

**Los Medanos College**  
**Contra Costa Community College District**  
**Student Equity Plan**

**Fall 2004**

**Los Medanos College  
Student Equity Plan**

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**Los Medanos College  
Student Equity Plan**

**Signature Page**

**District:** Contra Costa

**College:** Los Medanos

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**President, Board of Trustees**

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**Date**

**District Acting Chancellor:** \_\_\_\_\_

**College President:** \_\_\_\_\_

**Academic Senate President:** \_\_\_\_\_

**Student Equity Coordinator:** \_\_\_\_\_

NOTE: Original document signed and approved by District Governing Board in 2004.

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## **Executive Summary**

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## EXECUTIVE SUMMARY

The Los Medanos College (LMC) Student Equity Plan provides an overview of students who have attended LMC from 1992 – 2003. In general, the college student body reflects the community we serve; we continue to monitor our enrollment to ensure we are meeting the needs of our diverse population. Two new programs have increased our service to Hispanic students: Begun in 2001, the Puente program has served three cohorts; we are currently conducting an in-depth assessment of the program to ensure its long-term viability. In 2004, a new Vocation ESL (VESL) program helps us prepare students for business and retail employment.

Our data indicate we are currently under-serving African-American students; success rates for African-American students are less than other ethnic groups, indicating a need for additional support services and programs designed specifically for African-American students. Initial planning meetings have indicated a high level of support for such programming.

Due to fiscal uncertainty in the district, new programs as well as on-going programs, such as Puente, will be funded through a combination of external and internal (including categorical, where appropriate) funds. LMC has successfully used external and internal funds to support innovative programming. Examples include the extensive, integrated developmental education program (funded through Title 3) as well as the Internet Incubator, G.E. Assessment, Counseling in the 21<sup>st</sup> Century, and the Teaching/Learning Project (funded through the college's Financial Planning Model process). We anticipate continued success in supporting students through innovative programs developed in conjunction with our Educational Master Plan.

Regarding data sources: Unless otherwise noted, all data reported in this report was supplied to the college by the California Community Colleges Chancellor's Office.

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## **Campus-Based Research**

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## CAMPUS-BASED RESEARCH

1. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

*The Chancellor's Office MIS will provide the counts by population (ethnicity, age, disability); however, we do not have the capability of defining "community served" for comparison...Performing a comparison of student populations against a locally-derived definition of "community served" is optional. (Perry, Yokotobi; January 28, 2004).*

ETHNICITY

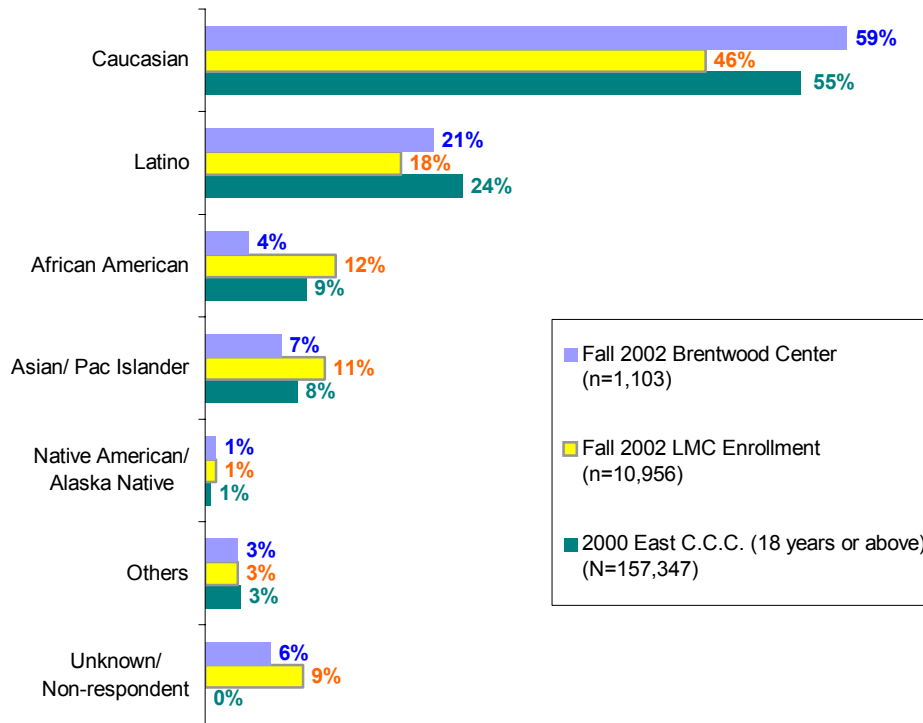
Two measures are used: (1) A comparison of the ethnic composition of the college's student population to the community as determined by the most recent U.S. census data and the college's first census figures. (2) A comparison of the ethnic composition of LMC first-time freshmen students to the ethnic composition of the 12<sup>th</sup> grade public school graduates of the college's service area.

Overall, the student population of LMC (both the Pittsburg campus and the Brentwood Center) generally reflects the adult population in East Contra Costa County with some discrepancies for Caucasian and Latino students at LMC. While 56% of the adults in East Contra Costa County are Caucasian, 51% of LMC student are Caucasian – a 5% difference. Similarly, for Latino student 23% of the adult population in East Contra Costa County is Latino, while 18% of the LMC student population is Latino – also a 5% difference (See Figure 1).

It is important to note, however, that traditionally Caucasian students tend to attend four-year colleges and universities upon graduation from high school, while Latino students often make community colleges their gateway to higher education.

	1992 - 93	1997 - 98	2002 - 03
African American	1,201	1,728	2,366
Asian	633	815	1,160
Filipino	542	695	988
Hispanic	2,142	2,734	3,564
Native American	147	205	169
Other Non-White	89	152	448
Unknown	444	1,343	900
White	8,882	9,053	8,620
Total	14,080	16,725	18,215

FIGURE 1. LMC Fall 2002 Student Enrollment as Compared to East County Population



- East Contra Costa County includes Antioch, Bay Point, Bethel Island, Brentwood, Discovery Bay, Knightsen, Pittsburg, and Oakley.
- Total LMC enrollment includes the Brentwood Center

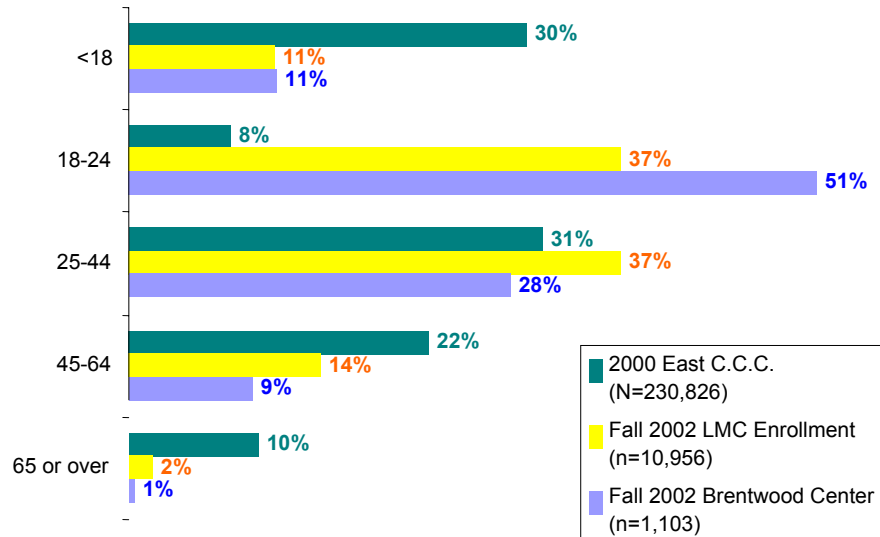
Sources: US Census 2000 and LMC Research Data Warehouse

AGE

	1992 - 93	1997 - 98	2002 - 03
<18	939	2,731	3,458
18 - 19	1,637	1,816	2,590
20 - 24	2,747	2,494	3,122
25 - 29	2,085	1,862	1,693
30 - 34	2,058	1,884	1,644
35 - 39	1,715	1,860	1,581
40 - 49	2,177	2,670	2,511
50+	719	1,400	1,563
Unknown	3	8	53
Total	14,080	16,725	18,215



FIGURE 2. LMC Fall 2002 Student Enrollment as Compared to East County Population by AGE



- East Contra Costa County includes Antioch, Bay Point, Bethel Island, Brentwood, Discovery Bay, Knightsen, Pittsburg, and Oakley.
- Total LMC enrollment includes the Brentwood Center

Sources: US Census 2000 and LMC Research Data Warehouse

DISABILITY

	1992 - 93	1997 - 98	2002 - 03
DSPS	342	450	563
Non-DSPS	13,738	16,275	17,652
Total	14,080	16,725	18,215

While we are not able to compare the number of students who have a disability to community population, we can provide additional information about our students with disabilities. Figure 3 (page 14) provides a description of students served by DSPS and their reported disability. In addition, the Table 1 and Table 2 on the following page provide a description of students served by DSPS according to ethnicity and age.

TABLE 1. LMC Students with Disability in Fall 2002 by ethnicity

<b>Ethnicity</b>	<b>Percentage</b>
Asian	3%
African American Non-Hispanic	17%
Filipino	3%
Hispanic	17%
American Indian/ Alaskan Native	3%
Other Non-White	2%
Pacific Islander	1%
White Non-Hispanic	50%
Unknown/ Non-Respondent	4%
<b>Total</b>	<b>100%</b>

TABLE 2. LMC Students with Disability in Fall 2002 by age

<b>Age</b>	<b>Percentage</b>
under 18	1%
18-24	42%
25-44	40%
45-64	16%
65 or over	1%
<b>Total</b>	<b>100%</b>

### SUMMARY

The college continues efforts to provide programs and services to meet the needs of the Hispanic community in East County. Several new programs, including Puente, VESL, Service Learning, and the Latina Mentorship Project increase access for students who are planning to transfer to a four-year college/university as well as students seeking additional job training. Since its inception in 2001, students in the Puente program have had higher success and retention rates in the designated Puente courses than students in comparable courses. The Puente model, which integrates teaching, learning, and counseling, has provided support to many first-generation college students; many students from Cohort 2 (2002 – 03) have already transferred and students from Cohort 3 (2003 –04) continue to work closely with the Puente counselor to complete their educational plans.

Bridges to Business (B3) is a pilot project dedicated to provide Vocational Education in Business fields and Vocational English as a Second Language (VESL) training. B3 is a partnership between Los Medanos College Brentwood Center, Liberty Union High School District Adult Education and the Workforce Development Board. This Department of Labor Employment and Training grant is assisting low-income, non-native English-speaking students to meet goals of

employment. The services provided to the 65 - 75 participants include: books and materials, child care, tutoring, transportation, job search and job placement. An important outcome for the participants is a sense of achievement and self-worth along with the development of new skills and competencies.

To support service learning in Brentwood, Spanish and ESL students work in the community to assist local K-12 students with math and English. LMC students are now working in 10 school/community sites as leaders, mentors, and teachers for Hispanic youth. Students are able to fulfill part of the course requirement for the transfer-level Spanish courses and the ESL integrated skills sequence. Currently 30 LMC students are involved in this project; we anticipate twice as many students next semester.

The Latina Mentorship Project (Brentwood, Oakley, and Pittsburg) includes four professional women (two teachers, one attorney, and one journalist) working together to mentor local Latina high school students. Although the relationship is informal, it is linked to programs in the schools districts. The mentors meet on a monthly basis to tutor students and work with the students' parents. The goal of the relationship is to increase retention and open doors to higher education.

## CAMPUS-BASED RESEARCH

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

*Please note that we did not break down course completion rates by student age; you will not be required to analyze this demographic in relation to course completion. (Perry, Yokotobi; January 28, 2004)*

TRANSFER-LEVEL COURSES

## Gender

When comparing gender, the percentages of students who complete transfer-level courses has remained fairly constant over time, even when enrollment has fluctuated:

	Female	Male	Total Attempted Transfer
1992 - 93	68.27%	67.98%	37,770
1997 - 98	66.05%	68.26%	24,906
2002 - 03	70.14%	71.94%	33,597

## Ethnicity

Overall, the success rate in transfer-level course is fairly consistent between ethnic groups, with the notable exception of African American students who have a markedly lower success rate than other groups. The success rates for each group have remained somewhat constant over time; the rate for Native American students appears to fluctuate more. The small number of students in this group may exaggerate changes in success rates.

	1992 - 93	1997 - 98	2002 - 03
African American	57.03%	51.42%	58.39%
Asian	74.70%	70.17%	73.81%
Filipino	68.49%	66.94%	72.15%
Hispanic	64.37%	63.99%	68.50%
Native American	69.07%	63.33%	78.86%
Other	66.56%	71.65%	67.09%
White	70.35%	71.24%	74.85%
Unknown	64.64%	70.79%	73.02%

## DSPS

Students who receive services through DSPS appear to succeed in transfer-level courses at a rate consistent with students who are not receiving services through DSPS. Since 1997, there has been about a 5% difference between these groups.

	DSPS	Non-DSPS	Total Attempted Transfer
1992 – 93	68.00%	68.15%	37,770
1997 – 98	62.63%	67.31%	24,906
2002 - 03	66.24%	71.23%	33,597

Figure 3 describes a description of students served in DSPS during 2003 – 04.

BASIC SKILLS COURSES

## Gender

	Female	Male	Total Attempted Basic Skills
1992 - 93	70.06%	66.52%	2,753
1997 – 98	54.72%	43.61%	651
2002 – 03	60.67%	50.25%	2,442

## Ethnicity

	1992 – 93	1997 – 98	2002 - 03
African American	54.21%	47.41%	46.28%
Asian	75.00%	55.56%	62.57%
Filipino	78.00%	54.55%	60.48%
Hispanic	63.13%	50.28%	60.76%
Native American	64.71%	66.67%	52.63%
Other	58.82%	50.00%	56.90%
White	72.97%	52.34%	58.16%
Unknown	62.32%	48.94%	58.40%

## DSPS

	DSPS	Non-DSPS	Total Attempted Basic Skills
1992 – 93	60.45%	70.18%	2,753
1997 – 98	51.43%	50.73%	651
2002 - 03	55.02%	57.13%	2,442

FIGURE 3. DSPS Students Served by Disability

Disability	2003-2004
Brain injury	2 %
Delayed learner	6 %
Hearing impaired	2 %
Learning disabled	29 %
Mobility	12 %
Other Health	36 %
Psychological	12 %
Speech	0 %
Vision impairment	1 %

Note: Numbers are rounded to nearest percent

VOCATIONAL EDUCATION COURSES

Gender

	Female	Male	Total Attempted Voc Ed
1992 - 93	71.72%	79.08%	14,478
1997 - 98	72.86%	78.24%	15,491
2002 - 03	69.66%	79.07%	8,750

While we agree there has been a moderate decline in enrollment, the dramatic decline reported in the MIS data from the CCC Chancellor’s Office does not agree with either local or district data. The LMC Office of Institutional Research website has demographic data from 1991 – 2003 that can be used to compare the Chancellor’s Office data with local data.

The website can be found at: [www.losmedanos.net/groups/research/default2.htm](http://www.losmedanos.net/groups/research/default2.htm)

## Ethnicity

	1992 – 93	1997 – 98	2002 - 03
African American	64.60%	61.56%	55.18%
Asian	81.62%	76.93%	77.71%
Filipino	68.53%	71.20%	75.11%
Hispanic	69.36%	70.00%	71.19%
Native American	81.10%	75.83%	75.00%
Other	71.96%	69.23%	61.98%
White	78.05%	79.81%	80.55%
Unknown	72.39%	74.59%	67.72%

## DSPS

	DSPS	Non-DSPS	Total Attempted Voc Ed
1992 – 93	67.85%	75.76%	14,478
1997 – 98	65.03%	75.86%	14,736
2002 - 03	64.98%	74.66%	8,453

ALL COURSES

## Gender

	Female	Male	Total Attempted All Courses
1992 - 93	68.85%	69.57%	44,576
1997 – 98	67.39%	70.81%	48,476
2002 – 03	68.38%	70.39%	54,506

## Ethnicity

	1992 – 93	1997 – 98	2002 - 03
African American	58.58%	54.30%	54.61%
Asian	75.21%	72.39%	72.41%
Filipino	69.28%	68.00%	71.29%
Hispanic	64.64%	64.69%	67.22%
Native American	69.65%	64.86%	73.11%
Other	67.65%	71.23%	63.57%
White	71.60%	73.44%	74.18%
Unknown	66.77%	70.80%	69.62%

## DSPS

	DSPS	Non-DSPS	Total Attempted All Courses
1992 – 93	66.77%	69.34%	44,576
1997 – 98	61.22%	69.36%	48,476
2002 - 03	62.88%	69.65%	54,506

SUMMARY

While the success rates for students has been generally consistent over time, there are two areas of concern for the college: the success rates for African American students is lower than for all other ethnic groups across all categories (Transfer, Basic Skills, Vocational Education, and All Courses). In addition, the success rate for students enrolled in Basic Skills courses is markedly lower than for other categories. Given that students in Basic Skills courses may need a higher level of support services and assistance, it is not surprising that the success rates are lower. LMC has recently established additional support services, including tutoring and a Reading/Writing Center, and has developed a coordinated developmental education program. Although these services are new, initial research indicates positive results of these efforts (See Attachment One – Development Education Program: Building a Prepared Institution, 1999 – 2004).



## CAMPUS-BASED RESEARCH

3. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

*Given the difficulties involved in systematically identifying the “final” ESL/basic skills course or the “1A” transferable course in a sequence for all colleges, this metric cannot be provided by the Chancellor’s Office, and is therefore optional. (Perry, Yokotobi; January 28, 2004)*

## CAMPUS-BASED RESEARCH

4. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

*Upon further examination of the methodology proposed by this metric, the Chancellor's Office has concluded that the ratio would be a poor measure of effectiveness. We will not be requiring any information for this metric at this time. (Perry, Yokotobi; January 28, 2004)*

## CAMPUS-BASED RESEARCH

5. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

*Given the recent loss of Research staff directly involved in this activity, the Chancellor's Office will not be able to provide the data at this time and will not require this metric for the report. (Perry, Yokotobi; January 28, 2004)*

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## **Goals and Activities**

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## GOALS AND ACTIVITIES

### 1. STUDENT SUCCESS INDICATOR FOR ACCESS

*Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.*

GOAL 1. Increase the number of Hispanic students served.

ACTIVITY 1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

- A. Fall 2004 (Senior Dean of Student Services): Conduct an in-depth program review and reflective assessment of the LMC Puente Program. The review and assessment will include an analysis of transfer rates, progress toward goals, and barriers to transfer. This quantitative analysis will be supplemented by qualitative data derived from focus groups with students, and interviews with program faculty, other college employees, and Puente program staff at the University of California.
- B. Fall 2004 (College President): Lead a forum with Hispanic community leaders to determine their perception of the ways the college is currently meeting the community's needs and identify areas for improvement.
- C. Fall 2004 (Grant Writer): Determine LMC's eligibility to apply for a Title V – Hispanic Serving Institution grant. In preparation for Fall 2004, Los Medanos College analyzed student demographic information and determined we had the potential to meet the requirements for this important grant. Staff conducted extensive outreach efforts, which resulted in higher enrollments of Hispanic students. The college is continuing its work with the students to determine their eligibility for support services, including, but not limited to, DSPPS, EOPS, financial assistance, and BOG waivers.

#### EXPECTED OUTCOME 1.1.1

- A. Use the information gathered to improve services to Hispanic students; for example, expand programs and services that are identified as important to student success. Identify which barriers to success the college can impact and the types of support services students indicate are critical to their success.
- B. Identify current strengths and gaps in services. Incorporate feedback into evaluation of the LMC Puente Program, the LMC Educational Master Plan and the H S I grant application.
- C. If the college meets the eligibility requirements for the H S I grant, the proposal will include goals and objectives designed to strengthen support services for Hispanic students, including outreach, enrollment, and retention. Even if the college does not ultimately meet the eligibility requirements, the information gathered can be incorporated

into the LMC Educational Master Plan and subsequently into support services, such as, the LMC Puente Program.

NOTE: LMC applied for the HSI grant; on October 1, 2005, the college was awarded a five-year \$2.75 million Title 5/HSI grant. (May 30, 2006)

## GOALS AND ACTIVITIES

## 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

*Please note that we did not break down course completion rates by student age; you will not be required to analyze this demographic in relation to course completion. (Perry, Yokotobi; January 28, 2004)*

GOAL 2. Increase the success rates for African American Students.

ACTIVITY 2.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

- A. Spring 2005 (College President): Lead a forum with African American community leaders to determine their perception of the ways the college is currently meeting the community's needs and identify areas for improvement.
- B. Spring 2005 (Grant Writer): Investigate possible funding sources that can support a program similar to Puente that would focus on the needs of African American students.
- C. Fall 2004 (EOPS): Establish club for African-American students in order to strengthen sense of community, involve students in the development of support services, and develop learning communities.

## EXPECTED OUTCOME 2.1.1

- A. Identify current strengths and gaps in services. Incorporate feedback into the evaluation of current programs and services, the Educational Master Plan, and potential grant applications.
- B. Determine potential funds and write grant proposal.
- C. Develop stronger sense of community and support services for students. Identify barriers to success that college can impact and the types of support services students indicate are critical to their success.

## GOALS AND ACTIVITIES

## 3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

*Given the difficulties involved in systematically identifying the “final” ESL/basic skills course or the “1A” transferable course in a sequence for all colleges, this metric cannot be provided by the Chancellor’s Office, and is therefore optional. (Perry, Yokotobi; January 28, 2004)*

## GOAL 3.

ACTIVITY 3.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

## EXPECTED OUTCOME 3.1.1



## GOALS AND ACTIVITIES

## 4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

*Upon further examination of the methodology proposed by this metric, the Chancellor's Office has concluded that the ratio would be a poor measure of effectiveness. We will not be requiring any information for this metric at this time. (Perry, Yokotobi; January 28, 2004)*

## GOAL 4.

ACTIVITY 4.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

## EXPECTED OUTCOME 4.1.1

## GOALS AND ACTIVITIES

## 5. STUDENT SUCCESS INDICATOR FOR TRANSFER

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

*Given the recent loss of Research staff directly involved in this activity, the Chancellor's Office will not be able to provide the data at this time and will not require this metric for the report. (Perry, Yokotobi; January 28, 2004)*

## GOAL 5.

ACTIVITY 5.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

## EXPECTED OUTCOME 5.1.1

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# Budget

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## **SOURCES OF FUNDING**

Operating funds

EOPS

External Grants

Internal grants (distributed through the college Financial Planning Model)

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## **Evaluation Schedule and Process**

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## EVALUATION SCHEDULE AND PROCESS

Programs and services will be evaluated using the college's established process for program review. Program Review uses both quantitative and qualitative data to assess programs and services. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students' needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the college fulfill its mission, and respond to student needs. Thus, a primary purpose of the program review and unit planning processes is to provide a guide for the evaluation of program effectiveness and use the results as a basis for improvement.

Fall 2003 marked the beginning of the current three-year cycle, when all departments and services were required to implement program review and unit planning. Program Review and Unit Planning are linked together into a cohesive process, not only to satisfy district and accreditation requirements, but to also generate a comprehensive departmental review, relative to college vision, mission, values, goals, as well as budgeting, facilities plans, equipment needs and staffing processes.

Program Review - Each unit will be supplied with appropriate data from the Research Office and/or has access to existing departmental data that should assist in assessing past performance and developing trends. Units are expected to provide: an accurate analysis of their programs, provide observations, identify trends, provide information about internal and external impacts that have effected the unit, and provide an evaluation of progress towards achieving previously established goals. Program Review is a look back and an assessment of current program status.

Unit Planning - After assessing its current status, each unit will develop a Unit Plan that is based on the review. The Unit Plan describes new and continuing goals that meet unit and institutional needs, and identifies resources needed to maintain and grow the program. Unit planning is intended to be a look forward.

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## **Attachments**

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ATTACHMENTS

ATTACHMENT ONE.....Developmental Education Program: Building a Prepared Institution