

Student Equity and Achievement Program Summary

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Details

Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

Upon the recommendation and guidance of District Research and Planning (DRP) Leadership, the colleges will continue to develop the strategic components of their Student Equity and Achievement Plans using locally validated data provided by the DRP. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data have revealed to be disproportionately impacted. The data will be provided to the colleges through several tools designed to support local monitoring and assessment activities. Data dashboards will provide the colleges with detailed DI data for all student sub-populations updated every semester. To supplement the dashboard data, the DRP will support research requests from the colleges that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for future goal-setting efforts and progress assessment.

Success Criteria

Under the coordinated leadership of the Vice President of Instruction and the Vice President of Student Services, the efforts under the Student Equity Plan will be reviewed and discussed through a cross-functional team of faculty, administrators and classified staff. LMC will engage in a process of continual assessment, and efforts will be coordinated with institutional work on Guided Pathways. LMC is committed to embedding equity-minded practices across efforts and plans to support the success of all students.

Executive Summary

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

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	11045	11244	+1.8%
Retained from Fall to Spring at the Same College	5895	5960	+1.1%
Completed Both Transfer-Level Math and English Within the District in the First Year	348	358	+2.87%
Attained the Vision Goal Completion Definition	1024	1065	+4%
Transferred to a Four-Year Institution	805	862	+7.08%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	17	33	+94.12% ▶▶◀
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	1	2	+100% ▶▶◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	-	1	0% ◀▶▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	100	137	+37% ▶▶◀
Black or African American	Male	Transferred to a Four-Year Institution	29	42	+44.83% ▶▶◀
More than one race	Male	Transferred to a Four-Year Institution	20	28	+40% ▶▶◀
Some other race	Male	Transferred to a Four-Year Institution	1	2	+100% ▶▶◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	1	0% ◀▶▶
LGBT	Female	Transferred to a Four-Year Institution	4	11	+175% ▶▶◀
LGBT	Male	Transferred to a Four-Year Institution	3	6	+100% ▶▶◀
Black or African American	Female	Enrolled in the Same Community College	1374	1564	+13.83% ▶▶◀
White	Female	Enrolled in the Same Community College	1324	1466	+10.73% ▶▶◀
Filipino	Female	Enrolled in the Same Community College	349	387	+10.89% ▶▶◀
Some other race	Female	Enrolled in the Same Community College	32	43	+34.38% ▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Male	Enrolled in the Same Community College	917	972	+6% ▶▶◀
Foster Youth	Female	Enrolled in the Same Community College	189	240	+26.98% ▶▶◀
Foster Youth	Male	Enrolled in the Same Community College	119	140	+17.65% ▶▶◀
Black or African American	Female	Retained from Fall to Spring at the Same College	444	487	+9.68% ▶▶◀
Black or African American	Male	Retained from Fall to Spring at the Same College	299	335	+12.04% ▶▶◀
Foster Youth	Male	Retained from Fall to Spring at the Same College	37	47	+27.03% ▶▶◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	5	9	+80% ▶▶◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	5	10	+100% ▶▶◀
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	10	23	+130% ▶▶◀
Native Hawaiian or other Pacific Islander	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▶▶◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	52	75	+44.23% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀◀▶▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
American Indian or Alaska Native	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▶
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	6	+500% ▶▶▶
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ▶▶▶
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▶
Disabled	Male	Attained the Vision Goal Completion Definition	28	37	+32.14% ▶▶▶
Asian	Female	Attained the Vision Goal Completion Definition	21	27	+28.57% ▶▶▶
Black or African American	Male	Attained the Vision Goal Completion Definition	47	62	+31.91% ▶▶▶
Some other race	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▶▶▶
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	1	0% ◀ ▶
Foster Youth	Female	Attained the Vision Goal Completion Definition	7	17	+142.86% ▶▶▶
Foster Youth	Male	Attained the Vision Goal Completion Definition	4	10	+150% ▶▶▶
LGBT	Female	Attained the Vision Goal Completion Definition	15	20	+33.33% ▶▶▶
LGBT	Male	Attained the Vision Goal Completion Definition	4	9	+125% ▶▶▶

Additional Categories

Demographic	Gender	Metric	Goal
ESL Population	Female	Enrolled in the Same Community College	0
ESL Population	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0
AB540/ DREAMERS	Female	Enrolled in the Same Community College	0
AB540/Dreamers	Male	Enrolled in the Same Community College	0
ESL Population	Male	Enrolled in the Same Community College	0
ESL Population	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0
Food / Housing Insecure Students	Female	Retained from Fall to Spring at the Same College	0
Food / Housing Insecure Students	Male	Retained from Fall to Spring at the Same College	0

Activities

Access- Enrollment Success

Brief Description of Activity

Through 2019-2022 LMC will increase access - enrollment success through strategic outreach, DI group on-boarding, and culturally relevant coaching, transitional support through peer ambassadors, Financial Aid presentations, continue multiple measure placement, DSPS welcome, Super Saturday, continued community outreach for FT3 program promoting free tuition and completion of the 3SP matriculation process for first-time students. Orientation provided through various modalities from online and in person to remove barriers. Continuing to strengthen our high school partnerships through training of high school counselors. Marketing of LMC both through direct advertisement but also through community engagement in Equity Speaker Series and other events in the community and on campus. - Continued Equity Professional Development- UDL, Equity-Minded Practices, Trauma, and Justice Informed Care.

Related Metrics

- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College

Retention: Fall to Spring

Brief Description of Activity

Through 2019-2022 LMC will increase the rates of retention from Fall to Spring semesters through enhanced counseling support, expanding campus events to increase student engagement and sense of belonging including Student Life Impact Conference, Dreamers Conference, BRAVO foster Scholars Program, on-going tutoring, Brothers of Excellence Program, etc. Support for the enhancement and expansion of learning communities (MESA, PUENTE, UMOJA, HONORS, TRANSFER, etc.) Exploration of LGBTQIA+ and Multiracial affirming activities and needs through pilot programs and inquiry spaces. The coordinated transition of incoming students through an equity-minded and RP Group six success factors customer service frame will continue to be implemented. Onboarding team and the retention teams will work together to retain students from Fall to Spring. The case management system will involve milestone and momentum point check-ins leading to timely guidance and services. The SEA program will continue supporting student success programs, tutoring, and supplemental instruction with BRAIN FOOD with EASE food access program, peer tutors, online tutors, and graduate level tutoring. LMC will continue to develop courses featuring OER and low/zero cost textbooks. Cohort programs to support retention of target groups in Learning Communities. Support for major and career exploration. Continued professional development and campus-wide engagement with LMC CONNECT (Starfish) early alert system. Continue professional development for full-time and adjunct faculty in culturally relevant and inclusive andragogy, UDL, and trauma and justice informed care.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College

Transfer: to a four-year institution

Brief Description of Activity

Through 2019-2022 LMC will increase the number of students who transfer to a four-year institution through proactive retention strategies, support for major and career exploration, job fairs, cooperative work. Additional student engagement with key departments regarding financial literacy, UC EAOP collaborations, Transfer Academy (100+ students), student ambassador program, support within learning communities. SEA will continue to support college tours, transfer workshops both with a focus on all students but also DI populations. Expand intentional programs and services for target groups (i.e. grow university tours, advising, coaching, educational plans based on their major and transfer goals etc.)

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- More than one race : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

Earned HS Equivalency, Noncredit Certificate, CO Approved Credit Certificate, Associate Degree, CCC Bachelor's Degree

Brief Description of Activity

In 2019-2022 LMC will increase the number of students who earn a certificate over 18 units or an associates degree through supporting students in building a comprehensive educational plan throughout first semester. Directed in-reach to disproportionately impacted students who are nearing completion to keep them on the path. Working with students to accurately identify paths of study that are updated during key momentum points to ensure accuracy. Career and Transfer programs to assist in major, transfer, career goal setting, identifying industries and transfer colleges to support progress. Working with DI populations on key interventions such as expungement programs, pathways to work/citizenship, foster youth transition support, learning communities, etc. Continue the practice of auto-awarding as a key high impact practice that removes the barrier of the application process.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Disabled : Male : Attained the Vision Goal Completion Definition
- Asian : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition

Completed Both Transfer-Level Math and English Within the District in the First Year

Brief Description of Activity

In 2019-2022 LMC will increase the number of students who complete both Transfer level math and English within the district in the first year by continuing the AB 705 implementation. Additionally, as applicable apply and implement AB 705 guidelines to ESL. Continued training and development of equity-minded curriculum and instruction that is contextualized. Support for embedded tutors, online tutoring, and graduate student tutors in the classroom and Center for Academic Success, Math Labs. Use of low/zero cost textbooks and homework manuals. Use of LMC Connect-Starfish for timely support of students while completing courses. Marketing and outreach of ideal first-year selection of English and Math. Continue to support supplemental programs such as STEM jams, math bootcamps, calculator and book lending programs, success workshops, for all students with an eye for the trend data for our DI populations.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year



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