

Los Medanos College - Student Equity Plan (2025-28) DRAFT

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "Submitted" status to "Certified" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Los Medanos College's (LMC) Student Equity Plan is guided by the Office of Diversity, Equity, Inclusion, and Belonging and the Office of Planning and Institutional Effectiveness in partnership with the Institutional Development for Equity and Access (IDEA) Committee. IDEA is a participatory governance body with representatives from faculty, classified professionals, students, and managers, ensuring equity planning is informed by multiple perspectives and grounded in shared accountability. Guided by Vision 2030 and state priorities, IDEA reviews disaggregated data, identifies disproportionately impacted populations, and makes recommendations for institutional action.

Constituent groups are actively engaged through the Academic Senate, Classified Senate, Associated Students of LMC, and other campus committees. Feedback from these groups informs program design, policy development, and resource allocation so that equity strategies reflect the lived realities of our community. The Shared Governance Council also reviews and affirms the equity plan, linking this work to collegewide planning and accreditation processes.

To strengthen and formalize student voice, LMC is launching a new Student Advisory Council for the Black Student Success Initiative (BSSI) and the Student Equity Plan. This council will provide input on program priorities and accountability measures

to improve outcomes for Black/African American students, while serving as a model for a broader student advisory structure. In addition, student perspectives are captured through the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), the Hope Center for College, Community, and Justice Survey on Basic Needs Insecurity (HOPE), and the National Assessment of Collegiate Campus Climates (NACCC).

LMC collaborates with learning communities and initiatives, including the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Student Achievement Program, Dreamers Alliance, Legacy Scholars, LGBTQIA+ Pride 365, MESA, Puente, Student Athlete Academy, Transfer Academy, and Umoja, to ensure that prioritized groups help shape the strategies designed to support them.

Moving forward, LMC will expand student opportunities to serve on IDEA, increase the use of advisory councils for specific DI populations, and strengthen feedback loops. This participatory approach ensures that LMC's SEP is not only institutionally aligned but also authentically co-created.

✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

At Los Medanos College, race-consciousness is central to the development and implementation of our 2025–2028 Student Equity Plan. Our approach is grounded in the recognition that structural racism and systemic inequities have shaped the educational experiences of racially minoritized students, and that addressing these inequities requires intentional, unapologetic, and sustained action across the institution.

✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college’s student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

At Los Medanos College (LMC), the Student Equity Plan is housed in the Office of Diversity, Equity, Inclusion, and Belonging (DEIB). The Institutional Development for Equity and Access (IDEA) Committee, a participatory governance body with faculty, classified professionals, managers, and students, is charged with guiding the development and implementation of the plan. IDEA monitors progress, reviews disaggregated equity data, and recommends adjustments to strategies and practices.

The Office of DEIB manages the implementation of the plan and with the Office of Planning and Institutional Effectiveness (PIE), coordinates the data collection, progress tracking, evaluation, and reporting. DEIB works closely with the Business Office to monitor budgets and ensure resources align with equity priorities. Equity progress is reported to the Shared Governance Council (SGC) twice per year: mid-year in January and annually in June, following SEP reporting dates.

For the 2025-2028 Student Equity Plan, LMC has adopted a three-year cycle aligned with the Strategic Educational Plan:

- **Year 1 – Discover, Design, and Resource:** Analyze data, identify gaps, set goals through plan and program review, and allocate resources.
- **Year 2 – Implement:** Deploy strategies and interventions across the college, with the Black Student Success Initiative (BSSI) as a key implementer for targeted activities.
- **Year 3 – Evaluate, Reflect, and Report:** Assess outcomes, gather feedback, reflect on successes and challenges, report to governance and the campus community, and plan for next phase.

The annual program review, due each February, requires all departments and programs to review disaggregated equity data and set goals aligned with Strategic and Equity Plan metrics. These goals align with the Student Equity Plan and support institutional outcomes.

Equity progress is also shared with constituent groups, including Academic Senate, Classified Senate, Associated Students of LMC (LMCAS), key committees, and regular College Assemblies. Progress is also published on our Institutional Metrics page: Institutional Metrics and shared annually. By aligning college mission and values, plans, and program review and connecting the IDEA Committee leadership, BSSI implementation, strong budget management, and participatory reporting, LMC ensures the Student Equity Plan is continuously assessed, transparent, and strategically improved to advance equity goals and eliminate disproportionate impact.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Rosa Armendariz	Project Lead	n/a	rarmendariz@losmedanos.edu	(925) 473-7314
Ryan Pedersen	Alternate Project Lead	n/a	rpetersen@losmedanos.edu	(925) 473-7309
Pamela Ralston Ph.D.	Approver: Chancellor/President	n/a	pralston@losmedanos.edu	(925) 473-7301
Carlos Montoya	Approver: Chief Business Officer	n/a	cmontoya@losmedanos.edu	
Dr. Tanisha Maxwell	Approver: Chief Student Services Officer	n/a	tmaxwell@losmedanos.edu	(925) 473-7421 ext: 37421
Dr. Tanisha Maxwell	Approver: Guided Pathways Coordinator/Lead	n/a	tmaxwell@losmedanos.edu	(925) 473-7421 ext: 37421
Dr. A'kilah Smith	Approver: Chief Instructional Officer	n/a	asmith@losmedanos.edu	(925) 473-7401
Ryan Pedersen	Project Lead	n/a	rpetersen@losmedanos.edu	(925) 473-7309

Student Equity Plan Reflection

Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

LMC has surfaced several root causes behind equity gaps across the five SEP metrics. Key insights include:

Early momentum gaps and influence of completing 12 units successfully and early. For example, Black/African American students have been identified in 4 out of the 5 Equity Plan metrics for the last 3 plans, showing stubborn data points.

Black/African American students show disproportionately low rates of completing transfer-level Math and English in their first year (only 11.2% in recent years for that subgroup) compared to the overall rate (22.4%).

Gaps in persistence tied to belonging, resource strain, and caring infrastructures. Students from marginalized groups often juggle work, caregiving, and unstable life conditions; many cite lack of belonging or invisible “small barriers” (e.g., confusing financial aid steps, limited counseling & office hours, difficulty navigating processes) as tipping points. For Black/African American student-parents, LMC’s Legacy Scholars program found that balancing coursework and caregiving was a core barrier; 22.2% of Black students report dependents compared to 11.1% overall.

Fragmented services, siloed funding, and process complexity.

LMC has adopted institutional strategies to shift culture, align equity and operations, and embed intentional design:

1. Cohort-Based, Identity-Centered Programs Anchored in Data and Identity - programs like the Brothers of Excellence, Legacy Scholars and Student Athlete Academy pilots, initiated through SEP 2022-25 are making an impact. The Black Student Success Initiative has also guided with a more integrated and impactful approach, showing promise in Black student success. Programming and transfer supports like the HBCU Spring Break Tour (running since 2012, started with HSI funding and sustained)
2. Radical Redesign of Operational and Governance Structures Around Equity - SEA funds and mini-grants encourage cross-unit innovation, shifts in pedagogy, and equity experiments across the college. The 2022-25 plan allowed faculty, staff, and managers to pilot strategies that are now reaching broader campus.
3. Culture Shift: Equity Mindset, Professional Development and Campus Culture - Pedagogy Innovation Project started in 2017 has become a key PD program; Visible affirmation and identity-based programming: Events like MLK celebrations, Black Graduate Receptions, and signature cultural events help affirm student identities and signal institutional commitment to racial equity and belonging.

Plan Continuity *

LMC will build continue and expand:

1. Black Student Success Initiative and Learning Communities: BSSI continues to drive improvements in first-to-second term persistence and first-year completion of transfer-level English and math. Mentoring, cohort supports, HBCU trips, cultural programming, and workshops have strengthened student engagement and academic momentum. Continue partnership with learning communities, including Honors, Puente, MESA, Umoja, Legacy Scholars, and Transfer Academy, while piloting new cohort-based supports and curricula for prioritized populations. LMC also plans to continue supporting college tours including the HBCU Spring Break Tour.
2. Proactive Outreach and Early Planning: TargetX communications, pre-semester counseling, and coordinated calling campaigns have increased completion of comprehensive education plans and early milestone attainment. LMC will maintain these strategies while expanding support for dual enrollment, ESL students, first-generation learners, and other DI populations. Transfer pathways will be further supported through guided workshops, campus visits, and structured connections to four-year institutions.
3. Student Leadership, Ambassadors, Tutoring, and Research Opportunities: Student voice remains central to equity work. In the next phase, the plan is to build the BSSI Student Advisory Council and strengthen the Student Ambassador program across all areas of the campus by adding a shared training and leadership development. In the next phase, LMC plans to re-imagine tutoring programs, create mentoring opportunities, and expand research-based learning opportunities as modeled by our STEM programs.
4. Professional Development: Faculty and staff will continue targeted equity-focused learning through the Pedagogy Innovation Project, conference attendance, and intentional Flex and workshops on student-centered pedagogy, inclusive teaching strategies, and data-informed decision-making. These opportunities strengthen instructional and support practices, ensure alignment with equity goals, and promote innovative strategies to support DI student success.
5. Data-Informed and Systemic Coordination: Building on the data-informed approaches modeled by the Equity Plan, LMC will expand this approach college-wide through the new 3-year planning cycle aligned with the Strategic Educational Plan (26-28), SEP metrics, Program Review and Resource Allocation processes, and connected to research-based, high-impact practices.

Executive Summary

URL and PDF Upload

Executive Summary URL *

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

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	24%	87	0.2%	1	4.6%	17
Black or African American	25%	204	0.9%	8	3.9%	32
Non-Binary	11.2%	10	10.8%	10	17.4%	16
White	17.2%	333	14.2%	274	16.2%	313
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	16.2%	48	3.5%	11	7.7%	23
DSPS Male	12.7%	10	3.4%	3	10.7%	9
First Generation	19.4%	179	3.3%	31	5.9%	55
Hispanic Male	20.3%	110	0.1%	1	3.5%	20
LGBT	13.3%	30	6.3%	15	10.7%	25
Male	21.2%	249	1.1%	13	3.4%	40
Two or More Races Male	14.9%	11	0.3%	1	8.4%	7
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	56.6%	159	4.3%	13	10.2%	29
First Generation	61.4%	531	3.5%	31	6.7%	58
Foster Youth	40.6%	13	8.2%	3	25.2%	9
Male	63.4%	634	0.7%	7	3.7%	38
Completion - DI Student Populations						

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black or African American	8.7%	32	4.4%	17	7.3%	27
DSPS	9.9%	25	1.9%	5	5.6%	15
First Generation	13%	149	1.4%	16	3.4%	39
Hispanic	13.3%	174	1.2%	17	3.2%	43
LGBT	7.2%	16	5.1%	12	8.5%	19
Male	11.2%	149	5.2%	69	7.2%	96
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged Male	24.1%	76	1.9%	6	6.5%	21
First Generation	25.1%	85	0.7%	3	5.3%	19
Hispanic Male	21.6%	43	3%	6	8.7%	18
LGBT	19.4%	13	0.3%	1	9.8%	7
Male	24.5%	115	3.9%	19	7.8%	37

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	28.4%	1758	N/A	N/A	N/A	N/A
Asian	24%	87	0.2%	1	4.6%	17
Black or African American	25%	204	0.9%	8	3.9%	32
Non-Binary	11.2%	10	10.8%	10	17.4%	16
White	17.2%	333	14.2%	274	16.2%	313

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1);** and second, **a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment

declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity successful enrollment for our student veterans by 25% by Spring of 2028.

Our data show several groups are disproportionately impacted: **Black/African American, male, first gen**, foster youth, and LGBT/non-binary students. Understanding that all of these identities are interconnected/intersectional, we are taking a holistic approach to addressing them and focusing on the bolded 3 prioritized groups.

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

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

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.***1**

Phase 1 - Discover (year 1) integrated with Ed Strategic Planning process

Example activities

2

Phase 2 - Implement (year 1-2) integrate with Resource Allocation and Panning

3

Phase 3 - Reflect and Assess (year 3)

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Phases:

1.

Completed Both Transfer-Level Math & English**Data Review/Establishing Equity and Student Populations Goals**

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	23%	569	N/A	N/A	N/A	N/A
Black or African American	16.2%	48	3.5%	11	7.7%	23
DSPS Male	12.7%	10	3.4%	3	10.7%	9
First Generation	19.4%	179	3.3%	31	5.9%	55
Hispanic Male	20.3%	110	0.1%	1	3.5%	20
LGBT	13.3%	30	6.3%	15	10.7%	25
Male	21.2%	249	1.1%	13	3.4%	40
Two or More Races Male	14.9%	11	0.3%	1	8.4%	7

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity the Transfer-Level Math and English completion rate for our overall student population from 76% to 85% by Spring of 2028.

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

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.

1

Phase 1 - Discover (year 1) integrated with Ed Strategic Planning process

Example activities

2

Phase 2 - Implement (year 1-2) integrate with Resource Allocation and Panning

3

Not Entered

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

Not Entered

Persistence: First Primary Term to Secondary Term**Data Review/Establishing Equity and Student Populations Goals**

Persistence: First Primary Term to Secondary Term Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Student Population	% of Students for 2021- 22 (Baseline Year)	# of Students for 2021- 22 (Baseline Year)				
Overall Student Population	65.4%	1441	N/A	N/A	N/A	N/A
Black or African American	56.6%	159	4.3%	13	10.2%	29
First Generation	61.4%	531	3.5%	31	6.7%	58
Foster Youth	40.6%	13	8.2%	3	25.2%	9
Male	63.4%	634	0.7%	7	3.7%	38

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity our overall persistence of first primary term to secondary term from 72% to 85% by Spring of 2028.

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

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.

1

Phase 1 - Discover (year 1) integrated with Ed Strategic Planning process

Example activities

2

Phase 2 - Implement (year 1-2) integrate with Resource Allocation and Panning

3

Phase 3 - Reflect and Assess (year 3)

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Not Entered

Completion**Data Review/Establishing Equity and Student Populations Goals**

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15%	423	N/A	N/A	N/A	N/A
Black or African American	8.7%	32	4.4%	17	7.3%	27
DSPS	9.9%	25	1.9%	5	5.6%	15
First Generation	13%	149	1.4%	16	3.4%	39
Hispanic	13.3%	174	1.2%	17	3.2%	43
LGBT	7.2%	16	5.1%	12	8.5%	19
Male	11.2%	149	5.2%	69	7.2%	96

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn

an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity the completion rate for our students with disabilities by 40% by Spring of 2028.

Not Entered

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

- | | |
|---|---|
| 1 | Phase 1 - Discover (year 1) integrated with Ed Strategic Planning process
Example activities |
| 2 | Phase 2 - Implement (year 1-2) integrate with Resource Allocation and Panning |
| 3 | Not Entered |

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Not Entered

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	28.6%	279	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	24.1%	76	1.9%	6	6.5%	21
First Generation	25.1%	85	0.7%	3	5.3%	19
Hispanic Male	21.6%	43	3%	6	8.7%	18
LGBT	19.4%	13	0.3%	1	9.8%	7
Male	24.5%	115	3.9%	19	7.8%	37

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population
(500 character max for each goal)

Example: In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our overall student population from 34% to 45% by Spring of 2028.

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

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>
1	Phase 1 - Discover (year 1) integrated with Ed Strategic Planning process Example activities
2	Phase 2 - Implement (year 1-2) integrate with Resource Allocation and Panning
3	Phase 3 - Reflect and Assess (year 3)

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

Not Entered

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

Not Entered

[*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Black or African American

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Los Medanos College's data show that several student groups remain disproportionately impacted in key success metrics, including Black/African American students, male students, first-generation students, foster youth, and LGBTQIA+/non-binary students. Among these, Black/African American, male, and first-generation students appear as disproportionately impacted in four out of five metrics, signaling deep systemic barriers at multiple points in their educational journey. Notably, equity gaps for Black/African American students have persisted for as long as LMC has disaggregated data, underscoring the urgent need for structural and cultural transformation. Guided by the IDEA Committee, we have prioritized these three populations for intensive focus, while applying an intersectional lens to account for overlapping identities.

Historically, Black students in East Contra Costa County face inequitable access to college information, culturally relevant engagement, and early exposure to postsecondary opportunities. Lack of consistent outreach and visible representation has contributed to under-enrollment and a weaker sense of connection to college pathways. Black and African American students often face disproportionate academic challenges in gateway English and math courses, as well as basic needs insecurities that disrupt persistence. Gaps in culturally relevant support and mentorship compound these inequities. Sustained impact requires stable and integrated resources. Historically, equity-focused initiatives for Black students have been underfunded, short-term, or siloed, limiting their effectiveness and scalability.

An intersectional approach recognizes that students' experiences cannot be understood in isolation. A first-generation Black male student, for example, is counted in three disproportionately impacted populations and may face compounding challenges to persistence, transfer, and completion. Likewise, non-binary foster youth or LGBTQIA+ first-generation students may encounter barriers that are invisible if each group is viewed separately. To close gaps equitably, our equity work must be rooted in universal design principles that anticipate and respond to the realities of students whose lived experiences intersect across multiple marginalized identities.

This work is grounded in a framework of servingness, which goes beyond access to ensure that our practices, pedagogy, and institutional structures actively foster belonging, persistence and success.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

LMC is committed to advancing Black and African American student success by addressing systemic barriers and building an equity-centered infrastructure that strengthens access, persistence, and completion. Guided by the 2022–25 Student Equity Plan and the Black Student Success Initiative (BSSI), our action plan integrates targeted outreach, robust academic and basic needs support, and intentional resource allocation. Success will be measured by closing gaps across all five metrics (access, retention, transfer-level English and Math completion, degree attainment, and transfer rates) through a student-centered approach that prioritizes belonging, empowerment, and academic excellence.

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

Action Plan:

- Expand authentic, culturally relevant outreach by strengthening partnerships with local high schools, churches, community organizations, and Black-led initiatives.
- Host Umoja Day and other on-campus events to introduce high school students to college life, academic pathways, and support services.

- Actively participate in cultural events such as Juneteenth, reinforcing LMC's visibility and commitment to Black student success.
- Expand dual enrollment by 35% over five years, with special focus on recruiting and supporting Black students.
- Revamp Summer Bridge programs to strengthen onboarding and connect academic and career goals through LMC Pathways.

Resources & Structures:

- Annual \$120,000 marketing and outreach investment targeting Black male enrollment in high-demand programs Career Education programs and transfer pathways.
- Collaboration with Umoja, Brothers of Excellence, EOPS, Dreamers, and Counseling to align messaging and support.

Success Indicators:

- Increased enrollment of Black and African American students.
- Stronger engagement in dual enrollment and early college programs.
- Higher rates of students completing orientation, education planning, and initial counseling touchpoints before the end of the first semester.

Strategy 2: Academic & Basic Needs Support Services

Action Plan:

- Strengthen and scale learning communities such as Umoja, Legacy Scholars, NextUp, and the Student Athlete Academy, with intentional outreach to Black students.
- Expand BYOB (Build Your Own Brilliance) tutoring, Summer Bridge programming, and collaborative academic support with English and Math departments.
- Provide leadership development through student ambassador programs, peer mentoring, and participation in regional and statewide leadership conferences.
- Continue campus-wide cultural programming such as the annual Dr. Martin Luther King Jr. Celebration, Black History Month events, and community-engaged activities that affirm identity and belonging.
- Scale the LMC Marketplace basic needs hub with expanded hours, mobile distribution, additional health services, and intentional evening student support. Marketplace services will continue to provide food, clothing, infant care items, hygiene products, and referrals to housing, transportation, and emergency resources.

Resources & Structures:

- Coordinated support between Counseling, Student Success Center, Basic Needs programs, and learning communities.
- Partnerships with local non-profits serving the Black community for housing, food, and financial wellness services.
- Dedicated staffing and braided funding streams for academic support and student engagement.

Success Indicators:

- Higher persistence rates from fall to spring.
- Improved completion of transfer-level English and Math in the first year.
- Increased student participation in leadership, mentorship, and academic support initiatives.
- Reduction in reported basic needs insecurities among Black and African American students.

Strategy 3: Intentional Resource Allocation

Action Plan:

- Continue braiding funds across the Student Equity and Achievement Program (SEA), EOPS, Basic Needs, Career Education, Strong Workforce, Umoja, Outreach and Retention, and the LMC Foundation.

- Align campus-wide initiatives with BSSI goals to ensure financial and institutional commitments are embedded in planning, budgeting, and program review processes.
- Align campus-wide initiatives with BSSI goals to ensure financial and institutional commitments are embedded in planning, budgeting, and program review processes.
- Invest in professional development for faculty and staff through the Pedagogy innovation Project, student-centered teaching workshops, and other relevant conferences, workshops or leadership development.

Resources & Structures:

- Ongoing collaboration between Academic Affairs, Student Services, and the Office of Equity and Inclusion to monitor funding alignment.
- Annual review of program outcomes tied to braided funding streams to assess sustainability and impact.

Success Indicators:

- Stable and transparent funding streams sustaining Black student success initiatives
- Increased employee engagement in equity-centered pedagogy and professional development
- Evidence of institutionalization of BSSI priorities into long-term college planning.

DI Student Population

Male

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Los Medanos College (LMC) recognizes that male students are disproportionately impacted across four of the five Student Equity Plan (SEP) metrics, with outcomes particularly concerning for Black/African American and Latino males, foster youth, and first-generation students. Root causes include structural barriers in access to higher education, disproportionate placement in remedial or non-transfer level courses, lower persistence from term to term, limited culturally relevant support services, and higher rates of basic needs insecurity. The following action plan outlines how LMC will address these barriers through intentional outreach, targeted academic and student support, and resource alignment to ensure sustainable change.

Barriers identified:

1. Limited exposure to role models, unclear pathways to college, competing family and work responsibilities, and lack of culturally relevant engagement.
2. Disproportionate failure in transfer-level Math and English, lower persistence rates, underutilization of support services, and higher food, housing, and financial insecurity among male students.
3. Lack of sustainable funding, siloed efforts, and insufficient faculty/staff preparation in equity-minded, culturally responsive practices for engaging men of color.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will

success look like?

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Strategy 1: Outreach Services to Potential Male Students

Action Steps:

- Partner with local high schools, athletic programs, veterans groups, and community-based organizations to strengthen recruitment pipelines and create early connections for male students.
- Expand culturally relevant outreach through programs like Umoja, Brothers of Excellence Program (BOEP), and Puente, ensuring male students see themselves reflected in peer mentors, ambassadors, and faculty role models.
- Strengthen Summer Bridge programming, including a new BOEP/EOPS Bridge tailored for Black male students and a pathway-focused bridge for incoming graduates, emphasizing onboarding, career exploration, and academic planning.
- Utilize TargetX to conduct personalized, milestone-based outreach to male students beginning in their first semester, with reminders for orientation, counseling appointments, registration, and financial aid.

Resources & Structures: Braided SEP and SEA funding, partnerships with high schools and community groups, Student Ambassador program, Umoja, Puente, BOEP, Athletics, Veteran Resource Center, and Outreach Services.

Success Indicators: Growth in male student enrollment, higher orientation and education plan completion in the first semester, and increased dual enrollment participation.

Strategy 2: Academic, Engagement, and Basic Needs Support

Action Steps:

- Develop a team with students to conduct deeper research on the male population at LMC and needs. Consider redefining concept of “masculinity.”
- Expand tutoring through the “BYOB – Bring Your Own Brain/Books” initiative and targeted supplemental instruction in Math and English.
- Strengthen the Student Success Team (SST) and Success Coach model to deliver proactive, milestone-based case management for male students.
- Scale participation in learning communities (Umoja, Puente, MESA/STEM, Legacy Scholars, Transfer Academy, and the new Student Athlete Academy) that embed education planning, mentoring, and leadership development.
- Provide leadership opportunities for men of color through Student Ambassadors, peer mentor roles, student government, and participation in statewide conferences such as A²MEND and Umoja.
- Address non-academic barriers through the LMC Marketplace (Basic Needs Center) by expanding hours/services, launching mobile distribution, and increasing partnerships with nonprofits serving men of color. Marketplace services include free groceries, hygiene items, clothing, infant care products, emergency grants, and referrals for housing, healthcare, and transportation.

Resources & Structures: Student Success Center, Marketplace, Counseling and Learning Communities, Transfer Center, Umoja and BOEP, Basic Needs program, Athletics, Veteran Resource Center, and DEIB Office partnerships.

Success Indicators: Increased first-year completion of English/Math, higher fall-to-spring persistence, greater participation in tutoring and mentoring, and reduced food and housing insecurity.

Strategy 3: Intentional Resource Allocation and Professional Development

Action Steps:

- Continue to braid funding intersectionally to sustain academic, outreach, and basic needs programs supporting male students.
- Integrate enrollment and success goals for male students into program review, requiring departments to identify an equity goal and align scheduling, pedagogy, and resource allocation to support disproportionately impacted male students.

- Expand professional development through the Pedagogy Innovation Project, equity workshops, and conference support (e.g., A²MEND, Umoja, USC Equity Institutes) to prepare faculty and staff to effectively teach, mentor, and support male students.
- Provide coaching and equity training to faculty in high-impact areas such as Math, English, and STEM to reduce equity gaps in gateway course success rates.
- Strengthen collaboration between the Business Office and DEIB Office for transparent budget tracking and intentional investment in programs serving male students.

Resources & Structures: Program Review, SEP metrics integration, Pedagogy Innovation Project, DEIB Office, Enrollment Strategy and Planning Committee (ESPC), Shared Governance Council reporting.

Success Indicators: Sustained institutional funding for male student success programs, increased faculty/staff engagement in equity-focused pedagogy, improved persistence and degree/transfer completion among male students.

DI Student Population

First Generation

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Los Medanos College (LMC) recognizes first-generation students, whose parents or guardians have not completed a four-year degree, as a disproportionately impacted population across multiple Student Equity Plan (SEP) metrics. Research consistently shows that first-gen students face structural barriers including lower levels of college knowledge, financial insecurity, limited access to mentoring, and reduced sense of belonging (Engle & Tinto, 2008; Stephens et al., 2012). At LMC, these barriers intersect with other identities, particularly race/ethnicity, gender, foster youth status, and immigrant background, producing layered inequities. Our action plan centers on dismantling systemic barriers while building supportive structures that affirm students' identities and assets.

Barriers:

1. Limited "college knowledge," lack of role models, financial stress, and unclear pathways to enrollment and completion.
2. Disproportionate attrition in first year, struggles in gateway Math/English, limited access to mentoring, food/housing insecurity, and sense of isolation.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Strategy 1: Outreach & Onboarding Services for First-Generation Students

Action Steps:

- Partner with high schools in East Contra Costa County to strengthen first-gen pipelines through dual enrollment, with intentional recruitment in gateway courses (English, Math, STEM, and CTE fields).

- Expand Summer Bridge programs to introduce students to LMC's resources, guided pathways, and peer mentors. One program will focus on career/academic planning, while another will target math and English readiness.
- Implement targeted outreach campaigns via TargetX, ensuring first-gen students receive milestone-based reminders about orientation, counseling appointments, financial aid deadlines, and transfer planning.
- Collaborate with the Office of Diversity, Equity, Inclusion and Belonging (DEIB) and learning communities and special programs to ensure first-gen students are welcomed into spaces where they see their intersectional identities reflected.
- Host Family Nights and culturally responsive parent/guardian workshops that demystify college processes (financial aid, course registration, career pathways), helping families serve as allies in the student journey.

Resources & Structures: Outreach Services, Counseling, TargetX CRM, DEIB Office, AANHPI, Dreamers Alliance, Honors Program, Puente, MESA, Transfer Academy, Umoja, and Student Success Team.

Success Indicators: Increased participation in orientation and counseling, expanded dual enrollment, improved FAFSA/CADAA completion rates, and higher rates of first-semester education plan completion.

Strategy 2: Academic, Engagement, and Basic Needs Support

Action Steps:

- Embed comprehensive education planning into learning communities and programs pairing students with counselors and success coaches who help them sequence courses, complete English/Math early, and understand transfer pathways.
- Expand peer mentor and Student Ambassador programs, providing first-gen students with relatable role models who can guide them through “hidden curriculum” knowledge of higher education.
- Increase tutoring and supplemental instruction in Math, English, and STEM courses, with particular focus on first-year success. Continue to scale the “BYOB” (Bring Your Own Brain/Books) model to all peer-led tutoring spaces.
- Strengthen the LMC Marketplace (Basic Needs Center) to address barriers like food insecurity, housing instability, transportation, and emergency grants—barriers disproportionately faced by first-gen students. Expanded services can include mobile distribution, extended hours, and embedded financial literacy workshops.
- Provide cultural programming and belonging events that affirm the experiences of first-gen students with intersecting identities (e.g., Filipino Heritage Month, First-Gen Week, Latinx Heritage Month, Black History Month, LGBTQIA+ Pride, Dreamer and immigrant student celebrations, Veterans Celebrations).
- Launch a mentorship program (Spring 2026) connecting first-gen veterans transitioning from active duty with faculty and staff mentors.

Resources & Structures: Student Success Center, Marketplace, Counseling, Transfer, Tutoring, Student Ambassadors, Learning Communities, BSSI, Veterans Services.

Success Indicators: Increased fall-to-spring persistence, higher first-year English/Math completion, improved utilization of tutoring and Marketplace services, and stronger transfer-level course success.

Strategy 3: Intentional Resource Allocation & Professional Development

Action Steps:

- Sustain braided funding across Student Equity and Achievement (SEA), Strong Workforce, Basic Needs, Umoja, Puente, and Foundation sources to ensure financial support for first-gen initiatives.
- Integrate first-gen equity goals into program review, requiring departments to analyze disaggregated outcomes and address barriers for first-gen students in their course scheduling and pedagogy.
- Implement one-year scheduling and FTEF allocation models to create predictable pathways, making it easier for first-gen students to plan for transfer-level English/Math in their first year.
- Expand professional development, focused on asset-based approaches, inclusive teaching, and strategies for supporting first-gen and intersectional populations. Provide conference support (e.g., NASPA's First-Gen Student Success, AACC Equity Conferences) to expose faculty and staff to national best practices.

- Leverage the Student Success Team and Enrollment Strategy and Planning Committee partnership to redesign systems that simplify onboarding +

Resources & Structures: SEA funding, Nexus programs for new Classified Professionals and Faculty, Professional Development Advisory Committee (PDAC), Pedagogy Innovation Project, Program Review, DEIB Office, SST/ESPC, Business Office (budget tracking).

Success Indicators: Sustained investment in first-gen initiatives, support for PD implementation, increased faculty/staff training participation, higher rates of one-year scheduling adherence, and improved persistence, transfer, and completion outcomes for first-gen students.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

Ryan will talk with Z

Comprehensive Education Plan Implementation for DI Student Populations *

At Los Medanos College (LMC), ensuring disproportionately impacted (DI) students receive a comprehensive education plan early is a central equity strategy. The primary goal is delivery in the first semester, with a secondary goal of completion by the end of the first academic year.

The Black Student Success Initiative (BSSI) focuses on first-to-second term persistence and first-year completion of transfer-level English and math. In partnership with Umoja, Counseling, AB1705 leaders, and Student Services, BSSI uses targeted calling campaigns, workshops, math study slams, and tutoring to provide Black/African American students tailored guidance to achieve early milestones critical for transfer readiness.

A key strategy is coordinated through the Student Success Team (SST) and the districtwide implementation of the TargetX customer relationship management (CRM) system. TargetX supports communication, tracking, and holistic case management. Piloted with EOPS, LMC Pathways, and learning community cohorts, it will scale to all students over the three-year Student Equity Plan cycle. Integrated with the milestone model (in 15-unit steps), TargetX maps five stages impacting student success—Educational Planning, Career Exploration and Transfer, Registration and Graduation, Financial Aid, and Student Engagement. Through timely, equity-minded communications (i.e. reminders for financial aid, registration, and transfer planning), DI students, particularly Black/African American, male, and first-generation students, receive proactive, targeted guidance to develop their education plans.

To ensure early engagement, LMC has expanded counseling hours before each semester, providing students access to advisors for first-semester planning. Counseling and Outreach and Welcome Services coordinate calling campaigns with BSSI and SST to connect DI students to resources.

Comprehensive education planning is embedded within learning communities such as Honors, Puente, MESA, Legacy Scholars, Transfer Academy, Umoja, and the Student Athlete Academy. Counselors and faculty mentors work directly with cohorts to sequence courses, complete transfer-level English and math, and navigate program requirements, reinforcing persistence and progression. LMC is also embedding these same metrics in planning for all other equity initiatives and disaggregating data to guide areas of focus. By combining utilizing data informed planning and analysis each semester, the plan can improve ed planning.

Comprehensive Education Plan Implementation for ALL Students *

At Los Medanos College (LMC), ensuring all students receive a comprehensive education plan early is a core equity and student success strategy. The primary goal is delivery in the first semester, with completion by the end of the first academic year, supporting equitable outcomes, transfer readiness, career preparation, and economic mobility.

LMC is building its Student Success Team and Success Coach model to guide students by LMC's five learning, major, and career pathways, starting with first-semester onboarding. A key strategy is the districtwide implementation of TargetX, a customer relationship management (CRM) system for student communication, tracking, and holistic case management. TargetX is currently piloted with EOPS, LMC Pathways, and learning community cohorts and will scale to all students over the next three-year Student Equity Plan cycle. Integrated with LMC's milestone model, which tracks five stages of student success in 15-unit increments—Educational Planning, Career Exploration and Transfer, Registration and Graduation, Financial Aid, and Student Engagement—TargetX enables timely, proactive messaging to all students, including reminders for orientation, counseling appointments, registration, and financial aid, ensuring each student develops a comprehensive education plan early.

Expanded counseling access ensures students can meet with counselors before each semester begins to complete first-semester education plans. Counseling and Outreach and Welcome Services coordinate campaigns, including emails and calls, to encourage appointments and engagement with planning resources.

Structural changes in scheduling and staffing further support early planning. LMC has implemented one-year course scheduling and strategic full-time equivalent faculty (FTEF) allocation to create predictable course sequences, minimize conflicts, and improve students' ability to complete transfer-level English and math in the first year. This scheduling is coordinated with program review, where departments annually review their own data, set goals aligned with the Strategic Educational Plan and Student Equity Plan metrics, and ensure course offerings meet student needs.

Comprehensive education planning is embedded across learning communities and programs. Counselors support students in sequencing courses, navigating program requirements, and understanding transfer and career pathways, reinforcing persistence and progression.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code [88920](#) and [88921](#).

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

LMC is aligning its SEA Program with Guided Pathways by centering equity in structural redesigns, enrollment management, planning, and student-facing practices. Guided by Vision 2030, our efforts focus on transforming institutional structures to remove barriers for disproportionately impacted students while improving outcomes across the student journey, from prospective status through graduation. To guide this work, LMC has established two operational committees: the Enrollment Strategy and Planning Committee (ESPC) and the Student Success Team (SST). These committees lead planning and implementation while reporting to the Shared Governance Council, ensuring alignment with institutional priorities and

accountability. Over the next three years of this Equity Plan, they will integrate priority populations, milestones, and structural strategies that connect equity goals to the Guided Pathways framework. A central strategy is implementing TargetX, a districtwide student communication, tracking, and case management system. LMC is piloting TargetX with EOPS, Pathways, and learning communities, with plans to scale to all students. Integrated with LMC's milestone model, tracking five stages of the student journey (Educational Planning, Career Exploration and Transfer, Registration and Graduation, Financial Aid and Other Educational Funding Resources, and Student Engagement), TargetX provides timely, equity-minded communications (e.g., financial aid, registration, or transfer reminders) to ensure proactive support, especially for Black/African American, male, first-generation, foster youth, and LGBT students. LMC is also adopting FTEF allocation and block scheduling models to make schedules more efficient, transparent, and predictable. Strategic scheduling, including one-year scheduling, improves course access and reduces conflicts. This structural change is tied to program review, requiring each department to address an enrollment equity goal and demonstrate how scheduling supports disproportionately impacted populations. Through these coordinated strategies (TargetX integration, milestone-based student supports, block and one-year scheduling, and equity-focused program review), LMC is redesigning structures and processes, so Guided Pathways is not just a framework but a lived experience for students. These changes reflect our commitment to serving the whole student and closing equity gaps by making the path clearer, more supportive, and more achievable for all.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

The Los Medanos College Financial Aid Office expands access to services through after-hours labs and extended daily lab hours to support students unable to seek help during regular business hours. These labs assist with FAFSA/CADAA completion, document submission, disbursement selection, verification, and general questions, reducing barriers for working adults, first-generation students, and other nontraditional learners.

To promote early and ongoing awareness, the office runs a monthly multi-channel communication campaign, including targeted emails and texts to students without a FAFSA/CADAA on file. At the start of each semester, faculty are invited to host financial aid staff in classrooms, where students receive information on how to apply, available aid types, checking status, and accessing personalized support. This proactive approach ensures consistent communication and meets students where they are.

We also maintain strong partnerships with feeder high schools, offering students and families financial aid information and hands-on application assistance to encourage early completion. In addition, Satisfactory Academic Progress (SAP) workshops support students on suspension in regaining eligibility by guiding them step-by-step through the appeal process, fostering persistence and re-engagement.

Recognizing the need for wraparound support, we collaborate with the LMC Foundation to provide emergency assistance through the Helping One Student at a Time (HOST) Grant and partner with Basic Needs programs to connect students with food, housing, and transportation resources. Strong collaborations with EOPS and NextUp ensure foster youth and other disproportionately impacted populations receive coordinated financial aid and tailored support.

Finally, we have automated key processes, including Pell Grant and California College Promise Grant (CCPG) packaging. These procedures are fully aligned with federal and state regulations, ensuring students are not asked to submit documentation beyond what is required.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity

Plan.

Disabled Students Programs and Services (DSPS) advances equity-centered strategies that align with Guided Pathways by transforming structures, strengthening collaboration, and expanding supports for disproportionately impacted students. Faculty Training and Universal Design: DSPS provides ongoing trainings for faculty on accommodations, referrals, and accessibility, including universal design practices. Trainings reach adjuncts, department chairs, and counselors, with a focus on supporting students transitioning from high school special education to college.

Cross-Program Collaboration: DSPS partners with key services to improve access:

- Behavioral Intervention Team (BIT) Team: Supports students of concern, many of whom are students of color and/or first-generation.
- Student Success Center: Assists students navigating probation/dismissal processes.
- EOPS/Financial Aid: Provides unit waivers, including early adoption of the 9-unit waiver for California Promise Grant.
- Tutoring: Coordinates with Academic Support and Math Lab to expand services, though tutor hiring remains challenging.
- NextUp: Longstanding collaboration with foster youth services, recognizing high rates of disability in this group.

Expanded Student Supports:

- Shifted note-taking services to provide software licenses, smart pens, and supplies directly to students.
- Increased outreach through high school presentations, Senior Saturday, and campus tours.
- Added adjunct counseling, including a 50% DSPS counselor at Brentwood, and partnered with Veterans Services for shared training and support.
- Launched engagement workshops on student-identified topics such as test-taking strategies, time management, and priority registration.

Structural and Equity Practices:

- Participates in IT and Purchasing reviews of VPATs to ensure software accessibility.
- Assists students with digital forms and disability documentation to streamline services.
- VAR data show that about 25% of DSPS students are Black/African American, underscoring the program's role in addressing disproportionate impact.

Through these coordinated strategies, DSPS is embedding equity into institutional structures, instructional practices, and student supports, ensuring that students with disabilities—particularly those from disproportionately impacted groups—experience clear, supported, and accessible pathways to success.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

EOPS and CalWORKs at Los Medanos College provide comprehensive academic, personal, and financial support to historically underrepresented students. EOPS offers personalized counseling, book vouchers, priority registration, mentoring, and workshops designed to improve persistence and completion. CalWORKs integrates case management with academic and career planning, connecting parenting students with work-study opportunities and wraparound support.

Both programs collaborate with Financial Aid, Basic Needs, DSPS, and the Transfer & Career Center to streamline access to food, transportation, emergency grants, and transfer pathways. They also provide training to faculty and staff on trauma-informed student support that strengthens campus-wide equity efforts. By embedding equity goals into student success programming and aligning with Vision 2030, EOPS and CalWORKs advance systemic change that supports disproportionately impacted students in persisting, transferring, and attaining degrees/certificates.

Connection to Priority Populations: EOPS and CalWORKs intentionally extend outreach and tailored support for Black/African American students, male students, first-generation students, and foster youth. Housed within the EOPS office the Brothers of Excellence Program (BOEP) provides mentorship, community, and networking opportunities to for Black and African American male students, helping eliminate disproportionate impact.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

NextUp at LMC provides intensive services to support foster youth, with individualized academic, financial, and personal support. NextUp provides personalized counseling, transportation/food assistance, textbook support, technology resources, and dedicated success workshops to increase persistence, completion, and transfer outcomes.

The program integrates with EOPS, CARE, BOEP, and RISE to create a network of mentors and advocates who understand the barriers foster youth face, including housing instability, financial insecurity, for students with limited support systems. Staff provide case management to ensure foster youth can complete onboarding to the college and navigate Financial Aid and Basic Needs support. Partnerships with local agencies expand access to jobs, food, and community resources. NextUp also collaborates with faculty to ensure classrooms are welcoming and inclusive of foster youth identities by providing professional development training on trauma informed support for foster youth.

Connection to Priority Populations: NextUp addresses intersectional barriers faced by foster youth who are also Black/African American, male, first-generation, and LGBT/non-binary. The program leverages partnerships with BOEP to increase persistence and belonging for foster youth of color as well as the campus LMC Pride Alliance, ensuring targeted supports align with equity plan goals.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Los Medanos College is committed to advancing equity for military-connected students by ensuring they have the resources and support to succeed academically and personally. The Veterans Resource Center (VRC) serves as the central hub for this work, providing wraparound services that proactively address barriers to persistence and completion while honoring the unique contributions of veterans, service members, and their families.

The VRC reduces financial and logistical barriers by offering semester loans of laptops, calculators, and textbooks, as well as free school supplies, hygiene kits, headphones, snacks, parking permits, and graduation regalia. Lounge and study spaces create a welcoming environment where veterans connect with peers and staff who understand their lived experiences. The VRC also links students to CalVet and U.S. Department of Veterans Affairs benefits, while coordinating closely with Financial Aid, EOPS, CalWORKs, and the Basic Needs Center to provide integrated support. This ensures that veterans who are also part of disproportionately impacted groups (such as first-generation, Black/African American, and male) receive holistic, intersectional services. After the pandemic, the VRC relaunched its VA Work Study Allowance Program.

Survey data confirm the importance of these efforts. In CCSSE and SENSE results, military-affiliated students reported stronger persistence when they accessed specialized centers like the VRC, while HOPE survey findings highlighted the critical role of food, housing, and financial supports in student stability. These insights reinforce the need for comprehensive, tailored services for veterans.

LMC will expand its Veterans Services through a new mentoring program launching in spring 2026. This initiative will connect transitioning service members with seasoned peer mentors to support the shift from active duty to civilian and academic life. The mentors are from external partners (Marine Corps League, American Legion, and Veterans of Foreign Wars). By addressing the cultural, social, and academic challenges of this transition, the program will enhance belonging and persistence for new veteran students.

As LMC continues SEP implementation, the VRC remains a cornerstone in eliminating disproportionate impact. By combining essential resources, mentoring, and intentional community-building, Veterans Services ensures military-connected students have equitable opportunities to achieve their educational and career goals.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Through the RISE program (Resilience, Inclusion, Support, and Empowerment), LMC provides a supportive entry and re-entry pathway for justice-involved and justice-impacted students. The program reduces barriers by offering enrollment support, priority counseling, peer mentoring, and direct connections to community-based reentry services. RISE integrates with EOPS, Financial Aid, and Basic Needs to connect students to food, transportation, childcare, and emergency grants. Case management ensures students receive holistic support, including assistance with legal documentation, housing referrals, and mental health counseling through the campus provided app TimelyCARE. In addition, the program offers a weekly study hall with the RISE identified counselor to offer much needed community and academic support. This semester, RISE is also offering a cohorted counseling class online to assist students on reentry to the college.

Faculty and staff are provided with training on trauma-informed and restorative practices to create inclusive classrooms that reduce stigma and promote belonging. The RISE team provides outreach and in-reach to intentionally identify this population of learners early in their academic journey to reduce recidivism.

Connection to Priority Populations: Because justice involvement disproportionately impacts Black/African American, male, and first-generation students, RISE works closely with BOEP to provide mentoring and identity-affirming spaces. Outreach also engages with the LMC Pride Alliance to support LGBT/non-binary students and ensure safety/visibility on campus. These efforts directly support disproportionately impacted populations identified in the equity plan.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

LMC's support for low-income adult learners is rooted in an integrated network of programs including EOPS, CalWORKs, CARE, NextUp, BOEP, RISE, Legacy Scholars, the Basic Needs Center, and Financial Aid. Together, these programs reduce barriers by addressing both academic and non-academic needs. EOPS provides personalized counseling, childcare referrals, transportation assistance, and book vouchers. CalWORKs and CARE offer case management and work-study opportunities tailored to parenting students balancing employment, family, and education. RISE and NextUp deliver targeted support for justice-impacted and foster youth learners. Financial Aid helps students complete FAFSA/CADAA through workshops and connects them with scholarships and aid programs.

The Basic Needs Center expands this network by offering food pantries, housing referrals, emergency grants, and transportation resources to ensure stability. The LMC Marketplace, located on both campuses, provides free groceries, fresh produce, frozen meats, canned goods, hygiene items, clothing, pre-paid grocery/gas cards, and bus passes. It also offers foods that reflect students' cultural traditions, with recipes that affirm community and belonging. To serve working adults, the Marketplace

operates multiple days and times. At the Brentwood Center, refrigerated Food Lockers (in partnership with the Food Bank of Contra Costa and Solano) allow students to order groceries for convenient evening pick-up. The Basic Needs Center also links students to CalFresh enrollment, Contra Costa Health Mobile Clinic, housing and utility assistance, and transportation resources.

Connection to priority populations is intentional: low-income adult learners at LMC disproportionately include Black/African American, male, first-generation, foster youth, and LGBT/non-binary students. The Brothers of Excellence Program provides mentoring and leadership for Black male students. Legacy Scholars, a learning community for student parents, integrates academic support with peer connection and culturally responsive faculty engagement. The Ladies Luncheon, offered through EOPS, fosters community and belonging for women—especially mothers and women of color—through spaces of affirmation and encouragement. By aligning academic supports, wraparound services, and culturally affirming programs, LMC ensures disproportionately impacted populations have equitable opportunities to access, persist, and complete their educational goals.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Los Medanos College is committed to advancing equitable access to Credit for Prior Learning (CPL) as a strategy to accelerate student success, particularly for Black/African American students, male students, and first-generation students who have historically faced barriers to degree completion. This year, we laid important groundwork by identifying a faculty champion, securing funding through the Bay Area Community College Consortium's (BACCC) Regional Joint Venture, and joining a regional community of practice to help scale our work. These investments ensure that CPL initiatives are impactful locally and aligned with broader regional strategies.

Expanding Course Availability. By June 2026, our goal is to add 15 new CPL-eligible courses, prioritizing high-enrollment career technical education areas responsive to workforce needs. Faculty will receive professional development, stipends, and technical support to design assessments that recognize learning gained through employment, military service, and community engagement. This expands access for veterans, working adults, and first-generation learners whose prior knowledge can be formally acknowledged for credit.

Strengthening Infrastructure and Data. We are developing a CPL data plan to track disaggregated participation and outcomes, focusing on closing gaps for disproportionately impacted groups. At the same time, we are expanding the catalog of CPL-eligible courses and streamlining Joint Services Transcript (JST) uploads for veterans and other learners with prior experience.

Increasing Outreach and Student Engagement. A major barrier to CPL is awareness, especially for first-generation students who may not realize their prior learning qualifies for credit. We will partner with counseling, outreach, and affinity groups such as Umoja to integrate CPL into orientations, advising, and program events. Our faculty champion will play a central role in promoting CPL opportunities and connecting students to resources.

Building Faculty and Staff Capacity. Through participation in Mapping Articulated Pathways (MAP) and the BACCC Regional Joint Venture, faculty and staff are deepening their expertise in CPL policy, practice, and equity-focused implementation. This professional learning community equips our team with tools and promising practices that can be adapted at LMC, ensuring sustainability and scalability.

Through these strategies, LMC is positioning CPL as a key equity initiative.

10. Dual Enrollment *

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." -

Vision 2030: A Roadmap for California Community Colleges (page 2)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Los Medanos College (LMC) is deeply committed to expanding dual enrollment as a strategy for advancing student equity. As stated in all CCAP agreements, LMC's program is designed for juniors and seniors on track to graduate, with a minimum GPA of 2.0. Priority is given to first-generation and underrepresented students, rather than those already highly motivated toward a four-year university. This design reflects LMC's and local high schools' shared commitment to providing early college opportunities to students who will benefit most.

LMC has steadily expanded dual enrollment across East Contra Costa County. In 2025–26, the college will offer approximately 70 CCAP sections across nine high schools and two adult education centers, up from 51 sections serving 642 students in 2024–25. Early data confirm the equity impact: overall success rates in 2024–25 dual enrollment sections were 84%, compared to 71.7% in equivalent on-campus courses. For Black/African American students, dual enrollment success was roughly 70%, versus 50% in the same courses on campus. These outcomes show early college credit is helping narrow equity gaps, though more work is needed.

Key strategies moving forward include:

- **Intentional program development:** In partnership with TRIO, LMC has offered summer courses at Deer Valley, Pittsburg, and Antioch high schools and is exploring sustaining these despite federal funding cuts. Plans are underway for a College Connect program at Brentwood Center, enabling 100+ Liberty Union high school juniors and seniors to complete 24–30 units before graduation.
- **Policy alignment:** Beginning in 2025–26, all three feeder districts will weight dual enrollment courses equally with AP for GPA calculations (5.0 for an A, 4.0 for a B, 3.0 for a C).
- **Student recognition:** LMC launched the Mustang Scholar cord for graduates completing 12+ units of early college credit. Participation grew from 57 students in 2024 to 81 in 2025, offering visible recognition and motivation.
- **Shared leadership:** Through East County Educational Partner meetings, LMC convenes superintendents, principals, administrators, and County Office of Education leaders each semester to strengthen collaboration around dual enrollment.
- **Process refinement:** Monthly internal operations meetings with Outreach & Welcome Services, Instruction and Student Services and a new dual enrollment scheduling process, aligned with the One-Year Schedule, will streamline planning and ensure clarity in offerings starting in 2025–26.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Los Medanos College leverages Strong Workforce Program (SWP) and Perkins funds to strengthen CTE pathways, expand equitable access, and improve outcomes for disproportionately impacted students. These investments directly support the SEA plan by embedding equity into program structures, outreach, and supports.

Integrated Staffing and Student Support:

- **Success Coach and CTE Counselor:** SWP funds a full-time Success Coach and a dedicated CTE Counselor who provide proactive guidance and case management aligned with SEA and Student Services. The Success Coach was initially funded

jointly by SWP and Perkins.

- Career Services: SWP supports a full-time Career Services Program Coordinator and 0.9 FTE of the Workforce & Economic Development Manager to ensure students connect with quality job opportunities.

Early College Credit (ECC):

- SWP funds 80% of a Senior Program Coordinator for ECC, with SEA providing the balance.
- ECC supplies and operating expenses are also supported by SWP. Since ECC offerings are largely CTE-aligned, these funds expand access to career pathways for low-income and first-generation high school students.

Outreach and Recruitment:

- SWP and Perkins jointly fund more than \$100,000 in CTE marketing with a focus on recruiting underrepresented populations, particularly nontraditional gender groups as defined by Perkins legislation.

Resources and Professional Development:

- Perkins contributes more than \$20,000 annually to the library for CTE-specific resources, including materials for career exploration, success on industry licensing exams, and resources for underrepresented students.
- Perkins also invests at least \$20,000 per year in professional development for CTE faculty and staff, with a local requirement that at least 25% of funds support equity-related training and events.

Through these coordinated strategies, SWP and Perkins funding strengthen LMC's Guided Pathways implementation by ensuring that CTE programs are resourced, student-centered, and equity-focused. These investments expand access to high-wage career pathways, enhance student supports, and address persistent equity gaps in CTE participation and completion.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered



California
Community
Colleges

NOVA
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