaluation

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Identification of DI Populations in Practice

Departments need to build opportunities to focus conversation and planning around the selection or targeted practices to analyze and evaluate from an equity lens. Departments need to build opportunities to focus conversation and planning around the selection or targeted practices to analyze and evaluate from an equity lens. Through these focused conversations and planning, departments can attempt to identify what practices contribute to differences in outcomes for DI populations, particularly black female and male students.

Permission to Focus Efforts

The college needs to develop a more robust collective understanding of equity and how to enhance services equitably by piloting practices with underserved populations when there is no universal capacity for implementing such best practices. This development will free departments to be more focused on their interventions and allow them to address equity gaps effectively.

Basic Needs Support

A more significant emphasis on students' basic needs from the very start of the State application process is needed. The lack of basic needs is often identified later in a student's collegiate journey. However, health, wellness, and basic needs support must be more prevalent in the early parts of the college's outreach and interaction with students.

Lack of Essential Needs Support

The college needs to take a more proactive approach to the practical and essential barriers students may face when attempting to work through the matriculation and educational planning process leading to enrollment.

Future FA Practice - College Initiated:

Building upon the proactive communication strategy outlined above, identify barriers with students and identify best practices to supporting students during onboarding and increased financial aid lab hours. Explore technology that would simplify processes such as the 4CD Promise =FT3 Free Tuition Program.

Action

Action Steps *

As we collaboratively engage in a 3-year cycle of deep change through: inquiry, equity design and prototyping process, and evaluation, LMC takes institutional responsibility for identifying barriers to African American Student Success in our Guided Pathways development.

Identification of DI Populations in Practice

Individual departmental analysis of the disproportional impact of selected interventions will be part of the college's research agenda. In particular, Outreach, Counseling, Admissions and Records, and Financial Aid are key partners in identifying core practices to analyze for disproportionate impact on a deep level with institutional research.

Permission to Focus Efforts

The college will promote professional development surrounding implementing best practices using disproportionally impacted groups as a pilot group for interventions. In particular, the college will develop a plan for culturally relevant and connected services for Black female and male students within guided pathways success teams that comprehensively address each process step from application to enrollment. This plan will proactively support black female and male students through the process.

Basic Needs Support

The plan above will ensure that these students are guided through all relevant resources supporting basic needs. It will include food and housing resources, support for physical and mental well-being, EOPS, and financial aid.

Essential Needs Support

Additionally, the plan above will include options that support students through the matriculation and enrollment process in a seamless, integrated experience. The college will explore how students prefer to engage with services and initiate engagement with key enrollment steps. For example, students provided culturally relevant and connected services could be offered a 2-hour time window, which includes coordinated scheduled times with Admissions and Records, Counseling, Financial Aid, and other departments, while inquiring what additional supports such as Basic Needs and Childcare need to be addressed as a student completes all the needed steps for enrollment without distraction and logistical constraints.

Future FA Practice - College Initiated:

Review the data on the populations of students who are not applying for financial aid. Are there commonalities, roadblocks, or insufficient resources deterring students from applying? Implement processes and collaboration across Student Services and Instructional Staff to communicate with incoming students that financial aid is available and when and how to apply using multiple communication platforms. Increase Financial Aid lab hours of assistance, specifically at the start of the semester.

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools

✕ Proof of Concept Pilots
✓ Strategic and Operational Communication

Explanation of Supports Needed

The college would benefit significantly from sharing researched best practices surrounding supporting DI students' application to the enrollment process, including studies about DI students and the impact budgets and universal implementation have on enrollment.

Departments would benefit from seeing more granular data surrounding the completion of matriculation steps in the community college system and at other colleges. For example, how many students systemwide, and DI students in particular, who apply meet with a counselor or make an ed plan? A more granular approach to disproportionate impact data would help departments focus more closely on the highest impact practices they can implement for the most affected populations.

Future FA practice

In collaboration with Community Colleges and K-12 Education, increase communication efforts, use multiple communication platforms, and additional staffing to support financial aid outreach at high schools, campus events, and classrooms—further support to increase access to Financial Aid beyond campus hours of operation of the financial aid lab for potential students.

Standardize an App, texting, and ease of aid process that is more user friendly.

Statewide, streamline access through first year for free for all students irrespective of number of units taken. We serve a majority part-time student body exacerbated by the pandemic, yet programs like the FT3 promise require full-time status immediately.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

With AB705, English and Math have been involved in a deep analysis of curriculum and structures to help meet current legislation and support student success. In reflecting on our currently practices, perhaps one of the most poignant points that appears is the lack of student feedback in terms of their experiences in transfer-level English and Math. While we have data concern success rates and we can disaggregate the data to consider out different student populations, there is not a clear and consistent path to gather the feedback from students who were unsuccessful in their first attempt at transfer-level English and Math. Further, focused and identified support structures that guide and support students along their path is something that has not yet been established at the college. Developing an analysis of the comprehensive placement, sequence, and course offerings based on the AB705 research and guidance is critical. There have been a number to revisions to the programs, but detailed analysis is neeeded.

Another aspect of the college that impedes equitable outcomes for students would be the limited course structures established in the departments. While there are limited short-term courses offered, the overall structure of the 16-week semester may not support the progress of all students. This does not take into account the students who are not prepared the begin the semester due to registration barriers and it doesn't support first-time students who might realize they need a reset during the semester. Providing more options for shorter-term classes or creatively structured courses would provide more opportunities for students to be successful as they approach the transfer-level coursework in their first semester.

LMC provides a variety of support systems and departments but students note that they do not experience a seamless relationship between support and their student experience. This disjointed environment fails to create an ecosystem of support for students and places the burden on the students who may be unfamiliar with the institutional procedures and processes. Feedback and how and why students are using these services and when they are most useful is critical in supporting our students, especially the students in our DI population as it will help to understand how to better create structures that support and encourage students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Analysis of post AB705

Analysis of post AB705 course curriculum, sequence, and placement to identify how these changes have impacted student success.   Feedback from students about course experience, particularly those students who were not successful in transfer-level English and Math. This feedback is critical moving forward as it provides the foundation for the disciplines to create curriculum and integrate supports that speak to the needs of our specific student population.

Professional Development on anti-racist pedagogies, LBCC's cultural curriculum audit, un-grading, and Understanding By Design by Jay McTighe frameworks have been implemented. Additional PD regarding specific practices for African American / Black, male, and first-generation student success is needed.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Student Services

The lack of a wraparound comprehensive support structure fails to support students as they engage with the system and work their way through their path. Guided Pathways provides an opportunity to address this and the work on the Student Success Teams begins to address the needs of students who need this type of intense, focused guidance to feel supported and build their confidence in the academic system.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

With a focus on Black/ African American, male, first-generation students,

While faculty are regularly engaged in professional development, providing specific opportunities to engage in professional development, equity speaker series, and critical conversations on building a campus-wide **pro-black campus culture.** These specific and focused opportunities will support faculty as they are reflecting on curriculum and pedagogy to revise and develop structures to work to reflect the experiences of Black or African American students in our classrooms and within our educational community. Further discussion about how to support our first generation and male students within the curriculum and educational environment are critical elements of this professional development.

Developing an analysis of our local service area and sharing these findings with faculty provides much more specific insight into our student body, the resources that they have had prior to coming to our institution and what they may need to be successful as they begin to work on their educational journey.

Communities of practice were suggested by faculty:

English: With the Curriculum Subcommittee, engage in ongoing revision of composition sequence (100, 221 and 230) courses in order to invest in communities of practice for instructors teaching composition courses to share activities and practices that humanize the classroom regardless of modality. Within this subcommittee, promote interaction and engagement for "brave spaces" both with students and with colleagues—which are equally important for both. These equity conversations about section-level success rate, data disaggregated by race, income, gender, etc.

Math: Interventions include FLEX workshops on every FLEX calendar, book club, ordered pairs mentoring, teaching community, summer training institutes, and auditing and editing of the standard curriculum.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Partner (K12, Transfer, other)

Developing an analysis of our local service area and sharing these findings with the larger college community provides much more specific insight into our student body, the resources that they have had prior to coming to our institution and what they may need to be successful as they begin to work on their educational journey. This also provides an opportunity to consider how to build programs and sequences that would support students as they seek opportunities after completion of their coursework. The surrounding community holds a vast amount of opportunity for community partnerships. Many of our surrounding K12 schools already have existing relationships with the institution and looking to see how to expand these partnerships offers more opportunities to students before they even begin their experience with us. With the implementation of the Ethnic Studies curriculum at the high school level, there are unique opportunities to build partnerships and celebrate the diversity of our student body population and begin developing those confident scholarly identities early in their journey.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Students

By exploring more flexible course-taking options (short-term courses, hybrid, etc.) our students have more opportunities to engage with the curriculum and work the experience into their existing lives. As a community college, it is essential that we recognize the lives and experiences of our students. With many of our students working and supporting families, providing a structure to supports engagement with the college Remove options and recommendations for pre-transfer level courses (or multi-term transfer- level courses) from the placement process.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template. Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.). Remove options and recommendations for pre-transfer level courses (or multi-term transfer- level courses) from the placement process. Intentionally design the messaging within the placement process, as well as matriculation, orientation, and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports. Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Expand non-credit certificate and career pathways to bring in and retain students and give them a shorter pathway to economic and professional opportunities English and Math course assessments and curriculum revision as necessary.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Changes needed to achieve student achievement and compliance with AB 705 cluster around three primary concerns: successfully onboarding students, maintaining student awareness of resources and responsibilities throughout their time at the college, and supporting staff and faculty in efforts to reflect on and adjust institutional efforts.

Regarding effective onboarding, English and Math suggested a more robust bi-yearly "Welcome Week" for students, including widespread messaging of technology, textbook, peer to peer support, basic needs (including the LMC Marketplace), and other student support resources. They also noted that this messaging should continue across the semester at all points of student contact (i.e. website, in meetings with counselors) and should be part of a **proactive** rather than reactive student **support strategy**.

Enrolled students need clear and consistent messaging regarding course sequencing and their progress along their chosen pathway. We can use our LMC Connect (Starfish) tool more strategically to foster students' sense that they are supported, as it is a simple and efficient way to reach out without the student having to ask for help themselves. We also need to continue establishing more flexible and diverse course-taking patterns, including short-term semesters and hybrid courses, innovations that are very possible given the changes already created by the pandemic. As part of efforts to ensure more consistent and effective messaging and student support, student

service structures and institutional policies should also be examined for racism, accessibility, and efficacy, whether students are in person or online.

Perhaps our greatest area of opportunity lies with our people-power, as we have faculty and staff who are deeply committed to this work already. The Math and English AB705 coordinators can more closely align their work, shifting to more direct student contact to ensure that they're enrolled in the correct classes. English and Math already have strong cultures of reflection on and innovation in pedagogy and curriculum; that can be extended toward additional on-going formative assessments of the pedagogy and curriculum that support AB205 compliance efforts. There is need to establish communities of practice for faculty, and the team making recommendations suggested the following projects.

Action

Action Steps *

- **Continue to make institutional progress on AB705 work plan.** This includes being reflective and proactive about curriculum design, course modality and schedule design, marketing and messaging to students about the program and supports available for both transfer-level English and math, intentionally building wraparound supports both within the course composition and within our larger college community, building courses that reflect the DI population within them and celebrate their experiences as important contributions to the learning process.
- **Conduct Student focus groups (FA 22 / SP23)** to gather insight into what students find supportive about transfer-level English and Math and what they need support in for transfer level English and Math. Student surveys (FA 22 /SP23 / Ongoing) to gather feedback from students who were not successful in transfer-level English and Math. What support would have helped them and what they would like to see moving forward.
- **Submission of English Department / Math Department** budget requests that outline projects to support classroom professional development and the engagement of wrap-around support services.
- **Cultivate classrooms and campuses that promote self-efficacy**
- **Be culturally and critically conscious** about student engagement. Implement pedagogies of engagement and strength-based focus with consciousness that dominant culture of education does not address the needs/interests of Black males, nor highlight community cultural wealth brought into classroom spaces.
- **Continued Structural analysis** that identifies areas within the institution that are may need extra attention in supporting our student populations and areas that are successful. This structural analysis is critical in moving forward and supporting students. Building and piloting of pathways success teams to support students across both curriculum and student services.
- **Continue to support student success through Basic Needs and embedded tutoring.** Brain Food with Ease program led by Sandra Mills embeds food security, de-stigmatization of LMC Marketplace items (Basic Needs) and combines with in person or virtual tutoring at the CAS, Math Labs, and MESA centers.
- **Building and piloting of pathways success teams** to support students across both curriculum and student services.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Students are still seeking what is known as **"remedial math"** to either boost math confidence or previous institutional failures to build sufficient math knowledge in the learner journey. State guidance of where this version of math will be housed, example Adult Education with investments in the handoff into the community college will be crucial to see continued success in the math pathway.

Investment in Statistics instruction and labs to support for best practices for embedded Stats in subjects like Ethnic Studies, Psychology, etc.

Male

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

SEP focus: Black/African American, male, first-generation

With AB705, English and Math have been involved in a deep analysis of curriculum and structures to help meet current legislation and support student success. In reflecting on our currently practices, perhaps one of the most poignant points that appears is the lack of student feedback in terms of their experiences in transfer-level English and Math. While we have data concern success rates and we can disaggregate the data to consider out different student populations including **male students**, there is not a clear and consistent path to gather the feedback from students who were unsuccessful in their first attempt at transfer-level English and Math. Further, focused and identified support structures that guide and support students along their path is something that has not yet been established at the college. Developing an analysis of the comprehensive placement, sequence, and course offerings based on the AB705 research and guidance is critical. There have been a number to revisions to the programs, but detailed analysis is needed.

Another aspect of the college that impedes equitable outcomes for students would be the limited course structures established in the departments. While there are limited short-term courses offered, the overall structure of the 16-week semester may not support the progress of all students. This does not take into account the students who are not prepared the begin the semester due to registration barriers and it doesn't support first-time students who might realize they need a reset during the semester. Providing more options for shorter-term classes or creatively structured courses would provide more opportunities for students to be successful as they approach the transfer-level coursework in their first semester.

LMC provides a variety of support systems and departments but students note that they do not experience a seamless relationship between support and their student experience. This disjointed environment fails to create an ecosystem of support for students and places the burden on the students who may be unfamiliar with the institutional procedures and processes. Feedback and how and why students are using these services and when they are most useful is critical in supporting our students, especially the students in our DI population as it will help to understand how to better create structures that support and encourage students.

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Analysis of post AB705

Analysis of post AB705 course curriculum, sequence, and placement to identify how these changes have impacted student success. Feedback from students about course experience, particularly those students who were not successful in transfer-level English and Math. This feedback is critical moving forward as it provides the foundation for the disciplines to create curriculum and integrate supports that speak to the needs of our specific student population.

Professional Development on anti-racist pedagogies, LBCC's cultural curriculum audit, un-grading, and Understanding By Design by Jay McTighe frameworks have been implemented. Additional PD regarding specific practices for African American / Black, male, and first-generation student success is needed.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Student Services

The lack of a wraparound comprehensive support structure fails to support students as they engage with the system and work their way through their path. Guided Pathways provides an opportunity to address this and the work on the Student Success Teams begins to address the needs of students who need this type of intense, focused guidance to feel supported and build their confidence in the academic system.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Year 1- Inquiry into an program model that improves the persistence of men and particularly men of color through support services, professional leadership development, culturally responsive instructional approaches and LM&C Pathways success coaches.

Action

Action Steps *

Year 1- Inquiry into an program model that improves the persistence of men and particularly men of color through support services, professional leadership development, culturally responsive instructional approaches and LM&C Pathways success coaches.

In addition to steps outlined in "Black / African American Completed Transfer Level Math and English" section of report repeated here given our intersectional approach to Black/ African American Male, First-generation success

- **Continue to make institutional progress on AB705 work plan.** This includes being reflective and proactive about curriculum design, course modality and schedule design, marketing and messaging to students about the program and supports available for both transfer-level English and math, intentionally building wraparound supports both within the course composition and within our larger college community, building courses that reflect the DI population within them and celebrate their experiences as important contributions to the learning process.
- **Conduct Student focus groups (FA 22 / SP23)** to gather insight into what students find supportive about transfer-level English and Math and what they need support in for transfer level English and Math. Student surveys (FA 22 /SP23 / Ongoing) to gather feedback from students who were not successful in transfer-level English and Math. What support would have helped them and what they would like to see moving forward.
- Submission of English Department / Math Department budget requests that outline projects to support classroom *professional development and the engagement of wrap-around support services.*
- **Cultivate classrooms and campuses that promote self-efficacy**
- **Be culturally and critically conscious about student engagement**. Implement pedagogies of engagement and strength-based focus with consciousness that dominant culture of education does not address the needs/interests of Black males, nor highlight community cultural wealth brought into classroom spaces.
- **Continued Structural analysis th**at identifies areas within the institution that are may need extra attention in supporting our student populations and areas that are successful. This structural analysis is critical in moving forward and supporting students. Building and piloting of pathways success teams to support students across both curriculum and student services.
- **Continue to support student success through Basic Needs and embedded tutoring.** Brain Food with Ease program led by Sandra Mills embeds food security, de-stigmatization of LMC Marketplace items (Basic Needs) and combines with in person or virtual tutoring at the CAS, Math Labs, and MESA centers.

- Building and **piloting of pathways success teams** to support students across both curriculum and student services.

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation
✗ Technical Assistance/Professional Development
✗ Data & Research
✗ Policy & Regulatory Actions
✗ Technology Investments & Tools
✗ Proof of Concept Pilots
✗ Strategic and Operational Communication

Explanation of Supports Needed

Male student success series through Vision Resource Center

Students are still seeking what is known as "remedial math" to either boost math confidence or previous institutional failures to build sufficient math knowledge in the learner journey. State guidance of where this version of math will be housed, example Adult Education with investments in the handoff into the community college will be crucial to see continued success in the math pathway.

Investment in Statistics instruction and labs to support for best practices for embedded Stats in subjects like Ethnic Studies, Psychology, etc.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in

learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Students enter the college and are supported to get through registration, although this is often filled with systems issues, non intuitive steps, and disconnected supports where students perceive they are left on their own without a sense of community or belonging.

- Webpages that are not intuitive to students Schedules that don't adequately explain our teaching/learning modalities
- Referral to tutoring after a student needs help as oppose to front loading tutoring resources into their college orientations (those conducted by SS and those conducted by faculty)
- Access to counseling (appointments not available) and long wait times to get an appoint when you do get an appointment.
- Short-term schedules (semester by semester) that do not allow a student to plan for their full academic year.
- Technology infrastructure and lacks of staffing to provide technical support for students. Training and personnel to support students that have questions. Many students ask for a counselor, but many of the questions they have can be LMC has a limited number of faculty that represent African American or Black students.   Students have to choose between college or work and lack job skills to qualify for living wages.

Results from BIPOC Male Focus Group highlighted the following regarding our current structure:

- Student Service language does not resonate, for example: "do you need help, support, what question do you have?". Students identified they don't know what to ask because they do not know the process.
- Seeking male role models and spaces
- Schedule conflicts between in-person services and work/life commitments
- Preferred online to accommodate schedule, but felt underprepared to learn in this modality and didn't engage with support resources

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the expansion of students taking online and in particular asynchronous courses, wrap-around supports have expanded but challenges arise with student participation. Focus groups with Bipoc male students noted that some factors influencing retention are:

- Cost of course materials
- Technology access for classes like Graphic Design, Music Production, Engineering, etc.
- Inconsistent course shell layout can be confusing to students learning to navigate Canvas in particular in the asynchronous modality.
  - example finding syllabus and assignments vary from course to course. For example a syllabus can be found in the syllabus tab, in files, in modules, or on home page
  - This is exacerbated by technology- Chromebook view vs phone, vs desktop

- Additional professional development building upon anti-racist and strengths based series to focus on best student service practices for Black/African American students
- Data needed on pandemic effect and contemporary needs of our Black / African American Students

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the expansion of students taking online and in particular asynchronous courses, wrap-around supports have expanded but challenges arise with student participation. Focus groups with Bipoc male students noted that some factors influencing engagement are:

- ineffective orientation to Mustang Scholar successful strategies for learning and research, campus technologies, and how to use resources
- students expressed a desire to feel connected to staff members earlier before they were "in trouble"
- hours when students access resources are often outside of business hours
- getting lost in the phone tree and having to leave messages when services are sought
- lack of availability of counseling appointments at key points in student journey such as registration in the summer
- need for strengths based alert system and understanding of what to do when flagged in LMC Connect-Starfish or by EOP or another body.
- Additional professional development building upon anti-racist and strengths based series to focus on best student service practices for Black/African American students
- Data needed on pandemic effect and contemporary needs of our Black / African American students

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Staffing departures and vacancies have impacted sense of belonging and created service gaps.
- EEO/ HR Practices to recruit and retain a diverse workforce with demonstrated skillsets in supporting Black / African-American Student Success

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In particular, in campus focus group conducted with Black or African American male students conducted by Dr. Crenshaw-Mayo, students identified the following as integral to their success: **being seen, valued, and having opportunities of working with and learning from Black or African American faculty and staff.** Consistently, Black or African American students along with other students of color identify diversity in faculty, staff, and administration as a key area in which LMC is lacking, and long for the experience of learning in a truly diverse environment that has diverse faculty, staff, and administrators. Lack of diversity in faculty, staff, and administration is a barrier that impedes equitable outcomes for Black or African American students. Brotherhood of Excellence has been a successful program and model to support Black or African American male students at LMC, however, this program is not currently running due to lack of staffing and the pandemic.

At LMC not all students are currently connected to a **learning community** to navigate the college process successfully. From a focus group conducted with LMC students, attributed their reason for persistence as membership in and support from their learning community, EOPS, team, or other group

Tech Equity Expanded: African American / Black Student success increased by 13.4% **for courses with ZTC.** Hotspot and Chromebook distributions indicate the need for standardizing access to textbooks, technology, and reliable and portable Wi-Fi.

Stay on the Path: Full implementation of Learning Major and Career Pathway success team (SEM 2.0) to ensure that all students have access to personalized and wraparound, holistic support to be successful in college (access

to basic needs support, financial aid, counseling, admissions, DSPS, Veteran services, tutoring, etc.)

- Focus on 0-15 units
- Accounts for both full- and part-time students
- Case-management model to provide high-touch assistance for students that need higher levels of intervention.
- Proactive support for students throughout the first term and entering into the second term
- Focus on retention (persistence term to term) and successful completion of courses.
- Early intervention for tutoring and learning support services.
- Improve orientation and services for on-line students.

Increase the number of African American or Black faculty through teacher mentor programs, enhanced outreach methods, and expanded pools.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Connecting students to services earlier and expanding engagement that builds **sense of belonging** for students is crucial to success.
- In particular, in campus focus group conducted with Black or African American male students conducted by Dr. Crenshaw-Mayo, students identified the following as integral to their success: being seen, valued, and having opportunities of working with and learning from Black or African American faculty and staff. Consistently, Black or African American students along with other students of color identify diversity in faculty, staff, and administration as a key area in which LMC is lacking, and long for the experience of learning in a truly diverse environment that has diverse faculty, staff, and administrators. Lack of diversity in faculty, staff, and administration is a barrier that impedes equitable outcomes for Black or African American students. Brotherhood of Excellence has been a successful program and model to support Black or African American male students at LMC, however, this program is not currently running due to lack of staffing and the pandemic.
- Intentional, targeted, & direct high-touch support to Black or African American, First Generation, and Male students who are not enrolled into a learning community or other support program like EOPS to develop full education plan within Term 1
- Host on-campus and virtual events for Black or African American students to promote a culture of inclusivity and valuing their contributions.
- Re-implement Brothers of Excellence
- Elevate A2Mend to a higher profile on the campus.
- Invest in faculty reassign to support the campus chapter
- Outreach and engagement with local faith-based and non-profit organizations to elevate and encourage higher education among African American or Black potential students.
- Leverage athletics to support a sense of community to promote LMC and higher education in general.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Support for obtaining on-campus employment. Student focus groups along with student services personnel cite that access to stable employment is critical for students to attend and continue in school while supporting themselves and often their families. Providing support to African American males in accessing on-campus employment is extremely important to ensure that basic needs are met. Additionally, on-campus employment also offers a strong support network, mentoring, leadership development, and a strong sense of belonging for students—all critical areas to support retention and success as a student.

Student Media

- Creating a stronger student culture through a stronger student voice and using their creativity.
- Student podcasts
- Pitch contests
- Entrepreneurship contests

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

LMC is engaged in the implementation of Guided Pathways. Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication, equity professional development, and cohesion across student services, instruction, and leadership is critical in ensuring that success team can effectively address equity opportunity gaps with the above analysis informing the implementation.

Year 1- inquiry processes with students, area experts, and focus on Disaggregated persistence data will inform our understanding of Black / African American, male identified student experience.

Year 2 and 3 equity-prototyping through Guided Pathways Implementation and Evaluation, in particular the SEM 2.0 success team and logic model will prioritize practices for African American / Black male student success.

Action

Action Steps *

- **Hire and retain diverse faculty, staff, and administrators** Center the recommendations established by IDEA Committee in their Diversity in Hiring Handbook. Scale adjunct equity programs such as Faculty Adjunct Mentoring Program and Equity Office Hour. Establish diverse faculty, staff, and administrator mentoring program to develop and retain diverse employees.
- **Full implementation of Learning Major and Career Pathway success team (SEM 2.0)** SEM 2.0 Planning group is tasked with this important intervention continuing the work that has been started with Guided Pathways and SEM planning over the last few years. Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication and cohesion across student services, instruction, and leadership is critical in ensuring that success team are successfully implemented and effective.
- **Proactive support for students throughout the first term and entering into the second term** With limited personnel resources, it is important for high touch services such as direct phone calls, chat that converts to text with links, and one-on-one meetings with students to be earmarked first for Black or African-American students, and then on towards other disproportionately impacted groups such as first-generation, and male students. With the implementation of Learning Major and Career Pathway success teams (SEM 2.0) all students will receive more intentional and personalized support either through email, text, group workshops,

pathway program maps, pathway website, and assigned success team members. It is anticipated that non-Perkins identified students will be sufficiently supported with LMC Pathway success team support. Proactive support will prioritize the following student success milestones: meeting with a Counselor for a one-on-one appointment during Term 1 to identify/confirm major pathway and develop a full education plan, registering for Term 2 courses within Term 1, and successfully accessing needed student support resources (financial aid, tutoring, on-campus employment, etc.).

- **Re-establish Brotherhood of Excellence Program** and programs informed by a anti-racist pedagogies and provide services, support, wellness, and joy. Additionally understand
- **Establish African American Male Taskforce** with on-going funding and staffing to re-establish Brotherhood of Excellence Program and continue to research, develop, and support implementation of best practices in supporting African American males at LMC.
- **Support for obtaining on-campus employment.**
- **Promote and expand Cooperative Work Experience Education to provide more work experience opportunities.**   Through the success teams, creating specialized events can be facilitated through the Learning, Major and Career Success Team coaches.
- **Culturally Relevant Outreach/ In Reach**: Continue the strengths based communications and leverage with work that is occurring in Outreach to
- **Emerging and Engaging Curriculum** In 2021/2022, LMC engaged in a new program summit and is considering e-sports and gamification as potential programs, as well as other programs that are of broader interest.
- **Mental Health and Wellness supports**

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

- More efficient data systems and technology to standardize Distance Education platforms.   LMC's local need for success coaches are due to infrastructures that are complex, hard to navigate, and are not intuitive. Local colleges are responding to real time pandemic transitions while building capacity on a variety of new platforms and researching ways new CRMs. State standardization of key communication platforms with professional development would strengthen processes.
- Technology Investment: Apps and texting for application, Financial Aid, and emergency grant disbursements.
- Guidance on Gas and Food Cards.
- Ability to provide technology vs loaning technology for students.
- Proof of Concept pilots exploring the cognitive and emotive benefits of 1st person VR / Metaverse learning and social environments in an increasingly technology dependent learning environment. (stK)

Male

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

Students enter the college and are supported to get through registration, although this is often filled with systems issues, non intuitive steps, and disconnected supports where students perceive they are left on their own without a sense of community or belonging.

- Webpages that are not intuitive to students Schedules that don't adequately explain our teaching/learning modalities
- Referral to tutoring after a student needs help as oppose to front loading tutoring resources into their college orientations (those conducted by SS and those conducted by faculty)
- Access to counseling (appointments not available) and long wait times to get an appoint when you do get an appointment.
- Short-term schedules (semester by semester) that do not allow a student to plan for their full academic year.
- Technology infrastructure and lacks of staffing to provide technical support for students. Training and personnel to support students that have questions. Many students ask for a counselor, but many of the questions they have can be LMC has a limited number of faculty that represent African American or Black students.   Students have to choose between college or work and lack job skills to qualify for living wages.

Results from BIPOC **Male** Focus Group highlighted the following regarding our current structure:

- Student Service language does not resonate, for example: "do you need help, support, what question do you have?". Students identified they don't know what to ask because they do not know the process.
- Seeking male role models and spaces
- Schedule conflicts between in-person services and work/life commitments
- Preferred online to accommodate schedule, but felt underprepared to learn in this modality and didn't engage with support resources

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Data use
- Faculty Representation
- In addition to Universal Design for Learning and race conscious professional development, focused African American/Black student success PD is needed.
- Limited support for strengthening student navigation of key technologies
- Cost of course materials

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of focused services specifically for Male students, and in particular African American/ Black Male Students and First-Generation Male Students
- Ineffective enrollment in and early engagement in support services and programs

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication and cohesion across student services, instruction, and leadership is critical in ensuring that success team are successfully implemented and effective.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Outreach materials that

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Implementation of the SEM 2.0 Logic Model with a race conscious and gender conscious framework

LMC is engaged in the implementation of Guided Pathways. Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication, equity professional development, and cohesion across student services, instruction, and leadership is critical in ensuring that success team can effectively address equity opportunity gaps with the above analysis informing the implementation.

Year 1- inquiry processes with students, area experts, and focus on Disaggregated persistence data will inform our understanding of Black / African American, **male** identified student experience.

Year 2 and 3 equity-prototyping through Guided Pathways Implementation and Evaluation, in particular the SEM 2.0 success team and logic model will prioritize best practices for equitizing African American / Black, male student success.

Action

Action Steps *

- **Hire and retain diverse faculty, staff, and administrators** Center the recommendations established by IDEA Committee in their Diversity in Hiring Handbook. Scale adjunct equity programs such as Faculty Adjunct Mentoring Program and Equity Office Hour. Establish diverse faculty, staff, and administrator mentoring program to develop and retain diverse employees.

- **Full implementation of Learning Major and Career Pathway success team (SEM 2.0)** SEM 2.0 Planning group is tasked with this important intervention continuing the work that has been started with Guided Pathways and SEM planning over the last few years. Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication and cohesion across student services, instruction, and leadership is critical in ensuring that success team are successfully implemented and effective.
- **Proactive support for students throughout the first term and entering into the second term** With limited personnel resources, it is important for high touch services such as direct phone calls, chat that converts to text with links, and one-on-one meetings with students to be earmarked first for Black or African-American students, and then on towards other disproportionately impacted groups such as first-generation, and male students. With the implementation of Learning Major and Career Pathway success teams (SEM 2.0) all students will receive more intentional and personalized support either through email, text, group workshops, pathway program maps, pathway website, and assigned success team members. It is anticipated that non-Perkins identified students will be sufficiently supported with LMC Pathway success team support. Proactive support will prioritize the following student success milestones: meeting with a Counselor for a one-on-one appointment during Term 1 to identify/confirm major pathway and develop a full education plan, registering for Term 2 courses within Term 1, and successfully accessing needed student support resources (financial aid, tutoring, on-campus employment, etc.).
- **Re-establish Brotherhood of Excellence Program** and programs informed by a anti-racist pedagogies and provide services, support, wellness, and joy. Additionally understand
- **Establish African American Male Taskforce** with on-going funding and staffing to re-establish Brotherhood of Excellence Program and continue to research, develop, and support implementation of best practices in supporting African American males at LMC.
- **Support for obtaining on-campus employment.**
- **Promote and expand Cooperative Work Experience Education** to provide more work experience opportunities.   Through the success teams, creating specialized events can be facilitated through the Learning, Major and Career Success Team coaches.
- **Culturally and Gender Relevant Outreach/ In Reach:** Continue the strengths based communications and leverage with work that is occurring in Outreach to
- **Emerging and Engaging Curriculum In 2021/2022,** LMC engaged in a new program summit and is considering e-sports and gamification as potential programs, as well as other programs that are of broader interest.
- **Mental Health and Wellness** supports
- Focus Group and Data Study Group on **Scholar-Athlete persistence** and experience

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

- More efficient data systems and technology to standardize Distance Education platforms.   LMC's local need for success coaches are due to infrastructures that are complex, hard to navigate, and are not intuitive. Local colleges are responding to real time pandemic transitions while building capacity on a variety of new platforms and researching ways new CRMs. State standardization of key communication platforms with professional development would strengthen processes.
- Technology Investment: Apps and texting for application, Financial Aid, and emergency grant disbursements.
- Guidance on Gas and Food Cards.
- Ability to provide technology vs loaning technology for students.
- Proof of Concept pilots exploring the cognitive and emotive benefits of 1st person VR / Metaverse learning and social environments in an increasingly technology dependent learning environment. (stK)

Transfer

Male

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

As a proud **Hispanic Serving Institution (HSI)**, our current model of Transfer success is built upon 10 years of institutional focus, 3 HSI grants bringing $10 million+ dollars of investment. This equity-prototyping yielded success for in particular for female identified Latina(x/e) students over the last 5 years, but also developed a structure positively impacting the transfer metric for African American / Black Diaspora students which is trending upward.

Transfer Velocity*LMC's dynamic and robust support strategies for students on the transfer continuum have contributed to multiple awards over the years, including most recently, the Campaign for College Opportunity's 2021 Equity Champion of Higher Education for Excellence in Transfer. Since 2012, LMC has increased Hispanic/Latinx transfers to UC/CSU by 94% and increased African-American transfer to UC/CSU by 96%. However, equity gaps have persisted when focusing on transfer velocity, especially within a three-year time frame.

In conducting analysis on current policies and practices with college staff, faculty, and students, two areas of the College process have been identified as impediments to equitable outcomes:

1. Student-initiated advising and support model: Both internal focus groups and literature review of transfer success factors reference need for active education plan monitoring- the College needs to be aware of and contact students when a course taking pattern veers from their education plan. While LMC offers robust student academic advising and support services, ultimately, responsibility is placed on the student to monitor their own educational progress, pursue assistance from the college regarding term planning,

2. Courses causing barriers in enrollment and success: Focus groups referenced "bottleneck courses": courses that impede transfer success through lack of enrollment availability, as well as courses whose low success rates, especially among populations of focus, delayed or stopped progress to transfer.

This is an example of an advising and support model where entry into supports is **"student-initiated."**

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Identification and removal of structural barriers outlined above- bottleneck courses.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Identification and removal of structural barriers outlined above: reactive advising and support model dependent on student-initiated contact.
- Continued centering of student voice: Building upon this summer's inquiry circles, expanded focus groups with male identified students, first-gen students, and Latinx male students with be a substantial part of year 1 inquiry efforts.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✗ General Operations (A&R, Parking, Campus Policing, etc.)
✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Identification and removal of course taking barriers through the development of a 1-year schedule and by conducting an equity analysis through the Strategic Enrollment Management Sub-group. This includes utilizing disaggregated data in the **identification, analysis, and strategic scheduling of bottleneck courses** into Strategic Enrollment Management workplan.

i.e. The need to transform to a College-initiated communication and support model.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Please see the structural evaluation outlined below -Equity- centered, college-initiated advising and communication model

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Through a process of collective inquiry, equity prototyping, and evaluation LMC will engage with new Transfer Data provided in this year's SEP 2.0 data set.

Additionally, as a district we are engaging with research to develop real-time to explore additional reports and Tableau tools so that key offices can have access to disaggregated data on course taking patterns, stop-in and out trends, and other factors that may impact Transfer Velocity.

A shift to an equity- centered, college-initiated advising and communication model that brings the Latino male students, Black/African American male students, and other male-identified students to the forefront of academic counseling and career and transfer communication. If we shift from student-initiated support to college-initiated support, we ensure we are prioritizing populations experiencing the most disproportionate transfer impact, and that they would receive the most proactive support in term-to-term registration and retention---- getting them closer to the transfer finish line.

Integrating identification, equitable outcomes analysis and strategic scheduling of "bottleneck" courses into Strategic Enrollment Management. As a college, further explore and streamline integration of student feedback and experiences into college planning and SEP equity prototyping at implementation stages.

Action

Action Steps *

Equity- centered, college-initiated advising and communication model:

Fall 2022: Research and Analysis- Inquiry based on initial SEA Plan data sets is leading to further institutional research to determine if there is a similar disproportionate transfer outcome in Latino-, African-American-, and overall male-identified students compared to a total student population when the timeline is shifted to transfer in 4, 5, or 6 years (should communications and support focus on strategies for a "faster" transfer, or persistence to transfer?).

Spring 2023: Aligning Transfer benchmarks with Proactive Communication- utilizing best practice and strategies from the RP group Through the Gate Initiative, the College will map communication messages and strategies across identified benchmarks (or loss points) and develop college-wide collaboration across student support systems (Counseling, Transfer & Career, Pathway Success Teams) to map and implement a communication model focusing on populations of focus.

Fall 2023-Spring 2024: Integrate benchmark progress and communication into college-integrated communication platforms- teams will consider feedback from focus groups, the Chancellors Office, and collaborate with district information and technology to build accessible and simplified tools for staff and faculty to view transfer benchmark progress for student populations of focus, as well as student friendly communication systems that allow for easy documentation and minimal data entry.

- Prioritize amplifying existing communication strategy to Black or African American students.
- Additionally, dive deeper through inquiry circles for male and first-generation DI populations.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

- Additional statewide support of common tools and systems for student case management (like Starfish and Ellucian) and CRM platforms- including build-out and implementation.

- Statewide support and development of texting software between college and student.

- Statewide dashboard of transfer velocity reports with current year cohort progress.

Completion

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✕ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

One practice that impeded equitable outcomes f**or Black and African American Student**s and **Male s**tudents is the duplication of majors and/or change majors, or that students are unclear on the specific courses needed to complete their degree, and have not engaged with counseling. This results in confusion and inefficient progress toward completion. Example: There are Certificate of Achievement and Associates Degree Pathways which may have different course requirements or may take too many courses from a certain area to attain the unit requirement.

Clarifying and Staying on the Path to Graduation

Often students do not know the difference between an AA, an AS, or an ADT and will simply take courses listed in the department of interest while not working toward a specific degree and not all students engage with counseling to inform their LMC journey. Our dependency on student initiated This structural challenge compounds with previous pillar steps, resulting in African American Students disproportionately taking additional units and taking longer to complete. In order to achieve full-equity 61 students, 17 who are also male identified would close the 5% gap in completion for African American/ Black Diaspora students. Utilizing a race conscious lens, as Guided Pathways becomes more integrated with campus practice and policies, Pillar 1: Clarifying the path and Pillar 3: Staying on the path, are the prioritized in developing focused approaches to end or limit this practice.

Courses Available in a timely Manner

The Completion study team also noted that the Program Major sequences (AA/AS and ADT) reflected **inconsistent program major sequences**. There were no check-points to confirm with students that they had completed transfer level English and college math for AA/AS nor ADT degrees. There had also not been consistent, systematic, and specific communication nor tasks to support students when reaching crucial milestones – 30 units, 45 units and

60 units—which leaves students wondering about their progress and undermines the importance of 'jsut in time interventions' at those milestones.

Cultural Curriculum

Carrying forward the work of the previous plan, LMC initiated professional development series "Cultural Curriculum Audit" with LBCC. This training program invited full-time and part-time faculty to redesign their courses for student equity and success. This includes an examination of course-level student success data, revisions of syllabi, reviewing the Course Outline of Record through an equity lens, and creating culturally relevant curricula. This important work can be deepened by having a focus on Black / African Diaspora students experiences in the classroom and best practices put forth to the campus through workshops from the USC Center for Race & Equity.

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Identification and removal of structural barriers outlined above- **including a sub-group building solutions consisting of programmers and A&R Directors working to maximize our MIS data and Cultural Curriculum Audit.**

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Identification and removal of structural barriers outlined above- including the need for a **collaborative communication and college initiated advising model** for key milestones to ensure that students stay on the path.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

IMPLEMENTATION OF GP through the SEM 2.0 model

LMC is engaged in the implementation of Guided Pathways. Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication, equity professional development, and cohesion across student services, instruction, and leadership is critical in

ensuring that success team can effectively address equity opportunity gaps with the above analysis informing the implementation.

Action

Action Steps *

Guided Pathways Implementation

- A process is in place for students to update their primary major (Pillar 3—staying on the path) and clear program major sequences have been developed (Pillar 1: clarifying the path).
- A process is in place to communicate with and encourage students in completion of transfer level English and college math for AA/AS and ADT (pillar 3—staying on the path). Clear goals for students to achieve and to communicate with students have been developed for the three (3) major milestones – 30 units, 45 units and 60 units. This includes communication with students at the 60 units milestone pertaining to petitioning for graduation.
- A process is also in place to encourage programs to move from AA/AS to ADT or CTE model curriculum (Pillar 2).
- Additional studies for 1st, 2nd , and 3rd years is planned.

BASIC NEEDS TO COMPLETE THE PATH

- In addition to the strategic academic initiatives in Transfer, math, and English referenced in earlier sections the college is systematically
  - 1) addressing economic barriers and
  - 2) enhancing whole student support for successful outcomes. In a context of extreme rental costs, long commutes for employment, and intergenerational responsibilities, our students are stretched in their ability to pay the price of "being a student."

- In a recent study of over 1,100 LMC students: 43% dropped a course due to textbook cost 60% can't afford their books in the first 3 weeks.

Technology

- Build on the work of LMC to automate communications at key progress points and automate communications through groupings
- Education plan pathways alignment and progress notifications at key momentum points
- Explore automation in transcript evaluation process for equivalences, GE/IGETC and equivalencies due to articulation
- Ensure smooth hand off and clear communication when students move from one pathway/ major to another
- Use of CRM and current student support systems such as LMC Connect-Starfish to create and support student meta-major groups

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✓ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

- Intentionally integrating affinity groups into the pathway data and State equity plan data.
- Implement strategies in SEP 2019-2021 that have not had a chance to become fully institutionalized due to COVID
- CWEE to be modified for "gig" economies like UBER where there are no true supervisor
- Contract with grocery, gas, shelter "giftcards" in order to standardize access, cover audit concerns, and provide guidance for a desperately needed source of support
- Develop climate surveys for asynchronous online student experiences of connection, belonging, and racial climate.

Male

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✕ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

Male students in SEP District Tableau Male students attained the Vision Completion goal in 3 years at

- 2017-18: 9% (102 of 1,128)
- 2018-19, 9% (107 of 1,192)

Through the implementation of our GP model of Learning, Major, & Career Pathways aims to increase raise LMCs 11.6% Vision Completion overall in 2018-19 3 year rate. Additional inquiry spaces are needed to specifically understand the experiences of Males and in particular Black / African American, male, and first-generation students.

Duplicated Analysis below found in "Black / African American" DI Analysis due to the SEP focus on Black/ African American students at the intersection of male and first-generation status.

One practice that impeded equitable outcomes for Black and African American Students and Male students is the duplication of majors and/or change majors, or that students are unclear on the specific courses needed to complete their degree, and have not engaged with counseling. This results in confusion and inefficient progress toward completion. Example: There are Certificate of Achievement and Associates Degree Pathways which may have different course requirements or may take too many courses from a certain area to attain the unit requirement.

Clarifying and Staying on the Path to Graduation

Often students do not know the difference between an AA, an AS, or an ADT and will simply take courses listed in the department of interest while not working toward a specific degree and not all students engage with counseling to inform their LMC journey. Our dependency on student initiated This structural challenge compounds with previous pillar steps, resulting in African American Students disproportionately taking additional units and taking longer to complete. In order to achieve full-equity 61 students, 17 who are also male identified would close the 5% gap in completion for African American/ Black Diaspora students. Utilizing a race conscious lens, as Guided Pathways becomes more integrated with campus practice and policies, Pillar 1: Clarifying the path and Pillar 3: Staying on the path, are the prioritized in developing focused approaches to end or limit this practice.

Courses Available in a timely Manner

The Completion study team also noted that the Program Major sequences (AA/AS and ADT) reflected inconsistent program major sequences. There were no check-points to confirm with students that they had completed transfer level English and college math for AA/AS nor ADT degrees. There had also not been consistent, systematic, and specific communication nor tasks to support students when reaching crucial milestones – 30 units, 45 units and 60 units—which leaves students wondering about their progress and undermines the importance of 'jsut in time interventions' at those milestones.

Cultural Curriculum

Carrying forward the work of the previous plan, LMC initiated professional development series "Cultural Curriculum Audit" with LBCC. This training program invited full-time and part-time faculty to redesign their courses for student equity and success. This includes an examination of course-level student success data, revisions of syllabi, reviewing the Course Outline of Record through an equity lens, and creating culturally relevant curricula. This important work can be deepened by having a focus on Black / African Diaspora students experiences in the classroom and best practices put forth to the campus through workshops from the USC Center for Race & Equity.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Identification and removal of structural barriers outlined above

- lack of relationships with male mentors early and often in the academic journey
- Lack of effective use of Starfish-LMC Connect early alert system

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Identification and removal of structural barriers outlined above. Additionally:

* start and stop due to financial stressors

* eliminate registration and financial barriers

* easier pathway to return from "stopping out" or ending up in the "alert pathway"

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

IMPLEMENTATION OF GP through the SEM 2.0 model

LMC is engaged in the implementation of Guided Pathways. Development of the ideal success team structure and realigning staffing to fulfill success team structure is currently in process. Establishing strong communication, equity professional development, and cohesion across student services, instruction, and leadership is critical in ensuring that success team can effectively address equity opportunity gaps with the above analysis informing the implementation.

Action

Action Steps *

Focus Groups on Male identified student experiences to influence guided pathways implementation.

Guided Pathways Implementation

- A process is in place for students to update their primary major (Pillar 3—staying on the path) and clear program major sequences have been developed (Pillar 1: clarifying the path).
- A process is in place to communicate with and encourage students in completion of transfer level English and college math for AA/AS and ADT (pillar 3—staying on the path). Clear goals for students to achieve and to communicate with students have been developed for the three (3) major milestones – 30 units, 45 units and 60 units. This includes communication with students at the 60 units milestone pertaining to petitioning for graduation.
- A process is also in place to encourage programs to move from AA/AS to ADT or CTE model curriculum (Pillar 2).
- Additional studies for 1st, 2nd , and 3rd years is planned.

Basic Needs

- In addition to the strategic academic initiatives in Transfer, math, and English referenced in earlier sections the college is systematically
  - 1) addressing economic barriers and
  - 2) enhancing whole student support for successful outcomes. In a context of extreme rental costs, long commutes for employment, and intergenerational responsibilities, our students are stretched in their ability to pay the price of "being a student."

- In a recent study of over 1,100 LMC students: 43% dropped a course due to textbook cost 60% can't afford their books in the first 3 weeks.

Technology

- Build on the work of LMC to automate communications at key progress points and automate communications through groupings
- Education plan pathways alignment and progress notifications at key momentum points
- Explore automation in transcript evaluation process for equivalences, GE/IGETC and equivalencies due to articulation
- Ensure smooth hand off and clear communication when students move from one pathway/ major to another
- Use of CRM and current student support systems such as LMC Connect-Starfish to create and support student meta-major groups

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

- Intentionally integrating affinity groups into the pathway data and State equity plan data.

- Implement strategies in SEP 2019-2021 that have not had a chance to become fully institutionalized due to COVID
- CWEE to be modified for "gig" economies like UBER where there are no true supervisor
- Contract with grocery, gas, shelter "giftcards" in order to standardize access, cover audit concerns, and provide guidance for a desperately needed source of support
- Develop climate surveys for asynchronous online student experiences of connection, belonging, and racial climate.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

ZERO TEXTBOOK COST (ZTC) ACCESS

ZTC offerings provide one of the most measurable and direct means of equitable access. ZTC sections have higher success rates, because students receive access to their material from the start of class, allowing them equal access to learning resources. LMC found a 4.3% increase in overall student success in ZTC sections, with a 13.4% increase in African American student success and 9.6% for Hispanic students. LMC has been a statewide leader in the creation, adoption, and advocacy of Open Educational Resources (OER) for the last four years. The ZTC initiative has converted 150+ sections (over 25% of the sections offered overall). LMC is now looking to complete majors and ensure there are zero-cost IGETC options funded through categorical and foundation dollars.

BASIC NEEDS

Consistently 47% -52% of students surveyed report food or housing insecurity. This need is compounded by the pandemic as we averaged 1, 548 visits/ per semester. As a community deeply impacted by COVID-19, we've acted through community collaborations such as Cal Fresh and the Contra Costa Solano Food Bank, fundraising through the LMC Foundation and expansion of Basic Needs programs and services. As we return to campus, we resumed our successful Brain Food Project™ combining nutritious and popular food items to students during tutoring sessions. Finally, without technology—from smart classrooms to now Tech Equity Lending Program, students cannot learn. LMC provided 900 computers, 300 hotspots, and embedded support services into the tech request process to provide personal phone calls, transforming tech inquiries to trigger a Basic Needs and Wellness workflow to support student success. Additionally, LMC has augmented the mental health and wellness resources provided to students through the college's partnership with TimelyCare, a virtual tele-health e-tool that offers 24/7 virtual coordinated care for mental health, medical services, basic needs resources, and peer talk supports through virtual coordinated care.

RACIAL AND SOCIAL INJUSTICE

The LMC Stands Against Racism campaign blends a bold, 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.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

LMC is committed to the implementation of Guided Pathways as outlined in the LMC's scale of adoption. We are actively engaged in State Coaching, the creation of SEM 2.0 Logic Model, and prioritizing the implementation of Guided Pathways. Our documents can be found here at Guided Pathways at LMC.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

- **Canvas + Accessibility Integrations:** LMC Canvas courses have access to three accessibility checkers – the built-in Canvas accessibility checker, the Pope Tech Canvas accessibility integration, and Blackboard Ally in Canvas. The last two accessibility software integrations are extra integrations funded at the district level and LMC to assist faculty, course designers, and non-instructional course facilitators in quickly identifying and correcting accessibility issues in course content, assignments, quizzes, and syllabi.

- **Instructional Design and Accessibility Professional Development:** Our instructional designer and accessibility expert, in collaboration with our distance education coordinator, offers online workshops focusing on the CVC Course Design Rubric. This includes workshops on instructional design strategies and effective approaches to creating accessible course content. She also manages the content updates for her completely accessible online course template in Canvas, which is available to all LMC employees to download from Canvas Commons. This accessible course template contains a course homepage template, introductory modules and example modules, a discussion board set up, student check-in surveys, and a library of accessible course icons. Additional professional development support for accessibility tools and best practices in Canvas are provided by the Alternative Media Specialist in Disabled Students Programs & Services and Technology Training & Development Coordinator, who leads workshops and individual training on video captioning options in Canvas.

- **Instructional technology support ticket system & Student Peer Technology Help Desk:** students and employees can submit support requests through ServiceDesk, which enables campus quick response as well as drop in support hours respectively.

- **Disabled Students Programs & Services** provides support services to ensure equitable participation and benefit from courses at the college. Services and accommodations include, but are not limited to, priority registration, alternative testing, adaptive computer technology, sign language interpreters, textbooks recorded onto an audio file, and Braille.

- Institutional investment and accountability for access includes Technology Master Plan Goals 1 and 2.1, tech equity programs, and VDI for remote access.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Utilizing LMC's SEP 22-25 plan steps of inquiry, equity-prototyping, and evaluation, the following strategies in 4.1-4.3will be explored based on campus community feedback:

- Recruiting student ambassadors to motivate other students to complete the FAFSA. In collaboration with other departments, clubs, and learning communities, the Office of Financial Aid will identify student(s) to serve as FAFSA ambassadors. The student(s) will present in classrooms to spread the word about applying for financial aid.
- Hire student workers to give presentations and assist students with FAFSA completions.
- Increase communication efforts with students. Students without a financial aid application on file for the academic year will receive 2-3 email communications a semester. The email will advise students on the benefits of applying for financial aid, how to apply, and where to receive assistance applying for financial aid. Calling campaigns to students will also be done and utilizing social media.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

1. Collaborate with campus departments such as Student Life (basic needs), Veterans, and Foster Youth liaisons to assist students with the completion process.
2. Use data to identify Pell-eligible students who have not been awarded and conduct outreach to support students in completing their financial aid process.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

Yes, our college provides state grants to students, including Cal Grant, Student Success Completion Grant, scholarships, emergency funds, and services such as book vouchers and basic needs funding.

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5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The primary service provided the college is the college food pantry, which serves as the hub for our basic needs center (www.losmedanos.edu/basicneeds). We are open several times during the week and offer both day and late afternoon hours to support students experiencing food insecurity.

We have expanded our campus-based food pantry to include support of Calfresh Outreach by implementing a peer-to-peer support model. We currently have a student in the role of Basic Needs Ambassador with the State Chancellor's Office. She has been instrumental in sharing information regarding the update to the eligibility of the Calfresh benefit. In addition, she has assisted with demonstrating the ease of use and completion of the application. We also have an agreement with the local foodbank to Release Information to us regarding the status of the student application and allow for us to connect with students who do not complete the process or have been denied. This has been helpful as we can increase opportunities for approval on behalf of our students.

The LMC Equity Tech program is operated through the LMC Marketplace and maintained through collaborative efforts across the campus, including the Brentwood Center. Students can obtain technology to support their learning both on campus and remotely. We currently have an inventory of laptops, Chromebooks, calculators, hotspots, and headsets for students to access. In addition, a Technology Support website has been developed that provides live technical assistance from peer tutors to assist learners with navigating the various platforms used by the college.

In fall of 2022, the clothing closet project was implemented. A call-out was made to the college employees requesting donations of casual and professional clothing be donated to the LMC Marketplace clothing closet. Communications to campus clubs have resulted in donating personal care items, feminine hygiene products, and clothing.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

The COVID-19 Pandemic has made communication, access, and enrollment into key supports such as CalFresh, engagement with campus food distribution, and participation in workshops designed to increase financial stability (i.e., financial aid, mental health, well-being spaces, and scholarships) difficult. Attendance at information sessions has declined in the remote environment and it is difficult to determine effective marketing strategies that encourage the utilization of such support services.

We prioritize identifying students in need, utilizing referral processes through Starfish and in person, we analyze FAFSA and other financial data and building a peer network to destigmatize access. We focus on **incentivizing dignity and equity** for students accessing our services. We embed distributions within larger campus-wide events such as our Heritage Month Celebrations and Club Fairs, blending resources with celebrations, and opening the spaces to students, staff, and faculty. We are in the process of developing enhanced fields in Starfish (LMC Connect). As a shared district-wide tool, effective use of Starfish must include building consensus with the other colleges in the District, as well as necessary support from District IT.

In addition, there is also a challenge in tracking access beyond campus support and referrals. We do not have the technology to refer students to off-campus/external supports and track student utilization of support services from CBOs.

As we continue to build a true eco-system of care state-wide, LMC asks the State to consider the following areas of support as well as current state structures, networks, and technologies (i.e., Vision Resource Center (Cornerstone), College Buys, etc.) to support the enhancement of Basic Needs Centers and implementation of associated strategies.

Data: Provide training to assist colleges in capturing and analyzing disproportionate impact (DI) data specific to Basic Needs support.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

The LMC Marketplace opened in the spring of 2017. It began as a student-led and student-operated program and remains as such. Having student-facing operations supports the utilization of the LMC Marketplace by removing the stigma associated with accessing free groceries while on campus. Below is a list of current services and support offered by the campus food pantry.

1) Weekly food distribution Tuesday-Thursday

2) Calfresh Application Assistance

3) Transportation support providing 20 and 31-day bus passes

4) Financial Aid and Scholarship support in collaboration with the campus financial aid office

5) LMC Foundation grant referrals

6) Equity Tech Program loaning laptops, Chromebooks, hotspots, calculators, and headsets

7) Training and development of student leaders to promote services offered by the campus food pantry

8) Outreach and marketing to campus employees to assist them with guiding students to our location

9) Connecting food distribution with engaging activities and events to help in reducing stigma and encourage access.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Our success starts from our commitment to student equity and removing resources barriers within our college. This inspires us to take an innovative approach to solve access issues, often leading the state We submitted for phase 1 funding to continue and equitably support pathways work Fall 2022.

ZTC offerings provide one of the most measurable and direct means for equitable access. ZTC sections have higher success rates, because students receive access to their material from the start of class, allowing them equal access to learning resources. A study at LMC conducted by Professor Scott Hubbard found a 4.3% increase in overall student success in ZTC sections, with a 13.4% increase in African American student success and 9.6% for Hispanic students. A similar study across the Contra Costa Community College District (4CD) conducted by Professor Scott Hubbard revealed a 6% overall increase. ZTC sections also increase student persistence and degree completion. From our 2018 student survey, we found 42.7% have dropped a course because they could not afford to buy the textbooks, and 52.5% have avoided carrying a full load per semester because of the cost of books. Before we started our ZTC program, around half of our students were not reaching their academic potential because of textbook costs.

In the spring of 2020, the ZTC program in partnership with the Student Senate, launch a classroom supplies innovative. The project launch as a pilot with the Art department and the Marketplace to distribute art supplies to students. We work with our library to procure databases that allowed all of our drama courses to become ZTC and one of the first full ZTC degrees in the state. We helped launch and guide similar initiatives at our sister colleges in our district: Diablo Valley College and Contra Costa College

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Contra Costa Community College District's (4CD) community of LGBTQIA+ students is diverse, creative, and resilient. Research shows that LGBTQ+ students face challenges as early as high school that factor into their college enrollment and experiences. In fact, data has shown that nearly 10% of LGBTQ+ students who experienced frequent verbal harassment didn't plan to attend college aft er high school. We recognize that the lack of feelings of safety may cause students not to identify in CCCApply. Additionally, the community faces particular challenges, such as increased impacts to mental health, and shockingly high rates of housing and food insecurity.

In addition to compliance for Assembly Bill 620 and Ed Code 66271.2, LMC is building upon the dollars from 21-22, by engaging in a LGBTQIA+ Summer Student Led work group proposing an Active Ally program, Pronouns workshops,

requesting support from Social Justice LGBTQ+ ADT faculty, and building visibility through PRIDE Tuesdays in the Student Union. Given that LGBTQIA+ students are an emerging DI population, we build upon the campus anti-racism work to ensure that our Heritage Month, Joy and Resilience Series, and Leadership Conferences have an intersectional approach that brings positive visibility and community to help retain LGBTQIA+ students.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

A campus-wide effort has been made to increase awareness and support for our students in collaboration with the LMC Counseling Department, Disabled Students Programs & Services (DSPS), and JFK University. As part of this effort, LMC has a Student Mental Health Ambassador in place to coordinate and promote events and activities that support mental health and well-being. We are expanding our network of resources through community outreach and hosting campus partners in events and activities to assist our campus community with a better understanding of mental health needs on our campus and in our community. Our Mental Health Ambassador promotes mental health and well-being through sharing information on TimelyMD and engagement and participation with an LMC student organization, Active Minds, that supports outreach efforts of Timely Care to remove the stigma of accessing help to improve mental health and well-being.

in addition to accessing these resources from a the Student Support Hub in Canvas and the Basic Needs landing page, additional resources can be found:

- www.losmedanos.edu/counselinghttps://app.timelycare.com/auth/login
- www.losmedanos.edu/counsel

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Contra Costa Community College District (4CD) Governing Board hosts an annual study session on Strategic Direction #2 from the District's 2020-2025 Strategic Plan, which calls the District and its colleges to "eliminate inequities in student access and outcomes" across all racial and ethnic student groups, as well as special populations (e.g., current and former foster youth, Dreamers, and veterans). During these study sessions, the Board receives updates on progress toward LMC's equity goals, examples of impactful practices, strides toward sustainable institutional change, and opportunities for continuous improvement. Progress toward Vision for Success goals is also featured in the form of disaggregated student outcome data. In addition to receiving updates and reviewing relevant data, Board members have the opportunity to provide feedback on equity goals and strategies, ask questions, and offer to engage in applicable community-facing activities.

Furthermore, the annual Board study sessions include discussions highlighting opportunities for Governing Board partnership in efforts to advance equity. The 4CD Governing Board has indicated an interest in engaging in continuous, relevant professional development during 2022-2025 related to eliminating inequities in public higher education. The five-member Board has committed to considering equity impacts and actively promoting social justice when enacting

District policies. Finally, the 4CD Governing Board is poised to assist in finding resources to further LMC's work in equity and social justice, as well as to seek out likeminded community partners to support these efforts as appropriate.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

LMC will utilize the resource allocation process (RAP) already in place as a means to leverage and prioritize funding sources (categorical and operational) that support the College's equity and guided pathways initiatives. RAP is a function of LMC's shared governance infrastructure and provides a transparent and inclusive budget allocation and approval process.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Los Medanos College has a long-standing commitment to e**nsuring student voice is included in institutional decision-making bodies.** Student representatives are a part of the college's shared governance model, including Strategic Enrollment Management and Guided Pathways Implementation. This practice will continue and grow with the implementation of the 2022 Student Equity Plan. While writing teams held initial focus groups for input, thoughts, and planning in initial report development, the College understands that implementation is on going, and continuous input and adaptation from student stakeholders is needed annually.

The college will identify additional areas for student voice integration in existing bodies of work at the college, with a special focus on areas directly related to SEA plan metrics: transfer advisory groups, AB705 planning meetings, and mental health support planning.

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