

SEA Annual Report

Status: Certified

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12/28/2021 05:53 PM PST

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12/30/2021 12:21 AM PST

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	17	33	+94.12% ◀ ▶
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% ◀ ▶
Foster Youth	Male	Retained from Fall to Spring at the Same College	37	47	+27.03% ◀ ▶
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	10	23	+130% ◀ ▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	52	75	+44.23% ◀ ▶
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

Metric	Baseline	Goal	Equity Change
Completed Both Transfer-Level Math and English Within the District in the First Year	348	358	+2.87%
Transferred to a Four-Year Institution	805	862	+7.08%

Removed Disproportionately Impacted (DI) Student Groups

No groups have been removed.

Activities

Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

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

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Co-requisite courses
- Communities of practice
- Counseling
- Early alert
- Embedded Tutoring
- Flexible course scheduling
- Intrusive enrollment case management
- Online access to student services
- Other (Specify)
- Professional development
- Research efforts
- Supplemental instruction
- Technology access for students
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

Other Category

UMOJA, PUENTE, MESA, HONORS, TRANSFER ACADEMIES

Black or African American : Male : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Transfer: to a four-year institution

Categories

- Basic needs support (food, transportation, housing)
- Bridge courses
- Campus climate
- Communities of practice
- Counseling
- Cultural awareness events
- Early alert
- Embedded Tutoring
- Learning communities
- Online access to student services
- Online educational plans
- Other (Specify)
- Targeted promotional print material
- Technology access for students
- University field trips

Implementation Status

Implementation in progress

Other Category

HBCU TOURS, A2MEND, Mentorship Partmne

Disabled : Male : Transferred to a Four-Year Institution**Related Activity from Student Equity Plan**

Transfer: to a four-year institution

Categories

- Counseling
- Early alert
- Emergency Aid for Students (AB943)
- Online access to student services
- Online educational plans
- Professional development
- Technology access for students
- Tutoring
- University field trips

Implementation Status

Implementation in progress

Foster Youth : Male : Retained from Fall to Spring at the Same College**Related Activity from Student Equity Plan**

Retention: Fall to Spring

Categories

- Basic needs support (food, transportation, housing)
- Counseling
- Early alert
- Expanded hours of operation
- Flexible course scheduling
- Integrations with Mental Health & Wellness services
- Intrusive enrollment case management
- Orientation/Welcome activities
- Outreach to K-12 and community partners
- Peer Mentoring
- Technology access for students
- Tutoring

Implementation Status

Implementation in progress

Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

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

Categories

- Basic needs support (food, transportation, housing)
- Bridge courses
- Campus climate
- Communities of practice
- Counseling
- Early alert
- Embedded Tutoring
- Flexible course scheduling
- Learning communities
- Other (Specify)
- Pedagogical tools
- Professional development
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

Other Category

UMOJA, PUENTE, MESA, HONORS, TRANSFER ACADEMIES

Hispanic or Latino : Male : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Transfer: to a four-year institution

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Campus climate
- Counseling
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Learning communities
- Online educational plans
- Other (Specify)
- Pedagogical tools
- Targeted promotional print material
- University field trips

Implementation Status

Implementation in progress

Other Category

Partnership with CalSoap and Transfer School Puente Adjacent Programs

Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year**Related Activity from Student Equity Plan**

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

Categories

- Bootcamps
- Co-requisite courses
- Communities of practice
- Counseling
- Curriculum Development
- Early alert
- Embedded Tutoring
- Expanded hours of operation
- Flexible course scheduling
- Learning communities
- Online access to student services
- Pedagogical tools
- Professional development
- Research efforts
- Supplemental instruction
- Technology access for students
- Textbook access
- Tutoring

Implementation Status

Fully implemented

Overall : All : Transferred to a Four-Year Institution**Related Activity from Student Equity Plan**

Transfer: to a four-year institution

Categories

- Basic needs support (food, transportation, housing)
- Campus climate
- Counseling
- Direct aid (financial)
- Early alert
- Embedded Tutoring

- Emergency Aid for Students (AB943)
- Intrusive enrollment case management
- Learning communities
- New courses
- Online access to student services
- Online educational plans
- Professional development
- Student Success workshops
- Student academic competitions/ research/conferences
- Targeted promotional print material
- Technology access for students
- Textbook access
- University field trips

Implementation Status

Implementation in progress

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

Related Activity from Student Equity Plan

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

Categories

- Co-requisite courses
- Communities of practice
- Counseling
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Intrusive enrollment case management
- Online educational plans
- Pedagogical tools
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

Expenditures

Year 1 Expenditures

2020-21 Allocation

\$3,341,332

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$600,634	17.98%
2000 - Non-Instructional Salaries	\$413,116	12.36%
3000 - Employee Benefits	\$444,529	13.3%
4000 - Supplies and Materials	\$23,900	0.72%
5000 - Other Operating Expenses and Services	\$15,415	0.46%
6000 - Capital Outlay	\$0	0%
7000 - Other Outgo	Not Entered	0%
Total Expenditures	\$1,497,594	44.82%
Year 2 Forecast	\$1,843,738	55.18%
Total	\$3,341,332	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2020-22 Allocation Amount

\$3,341,332

Activity Category	Percent	Amount
Counseling	28%	\$935,573
Professional development	8%	\$267,307
Tutoring	8%	\$267,307
Orientation/Welcome activities	6%	\$200,480
Emergency Aid for Students (AB943)	0%	\$0
Embedded Tutoring	4%	\$133,653
First Year experience	4%	\$133,653
Basic needs support (food, transportation, housing)	4%	\$133,653
Other (Specify)	38%	\$1,269,706
Sub-Totals	100%	\$3,341,332
Uncategorized	0%	\$0
Total	100%	\$3,341,332

Other Spending

Classified, Research, SEM & GP, Campus Climate, Expanded Virtual Services, AB705, ZTC, Tech equity

Success Story (optional)

Story Title

Success in a Pandemic

Responsible Person

Kwist, Sabrina T. (skwist@losmedanos.edu)

Success Story

Transfer Success LMC is a state leader in transfer growth, having increased the number of transferring students by 58% in the last 10 years. Since 2012, LMC has increased Hispanic/Latinx transfers to UC/CSU by 94% and increased African-American transfer to UC/CSU by 96%. This increase is largely due to intentional programs and strategies launched in response to disaggregated institutional data.

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

populations identified in LMC's Student Equity Plan. Building on program goals to increase the number of African-American students transferring, LMC developed successful interventions to increase the number of African-American students applying to UC:

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

These strategies have contributed to a 200% increase in the number of Black/African American LMC students apply to a UC campus since 2015. LMC also works to build a culturally inclusive transfer exploration program. LMC continues to build strong pathways to Historically Black Colleges and Universities (HBCUs), and does so by coordinating annual field trips to local Black College Expos, funding and chaperoning student groups to visit HBCU's across the country, and in 2022 will host the regional Community College HBCU caravan for local community college and high school students.

Textbook Access Our success starts from our commitment to student equity and removing resources barriers within our college. ZTC offerings provide one of the most measurable and direct means of equitable access. ZTC sections have higher success rates, because students receive access to their material from the start of class, allowing them equal access to learning resources. LMC found a 4.3% increase in overall student success in ZTC sections, with a 13.4% increase in African American student success and 9.6% for Hispanic students

LMC has been a statewide leader in the creation, adoption, and advocacy of Open Educational Resources (OER) for the last four years. Through multiple grants and projects, the college has supported dozens of faculty, classified professionals, and students to increase the usage of OER in courses across many disciplines. This has led to the zero textbook cost conversion (ZTC) of more than 150 sections, which is over 25% of the sections offered in total. From four years ago, when there were 0 sections, that growth to 150 sections has now resulted in just over \$1 million in savings per academic year in student textbook costs. We are now looking to complete majors and ensure there are zero-cost IGETC options funded through categorical and foundation dollars.

Food & Tech Equity Our students do not have the privilege to stay home. Surveyed students report food or housing insecurity at 47%-52%. This is compounded by the pandemic as we averaged 1,500+ visits/ per semester. As a community deeply impacted by COVID-19, we've acted through community collaborations such as Cal Fresh and the Food Bank, actively securing grants like the John Muir Community Health Fund, raised money through our Foundation and written Basic Needs expansion into our Equity plans. As we return to campus, we resumed our successful Brain Food Project™ combining nutritious and popular food during tutoring sessions. Finally, without technology—from smart classrooms to now Tech Equity Lending Program, students cannot learn. We provided 900 computers, 300 hotspots, and embedded support services into the tech request process to provide personal phone calls, transforming tech inquires to trigger a Basic Needs and Wellness workflow to support student success.

Twin Pandemic: Systemic Inequities In response the LMC Stands Against Racism Campaign blends a bold, widely communicated commitment of Anti-Racism with resources, professional development, and tools for reviewing policy and pedagogy strengthening the work outlined in our 2019-2022 SEA plan which takes a race-conscious, healing-informed approach to equity. 700+ LMC community members participated in 2019-2021 racial justice series.

Outcomes

Transfer: a 200% increase in the number of Black/African American LMC students apply to a UC campus since 2015. Since 2012, LMC has increased Hispanic/Latinx transfers to UC/CSU by 94% and increased African-American transfer to UC/CSU by 96%. This increase is largely due to intentional programs and strategies launched in response to disaggregated institutional data and research during our EXITO HSI Grant.

ZTC: Students saved 1 million dollars in textbook costs, with a 4.3% increase in overall student success in ZTC sections, with a 13.4% increase in African American student success and 9.6% for Hispanic students in ZTC sections.

Challenges (optional)

Description of Challenge

Not Entered

Categories

Not Entered

Responsible Person

Not Entered



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