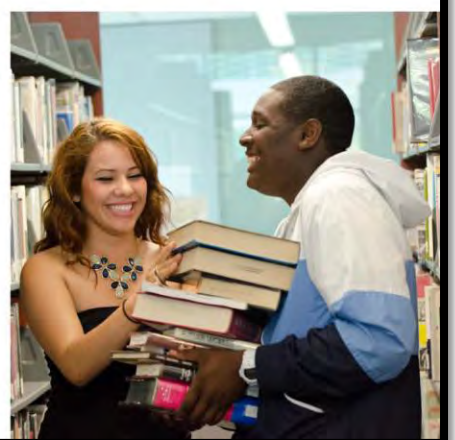


Los Medanos College Student Equity Plan (2014 - 2019)



LOS MEDANOS COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Executive Summary 5

- Target Groups Goals
- Activities
- Student Equity Funding and Other Resources
- Contact Person/Student Equity Coordinator

Planning Committee and Collaboration 9

Access 14

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

- Access Baseline Data and Goals
- Activities to Improve Access for Target Student Groups
- Expected Outcomes for Target Student Groups

Course Completion 24

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

- Course Completion Baseline Data and Goals
- Activities to Improve Course Completion for Target Student Groups
- Expected Outcomes for Target Student Groups

ESL and Basic Skills Completion 51

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals
Activities to Improve ESL and Basic Skills Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Degree and Certificate Completion 75

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals
Activities to Improve Degree and Certificate Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Transfer 87

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Transfer Baseline Data and Goals
Activities to Improve Transfer for Target Student Groups
Expected Outcomes for Target Student Groups

Other College- or District-wide Initiatives Affecting Several Indicators 100

Goals, Activities, Funding and Evaluation

Goals Addressed by Activities
Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

Summary Budget 109

Summary Budget spreadsheet

Summary Evaluation Plan 110

Attachments 111

SIGNATURE PAGE

Los Medanos College - Student Equity Plan Signature Page

District: Contra Costa Community College District Board of Trustees Approval Date: 12/9/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

Dr. Bob Kratochvil
College President

Email: bkratochvil@losmedanos.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature]

Aderonke Olatunji
Chief Business Officer

Email: aolatunji@losmedanos.edu

[Signature]

Arzu Smith
District Chief Business Officer¹

Email: asmith@4cd.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

Gail Newman
Chief Student Services Officer

Email: gnewman@losmedanos.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

Dr. Kevin Horan
Chief Instructional Officer

Email: khoran@losmedanos.edu

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

Silvester Henderson
Academic Senate President

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I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

Linda Kohler
Classified Senate President

Email: lkohler@losmedanos.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]

Darren Meeks
Associated Student Body President

Email: dmeeks416@insite.4cd.edu

[Signature]

Dave Belman
Student Equity Coordinator/Contact

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EXECUTIVE SUMMARY

Introduction

At the fall 2015, Los Medanos College (LMC) Opening Day event, President Dr. Bob Kratchovil, reiterated his commitment to achieving institutional equity for all students. This focus has been integrated into the LMC culture for several years now and it is embedded in many campus initiatives and practices. The Student Equity Plan (SEP) reflects a comprehensive effort by faculty, staff and management to consider the needs of the campus holistically including infrastructure, staffing, special student populations, professional considerations and resources and develop the guidelines, goals and milestones that will facilitate the college’s full implementation of equity standards. Ultimately, this SEP details programs and activities for the 2015-16 program year, but it is a 5 year plan, by which institutional student equity will be achieved within an expanding academic and student support environment.

A core value of the LMC Student Equity Plan, as agreed upon by the Student Equity Plan Advisory Committee, is moving the institution away from traditional student deficits models (i.e. focusing on what students are lacking and what additional support they need based on this deficiency), to the principle of institutional responsibility that looks at specific student populations the institution has historically been unsuccessful in fully serving. Specific programs and activities are designed to ensure the success of all students with an emphasis on targeted populations.

When developing this Student Equity Plan, the college identified a Core Team of six individuals, representing faculty, staff and management, and charged them with the responsibility to facilitate the development and writing of the SEP plan. Additionally, the Student Equity Plan Advisory Committee membership was expanded from 10 to 26 participants, who guided the plan development and provided critical connections with constituencies and programs and departments focused on serving target groups. The SEP Advisory Committee played a critical role in guiding the development of the Student Equity Plan and it will continue to serve as an advisory group in the implementation and evaluation of plan. Finally, opportunities for collegewide input and influence on the plan were provided throughout the planning process through online surveys and focus group discussions facilitated by Core Team members, as well as presentations to constituency senates and LMC as a whole at the fall College Assembly.

Target Groups

Based on an analysis of data provided by the Contra Costa Community College District Office of Research and Planning target groups facing disproportionate impact were identified for each of the five indicators to include: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer as outlined in the Student Equity Plan instructions. Data were analyzed using the Percentage Point Gap Methodology 3. The college identified several target populations of students facing disproportionate impact at LMC, as summarized in the following chart:

Indicator	Underserved (Target) Populations
Access	ESL, Veterans
Course Completion	Black or African American, Foster Youth, Low Income
ESL Completion	Hispanic or Latino, Low Income
Basic Skills – Math Completion	Foster Youth, ESL, Black or African American, Individuals with Disabilities, Low Income
Basic Skills – English Completion	Black or African American, Individuals with Disabilities, Low Income
Degree and Certificate Completion	ESL, Foster Youth, Black or African American
Transfer	Individuals with Disabilities, Black or African American, Low Income

Goals

When analyzing the research, the Core Team and the SEP Advisory Committee noted a number of indicators for which each affected population was identified. These ranged from four indicators in which Black or African American students were disproportionately impacted to one indicator in which Veterans and Hispanic or Latino students were disproportionately impacted. The results of these analyses are summarized in the following chart:

Target Population	# of Indicators Facing Disproportionate Impact
Black or African American	4
Low-income students	3
Current or former Foster Youth	3
English as a Second Language (ESL)	3
Individuals with Disabilities	2
Veterans	1
Hispanic or Latino	1

For each indicator where the target population faced disproportionate impact, goals were set to increase equitable student outcomes for the target groups (as can be found in the “Goals” section of each indicator). When setting goals, the SEP Advisory Committee noted that goals should be “reasonable” and “achievable” per the Student Equity Plan instructions. However, in the spirit of fostering student equity and LMC’s strong commitment to this critical work, committee members set goals which they believe are both aspirational and attainable. Furthermore, the SEP Advisory Committee also noted the potential challenges of creating goals based on percentages only, and therefore applied the following rationale when setting goals:

- Where disproportionate impact was based on 20 students or less, goals were set to reduce equity gap by 50% by 2019.
- Where disproportionate impact was based on 21 students or more, goals were set to reduce equity gap by 25% by 2019.

Activities

A number of programs and related activities designed to increase student equity are described in detail within each indicator in the plan. Each of these activities is designed to increase equitable student outcomes for identified target populations in relationship to one or more indicators. When determining the activities to be included in the plan, LMC first identified on-going program and budgetary commitments to program coordination, increased counseling, student mentoring, professional development and other on-going activities. Following this determination, LMC then identified timelines for implementation and the potential for one-time “savings” in the 2015-16 program year. These one-time “savings” were then allocated to numerous one-time activities to be supported by Student Equity Plan in 2015-16. One-time activities include, but are not limited to, targeted foster youth and ESL counseling, targeted financial aid workshops, course acceleration and tutoring. Throughout the plan, each activity is identified as either an on-going or one-time activity. It is further noted that one-time activities will be evaluated and successful activities will be explored for continuation based on available future funding within this plan, or other available funding sources.

The activities included in this plan are summarized in the following charts:

On-going Activities
Student Equity Plan Coordinator
Director of Research Collaboration (District Office)
Student Equity Office Hour Program (For Part-time Faculty)
Strengthen and Enhance Umoja Scholars Program
Develop and Implement an African American Male Mentoring Program
African American Student Engagement Activities
Increased Counseling for MESA/STEM
ESL Focused Counseling Services
Foster Youth Focused Counseling Services
Increased Counseling for Students with Disabilities and Veterans
Equity Focused Professional Development Program
Establish and Sustain a Veterans Resource Center and Services
Establish and Sustain a Veterans Resource Center and Services
Mini-Grants (To support additional one-time activities related to Student Equity Plan)

One-time Activities
Strengthen and Enhance Umoja Scholars Program (Evaluation and Capturing Success Stories)
African American Student Engagement Activities (Black Family Day)
Additional Foster Youth Focused Counseling
Additional ESL Focused Counseling
ESL Outreach Programs & Activities
Development of Foster Youth Success Course
Development of a Foster Youth & Low Income Student Basic Needs Program
DSPS Tutors for Basic Skills Courses
Increasing Math Acceleration
Increasing English Acceleration
Increasing Textbook Accessibility
MESA Programs & Activities
Ethnic Studies Program Taskforce
Supplemental Instruction - Pilot
Targeted Financial Aid Workshops
Student Retention & Success Services Coordination
Additional Equity Focused Professional Development Activities
External Evaluator

Resources (Budget):

The Los Medanos College Student Equity Plan allocation from the state Chancellor’s Office for the 2015-16 program year is \$750,830. As previously described, the SEP Advisory Committee first identified budgetary commitments to on-going student equity activities. The on-going activities implementation timelines were examined and all remaining funds were directed to one-time student equity activities. The SEP Advisory Committee met and collaborated with other college program and department staff to coordinate, leverage and maximize funding sources whenever possible. Through this collaboration, LMC made a final Student Equity program and budget plan with a broad spectrum of student supported programs and activities.

Allocations of multiple funding sources are noted in the activity descriptions of this plan, including:

- 3SP Funds
- BSI Funds
- Categorical Funds
- Operating Funds
- Grant Funds
- External Donations

Contact

For more information on the Los Medanos College Student Equity Plan, contact Dave Belman, Dean of Student Success at dbelman@losmedanos.edu or (925) 473-7423.

PLANNING COMMITTEE AND COLLABORATION

A hallmark of LMC's President Dr. Bob Kratochvil's leadership is his commitment to transparency and inclusivity. This commitment, combined with the increased student equity allocation for 2015-16 program year, and a December 18, 2015, plan submission deadline (as announced in the California Community College's State Chancellor's September 9, 2015 memo) made it clear that LMC needed an aggressive and participatory planning process. In order to help guide and facilitate the development of this plan, Dr. Kratochvil, in consultation with the 2014-15 SEP Advisory Committee, took immediate action to expand faculty, staff, student, and management participation. The development of the 2015-16 Student Equity Plan included three initial steps:

- **Formation of a Core Team** of six individuals, representing faculty, staff and management, was charged with facilitating the development of the plan, gathering input, and drafting the plan. Team members included Rosa L. Armendáriz, Director of the Title V Hispanic-Serving Institutions (HSI) Grant; Dave Belman, Dean of Student Success; Ruth Goodin, Director of College Advancement; Morgan Lynn, English Faculty and Equity-Focused Professional Learning Facilitator; A'kilah Moore, Dean of Math & Science; and Adé Origunwa, Administrative Assistant for the MESA Program /STEM Grant.
- **Expansion of the Student Equity Plan (SEP) Advisory Committee membership** to guide the plan development and to connect with constituencies and target groups. This expanded committee (from 10 to 26 members) included seven managers, 10 faculty, and eight classified staff. Presentations were made to the LMC Associated Students (LMCAS) and the Inter-Club Council (ICC), and students were recruited to serve on the committee.
- **Opportunities for collegewide input** on the plan through online surveys and focus group discussions facilitated by Core Team members to explore and describe activities focusing on target populations.

In an August 31, 2015, email to the entire campus community announcing the Student Equity Plan revision process, President Kratochvil wrote, "I hope that you will each engage in the process and support the development of a transformative equity plan for our students and our entire institution."

The Core Team began its work in mid-August by engaging in a collaborative and interactive process with all campus constituencies through data collection and analysis, prioritization exercises, and open dialogue and decision-making.

I. SETTING A FOUNDATION FOR THE PLANNING PROCESS

Three actions were simultaneously put into motion by the Core Team in order to set a foundation for the planning process: 1) Implementing opportunities for collegewide input, 2) Collecting and analyzing relevant quantitative and qualitative data, 3) Vetting the planning process with the campus community.

1. **IMPLEMENTING OPPORTUNITIES FOR COLLEGEWIDE INPUT:**

- **Campuswide Survey:**
An online campuswide survey was sent to the college community to learn about many of the student equity activities being considered to address the equity gap for disproportionately impacted students at LMC. Respondents were asked to identify the student populations to be served, to describe the activities, to articulate activity goals, to identify resources needed, and to provide estimated timelines for implementation. Thirty-seven (37) responses were received.
- **Focus Group Discussions:**
Core Team members facilitated Focus Group discussions with more than 20 college programs and departments and community members, to learn what student equity focused activities were being considered or planned to address the equity gap for disproportionately impacted students at LMC.

Team members met with the following programs or departments:

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOP&S)
- CARE and CalWORKS
- Math, Engineering and Science Achievement (MESA) Program
- Student Success and Support Program (3SP)
- Programs for Foster Youth
- Programs for Veterans
- Financial Aid
- Basic Skills Initiative
- Student Retention and Support Program
- Puente
- Umoja
- Math Acceleration Team
- English Acceleration Team
- ESL Program
- Basic Skill Initiative Committee
- Student Support Services (3SP)Team
- Veteran's Support Staff
- Foster Youth Support Staff
- Financial Aid
- Outreach Team

2. COLLECTING AND ANALYZING RELEVANT QUANTITATIVE AND QUALITATIVE DATA

- **Student Equity Data Packet:**

The Core Team reviewed and analyzed the Student Equity Data Packet compiled by the Contra Costa Community College District Office of Research and Planning. The data within the packet were presented using the "Percentage Point Gap Methodology 3," as outlined in the State Chancellor's Office, August 2015, *Guidelines for Measuring Disproportionate Impact in Equity Plans*. The Core Team identified all of the student groups which experienced disproportionate impact in each of the Student Equity Plan indicators.

A comparison of the 2014-15 Student Equity Plan data to this year's data for each indicator demonstrated general consistency with regard to identified target populations. The Core Team discovered that some target populations had changed (primarily with regard to the removal of age as a demographic category for disaggregating data), and therefore prepared a recommendation for the SEP Advisory Committee to update the target populations in LMC's Student Equity Plan to those identified in the new data.

- **Campuswide Online Survey and Focus Group Findings:**

The Core Team reviewed and transcribed the notes from all of the Campuswide Online Survey and the Focus Group discussions to identify the target populations and to review and compile related themes of how best to support equitable outcomes for targeted student populations.

- **Activities from the 2014-15 Student Equity Plan:**

The Core Team and SEP Advisory Committee reviewed and evaluated the progress made on each of the activities in the 2014-15 Student Equity Plan.

II. **DEVELOPMENT OF PLAN GOALS, ACTIVITIES, BUDGET AND EVALUATION**

Once the Core Team completed its data collection, review and analysis, members facilitated prioritization and dialogue with the SEP Advisory Committee to develop recommendations for the plan’s goals, activities, budget and evaluation. A core tenet of the plan, as agreed to by the SEP Advisory Committee, is that this plan is not built on a student deficit model (i.e. focusing on what students are lacking and how we can better support them), but rather on the principle of institutional responsibility that looks at specific target student populations the institution has historically been unsuccessful in fully serving, and plans for what the institution can do to ensure the success of all students with an emphasis on target populations.

- **Plan Goals:**

To set aspirational and attainable goals for the plan, the SEP Advisory Committee established and approved goal setting principles (Appendix D: Student Equity Plan Goal Setting Rationale). These principles took into account both the percentage and the raw number of students/seats needed to reduce an equity gap and the following recommendations were made:

- Where disproportionate impact was based on 20 students or less, goals were set to reduce the equity gap by 50%,
- Where disproportionate impact was based on 21 students or more, goals were set to reduce the equity gap by 25%,
- When applying the methodology, if the resulting % was not a whole number, the percentage was rounded down in order to demonstrate aspirational goal setting.

- **Activities:**

Recommendations for activities were based on the results of a planning exercise, in which the SEP Advisory Committee prioritized activities from the 2014-2015 plan and potential newly recommended activities from the campuswide survey and focus groups assessments. Each of the prioritized activities was categorized by selected target populations and related indicators. Most of the activities from the 2014-15 Student Equity plan were prioritized and included in LMC’s 2015-16 Student Equity plan.

- **Budget:**

The 2015-16 program and budget planning process required a review and commitment to on-going student equity activities designed to close the equity gap for identified target populations. This planning process also revealed an opportunity to allocate funding to additional one-time student equity activities.

- **Evaluation:**

The recommendation from the SEP Advisory Committee is that the plan evaluation will include an in-depth review of each of the planned activities, as well as an overall evaluation of the plan’s effectiveness in moving toward the plan’s goals. The SEP Advisory Committee recommended the hiring of an external evaluator to work with the District Director of Research Collaboration and the Student Equity Plan Coordinator in evaluating the overall effectiveness of the plan’s goals.

- All goals, activities, budgets and evaluation were forwarded to President Kratochvil for review and approval with input from the College Assembly, the Shared Governance Council, and certifications by the constituent senates.

III. **VETTING OF THE DEVELOPMENT PROCESS AND THE STUDENT EQUITY PLAN WITH THE CAMPUS COMMUNITY**

Inclusion of the campus community in the development of the Student Equity Plan, and coordination with other campus planning efforts, were of utmost importance to the President Kratochvil, the Core Planning Team and

District: Contra Costa Community College District **College:** Los Medanos College

the SEP Advisory Committee. Toward this end, the actions listed below were taken. A copy of the Planning Process and Timeline for the Student Equity Plan can be found in Appendix B.

- **Meeting regularly with the Student Equity Plan (SEP) Advisory Committee**
The Core Team met regularly with the SEP Advisory Committee to develop the planning process, to share information regarding data and related analysis, to make recommendations to the LMC President regarding Student Equity Plan target populations and related activities, and to help to guide the planning and implementation process.
- **Meetings with Constituency Senates**
Members of the Core Team met with the Academic, Classified and Associated Students Senates early in the planning process to introduce the planning process and to share early data collection findings.
- **Coordination with the Institutional, Student Success and Support Program (3SP) and Basic Skills (BSI) Planning**
Members of the Core Team met with leads of the 3SP and BSI Plans to coordinate and integrate each of these plans as appropriate. A number of campus activities were prioritized within each of these plans and through efforts to coordinate whenever possible, programs and activities were funded by one of the plans, or through the leveraging of funds of two or more of the plans as can be seen within the PowerPoint, Attachment C. A collaborative presentation was made at the campus College Assembly on October 19, 2015, to illustrate the relationship and collaboration of the three program and budget plans. In addition, each of the Student Equity Plan goals and activities has been linked to the goals, objectives within the LMC's 2015-2019 Strategic Plan.
- **College Assembly**
The Core Team presented the framework of the Student Equity planning process along with the plan goals, activities, budget and evaluation to the campus community at a College Assembly on Monday, October 19th (refer to the PowerPoint, Attachment C). Questions, feedback and input from the College Assembly participants were considered or incorporated into the plan.

IV. APPROVAL OF THE STUDENT EQUITY PLAN:

Consistent with the Student Equity Plan process as outlined by the California Community College's Chancellor's Office, the collaborative intent of the President, the Core Planning Team and the SEP Advisory Committee, the Student Equity Plan was submitted to the following constituents for secured certifications and approvals as described below.

- **Constituency Senates:**
An outline of the Plan Goals, Activities, Budget and Evaluation, along with a draft Student Equity Plan, was sent to each of the college's constituency senates requesting certification signatures ensuring that senate representatives were involved in the development of the plan and that the senates each supported the research goals, activities and budget and evaluation included in the plan. The Student Equity Plan was also shared with the President's Council (college managers) for review and endorsement.
- **President's Approval:**
Upon approval of the Senates and endorsement of the Shared Governance Council, the plan was sent to President Kratochvil for his review and approval.
- **Contra Costa Community College District Governing Board:**
The plan was approved by the District's Governing Board at its December 9, 2015 meeting.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Bob Kratochvil	Manager	President
Kevin Horan	Manager	Vice President
Gail Newman	Manager	Sr. Dean of Student Services (3SP)
Ruth Goodin*	Manager	College Advancement
Jeffrey Benford	Manager	Dean of Counseling & Student Support (3SP)
Dave Belman*	Manager	Dean of Student Success (3SP)
A'kilah Moore*	Manager	Dean of Math and Science (SEP Core Planning Team)
Nancy Ybarra	Manager	Dean of Liberal Arts (BSI)
Theodora Adkins	Faculty, Business	Business
Morgan Lynn*	Faculty, Basic Skills	Equity Professional Learning Facilitator
Janice Townsend	Faculty, Child Development	Equity Professional Learning Facilitator
Rosa Armendáriz*	Faculty, Philosophy	Project Director, HSI Éxito Grant
Paula Gunder	Faculty, ESL	Professional Learning Facilitator
Erlinda Jones	Faculty, Child Development	IDEA Co-Chair
Ryan Pedersen	Faculty, Mathematics	Original CUE Institute Member
Nina Ghiselli	Faculty, Brentwood	DSPS
Laura Subia	Faculty, Counseling	EOPS
Nicole Trager	Faculty, MESA	MESA
Connie Woods	Faculty, Counseling	Foster Youth
Margaret Kenrick	Classified Staff, Brentwood	Science Lab Coordinator
Sylvia Benzler	Classified Staff	DSPS
Tamara Green	Classified Staff	Veteran Students
Demetria Lawrence	Classified Staff	Original CUE Institute Member
Adé Origenwa*	Classified Staff	IDEA Co-Chair
Eric Sanchez	Classified Staff	Instructional Division
Tara Dale Sanders	Classified Staff	Workforce Development
Jamila Stewart	Classified Staff	Umoja Scholars Program
Charrell Sherman	Student	

** Denotes member of Student Equity Plan Core Team*

CAMPUS-BASED RESEARCH: ACCESS

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

College population groups were compared to the adult population within the local service community. Regardless of the college population, the county comparison group is limited to adults ages 18-64 years old.

The table below presents the college research results on disproportionate impact to target groups on access. The data are presented using the “Percentage Point Gap Methodology 3” (Appendix A. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Target Population(s)	# of your College's total enrollment in Fall 2014-Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)	Number of students needed to close the current gap
	A	B	C	(B-C)	
American Indian/Alaska Native	19	0%	0%	0%	0
Asian	1,133	9%	11%	-2%	23
Black or African American	2,124	17%	13%	5%	N/A
Hispanic or Latino	4,497	36%	36%	1%	N/A
Native Hawaiian or other Pacific Islander	78	1%	1%	0%	0
White	3,393	27%	37%	-9%	305
Undeclared/Some other race	157	1%	0%	1%	N/A
More than one race	946	8%	3%	4%	N/A
Total of 8 cells above (100%)	12,347	100%	100%		
Males	5,670	46%	49%	-3%	170
Females	6,515	53%	51%	2%	N/A
Unknown Gender	162	1%	0%	1%	N/A
Total of 3 cells above (100%)	12,347	100%	100%		
Current or former foster youth	657	8%	Not available.	Not available.	
Individuals with disabilities	974	11%	11%	1%	N/A
Low-income students	7,055	57%	14%	43%	N/A
Veterans	398	5%	8%	-3%	12
English as a Second Language (ESL)	138	2%	7%	-5%	7

The lack of decimals may cause rounding error.

Notes on Special Populations:

- Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) application they are counted in this group.
- Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in 2014SU, 2014FA, 2015SP is counted in this group. This will include students identified as having any level of disability registered with DSPS (primary, secondary, etc.)
- Low-income students: Any student receiving any type of financial aid including loans, grants, waivers and scholarships in 2014SU, 2014FA, 2015SP is counted in this group.
- Veterans: Any student that has registered themselves as a Veteran with Admissions & Records (ever) is counted in this group. This includes active Veterans, those ever receiving Veteran benefits, or any dependents of a Veteran.
- English as a Second Language: Any student enrolled in an ESL course in 2014SU, 2014FA, 2015SP is counted in this group.

Source: Overall student population and DSPS from CCCC Data Mart, Annual 2014-2015. Student foster youth, low-income students, Veterans and ESL student information from 4CD Colleague system. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2014. Comparison statistics for foster youth from kidsdata.org. Disabled adults (tbl_S1810), poverty (tbl_B17001), Veteran (tbl_S2101), and ESL (tbl_S1601) information from U.S. Census ACS_2013_5YR estimates.

Analysis

The populations experiencing a gap greater than 3% are Whites, ESL students, males, and Veterans. The largest three groups are White students at -9%, ESL students at -5%, and males and student Veterans both at -3%.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
ESL	-5% (7), 2014-15	-2%	2019
Veterans	-3% (12), 2014-15	-1%	2019

The target populations are different from the populations identified as facing the highest disproportionate impact (listed on the previous page). Although Whites face a -9% disproportionate impact, they are not identified as a target population because they make up the second largest population at the college; therefore, increasing access for White students is not a college priority. Males, who face a -3% disproportionate impact are also not identified as a target population. The rationale for this is that males are encompassed in each of the other populations and will therefore be impacted by the goals and activities designed in this plan.

ACTIVITIES: A. ACCESS

A.1: Establish and Sustain a Veterans Resource Center and Services

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.1	Veterans	250+

• **Activity Implementation Plan:**

Today, Los Medanos College students go to classes and enjoy the campus on the site. From 1942 to 1954, the campus site was the home of Camp Stoneman - the “jumping off point” for more than one million American soldiers on their way to the Second World War and the Korean War. It is quite fitting that LMC pay tribute to these, and all American Veterans, through the creation of the Stoneman Veteran’s Resource Center. This dedicated space, scheduled to open during the spring 2016 semester, will assist student Veterans returning from combat and provide a point of entry as they enroll at LMC and become acclimated to civilian life. The center will be a much needed location to promote student success, community and wellness for our student Veterans, and will include study and lounge space and will provide student Veterans with increased transitional, academic, financial, emotional and social supports. Most importantly, the center will offer a safe space where Veterans can connect with other Veterans facing the same challenges, as they navigate civilian and academic life.

LMC has seen the number of student Veteran’s increase over the years, from 120 self-identified individuals in fall of 2008 to the current enrollment of approximately 250, and the numbers continue to grow. Many of these student Veterans are considered “at-risk”, due to needing a period of time for adjustment, with the potential of having post-traumatic stress disorder (PTSD) or other disabilities that pose substantial barriers to their academic success. By establishing a Veterans Resource Center (VRC) on campus, LMC will have the capacity to support the retention and academic success of a student population that is defined by the state as being among those students that are the most vulnerable and “at-risk”. Given the lack of coordinated and dedicated student Veteran support services, it has been easy for these Veterans to fall through the cracks, become discouraged, perform poorly, or drop-out. Many never even make it through the enrollment and registration process. LMC is committed in its efforts to support student Veterans and the continued growth of this student population will be better met with dedicated Veteran student space and the growing awareness and campus orientation to the needs of student Veterans. National research has identified the increase of student-Veteran enrollment and success when linked to an on-campus Veteran Resource Center and local student-Veteran focus groups and surveys have identified the desire for such a center at LMC.

LMC is currently among the minority of California Community Colleges without dedicated space for a Veterans Resource Center. For the past several years, LMC has wanted to respond to the identified need for such a center, but due to LMC’s various construction and remodeling projects, the college did not have space available to accommodate such a center. Now with the recent completion of new Student Services Center on campus, space has become available and, as indicated, the Stoneman Veteran Resource Center is scheduled to open in early spring 2016.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	January 2016 (On-going)	\$0	\$ 8,800 Keller Canyon Mitigation Trust Fund (Grant) \$50,000 Sentinels of Freedom Foundation (Donation) \$16,069 (Operating Fund)

• **Link to Goal:**

The Stoneman Veterans Resource Center will fill the identified gap by offering an array of campus and community resources, as well as quiet space for studying, computers for homework, and for access to student and Veteran support services, tutoring, and counseling and support for disabled student Veterans.

• **Evaluation:**

Data will be collected to measure the impact of this activity towards its goals as follows:

- Level of satisfaction of student Veterans enrolled at LMC, as measured through student Veteran focus groups and surveys
- Data comparing fall-to-fall and spring-to-spring enrollments of student Veterans
- Retention and success data of student Veterans at LMC
- Certificate and degree completion by student Veterans
- Transfer rates to four-year colleges and universities by student Veterans

Baseline data will be determined fall 2015 with new and ongoing data collection efforts to review and analyze trends.

A.2: Provide On-going ESL focused counseling services (50% PT Counseling per semester)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.2	ESL	100-200

• **Activity Implementation Plan:**

The *ESL Program Review SQL* data show that over six semesters, in all of LMC’s ESL courses (which are all currently designated as Basic Skills and coded as such with the CB21 rubrics), ESL students are completing the courses at an averaged 93% and succeeding at an averaged 84%. Relatedly, according to four years’ worth of course-level student learning outcome (CSLO) assessments, the majority of ESL students are successfully achieving the outcomes via the established four levels of ESL curriculum and instruction. However, other data show that ESL students and the ESL program are not succeeding at these same positive rates. For example, according to the *Student Success Scorecard*, wherein ESL students are identified as “remedial” and by which their success is measured according to the “[p]ercentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline,” LMC students and program have a 7.2% success rate.

Additionally, LMC data from the *Basic Skills Cohort Tracker*, tracks cohorts of entering students in each of the four levels of ESL and in each of the four sequences of ESL courses at LMC through a chosen time period in order to see how many students progress and advance through the sequence and ultimately to transferable English 100. The rates of different cohorts for 2011-2013 and 2013-2015 were recently tracked for the annual *Basic Skills Initiative Plan*, and the tool shows that only a very small number of ESL students (1, 2, or 3) are persisting from any given level of ESL to the next and/or reaching English 100 (note, ESL does not have a transferable level course within its discipline). Furthermore, the ESL headcount has dropped from 191 in SP12 to just 97 students in FA14, and according to the Box2A Trend Analysis, the ESL FTES has seen the following changes:

- 2011-12 = 101
- 2012-13 = 74
- 2013-14= 46
- 2014-15 = 38

These data suggest that while LMC’s curriculum and instructional efforts are supporting students’ English language development at a variety of levels of proficiency, our students are not being fully supported in terms of counseling and advising efforts that would help them understand, become aware of, and learn how to develop a planned approach or pathway through the ESL curriculum, understand and be connected to student services available to them, and transition into other college level courses. These disappointing and declining persistence rates, success, and enrollment numbers represent a time period during which the ESL program experienced the initial loss and five-year absence of dedicated and systematic approach to ESL student inreach and outreach counseling efforts, specifically in the form of an ESL Counselor and admissions, assessment, and orientation

District: Contra Costa Community College District **College:** Los Medanos College

support. The ESL program was fortunate enough to have this type of counseling and advising support during the implementation of a Hispanic Serving Institutions grant that included an ESL Counselor playing a significant role in community outreach, marketing and recruitment, orientation, assessment and placement advising, college and career success/readiness, educational planning, and Counseling and ESL department and faculty communication and collaboration, which proved to be very valuable to our ESL students' persistence, completion, and success rates.

The ESL counseling "activity" will help to build a much needed inreach and outreach support structure for LMC's ESL student populations who are new to the U.S. college environment and need a significant amount of guidance, advice, and support to be able to navigate this culturally and linguistically foreign setting while having equitable access to it and to the student services and learning support avenues available to them.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.2	January 2016 (On-going)	\$19,610	\$0

• **Link to Goal:**

According to the multi-year research endeavors by the Center for Community College Student Engagement (CCCSE) the program elements described are the type of support services that have been designated as "high impact practices" and have been shown to help students succeed. Of the 13 high impact practices identified by CCCSE, shown below are the specific practices that ESL inreach and outreach counseling and advising plan to develop, implement and assess. (from [A Matter of Degrees: Practices to Pathways](#) (fall 2014) and [A Matter of Degrees: Engaging Practices, Engaging Students](#) (fall 2013)).

- **Orientation.** Orientation may be a single event or an extended structured experience to familiarize students with one or more of the following: college resources, services, policies, and organizations; building a network of support; and developing an academic plan and individual goals.
- **Assessment and Placement.** Making sure that students take the right classes is a multi-step process. Colleges should create opportunities for students to participate in review or brush-up experiences before placement tests to minimize the amount of remediation students need. Then, after students have been assessed, students who need remediation should be placed into developmental pathways where they will have a chance to succeed rather than multiple opportunities to fail.
- **Academic goal setting and planning.** This type of advising creates a clear path to help students reach their educational goals. Defining this path is the work of academic goal setting and planning.
- **Student success course.** A student success course is a course specifically designed to teach skills and strategies to help students succeed in college (e.g., time management, study skills, and test-taking skills).

• **Evaluation:**

Data will be gathered and analyzed on the types of ESL inreach and outreach events, activities, and endeavors that are collaboratively implemented; specific to who is reached/who participated; when and where these activities happen; and the results of those efforts (e.g., enrollment numbers; student satisfaction and needs surveys; completion, success, persistent data; case management tracking of counseling visits and success course/instruction offerings).

Data will be reviewed monthly (case management tracking), on a semester basis (inreach and outreach events and activities), and annually (as part of the Program Review process, Basic Skills Initiative Plan, and the Student Equity Plan processes).

A.3: Provide One-time Additional ESL focused counseling services (50% PT Counseling – Spring 2016)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.3	ESL	100-200

• **Activity Implementation Plan:**

The activity is designed to research, seek out, and implement training around Appreciative Advising and Appreciative Instruction in order to develop an ESL faculty advising model and an ESL Student Success course and instructional support. Appreciative Advising (AA) and Appreciative Instruction (AI) are two designated equity pedagogies that have been shown to be successful in serving first generation college students, international students, and transfer bound community college students. Through this set of activities, LMC will further explore and develop the concept of having ESL faculty – full and part time – service as “success coaches” and provide academic advising to multilingual multicultural student populations with specific educational backgrounds (linguistic and cultural) to work successfully. This faculty advising could include the creation of a course within which ESL students would be supported in and by “success teams” that would include the students themselves, the ESL faculty, LMC counselors, LMC financial aid specialists, LMC librarians, LMC tutors, LMC career center personnel all of whom would also serve as ‘coaches’. The activities would include either attending an external professional development opportunity and/or bringing such to LMC to learn more about AA and AI, working to develop a contextualized approach to using these models to advise and support students, applying faculty and staff learning to LMC’s instruction and curriculum and program design possibilities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.3	January 2016 – May 2016	\$20,000	\$0

• **Link to Goal:**

This activity will help to equitably address the specific ESL populations’ need for professionally skilled counseling, advice and guidance in persisting and moving through the ESL course sequence, transitioning into college level courses, connecting with learning and support services, navigating the nuances and complexities of the college culture and system, developing a valued sense of community, integrating into the college community, and exploring and accessing opportunities at LMC and in East Contra Costa communities that support multilingual multicultural students and global citizens.

• **Evaluation:**

Data will include quantitative and qualitative documentation of LMC’s efforts

A.4: Provide One-time ESL Outreach Programs and Activities (Spring 2016)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.4	ESL	100-200

• **Activity Implementation Plan:**

The activity will support the research, planning, development, and prototyping of targeted ESL outreach and orientation. Working with the LMC’s Outreach Department and engaging the collaboration of the ESL adjunct faculty, strategies and approaches to undertaking targeted community outreach in designated settings (e.g., adult education programs, k-12 institutions, immigrant services providers, religious organizations, as well as at LMC) to inform foreign-born and non-native English speaking populations of the features and opportunities of the ESL program and the entire college. Within these outreach settings, orientations to the college application, assessment, advising, registration process will be provided and resources for assistance will be highlighted.

Additionally, the outreach team will work together to identify the types of on-going (throughout the semester) outreach and orientation activities which may be made available to new and continuing students (e.g., bring your relative to school days, family nights, as well as college is for all events). This activity will also include the development of marketing and orientation materials and collaboration with LMC’s Marketing department. This activity would include the analysis and support for comprehensive market research to determine where LMC should target its efforts and resources to maximize student access and retention.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.4	January 2016 – May 2016	\$6,000	\$0

• **Link to Goal:**

This activity will help to increase LMC student enrollment (so that classes are not canceled due to low enrollments, which is a situation that has plagued our program sustainability efforts) and student retention and help manage enrollment by contextualizing and working toward institutionalizing two “high impact practices” including orientation to the college, the ESL program, the steps to success, assessment and placement, networking, registering for classes before the semester commences, and begin to forge a more global student/citizen community.

• **Evaluation:**

Formative data will be tracked regarding the number of LMC personnel involved in the planning, development, and implementation efforts and the results of those efforts will be documented for review. Data collection and evaluation will include the number and type of outreach and orientation events that occur, including who was reached, where and when the event took place, and a survey of what was learned, liked, not helpful, or not needed. A focus group review of what was accomplished and the status of any notion of an outreach and

District: Contra Costa Community College District **College:** Los Medanos College
 orientation “prototype” will be undertaken at the end of spring semester in order to determine how to institutionalize the best practices of LMC’s efforts and what other resources (including and most importantly what human resources) may be needed to create a comprehensive approach to this effort.

A.5: Increased Counseling for Students with Disabilities and Veterans (Collaboration with DSPS & 3SP)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
A.5	Individuals with Disabilities	800
A.5	Veterans	200

• **Activity Implementation Plan:**

Increased counseling support for DSPS and student Veterans will be provided by the college. In fall 2014, two adjunct counselors were hired to devote a combined 20 hours per week to student Veterans counseling, and 20 hours per week to DSPS. In conjunction with the 2014 Student Equity Plan activities, in the spring 2015 semester, a full-time DSPS counselor was hired to work primarily at the Pittsburg campus (funded by DSPS). In fall 2015, in conjunction with the 3SP Plan and in relationship to the need for increased counseling for DSPS students as identified in the Student Equity Plan, a full-time counselor was hired to devote 50% of their time to DSPS at the Brentwood Campus. Furthermore, through 3SP funding, in fall 2015 a 50% student Veteran’s counselor was continued in order to provide counseling services at both Pittsburg and Brentwood locations. These counselors will work with students in discussing and developing educational plans, encouraging student participation in the matriculation process, and facilitating students’ access of appropriate student support services, including, but not limited, to financial aid, tutoring, career and transfer services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.5	July 2015 (On-going)	\$0	\$165,461 (3SP) \$108,960 (DSPS)

• **Link to Goal:**

These two full-time counselors will provide support needed for DSPS students to succeed in the completion of their Basic Skills English and math sequences by encouraging these students to register in these classes early in their career at LMC. Research studies, as well as research within LMC, have shown that students who register for at least one English or math class during their first semester in college are more likely to succeed and persist in goal completion, than students who delay their registration in these courses. Additionally, these counselors will provide direct linkages to the Transfer Center for DSPS students who may need this accommodation.

The Veterans counselor will work with student Veterans as they enter LMC and assist with navigating the matriculation process. Student Veterans often report that they feel lost as they enter the college, and are unsure of the steps they need to take. The support of these counselors will assist in alleviating the stresses which can often turn a student Veteran away from campus enrollment as indicated earlier in this plan.

- ***Evaluation:***

The effectiveness and impact of the DSPS/Veterans Counselors will be evaluated on an annual and on-going basis by the Student Equity Plan Coordinator in conjunction with the Counseling Department and the Director of Research Collaboration and the advisement of the SEP Advisory Committee. The impact of the program will be measured by the number of students counseled, the number of DSPS students who register in Basic Skills English or math during their first semester at the college, and the number of students who take advantage of Transfer Center activities. The impact will also be measured by the number of student Veterans counseled and the number of these students who register for classes and complete their first semester and the number of student who persist to the next semester. Ultimately, the long-term effectiveness of this activity will be measured by the decrease in the equity gap of DSPS student completions in Basic Skills English and math sequence completions and transfers, and the number of student Veteran enrollments and persistence rates.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion Rates:

Course completion rates are calculated by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

- Denominator: Number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
- Numerator: Number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

The table on the following page presents the college research results on disproportionate impact to target groups for course completion. The data are presented using “Percentage Point Gap Methodology 3” (Appendix A. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Target Population(s)	# of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of <<	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of course successes needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	26	17	65%	71%	-6%	2
Asian	2,221	1,702	77%	71%	5%	
Black or African American	3,784	2,286	60%	71%	-11%	411
Hispanic or Latino	8,718	6,142	70%	71%	-1%	72
Native Hawaiian or other Pacific Islander	152	94	62%	71%	-9%	14
White	6,318	4,967	79%	71%	7%	
Undeclared/Some other race	320	247	77%	71%	6%	
More than one race	1,838	1,208	66%	71%	-6%	102
All Students	23,377	16,663	71%			
Males	11,023	7,867	71%	71%	0%	
Females	12,038	8,573	71%	71%	0%	8
Unknown Gender	316	223	71%	71%	-1%	2
Current or former foster youth	1,194	734	61%	71%	-10%	117
Individuals with disabilities	1,204	864	72%	71%	0%	
Low-income students	14,612	10,244	70%	71%	-1%	171
Veterans	821	611	74%	71%	3%	
English as a Second Language (ESL)	51	33	65%	71%	-7%	3

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

Notes on Special Populations:

- Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) application they are counted in this group.
- Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in 2014FA is counted in this group. This will include students identified as having any level of disability registered with DSPS (primary, secondary, etc.)
- Low-income students: Any student receiving any type of financial aid including loans, grants, waivers and scholarships in 2014FA is counted in this group.
- Veterans: Any student that has registered themselves as a Veteran with Admissions & Records (ever) is counted in this group. This includes active Veterans, those ever receiving Veteran benefits or any dependents of a Veteran.
- English as a Second Language: Any student enrolled in an ESL course in 2014FA is counted in this group. (Success rates reported for the ELS population capture student performance in both ESL courses and all other courses.)

Source: CCCC Data Mart, Outcomes, Success Rate, Fall 2014.

Analysis

The populations experiencing a gap greater than 3% are American Indian/Alaska Native, African American, Native Hawaiian/Pacific Islander, more than one race, Foster Youth and ESL students. The largest three groups experiencing disproportionate impact are African American students at -11% (411), Foster Youth students at -10% (117) and Native Hawaiian/Pacific Islander students at -9% (14). The number in parenthesis represents the number of course successes 'lost', which is also the number of course successes which, if they had succeeded, would have closed the equity gap.

Academic/Progress Probation and Disqualification (Dismissal):

The tables on the following page present the college research results on the academic/progress probation and disqualification data of students, including disproportionate impact to target groups. The data are presented using a proportionality index method.

PROBATION AND DISMISSAL STUDENTS		FALL 2014				
GROUP	STATUS	NUMBER PROBATION / DISMISSAL	PERCENTAGE OF GROUP	COLLEGE HEADCOUNT	PERCENTAGE OF COLLEGE HEADCOUNT	DIFFERENCE
African American	Probation and dismissal	203	24%	1370	16%	8.0%
American Indian	Probation and dismissal	1	0%	12	0%	0.0%
Asian	Probation and dismissal	18	2%	403	5%	-2.5%
Filipino	Probation and dismissal	38	4%	414	5%	-0.3%
Hispanic	Probation and dismissal	317	37%	3254	37%	-0.2%
Pacific Islander	Probation and dismissal	7	1%	53	1%	0.2%
Two or More Races	Probation and dismissal	102	12%	656	8%	4.4%
Unknown	Probation and dismissal	2	0%	119	1%	-1.1%
White	Probation and dismissal	168	20%	2459	28%	-8.5%
GRAND TOTAL		856	100%	8740	100%	

PROBATION AND DISMISSAL STUDENTS		SPRING 2015				
ETHNICITY	STATUS	NUMBER PROBATION / DISMISSAL	PERCENTAGE OF GROUP	COLLEGE HEADCOUNT	PERCENTAGE OF COLLEGE HEADCOUNT	DIFFERENCE
African American	Probation and dismissal	258	26%	1344	16%	10.6%
American Indian	Probation and dismissal	1	0%	9	0%	0.0%
Asian	Probation and dismissal	27	3%	379	4%	-1.7%
Filipino	Probation and dismissal	34	3%	373	4%	-0.9%
Hispanic	Probation and dismissal	380	39%	3198	38%	1.2%
Pacific Islander	Probation and dismissal	6	1%	49	1%	0.0%
Two or More Races	Probation and dismissal	108	11%	669	8%	3.2%
Unknown	Probation and dismissal	3	0%	95	1%	-0.8%
White	Probation and dismissal	161	16%	2377	28%	-11.5%
GRAND TOTAL		978	100%	8493	100%	

Analysis

Based on the academic standings recorded for 2014-2015 by the Contra Costa Community College District Office of Planning and Research, 11.1% of the total student population was in some form of academic distress (probation I, probation II, or dismissed)—fall 9.7% and spring 11.5%. By ethnicity, white students represent the lowest number of students in academic distress at 16% followed by those students identified as “two or more races” at 11%. The two most disproportionately impacted groups are Hispanic/Latino and African Americans who comprise 38% and 25%, respectively.

When disaggregating the number of African American and Hispanic/Latinos by gender, African American males represent the largest subgroup among those disproportionately impacted.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Black or African American	-11% (411), Fall 2014	-7%	Fall 2019
Current or former foster youth	-10% (117), Fall 2014	-7%	Fall 2019
Low-income students	-1% (171), Fall 2014	-0.75%	Fall 2019

The target populations are different from the populations with the three greatest gaps (as outlined on the previous pages). The low-income population was included because although the gap was less than 3%, it is the second largest number of course successes needed to close the equity gap. Although Native Hawaiian/Pacific Islander students are in the top three groups facing a -9% (14) disproportionate impact, they are not identified as a target population because the number of courses they are enrolled in make up less than 1% of the courses offered in Fall 2014. Therefore, the number of course successes needed to close the equity gap is minimal.

ACTIVITIES: B. COURSE COMPLETION

B.1: Strengthen and Enhance Umoja Scholars Program

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.1	Black or African American	300+

• **Activity Implementation Plan:**

In spring 2007, the Institutional Development for Equity and Access (IDEA) Committee identified four initiatives, one of which was to “Develop African American Student Based Programs”. A Black Scholars taskforce was created and composed of students, staff, faculty, and managers. The taskforce met and developed the recommendation that the Umoja Scholars Program be implemented as part of a long-term plan that included programmatic elements, staffing, budget and structure to address African American students’ success. The Umoja Scholars Program (USP) began in summer 2008 with a Summer Bridge program consisting of Basic Skills English & Math, and a Counseling course. Since its inception the program has grown from serving a cohort of 25-30 each students each semester, to currently serving 4 cohorts per semester, with 75+ new students each semester, as well as offering transfer-level English & Math.

To support the past and future growth of the USP, strengthening and enhancing the program will consist of providing on-going full-time staffing (FT Counselor and FT Coordinator), incorporating a regular evaluation process to maximize the effectiveness of the program, supporting Umoja program activities, and capturing, or collecting, and disseminating the success stories of the Umoja Scholars. These activities are outlined below:

FT Umoja Scholars Counselor:

In partnership with the Counseling Department, the Umoja Scholars Counselor will have a passion for working with underrepresented students, particularly African American students, and demonstrate a willingness to utilize intrusive counseling strategies and techniques to foster the success of USP students. The counselor will be knowledgeable of the diversity of African American culture and willing to be a role model to encourage all students to strive for academic excellence and persistence in the attainment of their goals. The counselor will be someone whom the Umoja Scholars will identify with and build trusting relationships with. Specific duties will include:

- Coordinate Intrusive Counseling Model for Umoja Scholars Program
- Provide One-on-One Intrusive Counseling to Umoja Scholars Program students
- Coordinate Counseling Workshops for Umoja Scholars Program students
- Serve as instructor for program specific sections of Counseling courses
- Co-Coordinate Outreach and Recruitment Efforts
- Participate in Umoja Scholars Program activities
- Participate in Umoja Scholars Program leadership meetings and planning/reporting processes

FT Umoja Scholars Coordinator:

The Umoja Scholars Coordinator will provide leadership and oversight for the implementation of the Umoja Scholars Program at LMC. Key duties will include:

- Provide leadership and coordination in the development, implementation, and day-to-day operation of the USP program activities: including (but not limited to) outreach and recruitment, course registration, connection to financial aid and other student services, mentoring, tutoring, coordination of counseling services, Summer Bridge, Student and Family Orientations, Support Groups and co-curricular and extracurricular activities.
- Provide a supporting role in the development and implementation of the intrusive counseling component.
- Maintain communications with all USP students, faculty, student services, student services, office of instruction, and administrators.
- Work with college administrators and USP Steering Committee to select faculty to teach and counsel in program.
- Develop and implement a robust outreach and recruitment program for USP; including marketing, outreach and orientation.
- Develop and monitor program budget.
- Lead regular reporting and evaluation of the program, including annual program review and planning to recommend steps for program improvement.
- Work with the campus and district researchers to design and implement a USP research agenda.
- Provide and encourage access to professional development for all USP faculty and staff.

- Convene and facilitate regular meetings of the USP Steering Committee.
- Work with the USP Steering Committee and LMC administration to ensure philosophical and fiscal sustainability of the USP program.
- Uphold the vision, mission, and principles of the USP in all program operations.

Umoja Programs and Activities:

This activity will support the engagement and leadership development of students in the Umoja Scholars program. Specific activities will include supporting the annual attendance at the California Umoja conference.

Umoja Evaluation (One-Time):

This activity will evaluate the program structure and practice and provide an overall assessment of the activities including recommended strategies for improvement. The Umoja Coordinator will work with an external consultant on the development of a comprehensive program evaluation. Once completed, the Umoja Coordinator will be responsible for future on-going evaluation utilizing the tools created by the external evaluator (consultant).

Capture Umoja Success Stories (One-Time):

The Umoja Coordinator will work with media professionals to record and publish Umoja Scholars Success Stories in video and web-based formats that are accessible to the campus and surrounding community. Additionally, Umoja students will be supported in developing, recording, and self-publishing their stories.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	Spring 2016 (On-going)	\$73,500	\$26,500 (3SP)
B.1	Spring 2016 (One-Time)	\$18,000	\$0

• **Link to Goal:**

The FT Counselor and FT Coordinator will provide leadership and support and consistent staffing and accountability for effective program outcomes. By securing a sustainable staffing model the program can provide a consistent message and support structure that will have positive outcomes for African American students.

The program evaluation will provide external expertise that will help assess the goals of the program and evaluate its effectiveness. Based on the evaluation, the program will align itself with proven or recommended practices that are more effective and lead to greater levels of student support and academic success.

The work of Capturing Umoja success stories will highlight the profiles of students in the Umoja Scholars Program who have earned certificates and degrees, and who have graduated and transferred. These success stories will provide support and encouragement for African American students, both in and out of the program, to continue to achieve their academic goals. By collecting these success stories, students will be able to see a representation of themselves in an academic and success context.

• **Evaluation:**

The visiting evaluator (consultant) will assess and provide recommendations for improvement by fall 2016.

District: Contra Costa Community College District **College:** Los Medanos College

These recommendations will be reviewed by the Umoja Scholars Steering Committee and Coordinator, and improvements implemented by spring 2017. Additionally, the visiting evaluator will assist in developing an on-going evaluation design that will be facilitated by the Umoja Coordinator. This on-going evaluation will be incorporated into the Umoja Scholars annual report, as part of the annual reporting process/cycle for all LMC Learning Communities.

Additionally, the success of the two full-time positions for the program will be measured by the following outcomes:

1. FT Counselor

- The FT Counselor will use an early alert system and the intrusive counseling model and tracking system to monitor student patterns by working with the Umoja Scholars Faculty and Coordinator. The patterns will be shared with the Induna Council (inter-departmental steering committee of student services and instruction staff for the Umoja Scholars Program) to strategize on how to increase these rates, and will develop and implement necessary strategies to improve outcomes, and avenues to highlight and duplicate patterns of success. This will be implemented in spring 2016 and reviewed on a monthly basis by the Umoja Scholars Team and Induna Council.

2. FT Coordinator

- The Dean of Student Success will monitor the responsibilities of the coordinator and evaluate the execution of program activities and outcomes on a semester-basis, as well as through institutional program review. This process will begin in spring 2016 and continue on an on-going basis.

B.2: Develop and Implement an African American Male Mentoring Program

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.2	Black or African American	50

• **Activity Implementation Plan:**

The data analyzed for the Student Equity Plan 2015-16 indicates that African American males define the gender/ethnic group that is the most disproportionately impacted in terms of academic progress and success. Additionally, using 2014-2015 data, it is projected that there will be 650 new African American male students entering Los Medanos College for the 2015-2016 program year.

Starting spring 2016, an African American Male Mentoring Program (AAMMP) will be implemented to assist newly admitted, incoming African American male students successfully transition into the Los Medanos College learning community, as a part of their “first semester experience.” Through the coordination of a Mentor Coordinator for African American males, LMC will provide direct and indirect mentoring contact that will foster a sense of being nurtured, connected, and focused that will lead to an increase in course completion, and student retention and

District: Contra Costa Community College District **College:** Los Medanos College
persistence rates of African American male students.

Research shows that students who develop “early connections” designed to “expand their academic and social networks” (“Survey of Entering Student Engagement: Los Medanos College 2012 Key Findings,” p. 2-3), not only experience a greater sense of being nurtured by and connected to their college (“Literature Review Brief: What We Know About Student Support”), but they also experience greater academic and personal success. Where the mentor-to-mentee ratio will be 1-to-1, based on interest, capacity and experience, some mentors may mentor multiple mentees; however, the program will begin with a cohort of 40 with the goal of scaling up to the point at which, college staff and members of the external community, and graduates of past mentor cohorts will partner to offer every newly admitted African American male students an opportunity to be mentored as part of their first-semester experience.

Beginning with hiring a mentor coordinator, the activities below describe the implementation and support of the mentoring program.

The Mentor Coordinator will:

1. Survey the college to document perceptions of mentoring and identify initiatives where formal mentoring of African American male students is presently occurring.
2. Market mentoring program to professional staff as a campus-wide initiative.
3. Develop and facilitate a training model for mentors and mentees.
4. Recruit instructors, administrators and classified staff to serve as mentors in late fall 2015.
5. Plan and host Mentor-Mentees Match gathering for January 2016.
6. Develop and coordinate a mentor-mentee support system to promote semester-long interaction, including periodic social events designed to deepen mentor-mentee interaction, e.g., Mentor-Mentee Night at an LMC Mustang football team home game.

Other Supporting Research for Mentoring:

- J. Luke Wood, Robert T. Palmer, *Black Men in Higher Education: A Guide to Ensuring Student Success*, Chap 6, "Strategies for Recruiting and Supporting Black Men in Higher Education."
- Frank Harris, III and J. Luke Wood’s “Community College Student Success Inventory (CCSSI) for Men of Color in Community Colleges: Content Validation.”
- E.M. Sutton’s “Developmental Mentoring of African American College Men” in M. J. Cuyjet & Associates’ (Eds.), *African American Men In College* (pp. 95–111).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.2	November 2015 (On-going)	\$49,250	\$0

• **Link to Goal:**

The work of the AAMMP will create a pool of mentors, form a collaboration of student service staff and instructors, support and document research, provide professional development, introduce an equity-focused point of student service as a part of the enrollment pathway of African American males, and devise a mentoring plan for the college to scale up that will be ready for implementation by the start of the 2016 spring semester. By implementing the AAMMP, the college believes that it will leverage the collective institutional capital of its classified and instructional staff, as well as its administrators in ways that will be mutually beneficial.

• **Evaluation:**

The success of AAMMP will be measured by the following outcomes:

1. Quantitative
 - A comparative analysis of the retention and completion rates of newly admitted African American male students enrolled in spring 2016 mentoring to those that are not.
 - A comparative analysis of the persistent rates of newly admitted African American male students enrolled in spring 2016 mentoring to those that are not.
 - A comparative analysis of student engagement of on and off campus student support resources of newly admitted African American male students enrolled in spring 2016 mentoring to those that are not.
 - A comparative analysis of student completion of 3SP core services—i.e., orientation, assessment, educational planning and follow-up services-- of newly admitted African American male students enrolled in spring 2016 mentoring to those that are not.

2. Qualitative
 - Mentors will be surveyed at the start and end of the spring 2016 term to document changes in their perception of themselves, their mentee, and the college.
 - Mentees will be surveyed at the start and end of the spring 2016 term to document changes in their perception of themselves, their mentor, and the college.
 - Mentor and mentees will be surveyed after the first month of the spring 2016 to capture initial feedback.

B.3: African American Student Engagement Activities

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.3	Black or African American	1,000

• **Activity Implementation Plan:**

Student Equity Plan funds will be used to support the annual offering of a variety of student engagement and leadership activities designed to support the on-going retention, success, and completion of African American students. A particular focus will be placed on activities that expose students to Historically Black Colleges & Universities (HBCU) transfer opportunities as both a method for increasing student academic motivation (affecting course completion) and increasing transfer success to these institutions.

Annual activities will include:

Black History Month:

Through partnership between Student Life, the Black Faculty and Staff Association, and Umoja Scholars Program, a collection of annual activities will be offered to educate and enlighten students and celebrate Black History Month throughout February. Activities will include educational, cultural, and social events and programs. While most events will take place in February, additional Black History Month related activities may take place during other times of the year.

HBCU College Tour & Fair:

Through partnership between Transfer & Career Services and the Umoja Scholars Program, these areas will expand upon local and state initiatives committed to the development of Transfer Agreement Guarantees (TAGs) with HBCU’s and increasing transfer to these institutions. Activities will include an annual tour that takes a small group of LMC students to tour HBCU colleges and return to campus to share their experience with their peers. Additionally, staff will attend the tour in order to use the opportunity to build and to strengthen relationships with HBCU campus officials and develop additional TAG agreements. The HBCU Fair will bring a variety of HBCU institutions to campus annually to expose all LMC students to these transfer opportunities. The primary focus will be on institutions for which LMC has TAGs. Targeted marketing for the event will be done to African American students, and partnerships with local feeder high schools will be leveraged to provide early exposure to these schools for African American youth planning to attend LMC prior to transfer.

Black Family Day/Orientation (One-Time: Spring/Fall 2016):

In partnership with Student Services and Instructional Departments, the Umoja Scholars Program will provide the Black Family Day/Orientation as an activity designed to yield greater student retention and success. Research on first-year experience for college students demonstrates a strong correlation between parental/family support and student retention. For this reason and others, family orientations and additional activities should have a positive impact on student success (IDEA/Umoja Scholars Summer Task Force Report 9/27). The day will spotlight educational opportunities LMC provides with a program fair, workshops, student success stories, and guest speakers. The purpose of the day is to bring African American families to their local community college campus and leave with an understanding of the educational opportunities that are available, the investment and value of a college education, the commitment that it takes to be an effective college student, and the resources that are available to them in the educational setting.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.3	January 2016 (On-going)	\$24,000	\$0
B.3	January 2016 – August 2016 (One-time)	\$6,000	\$0

• **Link to Goal:**

Research shows that campus involvement has a strong and positive effect on student development and student learning. The more students are involved in both the academic and social aspects of the college experience, the more they learn. An involved student is one who devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students (Astin, 1984). In addition to the impact on student learning, student involvement in co-curricular programs has also been linked to both student persistence and retention (Astin, 1977). In short, students who are more involved in campus programs and activities, show greater retention, completion and

District: Contra Costa Community College District **College:** Los Medanos College
 success rates. These activities are specifically designed to foster African American student engagement, and to institutionally support and promote student retention and success (course completion) and transfer success.

• **Evaluation:**

Surveys will be conducted with participants at each event to provide feedback on the value and impact of each individual program and activity. The coordinator(s) of each activity will utilize the results of the surveys to gauge their impact and modify each activity in the future in order to enhance their impacts. Additionally, in the long-term, the impact of the HBCU Tour and HBCU Fair will be measured by the number of TAG agreements developed and the number of students annually transferring to HBCU institutions. Finally, participants on the HBCU Tour will return to campus and provide presentations to students, faculty, and staff on their experience.

B.4: Develop & Implement a Robust Student Retention & Success Services program (On-going)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
B.4	Black or African American	461
B.4	Hispanic or Latino	697

• **Activity Implementation Plan:**

In 2015-16 a robust Student Retention and Support Services team will be established including a Director of Retention and Support Services, Student Retention and Support Services Coordinator, SRSS Counselors (2), and administrative support staff. This team will work to develop and implement strategies that support and enhance work targeting “at-risk” student populations as identified in the Student Success & Support Program (3SP) Plan, with a primary goal of reducing the number of students in “academic distress.”

With the assistance of District Research staff, 2,649 students were identified in academic distress (Probation I, Probation II, or Dismissal status). The goal for 2015-2016 is to significantly decrease the number of students classified in academic distress, using intrusive means when necessary to engage with departments and utilize resources. The Student Retention Support Services program will modify its approach as needed in order to offer a wider variety of student development opportunities that will improve focus and connectedness of LMC students through:

Student Services or other categorical program

- Dismissed students who are reinstated “conditionally” are required to attend an additional counseling appointment mid-semester to develop or revise education plans, provide updates on their progress, as well as submit a mid-semester progress report completed by each of their instructors.
- Additional activities such as participation in tutoring, special programs, or appropriate workshops may also be prescribed to students in academic distress, dependent upon their identified needs.

Research and Evaluation

- Continue research and evaluation pertaining to follow-up services to assess impact on students returning to good academic standing as a result of participating in an activity offered by or referred through the Student Retention and Support Services program.
- A campus Student Retention and Support Advisory Committee comprised of student services, faculty, and other staff was created to identify internal practices that are working for students and to identify areas of improvement to remove barriers and increase persistence.

Direct Student Support

- Provide mentoring to students as part of their first semester experience to ensure students successfully complete the term with necessary support.
- Enhance communication and collaboration between student services and instruction departments through implementation of Starfish Early Alert system. Los Medanos College is one of nine community colleges in California to pilot the Starfish Early Alert System. Implementation of this software will assist students in developing multi-year course plans while offering opportunities for instruction and student services to effectively work together in identifying and assisting at-risk students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.4	July 2016 (On-going)	\$115,000	\$800,368.00 (3SP)

• **Link to Goal:**

Requiring students to access and connect with resources on campus will provide opportunities for students who are in academic distress to be identified sooner than later in addition to connecting them with resources to support them in successful completion of their courses. The Student Retention and Support Advisory Committee is designed to identify challenges and to develop interventions through collaboration between instructional and student services staff to support students in maintaining good academic standing. Lastly, incorporating the Starfish Early Alert system into core services will capture students in academic distress while increasing positive feedback to students.

• **Evaluation:**

The success of these activities will be measured by the following outcome:

- Participants will be surveyed to collect data on the effectiveness of the services provided through the Student Retention and Support Services office.
- The number of faculty who contribute to the Starfish Early Alert system through raising flags and awareness of students who are in academic distress.
- The number of students who return to good academic standing within two semesters of contact who also accessed support services offered through the Student Retention and Support Services office.

B.5: Provide On-going Foster Youth focused counseling services (50% PT Counseling per semester)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.5	Current or former foster youth	650

• **Activity Implementation Plan:**

Hire an additional part-time counselor for foster youth during the spring 2016 semester. The Counselor will be responsible for outreach activities to foster youth, facilitating orientation and other support workshops, providing academic, career and personal counseling to a diverse student population, including foster youth. The Counselor will provide services including: development of individual educational plans, advising, personal counseling, teaching foster youth courses, and serve as a liaison to other services and resources. The identified counselor will have expertise in and a deep understanding of the special needs of foster youth. The program and counseling philosophy will be modeled on the effective practices identified for foster youth students, programs and staffing.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.5	January 2016 (On-going)	\$ 19,610	\$0

• **Link to Goal:**

The foster youth counselor will support inreach and outreach activities to increase opportunities for foster youth to access community college and higher education, to provide guidance and assistance through the enrollment process, and to support foster youth academic and personal success.

• **Evaluation:**

Evaluation will be Quantitative and Qualitative.

Quantitative data will be collected each semester that measure outcomes in the following areas:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Assessment of activities will also occur by tracking specific counseling activities:

- Number and participation rates of inreach and outreach activities
- Number of education plans completed each semester
- Foster youth interactions
- Number and type of contacts with foster youth in person, phone, email, events, and by newsletter.

Qualitative data will be captured through focus groups, questionnaires and narratives to better understand the foster youth student experience at LMC.

B.6: Provide One-time Additional Foster Youth focused counseling services (50% PT Counseling – Spring 2016)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.6	Current or former foster youth	650

• **Activity Implementation Plan:**

Provide additional part-time counseling on a one-time basis, for foster youth during the spring 2016 semester. The Counselor will be responsible for outreach activities to foster youth, facilitating orientation and other support workshops, providing academic, career and personal counseling to a diverse student population, including foster youth. The Counselor will provide services including: development of individual educational plans, advising, personal counseling, teaching foster youth courses, and serve as a liaison to other services and resources. The identified counselor will have expertise in and a deep understanding of the special needs of foster youth. The program and counseling philosophy will be modeled on the effective practices identified for foster youth programs and staffing.

References:

- Gustavsson, N. & MacEachron, A. E., (2012). Educational policy and foster youths: The risks of change. National Association of Social Workers, 34(2), 83-91.
- Harris, F. & Bensimon, E. M., (2007). The equity scorecard: A collaborative approach to assess and respond to racial/ethnic disparities in student outcomes. New Directions for Student Services, 127, 77-84.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.6	January – May 2016	\$20,000	\$0

• **Link to Goal:**

Additional part-time foster youth student counseling will be provided during the spring 2016 semester to augment the inreach and outreach activities to increase opportunities for foster youth to access community college and higher education opportunities, to provide guidance and assistance through the enrollment process, and to support foster youth student academic and personal success.

• **Evaluation:**

Evaluation will be Quantitative and Qualitative.

Quantitative data will be collected each semester that measure outcomes in the following areas:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Assessment of activities will also occur by tracking specific counseling activities:

- Number and participation rates of inreach and outreach activities
- Number of education plans completed each semester
- Foster youth interactions
- Number and type of contacts with foster youth in person, phone, email, events, and by newsletter.

Qualitative data will be captured through focus groups, questionnaires and narratives to better understand the foster youth student experience at LMC.

B.7: Implement a targeted Financial Aid Workshop Series (Spring 2016 – Fall 2016)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.7	Low-income students	900

• **Activity Implementation Plan:**

Based on the data and research provided in the 2015-2016 Student Equity Plan, further marketing and outreach efforts will be increased to target currently enrolled low-income students within the target populations that are not receiving financial aid. Given that financial aid marketing and outreach are activities that emerged as having a strong impact for economically disadvantaged students, staff will be dedicated to strengthen financial aid outreach activities and help increase support for all low-income students.

Outlined below are descriptions of each activity to be implemented that will support the institution in increasing support efforts for the target populations mentioned in the student equity plan.

1. Dedicate support staff in financial aid to conduct research to determine the following:
 - Financial aid status of currently enrolled low-income students.
 - How many currently enrolled students have not completed a FAFSA or Dream Act application?
 - How many currently enrolled students have completed a financial aid application, but still needs to submit additional steps to complete the process?

2. Work with faculty to coordinate and conduct additional inreach activities to complete the following:
 - Disseminate information on various financial aid programs to targeted populations via in-class presentations.
 - Offer workshops to provide hands-on assistance with completing the financial aid application process.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.7	January 2016 – December 2016	\$2,250	\$0

• **Link to Goal:**

Strengthening financial aid outreach efforts will help staff understand the challenges low-income students are facing in applying for and receiving financial assistance, and how to assist students in overcoming these challenges. The financial aid application process consists of multiple steps, which often requires students to complete and submit additional forms and documentation after submitting the FAFSA or Dream Act application online. By collaborating with faculty in providing in-class presentations and follow-up workshops, LMC will take a proactive approach to providing support to students versus waiting for students to visit the financial aid office.

Providing low-income students with adequate financial assistance will help support student retention, which will support LMC’s goal of improving course completion for the targeted populations outlined in the Student Equity Plan.

• **Evaluation:**

The success of the activities will be measured by the following outcomes:

1. Complete Research
 - Financial Aid collaborates with faculty and district IT staff in collecting data to determine students’ financial aid application statuses starting fall 2015.
2. Plan, coordinate and conduct financial aid workshop series for targeted groups (low-income students)
 - Students who are present for the in-class presentations and follow-up workshops will be tracked to determine if they have successfully completed the financial aid application process and received aid (on-going evaluation).
 - Data will be collected for specific cohort of students, such as ESL, Foster youth students, at the end of the financial aid workshop series to determine if there is an increase in number of students receiving the Pell Grant as a result of the activities (on-going evaluation).

B.8: Increasing Textbook Accessibility for Low-Income Students (One-time 2015-16)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
B.8	Low-income students	Approx. 1,000
B.8	Black or African American	
B.8	Current or former foster youth	

• **Activity Implementation Plan:**

This activity is designed to primarily increase accessibility to textbooks for low-income students and the other specific populations outlined in this plan.

Library Textbooks on Reserve:

The library has a robust reserve textbook collection available to enrolled students. Historically, the library has had funding to buy most required textbooks, as well as recommended texts for many classes. Currently, LMC has 1,924 reserve items in the collection. These items are highly circulated, and the librarians receive positive feedback on the reserve collection from students and faculty alike. The ACCJC Visiting Team gave the library a commendation on their reserve textbook program. Textbooks are purchased based on requests by faculty and students, as well as using knowledge of what items have had high circulation in the past.

The Brentwood Center also has a highly circulated reserve collection located at the Admissions Desk. Faculty who teach at the Brentwood Center are sent the same reserve request email from the technical services librarian and go through the same process to put in their reserve requests. The LMC library purchases the books, processes them and has them sent to the Brentwood Center for students to use there. In addition, the library solicits feedback on which reserve books to purchase for classes from the Satellite Business Services Coordinator at the Brentwood Center. Students at the Brentwood Center are able to checkout their reserve and interlibrary loan materials using the library circulation software.

In the fall semester of 2014, the LMC main campus circulated reserve textbooks 9,800 times. During the same period, the Brentwood campus circulated reserve textbooks 474 times. With the support of the Student Equity Plan funds identified in this plan, the Library will purchase additional textbooks to increase the size of this collection and to replace outdated versions of textbooks.

LMC Bookstore – Sponsored Textbook Rentals:

In partnership with our primary wholesaler Nebraska Book Company, the LMC Bookstore has a comprehensive rental program which offers a majority of LMC textbooks as a rental option to students at typically 40% - 50% savings of the purchase price. Additionally, the bookstore offers a Sponsored Rentals program, whereby the bookstore partners with various organizations to offer rental books at as much as 75% off the purchase price. The Bookstore Book Buyer, in collaboration with faculty, will identify which books will be selected, with the goal of maximum usage (ideally 2 years minimum). The sponsor purchases the books and the bookstore processes them for rental, facilitates the rental transaction to students, maintains the rental program records, manages the rental return process, and prepares the books for the next cycle. A variety of textbooks are selected in an effort to maximize the number of books available for sponsored rental, and to provide the greatest economic benefit to students. Most sponsored rentals are offered in the \$20 - \$40 rental price range (which provides a significant discount below the \$100-200 average cost of a new textbook). With the support of the Student Equity Plan funds identified in this plan, the Bookstore will purchase additional textbooks to increase the

number of textbooks to be made available through Sponsored Rentals and to replace outdated versions of textbooks currently offered.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.8	July 2016 - December 2016	\$20,000	\$0

• **Link to Goal:**

Providing students with textbook use in the library and subsidized rental use through the campus bookstore, will, significantly increase textbook accessibility and availability for economically vulnerable LMC students, specifically the low-income students as identified in this plan. While this activity may have an impact on multiple indicators in this plan, it is primarily aligned with increasing course completion. Many low-income students who are often without financial aid early in the semester will be able to utilize these textbook options in order to successfully begin and complete their courses. These students typically face the significant difficulty of navigating their courses without the required course materials as they may not be able to buy books in a timely manner.

• **Evaluation:**

Each program will independently track the specific usage of textbooks in their respective areas. Data collected will include:

- Total number of textbooks offered
- Total number of checkouts/rentals per semester

Based on the data collected, each program will evaluate the effectiveness of their activity on increasing textbook accessibility, and utilize the data collected to appropriately request and advocate for future resources from other funding sources such as LMCAS, Foundation, external grants, etc.

B.9: Ethnic Studies Program Taskforce

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.9	Black or African American	1,500

• **Activity Implementation Plan:**

Based on the data analyzed for the Student Equity Plan 2015-16, a Task Force will be formed to explore options for establishing an Ethnic Studies program and related course development. Given that one of the most compelling areas to address under Course Completion is the success of African American students, the Task

District: Contra Costa Community College District **College:** Los Medanos College

Force will initially focus its efforts on developing a cadre of African American centered offerings, with a goal toward the long term impact and improving the success of other ethnic groups, low-income and first-generation students. The activities below describe short-term and long-term planning actions to gain momentum in developing an Ethnic Studies program.

1. Develop a Task Force that will:
 - Conduct research to document the impact of ethnic studies programs on African American student success in higher education (Broader research may be conducted on the impact on other groups or the general influence of ethnic studies on student success, but based on the need SEP requirement to focus on the needs/target areas identified through the data, we will start with the African American student population.)
 - Explore models of Ethnic Studies programs/departments through attending conferences, visiting other community colleges that have successful programs, and consulting with experts in the field.
 - Based on research, explore creating a comprehensive and inclusive department/program/degree pathway in Ethnic Studies.
2. Develop Curriculum:
 - African American History course and a film/drama course (goal: offer the course in Fall 2016)
 - Identify and recruit faculty with expertise in teaching Ethnic Studies, including current Ethnic Studies courses
 - Explore Ethnic Studies Survey course
3. Plan and host a visiting scholars lecture series in spring 2016, including participation in Black History Month

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.9	October 2015 – June 2016	\$10,000	\$0

• **Link to Goal:**

The Task Force will form a leadership group, support and document research, create a plan for the college to build on, and develop tangible products to put into place by the end of fall 2015. By creating courses, hosting multi-disciplinary sessions, and recruiting diverse talent, LMC believes that it can positively affect the African American student experience and provide an avenue for students to see themselves reflected in the campus community and curriculum and learn about their history and contributions, ultimately empowering the educational experience.

• **Evaluation:**

The success of this activity will be measured by the following outcomes:

1. Develop a Task Force
 - The Task Force develops a plan by June 2016 to present to the college community in fall 2016.
2. Develop Curriculum
 - Two new course outlines approved by Curriculum Committee by the end of fall 2015.
 - Courses scheduled to be taught in fall 2016 and staffed by faculty with expertise in their field.
3. Plan and host a visiting scholars lecture series in spring 2016, including participation in Black History Month
 - The three visiting scholar presentations will be evaluated by participants who attend.
 - Participants will be surveyed to collect data on their interest in taking courses in an Ethnic Studies program.

B.10: Development of a Foster Youth Success Course

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.10	Current or former foster youth	650

• **Activity Implementation Plan:**

Develop and implement a foster youth student success course that addresses the unique needs of foster youth. The goal of the course is to support foster youth to understand college graduation and transfer requirements, educational plans, financial aid and resources available to them (like the Chaffee Grant), foster youth scholarships, mental health resources, housing support programs, Independent Living Skills Program (ILSP), and other college resources and programs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.10	January – December 2016	\$1,500	\$0

• **Link to Goal:**

A foster youth student success course will initially serve as an access entry point for foster youth at the college, especially designed for new students who are not familiar with the college environment or the resources available to them. The course will also create a safe environment, community, and support network for this vulnerable student population. With this course, the Foster Youth Counselor will be able to support students, build relationships, and connect resources to students in an intentional manner. This course, recognized as a first-year experience for college students, will ultimately build a foundation for students to be successful college students and help foster youth students reach their intended education goals of certificate/degree completion or transfer.

• **Evaluation:**

Quantitative data will be collected each semester to measure student participation rates and the influence of the course:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Qualitative data will also be collected, including: 1) Anonymous Student Surveys to capture student satisfaction/feedback and experience in the course, and 2) Narratives of their experience as a foster youth at LMC.

B.11: Development of a Foster Youth & Low-Income Student Basic Needs Program

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
B.11	Current or former foster youth	650
B.11	Low-income students	1,000

• **Activity Implementation Plan:**

A Foster Youth and Low-Income Student Basic Needs Intervention Program team will be created to develop recommendations on the establishment of a program including structure, staffing and services for foster youth and low-income students. Additionally, the team will identify the services and agencies to be linked to the program and to build relationships as deemed appropriate. This team will create a plan for an intervention program designed to intentionally support students who often go unrecognized within the campus structure.

Foster Youth have specialized needs that often go unmet because of limited family support and they often have to fend for themselves. A basic needs program will support current and former foster youth and low-income students enabling and encouraging them to stay in college. The team will design a network to support students by connecting them to campus and community-based organizations and social services. The program will be designed to connect and refer students to the appropriate services to access book vouchers, food, clothing, housing, transportation, medical care, mental health resources and social services.

References:

- Gustavsson, N. & MacEachron, A. E., (2012). Educational policy and foster youths: The risks of change. National Association of Social Workers, 34(2), 83-91.
- Harris, F. & Bensimon, E. M., (2007). The equity scorecard: A collaborative approach to assess and respond to racial/ethnic disparities in student outcomes. New Directions for Student Services, 127, 77-84.
- Dworsky, A. & Pérez, A. Helping Former Foster Youth Graduate from College (2009). <http://www.chapinhall.org/sites/default/files/Guardian%20Scholars%202009.pdf>

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.11	January 2016 – May 2016	\$10,000	\$0

• **Link to Goal:**

This activity will assist LMC in increasing access to higher education for foster youth and low-income students, developing and maintaining effective services and options for foster youth, and establishing a plan for on-going support for this vulnerable student population.

• **Evaluation:**

Quantitative data will be collected each semester that measures how many students used money for books, food, housing, clothing, and other services. Student success measures (enrollment patterns, course success rates, completion rates, and graduation/transfer rates disaggregated by race/ethnicity, gender and age) will be tracked each semester by cohort.

Qualitative data will be collected through focus groups, anonymous surveys/questionnaires, and narratives capturing the foster youth student experience at LMC.

B.12: Increased Counseling for MESA/STEM

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.12	Low-income students	1,814 (students enrolled in STEM/STEM prep classes)

• **Activity Implementation Plan:**

The Mathematics, Engineering and Science Achievement (MESA) program is a nationally recognized program that provides academic support for educationally and economically disadvantaged students so they can excel in math and science; transfer to four-year institutions in math-based fields and majors; and graduate with baccalaureate degrees in science, engineering, computer science and other math-based fields. The MESA program is also linked to Science, Technology, Engineering and Mathematics (STEM) programs and majors.

By expanding the MESA Counselor to a full-time position, LMC strives to increase academic and student support for students majoring in math-based fields with the goal of transferring to a four-year college or university. Forty percent of all majors at LMC are directed at MESA or STEM majors, each of which has specific educational and career counseling needs. Students majoring in MESA or STEM fields are considered to be pursuing high unit degree programs and the MESA Counselor is critical to providing specialized support and guidance. To increase transfer readiness, the MESA program at LMC has been expanded to support 220+ students annually, all of whom are from traditionally and historically underserved student populations. Currently, 81.5% of MESA students are students of color. The demographic breakdown is: 44.5% Hispanic/Latino, 15% African-American, 12% Asian-American, 6% Asian Pacific Islander, 4% other/undeclared, and 18.5% White/Caucasian. All MESA students are both financially and educationally disadvantaged.

With the implementation of a full-time MESA counselor, the MESA program has the potential to increase the number of students served. The MESA Counselor will provide customized counseling and education and career planning services to MESA students so that they follow a clear path to their goals and transfer in a timely manner. The MESA Counselor will also teach a Counseling 33, Transfer Planning, course each semester. This

District: Contra Costa Community College District **College:** Los Medanos College

course helps students navigate the transfer application process, provides support writing personal statements and assistance with internship applications and opportunities. In coordination with the increased emphasis and focus on equity related matters at LMC, the MESA grant team members are among the leaders in these activities, and the MESA Counselor will play a significant role as a member to LMC's the cross-disciplinary team. The MESA Counselor will guide students from the time they enter LMC so that they enroll in the correct classes for their MESA or STEM pathway. The MESA Counselor will also be responsible for orienting other counselors to the complexities of the MESA and STEM education plans and specific needs of students majoring in math and science based fields and majors. The MESA Counselor will also coordinate efforts with STEM related departments for purposes of informing counselors of any changes in requirements, course offerings, and curriculum sequences at LMC.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.12	January 2016 (On-going)	\$27,000	\$13,500 (MESA Grant) \$13,500 (Operating Fund)

• **Link to Goal:**

LMC has seen an increasing wave of new students with the intent to major in math and science fields over the past few years. A dedicated MESA Counselor will increase the Counseling Department capacity to serve more low-income students particularly as they enter from high school. During the fall 2015 semester, 753 new students declared a STEM majors when they enrolled at LMC. This new counselor position will increase LMC's capacity to complete student educational plans for new and continuing LMC students. This new counseling hire will contribute to a more positive counselor-to-student ratio. Currently, the counselor to student ratio at LMC is 1:900 students. In the *Standards of Practice for California Community College Counseling Faculty and Programs, Consultation Council Task Force on Counseling*, the Academic Senate recommended a counselor/student ratio of 1:370 (ASCCC, 2003, p. 22). To accommodate LMC's growing population of STEM students, LMC would need nearly five designated MESA or STEM focused counselors to meet student demand. With the additional expectations for the 3SP, which includes earlier major exploration, earlier student educational planning, and enhanced orientation options for students, additional counseling support is necessary for on-going student success. While one counselor will not be able to fully accommodate the student growth enrollment, the position will expand current services and capacity to train other counselors on the complexities of math-based and science based fields and related student advising.

The MESA Counselor will support the goal of guiding students in the math-based and science majors, where large disproportionate gaps for low-income students exist. Without advising support, many MESA and STEM students waste valuable time and resources and fail to reach their educational goals. Incoming LMC students majoring in math-based or science majors require longer appointments to establish educational plans and initiate their program of study to ensure timely achievement of their academic goals. Transfer students majoring in these fields have to navigate complicated and differing transfer requirements and patterns that vary among transfer institutions. For example, a Biology major interested in transferring to one Biological Science program at a particular UC campus may require completion of the Physics 40 series while the same major at another campus may require completion of the Physics 35 series plus the calculus supplements. Like many community colleges across the state, LMC is currently unable to provide critical appointments to STEM students. The MESA counselor will provide intentional student advising needed to meet the goal of improving success for low-income students. From fall 2009 to fall 2013, LMC saw a 49.7% increase in STEM students to a total of 512 students [2013-14 Title III Hispanic-Serving Institutions Annual Performance Report (APR)].

• **Evaluation:**

Quantitative evaluation is performed semi-annually by the MESA program in the form of Early Alert forms,

District: Contra Costa Community College District **College:** Los Medanos College
 student retention rates, student population numbers and use of services. Qualitative evaluation is performed semi-annually by the MESA program in the form of student evaluations of the program and exit interviews. The counselor will be subject to all department, campus and district evaluations as full-time faculty. The position will also be subject to faculty and course evaluation by the students and institution. The MESA Program and the MESA Counselor are subject to the guidelines, quantitative and qualitative evaluation set forth by program review.

B.13: MESA Program Activities (Supplies, Ambassadors, Tutors, Outreach Activities)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.13	Low-income students	1,814 (students enrolled in STEM/STEM prep classes)

• **Activity Implementation Plan:**

MESA Program Activities will include general program operational costs, student ambassadors, tutors, and programming. The funding will support general MESA program costs, including supplies and program operations.

MESA Student Ambassadors serve as leaders in the program for both campus activities and outreach activities with local high schools. Students are recruited from within the program, trained and mentored to become leaders, peer mentors, and advocates for students interested in the math-based and science majors, especially low-income and first-generation students.

Student tutors are leaders within the MESA program. Tutors undergo 30 hours of training in their first semester of tutoring and are prepared to tutor in more than one transfer level STEM subject. In addition to peer tutoring, tutors support the program through other duties such as checking out textbooks, assist in maintaining the MESA Center and monitoring book and materials inventory. The MESA program funds in-class tutors for “gate-keeper” math-based and science classes. These tutors are necessary for equitable engagement of student groups who tend not to ask questions in class and can fall behind with only one instructor and no assistant in key courses. The MESA Center is open 53 hours a week with a high volume of student use. Support for expanding the MESA tutors will allow for an increase for tutors to serve more students in math-based and science courses and provides for greater coverage. This tutoring opportunity is above and beyond LMC’s regular tutoring services.

An increase in student tutor hours can also provide much needed on-campus, part-time jobs for MESA students who struggle financially and educationally when having to work off campus.

Through this plan, the MESA Program will host a MESA Family Day at the Chabot Science Center on January 30, 2016, to expand its outreach and student leadership activities. The event is aimed at getting families and MESA students involved in the MESA mission while also experiencing a STEM activity. This event is both an inreach

District: Contra Costa Community College District **College:** Los Medanos College
 and outreach event where MESA students and their families can participate as well as high school families in the STEM fields in Contra Costa County. The focus is on expanding access and opportunities ESL and low-income students and families. To this end, some of the workshops and advertising will be offered in Spanish.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.13	January – December 2016	\$30,800	\$0

• **Link to Goal:**

General support for MESA will provide significant program and activity enhancements in order to serve a greater number of MESA and STEM students in response to the growing demand and programmatic needs. The Student Ambassador and tutor programs not only provide direct mentoring and tutoring to low-income students interested in these math-based and science fields, they also provide an avenue for employment and leadership development for LMC students, ultimately supporting their success and the equity plan goals to improve outcomes for the MESA targeted student groups and low-income students. The bilingual (Spanish/English) outreach and family education programs nurture a MESA culture within the local community and among LMC students, developing a deep and long-term approach to student success for historically underserved families and students.

• **Evaluation:**

Quantitative evaluation is performed semi-annually by the MESA program in the form of early alert forms, student retention rates, student population numbers and use of services. Qualitative evaluation is performed semi-annually by the MESA program in the form of student evaluations of the program and exit interviews. The student ambassadors and tutors will be subject to all department, campus and district evaluations as other student employees including student-learning outcomes. MESA and the MESA tutors are subject to the guidelines, quantitative and qualitative evaluation set forth by program review.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

The rate of ESL and Basic Skills completion (progress rates through basic skills), is calculated by dividing:

- Denominator: Number of students who complete a final basic skills course with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
- Numerator: Number of students out of the denominator that complete a degree applicable course with grade of A,B,C,P,IA,IB,IC,IPP "

Additionally, completion rates were calculated individually for ESL, Basic Skills English, and Basic Skills Math as follows:

The tables on the following pages present the college research results on disproportionate impact to target groups for ESL and basic skills completion. Overall data is presented for the indicator, along with data specific to ESL, English, and math. The data are presented using "Percentage Point Gap Methodology 3" (Appendix A. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

ESL AND BASIC SKILLS COMPLETION

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of << (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	22	8	36%	34%	3%	
Asian	334	155	46%	34%	13%	
Black or African American	759	167	22%	34%	-12%	89
Hispanic or Latino	1,116	381	34%	34%	0%	
Native Hawaiian or other Pacific Islander	47	15	32%	34%	-2%	1
White	916	336	37%	34%	3%	
Undeclared/Some other race	231	92	40%	34%	6%	
More than one race			~~	34%	~~	
All Students	3,425	1,154	34%			
Males	1,434	432	30%	34%	-4%	51
Females	1,831	678	37%	34%	3%	
Unknown Gender	160	44	28%	34%	-6%	10
Current or former foster youth	206	47	23%	34%	-11%	22
Individuals with disabilities	310	73	24%	34%	-10%	31
Low-income students	1,629	488	30%	34%	-4%	61
Veterans	50	17	34%	34%	0%	

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

ESL COMPLETION

Target Population(s)	The # of students who complete a final ESL course with an A, B, C or credit	The number of students out of << (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native			~~	20%	~~	0
Asian	27	4	15%	20%	-5%	1
Black or African American	5	0	0%	20%	-20%	1
Hispanic or Latino	96	4	4%	20%	-16%	15
Native Hawaiian or other Pacific Islander			~~	20%	~~	
White	10	0	0%	20%	-20%	2
Undeclared/Some other race	14	3	21%	20%	2%	
More than one race			~~	20%	~~	
All Students	152	11	7%			
Males	44	1	2%	20%	-18%	8
Females	94	9	10%	20%	-10%	10
Unknown Gender	14	1	7%	20%	-13%	2
Current or former foster youth	12	2	17%	20%	-3%	0
Individuals with disabilities	7	0	0%	20%	-20%	1
Low-income students	79	7	9%	20%	-11%	9
Veterans	2	0	0%	20%	-20%	0

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

BASIC SKILLS ENGLISH COMPLETION

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of << (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	10	4	40%	41%	-1%	0
Asian	170	101	59%	41%	18%	
Black or African American	361	96	27%	41%	-15%	53
Hispanic or Latino	527	213	40%	41%	-1%	4
Native Hawaiian or other Pacific Islander	22	8	36%	41%	-5%	1
White	429	198	46%	41%	5%	
Undeclared/Some other race	107	50	47%	41%	6%	
More than one race			~~	41%	~~	
All Students	1,626	670	41%			
Males	673	249	37%	41%	-4%	28
Females	882	398	45%	41%	4%	
Unknown Gender	71	23	32%	41%	-9%	6
Current or former foster youth	96	20	21%	41%	-20%	20
Individuals with disabilities	143	40	28%	41%	-13%	19
Low-income students	760	276	36%	41%	-5%	37
Veterans	20	8	40%	41%	-1%	0
English as a Second Language (ESL)	24	6	25%	41%	-16%	4

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

BASIC SKILLS MATH COMPLETION

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of << (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	12	4	33%	29%	5%	
Asian	137	50	36%	29%	8%	
Black or African American	393	71	18%	29%	-11%	42
Hispanic or Latino	493	164	33%	29%	5%	
Native Hawaiian or other Pacific Islander	25	7	28%	29%	-1%	0
White	477	138	29%	29%	0%	
Undeclared/Some other race	110	39	35%	29%	7%	
More than one race			~~	29%	~~	
All Students	1,647	473	29%			
Males	717	182	25%	29%	-3%	24
Females	855	271	32%	29%	3%	
Unknown Gender	75	20	27%	29%	-2%	2
Current or former foster youth	98	25	26%	29%	-3%	3
Individuals with disabilities	160	33	21%	29%	-8%	13
Low-income students	790	205	26%	29%	-3%	22
Veterans	28	9	32%	29%	3%	
English as a Second Language (ESL)	31	12	39%	29%	10%	

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

Notes on Special Populations:

- Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.
- Individuals with disabilities: Any student identified as having an active disability with DSPTS (Disabled Students Programs & Services) in the starting cohort year (2008-2009) is counted in this group. Per the Scorecard definition, this group will include only those students identified as having a Primary disability registered with DSPTS.
- Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2008-2009) is counted in this group.
- Veterans: Any student that has registered themselves as a Veteran with Admissions & Records (ever) is counted in this group. This includes active Veterans, those ever receiving Veteran benefits, or any dependents of a Veteran.
- English as a Second Language: Any student enrolled in an ESL course in 2008SU, 2008FA, 2009SP is counted in this group.

Source: CCCCCO Data On Demand, 2015 Scorecard, 2008-2009 BSI Cohort.

Analysis

The populations experiencing a gap greater than 3% for ESL completion are Asian, African American, Hispanic/Latino, whites, males, females, unknown gender, Foster Youth, individuals with disabilities, low-income students and Veterans. The largest three groups experiencing disproportionate impact are African American students at -20% (1), White students at -20% (2) and individuals with disabilities at -20% (1). The populations experiencing a gap greater than 3% for Basic Skills English completion are African American, Native Hawaiian/Pacific Islander, males, unknown gender, Foster Youth, individuals with disabilities, low income students and ESL. The largest three groups experiencing disproportionate impact are African American students at -15% (53), Foster Youth students at -20% (20) and ESL students at -16% (4). The populations experiencing a gap greater than 3% for Basic Skills Math completion are African American, males, Foster Youth, individuals with disabilities and low income students. The largest three groups experiencing disproportionate impact are African American students at -11% (42) and males at -3% (24), Foster Youth students at -3% (3), individuals with disabilities at -3% (3) and low income students at -3% (22). The number in parenthesis represents the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
ESL			
Hispanic or Latino	-16% (15), 2008-09 Cohort	-8%	2012-13 Cohort (Measured in 2019)
Low-income students	-11% (9), 2008-09 Cohort	-5%	2012-13 Cohort (Measured in 2019)
Basic Skills - English			
Current or former foster youth	-20% (20), 2008-09 Cohort	-10%	2012-13 Cohort (Measured in 2019)
ESL	-16% (4), 2008-09 Cohort	-8%	2012-13 Cohort (Measured in 2019)
Black or African American	-15% (53), 2008-09 Cohort	-7%	2012-13 Cohort (Measured in 2019)
Individuals with disabilities	-13% (19), 2008-09 Cohort	-6%	2012-13 Cohort (Measured in 2019)
Low-income students	-5% (37), 2008-09 Cohort	-3%	2012-13 Cohort (Measured in 2019)
Basic Skills - Math			
Black or African American	-11% (42), 2008-09 Cohort	-5%	2012-13 Cohort (Measured in 2019)
Individuals with disabilities	-8% (13), 2008-09 Cohort	-4%	2012-13 Cohort (Measured in 2019)
Low-income students	-3% (22), 2008-09 Cohort	-2%	2012-13 Cohort (Measured in 2019)

The target populations are different from the populations with the three greatest gaps (as outlined on the previous pages).

For ESL completion, Hispanic and low-income populations were included because, although they did not have the highest percentage gap, they had the most significant number of course completions needed to close the equity gap, while the populations with the three largest gaps (African Americans, Whites and Veterans) have a very minimal amount of course completions necessary to close the gap. For English completion, individuals with disabilities and low-income students were included with the three largest populations because they also require a high number of success to close the equity gap. For math completion, Foster Youth were not included because the number of successes needed to close the equity gap is minimal.

ACTIVITIES: C. ESL AND BASIC SKILLS COMPLETION

C.1: Strengthen and Enhance Umoja Scholars Program

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.1	Black or African American	300+

• **Activity Implementation Plan:**

In spring 2007, the Institutional Development for Equity and Access (IDEA) Committee identified four initiatives, one of which was to “Develop African American Student Based Programs”. A Black Scholars taskforce was created and composed of students, staff, faculty, and managers. The taskforce met and developed the recommendation that the Umoja Scholars Program be implemented as part of a long-term plan that included programmatic elements, staffing, budget and structure to address African American students’ success. The Umoja Scholars Program (USP) began in summer 2008 with a Summer Bridge program consisting of Basic Skills English & Math, and a Counseling course. Since its inception the program has grown from serving a cohort of 25-30 each students each semester, to currently serving 4 cohorts per semester, with 75+ new students each semester, as well as offering transfer-level English & Math.

To support the past and future growth of the USP, strengthening and enhancing the program will consist of providing on-going full-time staffing (FT Counselor and FT Coordinator), incorporating a regular evaluation process to maximize the effectiveness of the program, supporting Umoja program activities, and collecting the success stories of the Umoja Scholars. These activities are outlined below:

FT Umoja Scholars Counselor:

In partnership with the Counseling Department, the Umoja Scholars Counselor will have a passion for working with underrepresented students, particularly African American students, and demonstrate a willingness to utilize intrusive counseling strategies and techniques to foster the success of USP students. The counselor will be knowledgeable of the diversity of African American culture and willing to be a role model to encourage all students to strive for academic excellence and persistence in the attainment of their goals. The counselor will be someone whom the Umoja Scholars will identify with and build trusting relationships with. Specific duties will include:

- Coordinate Intrusive Counseling Model for Umoja Scholars Program
- Provide One-on-One Intrusive Counseling to Umoja Scholars Program students
- Coordinate Counseling Workshops for Umoja Scholars Program students
- Serve as instructor for program specific sections of Counseling courses
- Co-Coordinate Outreach and Recruitment Efforts

- Participate in Umoja Scholars Program activities
- Participate in Umoja Scholars Program leadership meetings and planning/reporting processes

FT Umoja Scholars Coordinator:

The Umoja Scholars Coordinator will provide leadership and oversight for the implementation of the Umoja Scholars Program at LMC. Key duties will include:

- Provide leadership and coordination in the development, implementation, and day-to-day operation of the USP program activities: including (but not limited to) outreach and recruitment, course registration, connection to financial aid and other student services, mentoring, tutoring, coordination of counseling services, Summer Bridge, Student and Family Orientations, Support Groups and co-curricular and extracurricular activities.
- Provide a supporting role in the development and implementation of the intrusive counseling component.
- Maintain communications with all USP students, faculty, student services, student services, office of instruction, and administrators.
- Work with college administrators and USP Steering Committee to select faculty to teach and counsel in program.
- Develop and implement a robust outreach and recruitment program for USP; including marketing, outreach and orientation.
- Develop and monitor program budget.
- Lead regular reporting and evaluation of the program, including annual program review and planning to recommend steps for program improvement.
- Work with the campus and district researchers to design and implement a USP research agenda.
- Provide and encourage access to professional development for all USP faculty and staff.
- Convene and facilitate regular meetings of the USP Steering Committee.
- Work with the USP Steering Committee and LMC administration to ensure philosophical and fiscal sustainability of the USP program.
- Uphold the vision, mission, and principles of the USP in all program operations.

Umoja Programs and Activities:

This activity will support the engagement and leadership development of students in the Umoja Scholars program. Specific activities will include supporting the annual attendance at the California Umoja conference.

Umoja Evaluation (One-Time):

This activity will evaluate current structure and practice, and provide an assessment of the program including recommended strategies for improvement. The Umoja Coordinator will work with an external consultant on the development of a comprehensive program evaluation. Once completed, the Umoja Coordinator will be responsible for future on-going evaluation utilizing the tools created by the external evaluator (consultant).

Capture Umoja Success Stories (One-Time):

The Umoja Coordinator will work with media professionals to record and publish Umoja Scholars Success Stories in video and web-based formats that are accessible to the campus and surrounding community. Additionally,

District: Contra Costa Community College District College: Los Medanos College

Umoja students will be supported in developing, recording, and self-publishing their stories.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	Spring 2016 (On-going)	\$73,500	\$26,500 (3SP)
C.1	Spring 2016 (One-Time)	\$18,000	\$0

• **Link to Goal:**

The FT Counselor and FT Coordinator will provide leadership and support and will provide consistent staffing and accountability for program outcomes. By securing a sustainable staffing model the program can provide a consistent message and support structure that will have positive outcomes for African American students.

The program evaluation will provide external expertise that will help assess the goals of the program and evaluate its effectiveness. Based on the evaluation, the program will align itself with proven or recommended practices that are more effective and lead to greater levels of student support and academic success.

The work of Capturing Umoja success stories will highlight the profiles of students in the Umoja Scholars Program who have earned certificates and degrees, and who have graduated and transferred. These success stories will provide support and encouragement for African American students, both in and out of the program, to continue to achieve their academic goals. By collecting these success stories students will be able to see a representation of themselves in an academic and success context.

• **Evaluation:**

The visiting evaluator (consultant) will assess and provide recommendations for improvement by fall 2016. These recommendations will be reviewed by the Umoja Scholars Steering Committee and Coordinator, and improvements implemented by spring 2017. Additionally, the visiting evaluator will assist in developing an on-going evaluation design that will be facilitated by the Umoja Coordinator. This on-going evaluation will be incorporated into the Umoja Scholars annual report, as part of the annual reporting process/cycle for all LMC Learning Communities.

Additionally, the success of the two full-time positions for the program will be measured by the following outcomes:

1. FT Counselor

- The FT Counselor will use an early alert system and the intrusive counseling model and tracking system to monitor student patterns by working with the Umoja Scholars Faculty and Coordinator. The patterns will be shared with the Induna Council (inter-departmental steering committee of student services and instruction staff for the Umoja Scholars Program) to strategize on how to increase these rates, and will develop and implement necessary strategies to improve outcomes, and avenues to highlight and duplicate patterns of success. This will be implemented in spring 2016 and reviewed on a monthly basis by the Umoja Scholars Team and Induna Council.

2. FT Coordinator

- The Dean of Student Success will monitor the responsibilities of the coordinator and evaluate the execution of program activities and outcomes on a semester-basis, as well as through institutional program review. This process will begin in spring 2016 and continue on an on-going basis.

C.2: Provide On-going ESL focused counseling services (50% PT Counseling per semester)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.2	ESL	100-200

• **Activity Implementation Plan:**

The *ESL Program Review SQL* data show that over six semesters, in all of LMC’s ESL courses (which are all currently designated as Basic Skills and coded as such with the CB21 rubrics), ESL students are completing the courses at an averaged 93% and succeeding at an averaged 84%. Relatedly, according to four years’ worth of course-level student learning outcome (CSLO) assessments, the majority of ESL students are successfully achieving the outcomes via the established four levels of ESL curriculum and instruction. However, other data show that ESL students and the ESL program are not succeeding at these same positive rates. For example, according to the *Student Success Scorecard*, wherein ESL students are identified as “remedial” and by which their success is measured according to the “[p]ercentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline,” LMC students and program have a 7.2% success rate.

Additionally, LMC data from the *Basic Skills Cohort Tracker*, tracks cohorts of entering students in each of the four levels of ESL and in each of the four sequences of ESL courses at LMC through a chosen time period in order to see how many students progress and advance through the sequence and ultimately to transferable English 100. The rates of different cohorts for 2011-2013 and 2013-2015 were recently tracked for the annual *Basic Skills Initiative Plan*, and the tool shows that only a very small number of ESL students (1, 2, or 3) are persisting from any given level of ESL to the next and/or reaching English 100 (note, ESL does not have a transferable level course within its discipline). Furthermore, the ESL headcount has dropped from 191 in SP12 to just 97 students in FA14, and according to the Box2A Trend Analysis, the ESL FTES has seen the following changes:

- 2011-12 = 101
- 2012-13 = 74
- 2013-14= 46
- 2014-15 = 38

These data suggest that while LMC’s curriculum and instructional efforts are supporting students’ English language development at a variety of levels of proficiency, our students are not being supported in terms of counseling and advising efforts that would help them understand, become aware of, and learn how to develop a planned approach or pathway through the ESL curriculum, understand and be connected to student services available to them, and transition into other college level courses. These disappointing and declining persistence,

District: Contra Costa Community College District **College:** Los Medanos College

success, and enrollment numbers represent a time period during which the ESL program experienced the initial loss and five-year absence of dedicated and systematic approach to ESL student inreach and outreach counseling efforts, specifically in the form of an ESL Counselor and admissions, assessment, and orientation support. The ESL program was fortunate enough to have this type of counseling and advising support during the implementation of a Hispanic Serving Institutions grant that included an ESL Counselor playing a significant role in community outreach, marketing and recruitment, orientation, assessment and placement advising, college and career success/readiness, educational planning, and Counseling and ESL department and faculty communication and collaboration, which proved to be very valuable to our ESL students' persistence, completion, and success rates.

The ESL counseling "activity" will help to build a needed inreach and outreach support structure for our ESL student populations who are new to the U.S. college environment and need a significant amount of guidance, advice, and support to be able to navigate this culturally and linguistically foreign setting while having equitable access to it and to the student services and learning support avenues available to them.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.2	January 2016 (On-going)	\$19,610	\$0

• **Link to Goal:**

According to the multi-year research endeavors by the Center for Community College Student Engagement (CCCSE) the program elements described are the type of support services that have been designated as "high impact practices" and have been shown to help students succeed. Of the 13 high impact practices identified by CCCSE, shown below are the specific practices that ESL inreach and outreach counseling and advising plan to develop, implement and assess. (from [A Matter of Degrees: Practices to Pathways](#) (fall 2014) and [A Matter of Degrees: Engaging Practices, Engaging Students](#) (fall 2013)).

- **Orientation.** Orientation may be a single event or an extended structured experience to familiarize students with one or more of the following: college resources, services, policies, and organizations; building a network of support; and developing an academic plan and individual goals.
- **Assessment and Placement.** Making sure that students take the right classes is a multi-step process. Colleges should create opportunities for students to participate in review or brush-up experiences before placement tests to minimize the amount of remediation students need. Then, after students have been assessed, students who need remediation should be placed into developmental pathways where they will have a chance to succeed rather than multiple opportunities to fail.
- **Academic goal setting and planning.** This type of advising creates a clear path to help students reach their educational goals. Defining this path is the work of academic goal setting and planning.
- **Student success course.** A student success course is a course specifically designed to teach skills and strategies to help students succeed in college (e.g., time management, study skills, and test-taking skills).

• **Evaluation:**

Data will be gathered and analyzed on the types of ESL inreach and outreach events, activities, and endeavors that are collaboratively implemented; specific to who is reached/who participated; when and where these activities happen; and the results of those efforts (e.g., enrollment numbers; student satisfaction and needs surveys; completion, success, persistent data; case management tracking of counseling visits and success course/instruction offerings).

Data will be reviewed monthly (case management tracking), on a semester basis (inreach and outreach events and activities), and annually (as part of the Program Review process, Basic Skills Initiative Plan, and the Student

C.3: Provide One-time Additional ESL focused counseling services (50% PT Counseling – Spring 2016)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.3	ESL	100-200

• **Activity Implementation Plan:**

The activity is designed to research, seek out, and implement training around Appreciative Advising and Appreciative Instruction in order to develop an ESL faculty advising model and an ESL Student Success course and instructional support. Appreciative Advising (AA) and Appreciative Instruction (AI) are two designated equity pedagogies that have been shown to be successful in serving first generation college students, international students, and transfer bound community college students. Through this set of activities, LMC will further explore and develop the concept of having ESL faculty – full and part time – service as “success coaches” and provide academic advising to multilingual multicultural student populations with specific educational backgrounds (linguistic and cultural) to work successfully. This faculty advising could include the creation of a course within which ESL students would be supported in and by “success teams” that would include the students themselves, the ESL faculty, LMC counselors, LMC financial aid specialists, LMC librarians, LMC tutors, LMC career center personnel all of whom would also serve as ‘coaches’. The activities would include either attending an external professional development opportunity and/or bringing such to LMC to learn more about AA and AI, working to develop a contextualized approach to using these models to advise and support students, applying faculty and staff learning to LMC’s instruction and curriculum and program design possibilities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3	January 2016 – May 2016	\$20,000	\$0

• **Link to Goal:**

This activity will help to equitably address our specific populations’ need for professionally skilled advice and guidance in persisting and moving through the ESL course sequence, transitioning into college level courses, connecting with learning and support services, navigating the nuances and complexities of the college culture and system, developing a valued sense of community, integrating into the college community, and exploring and accessing opportunities at LMC and in East Contra Costa communities that support multilingual multicultural students and global citizens.

• **Evaluation:**

District: Contra Costa Community College District **College:** Los Medanos College
 Data will include quantitative and qualitative documentation of our efforts.

C.4: Provide On-going Foster Youth focused counseling services (50% PT Counseling per semester)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.4	Current or former foster youth	650

• **Activity Implementation Plan:**

Hire an additional part-time counselor for foster youth during the spring 2016 semester. The Counselor will be responsible for outreach activities to foster youth, facilitating orientation and other support workshops, providing academic, career and personal counseling to a diverse student population, including foster youth. The Counselor will provide services including: development of individual educational plans, advising, personal counseling, teaching foster youth courses, and serve as a liaison to other services and resources. The identified counselor will have expertise in and a deep understanding of the special needs of foster youth. The program and counseling philosophy will be modeled on the effective practices identified for foster youth students, programs and staffing.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.4	January 2016 (On-going)	\$ 19,610	\$0

• **Link to Goal:**

The foster youth counselor will support inreach and outreach activities to increase opportunities for foster youth to access community college and higher education, to provide guidance and assistance through the enrollment process, and to support foster youth academic and personal success.

• **Evaluation:**

Evaluation will be Quantitative and Qualitative.

Quantitative Data will be collected each semester that measure outcomes in the following areas:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Assessment of activities will also occur by tracking specific counseling activities:

- District:** Contra Costa Community College District **College:** Los Medanos College
- Number and participation rates of inreach and outreach activities
 - Number of education plans completed each semester
 - Foster youth interactions
 - Number and type of contacts with foster youth in person, phone, email, events, and by newsletter.

Qualitative data will be captured through focus groups, questionnaires and narratives to understand the foster youth experience at LMC.

C.5: Provide One-time Additional Foster Youth focused counseling services (50% PT Counseling – Spring 2016)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.5	Current or former foster youth	650

• **Activity Implementation Plan:**

Provide additional part-time counseling on a one-time basis, for foster youth during the spring 2016 semester. The Counselor will be responsible for outreach activities to foster youth, facilitating orientation and other support workshops, providing academic, career and personal counseling to a diverse student population, including foster youth. The Counselor will provide services including: development of individual educational plans, advising, personal counseling, teaching foster youth courses, and serve as a liaison to other services and resources. The identified counselor will have expertise in and a deep understanding of the special needs of foster youth. The program and counseling philosophy will be modeled on the effective practices identified for foster youth programs and staffing.

References:

- Gustavsson, N. & MacEachron, A. E., (2012). Educational policy and foster youths: The risks of change. National Association of Social Workers, 34(2), 83-91.
- Harris, F. & Bensimon, E. M., (2007). The equity scorecard: A collaborative approach to assess and respond to racial/ethnic disparities in student outcomes. New Directions for Student Services, 127, 77-84.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.5	January – May 2016	\$20,000	\$0

• **Link to Goal:**

Additional part-time foster youth counseling will be provided during the spring 2016 semester to augment the inreach and outreach activities to increase opportunities for foster youth to access community college and higher education, to provide guidance and assistance through the enrollment process, and to support foster

District: Contra Costa Community College District **College:** Los Medanos College
 youth academic and personal success.

• **Evaluation:**

Evaluation will be Quantitative and Qualitative.

Quantitative data will be collected each semester that measure outcomes in the following areas:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Assessment of activities will also occur by tracking specific counseling activities:

- Number and participation rates of inreach and outreach activities
- Number of education plans completed each semester
- Foster youth interactions
- Number and type of contacts with foster youth in person, phone, email, events, and by newsletter.

Qualitative data will be captured through focus groups, questionnaires and narratives to understand the foster youth experience at LMC.

C.6: Disabled Students Programs & Services (DSPS) Specific Tutoring for Basic Skills Courses (Spring 2016 – Fall 2016)

• **Activity Type(s):**

	Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum, Course Development or Adaptation		Direct Student Support
	Research and Evaluation	Professiona		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.6	Individuals with disabilities	DSPS has served 974 students during 2014-15

• **Activity Implementation Plan:**

Students receiving DSPS services continually request tutoring from DSPS to support their learning. In fact, tutoring is the most requested support not currently offered. While students can make individual appointments in the Center for Academic Support; students cannot make individual appointments in the math lab to support their learning. Additional tutoring training was previously offered to tutors working in the DSPS program to include: assignment clarification, additional learning strategies, advocacy with instructors and review of material in addition to traditional tutoring. Weekly tutoring also allowed students to build on-going rapport with a consistent tutor. Tutoring is a commonly provided service by DSPS throughout the California Community Colleges, though it has been unavailable at LMC for many years.

Collaboration with the Center for Academic Support, Math Lab, and DSPS will begin during the fall 2015

District: Contra Costa Community College District **College:** Los Medanos College
 semester for planning, recruitment, training, and identifying space to provide DSPS specific tutoring services for basic skills courses. Initial planning sessions will take place in fall 2015 in order to identify Basic Skills English and Math courses for tutoring as well as initiate planning for tutor recruitment and training.

DSPS currently projects providing 27 hours of weekly tutoring support (54 half hour individual appointments) in spring and fall 2016 semesters. Additionally, in summer 2016, DSPS projects 16 hours of weekly tutoring support (32 individual appointments) will be provided for the 8 week session. Tutoring support will be offered for English 70, 90, 95, and 100 as well as Math 4, 12, 25, 27, 29, 30, and 34 in order for students to be supported in completing the Basic Skills sequence of courses to reach their educational goal. Tutors will be required to attend tutor training offered to all student tutors working on campus as well as specialized training in confidentiality, techniques for working with students with disabilities, and study strategies. The amount of tutoring hours to be offered will be dependent on the number of tutors recruited and program funding.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.6	January 2016 – December 2016	\$11,000	\$0

• **Link to Goal:**

Tutoring support is identified by students as a primary way to facilitate successful completion of basic skills courses. Tutoring for students with disabilities provides support for students facing memory difficulties and regarding clarification of material. Specialized tutoring allows for decrease in anxiety impacting their participation in the classroom setting. Students will also have less impact from their disability allowing for a distraction reduced tutoring environment. Additionally, students may often feel more comfortable, and have less stress in asking questions multiple times in the focused tutoring setting, where they will not be subject to feeling negative emotions from other class mates, and/or instruction that does not allow for such individual attention and clarification. Students also have the ability to take breaks during tutoring sessions which might also not be possible in traditional tutoring settings. Tutors would also be trained that students may learn differently and may need to audio record or use other learning strategies for retention of information. Some students with disabilities also need additional repetition to retain information.

Collaboration with course instructors will occur in addition to the Center for Academic Support. Many students request clarification of assignments, which may be provided as additional specialized tutoring. For example, a DSPS counselor could explore collaborating with the Basic Skills committee and instructional faculty for additional on-going training for tutors. Tutoring support may also apply recommendations directly from an instructor such as “student needs additional practice or instruction in this skill” or exam preparation.

This DSPS focused tutoring activity will not supplant current tutoring offerings; rather, it will enhance them. Tutoring offered by DSPS will include additional training for tutors on disability impact, learning strategies, and confidentiality. Additionally, students would be referred for campus tutoring support in addition to specialized tutoring offered by DSPS. The specialized tutoring offered by DSPS would be above and beyond those tutoring services offered by the campus.

• **Evaluation:**

Previously for similar services, no data was collected other than MIS contacts for DSPS student services. For this newly redesigned activity, data collection will include tracking through SARS GRID and other methods. Additionally, in collaboration with District or LMC research functions, a semester review will be conducted to evaluate the change in completion rates, GPA, and retention rates for students engaging in the DSPS focused tutoring.

District: Contra Costa Community College District **College:** Los Medanos College

Furthermore, a student satisfaction survey will be sent to all participating students through student email to continue to improve tutoring services.

C.7: Supplemental Instruction Pilot (Spring 2016)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
C.7	Black or African American	10-20
C.7	Low-income students	20-40

• **Activity Implementation Plan:**

The English Department is planning to implement a Supplemental Instruction (SI) pilot for English 100 (College Composition) and/or English 95 (accelerated basic skills course, one level below transfer). Funded through the first year of the Student Equity Plan, the English Department is completing the exploration and planning phase for the SI pilot during the fall 2015 semester. One of the questions being explored is whether to use the traditional SI model or something similar. The goal is to implement a pilot in the spring 2016 semester for 1-2 courses (either English 95 or 100).

Supplemental Instruction is meant to target high-risk courses not high-risk students, which is why the planning team believes traditional SI would work best in English 100. However, although English 95 may not be considered a high-risk course by the traditional definition, for students, English 95 is a high-risk course. The majority of the LMC student population places one level below English 100. This means English 95 will become a crucial course for these students, as it will be the gateway course into English 100. By fall 2016, the English Department will be close to eliminating English 70 (two levels below transfer-level course) and will completely eliminate English 90 (one level below transfer course), replacing these sections with English 95 (Accelerated Reading, Writing, and Thinking). As indicated, the majority of English students entering LMC place at this level (one level below transfer). Furthermore, English 95 is not a remedial, basic skills course. It is a challenging course that requires students to read and complete college level work. Also, the department is currently revising both English 95 and 100 in order to create a “package” model, one in which English 95 flows seamlessly into English 100. For these reasons, LMC believes some form of SI would benefit students in not only English 100, but also English 95 since both are high-risk courses for students, particularly for African American students in those courses and in the progression through transfer-level courses. English 95 becomes the foundation for students to experience success.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.7	January 2016 –June 2016	\$6,000	\$0

• **Link to Goal:**

Research shows that SI can be effective in improving student performance and success in high-risk courses. For instance, according to the article “On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010,” the findings of their research were “consistent with claims validated by the U.S. Department of Education in the 1990s that participation in SI is correlated with higher mean grades, lower failure and withdrawal rates, and higher retention and graduation rates” (Dawson et. al.). Other reviews and reports done on SI show similar findings. While we recognize that these studies focus on the success of traditional SI, LMC believes the fundamentals of SI can be replicated and lead to greater student success.

With regard to closing the equity gap, SI can have a positive impact on student success at the English 95 level for Hispanic and African American students. First, LMC needed to look at the completion rates for these students. According to the Basic Skills Cohort Tracker, only 25-29% of Hispanic students who start two levels below transfer level English complete English 100 within two years. The numbers are more dismal for African American students. From 2013-2015, the completion rate has dropped to 12% for these students. For these reasons, the department is moving to an accelerated developmental education model to improve completion rates for these students. Students who place in either English 70 or 90 can now enroll in English 95, eliminating (for the English 70 placed students) one level of developmental education.

A pilot offered in English 95 will by default catch this population since according to the Basic Skills Cohort Tracker, there are as many African American students as there are White non-Hispanic students enrolling in English 90 (one level below transfer). Fifty-eight percent of students enrolled in English 90 were Hispanic and African American, with 44% of that population being Hispanic. Furthermore, over half (61%) of the student population enrolling in developmental education is made of Hispanic and African American students, and so by default SI would provide support to this population of students.

If LMC were to offer SI in English 100 as well (or instead of) English 95, this population would also be reached, since more of this student population (“students of color”) will be enrolling in English 100 due to acceleration efforts.

• **Evaluation:**

Evaluation will be completed as follows:

- Interviews with students and teachers who participate in pilots both during the pilot semester (spring 2016) and in their subsequent semester (Fall 2016) to assess impact.
- Collect quantitative data that compares the completion rate for students who participated in the pilots as compared to overall completion rates (end of spring semester 2016).
- Track the students who participated in the English 95 SI pilot to see if they completed the gateway course, in this case English 100, at a faster rate (or got improved grades) compared to the rest of the population (end of spring 2017).

C.8: Increasing Math Acceleration

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
C.8	Black or African American	100
C.8	Low-income students	200

• **Activity Implementation Plan:**

Data from the Contra Costa Community College District Research Office and LMC’s inquiry through the Center for Urban Equity Scorecard document completion of math requirements as the top reason that students do not complete degrees and transfer requirements at LMC. The LMC math department has been working since 2009 to create and offer a one-semester accelerated math developmental courses.

Acceleration is a high leverage strategy for improving completion of transfer-level math for students of color. The RP Group's Transfer Velocity Study shows that students who complete transfer-level math in their first year are twice as likely to transfer. However, few students of color complete transfer math requirements in a year because of low placement in the math sequence. Statewide, only 6% of students who place 3 to 4 levels below transfer in math complete transfer requirements in math. This is an equity issue because at LMC 51% of our African American students place into these levels, as do 30% of our Hispanic students, and 37% of multi-ethnicity students, compared to only 23% of Whites.

At LMC, the Math Department is developing a two-pronged strategy for addressing the inequities seen in math completion data. The first prong is an expansion of sections of Math 27 and Math 29. These courses accelerate students' progress toward transfer by replacing 1-3 semesters of developmental math classes with one intensive course that prepares students for transfer-level math. The second prong is a rethinking of placement policies, including a more robust use of multiple measures to increase placement accuracy and to broaden access to transfer-level math courses.

The focus of this activity is on increasing math acceleration pathways for students. In order to facilitate the development and implementation of a statistics corequisite course and expansion of Math 27 and Math 29, the college will hire a Math Acceleration Coordinator as a one-time activity for the spring 2016. The role will be responsible for overseeing several activities to build, strengthen, and facilitate accelerated pathways in math. These activities include: produce materials for professional development for the Math 27 and Math 34 corequisite course in June; orient faculty to new Math 27, 29, 34 and corequisite course curriculum; coordinate the transition to the new acceleration course offering model with Admissions and Records, Counseling Department, and other departments; plan new fall semester schedule, including dealing with technology and room issues; provide textbook ordering help; plan for assessment at the end of fall 2016 semester; shepherd new curriculum through approval processes; and adjust assessment placement scores to match the new course offerings.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.8	January 2016 –June 2016	\$20,000	\$0

• **Link to Goal:**

Completing the first transfer-level math course has been linked to overall transfer readiness. The University of California and the California State University systems just recently approved the use of non-algebra prerequisite and corequisite courses for transfer-level statistics courses. The LMC pre-stat Math 27 needs to be streamlined to reduce the amount of algebra curriculum and increase the amount of pre-statistics material, along with the

District: Contra Costa Community College District **College:** Los Medanos College

creation of a corequisite course for Math 34. This much more favorable curriculum will allow vast numbers of students (approximately eight times as many in some cases) to complete their transfer-level Math in at most one year. The intent is for a large majority of students to successfully pass the statistics course with the help of the corequisite course in just one semester.

Similar benefits will occur with the expansion of the Math 29 accelerated algebra track for LMC students who intend to major in math-based STEM fields. This improved student success around transfer-level Math requires coordination during the spring 2016 semester to guide the development of this process from beginning to end and to strengthen the foundation for accelerated math pathways for disproportionately impacted students.

• **Evaluation:**

The success of this activity will be measured by the following measures:

- Successful staff development retreat in June 2016.
- Successful approval of new curriculum for implementation in the fall 2016.
- Writing of new curriculum for the student packets.
- Plan for assessment of the new and expanded offerings of courses in the fall 2016.
- Marketing of the courses.
- Messaging/explanation to counselors and other departments.
- Completion of presentations to faculty, students and staff communicating the new model.
- Changes in placement processes and cut scores need to take advantage of the new curriculum.

C.9: Increasing English Acceleration

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
C.9	Current or former foster youth	26
C.9	ESL	7
C.9	Black or African American	55
C.9	Individuals with disabilities	36
C.9	Low-income students	185

• **Activity Implementation Plan:**

The English Department began its Acceleration Project in the spring of 2012, with 3 official pilot courses launching in spring 2013. With the success of those courses in enabling students to acceleration through the Basic Skills sequence and complete English 100, the department has expanded offerings to 6 courses in fall 2015 and will now offer 13 courses in spring 2016. LMC plans to ramp up to as full a scale as possible in fall 2016 with the concrete aim of converting our entire English pathway by spring 2017.

The research on accelerated Pathways across the state and across the nation show compelling evidence in redressing disproportionate impacts across all students populations, including DSPS, ESL, and low-income students, with African American students showing the most significant gains, mainly because they are the most adversely affected by traditional sequences (see RP Group’s Report on the California Acceleration Project: Curricular Redesign and Gatekeeper Completion”; also, “Core Principles for Transforming Remedial Education,” and “Increasing Completion of Gateway English and Math” by Hern and Snell).

In order to expand the English Acceleration Pathway in 2016, which includes training for up to 25 faculty, LMC needs to implement the following activities:

- **English Acceleration Coordinator Position**
 - The Acceleration Coordinator will do the following: Coordinate on-going professional development and organization of 13 faculty teaching 95 in SP 16, which includes scheduling meetings, overseeing the sharing and storing of pedagogical and research materials, mentoring new faculty, plan June day-long retreat for 25 faculty, coordinate course scheduling and manage enrollment for fall 2016 with department chair, coordinate and complete on-going data collection, coordinate ESL, admissions, assessment, counseling, and DSPS to integrate services.
- **Conference Attendance for English Faculty and Coordinator**
- **Professional Development Support for Acceleration Teachers**
 - The current (13) faculty, which will increase to 25 faculty, will be supported with on-going training in accelerated pedagogy, curricula design and development, and research and assessment.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.9	January 2016 – December 2016	\$20,000	\$17,000 (BSI)

● **Link to Goal:**

The coordinator position and sustained professional development for English Faculty will enable us to provide quality courses and an on-going cycle of data collection to inform the program.

● **Evaluation:**

Data will be collected as follows: a) disaggregated data tracking completion rates of students in the Accelerated English Pathway (ENGL 95-ENGL 100), particularly focusing on target populations, b) anecdotal data from student interviews, and c) holistic assessment of student work and student progress.

Currently, LMC is offering 6 sections of English 95 in Fall 2015, and 13 sections in SP 2016; thus in spring 2016 LMC can complete one round of A-C (above), with an additional round again mid-semester FA 2016 and end-of-semester FA 2016. On-going evaluation will happen both mid-and end of semesters in a continuous cycle.

C.10: Increased Counseling for Students with Disabilities and Veterans (Collaboration with DSPS & 3SP)

● **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
C.10	Individuals with Disabilities	800
C.10	Veterans	200

• **Activity Implementation Plan:**

Increased counseling support for DSPS and student Veterans will be provided by the college. In fall 2014, two adjunct counselors were hired to devote a combined 20 hours per week to student Veterans counseling, and 20 hours per week to DSPS. In conjunction with the 2014 Student Equity Plan activities, in the spring 2015 semester, a 100% DSPS counselor was hired to work primarily at the Pittsburg campus (funded by DSPS). In fall 2015, in conjunction with the 3SP Plan and in relationship to the need for increased counseling for DSPS students as identified in the Student Equity Plan, a full time counselor was hired to devote 50% of their time to DSPS at the Brentwood Campus. Furthermore, through 3SP funding, in fall 2015 a 50% student Veteran’s counselor was continued in order to provide counseling services at both Pittsburg and Brentwood locations. These counselors will work with students in discussing and developing educational plans, encouraging student participation in the matriculation process, and facilitating students’ access of appropriate student support services, including but not limited financial aid, tutoring, career and transfer services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.10	July 2015 (On-going)	\$0	\$165,461 (3SP) \$108,960 (DSPS)

• **Link to Goal:**

These two full-time counselors will provide support needed for DSPS students to succeed in completion of their Basic Skills English and math sequences by encouraging these students to register in these classes early in their career at LMC. Research studies, as well as research within LMC, have shown that students who register for at least one English or math class during their first semester in college are more likely to succeed and persist in goal completion, than those who delay their registration in these courses. Additionally, these counselors will provide direct linkages to the Transfer Center for DSPS students who may need this accommodation.

The Veterans counselor will work with student Veterans as they enter LMC and assist with navigating the matriculation process. Student Veterans often report that they feel lost as they enter the college, and are unsure of the steps they need to take. The support of these counselors will assist in alleviating the stresses which can often turn a student Veteran away from campus enrollment as indicated earlier in this plan.

All three counselors will collaborate with students receiving both DSPS and Veterans support.

• **Evaluation:**

The effectiveness and impact of the DSPS/Veterans Counselors will be evaluated on an annual and on-going basis by the Student Equity Plan Coordinator in conjunction with the Counseling Department and the Director of Research Collaboration and the advisement of the SEP Advisory Committee. The impact of the program will be measured by the number of students counseled, the number of DSPS students who register in Basic Skills English or math during their first semester at the college, and the number of students who take advantage of Transfer Center activities. The impact will also be measured by the number of student Veterans counseled and

District: Contra Costa Community College District **College:** Los Medanos College
the number of these students who register for classes and complete their first semester and the number of student who persist to the next semester. Ultimately, the long-term effectiveness of this activity will be measured by the decrease in the equity gap of DSPS student completions in Basic Skills English and math sequence completions and transfers, and the number of Veteran enrollments and persistence rates.

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

The rate of ESL and Basic Skills completion (progress rates through basic skills), is calculated by dividing:

- Denominator: Number of students who complete a final basic skills course with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
- Numerator: Number of students out of the denominator that complete a degree applicable course with grade of A,B,C,P,IA,IB,IC,IPP "

Additionally, completion rates were calculated individually for ESL, Basic Skills English, and Basic Skills Math as follows:

The table on the following page presents the college research results on disproportionate impact to target groups for ESL and basic skills completion. Overall data is presented for the indicator, along with data specific to ESL, English, and math. The data are presented using "Percentage Point Gap Methodology 3" (Appendix A. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of << (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	12	1	8%	14%	-6%	1
Asian	219	33	15%	14%	1%	
Black or African American	278	24	9%	14%	-6%	16
Hispanic or Latino	515	85	17%	14%	2%	
Native Hawaiian or other Pacific Islander	20	0	0%	14%	-14%	3
White	520	79	15%	14%	1%	
Undeclared/Some other race	135	22	16%	14%	2%	
More than one race			~~	14%	~~	
All Students	1,699	244	14%			
Males	749	95	13%	14%	-2%	13
Females	867	139	16%	14%	2%	
Unknown Gender	83	10	12%	14%	-2%	2
Current or former foster youth	72	3	4%	14%	-10%	7
Individuals with disabilities	108	13	12%	14%	-2%	3
Low-income students	1,021	159	16%	14%	1%	
Veterans	22	2	9%	14%	-5%	1
English as a Second Language (ESL)	35	1	3%	14%	-12%	4

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

Notes on Special Populations:

- Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group.
- Individuals with disabilities: Any student identified as having an active disability with DSPTS (Disabled Students Programs & Services) in the starting cohort year (2008-2009) is counted in this group. Per the Scorecard definition, this group will include only those students identified as having a Primary disability registered with DSPTS.
- Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2008-2009) is counted in this group.
- Veterans: Any student that has registered themselves as a Veteran with Admissions & Records (ever) is counted in this group. This includes active Veterans, those ever receiving Veteran benefits or any dependents of a Veteran.
- English as a Second Language: Any student enrolled in an ESL course in 2008SU, 2008FA, 2009SP is counted in this group.

Source: CCCC Data On Demand, 2015 Scorecard, 2008-2009 SPAR Cohort.

Analysis

The populations experiencing a gap greater than 3% are American Indian/Alaska Native, African American, Native Hawaiian/Pacific Islander, Foster Youth, Veterans and ESL students. The largest three groups experiencing disproportionate impact are ESL students at -12% (4), Foster Youth students at -10% (7) and African American students at -6% (16) and American Indian/Alaska Native at -6% (1). The number in parenthesis represents the number of degree/certification goals 'lost', which is also the number of students which, if they had declared a degree/certification goal, would have closed the equity gap.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Current gap, year	Goal	Goal Year
ESL	-12% (4), 2008-09 Cohort	-6%	2012-13 Cohort (Measured in 2019)
Current or former foster youth	-10% (7), 2008-09 Cohort	-5%	2012-13 Cohort (Measured in 2019)
Black or African American	-6% (16), 2008-09 Cohort	-3%	2012-13 Cohort (Measured in 2019)

The target populations are different from the populations with the three greatest gaps (as outlined on the previous page). Although American Indian/Alaska Native students are in the top three groups facing a disproportionate impact, they are not identified as a target population because the number of students needed to declare a degree/certification goal to close the equity gap is only 1.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1: Strengthen and Enhance Umoja Scholars Program

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.1	Black or African American	300+

• **Activity Implementation Plan:**

In spring 2007, the Institutional Development for Equity and Access (IDEA) Committee identified four initiatives, one of which was to “Develop African American Student Based Programs”. A Black Scholars taskforce was created and composed of students, staff, faculty, and managers. The taskforce met and developed the recommendation that the Umoja Scholars Program be implemented as part of a long-term plan that included programmatic elements, staffing, budget and structure to address African American students’ success. The Umoja Scholars Program (USP) began in summer 2008 with a Summer Bridge program consisting of Basic Skills English & Math, and a Counseling course. Since its inception the program has grown from serving a cohort of 25-30 each students each semester, to currently serving 4 cohorts per semester, with 75+ new students each

District: Contra Costa Community College District **College:** Los Medanos College
semester, as well as offering transfer-level English & Math.

To support the past and future growth of the USP, strengthening and enhancing the program will consist of providing on-going full-time staffing (FT Counselor and FT Coordinator), incorporating a regular evaluation process to maximize the effectiveness of the program, supporting Umoja program activities, and collecting the success stories of the Umoja Scholars. These activities are outlined below:

FT Umoja Scholars Counselor:

In partnership with the Counseling Department, the Umoja Scholars Counselor will have a passion for working with underrepresented students, particularly African American students, and demonstrate a willingness to utilize intrusive counseling strategies and techniques to foster the success of USP students. The counselor will be knowledgeable of the diversity of African American culture and willing to be a role model to encourage all students to strive for academic excellence and persistence in the attainment of their goals. The counselor will be someone whom the Umoja Scholars will identify with and build trusting relationships with. Specific duties will include:

- Coordinate Intrusive Counseling Model for Umoja Scholars Program
- Provide One-on-One Intrusive Counseling to Umoja Scholars Program students
- Coordinate Counseling Workshops for Umoja Scholars Program students
- Serve as instructor for program specific sections of Counseling courses
- Co-Coordinate Outreach and Recruitment Efforts
- Participate in Umoja Scholars Program activities
- Participate in Umoja Scholars Program leadership meetings and planning/reporting processes

FT Umoja Scholars Coordinator:

The Umoja Scholars Coordinator will provide leadership and oversight for the implementation of the Umoja Scholars Program at LMC. Key duties will include:

- Provide leadership and coordination in the development, implementation, and day-to-day operation of the USP program activities: including (but not limited to) outreach and recruitment, course registration, connection to financial aid and other student services, mentoring, tutoring, coordination of counseling services, Summer Bridge, Student and Family Orientations, Support Groups and co-curricular and extracurricular activities.
- Provide a supporting role in the development and implementation of the intrusive counseling component.
- Maintain communications with all USP students, faculty, student services, student services, office of instruction, and administrators.
- Work with college administrators and USP Steering Committee to select faculty to teach and counsel in program.
- Develop and implement a robust outreach and recruitment program for USP; including marketing, outreach and orientation.
- Develop and monitor program budget.
- Lead regular reporting and evaluation of the program, including annual program review and planning to recommend steps for program improvement.
- Work with the campus and district researchers to design and implement a USP research agenda.
- Provide and encourage access to professional development for all USP faculty and staff.

- Convene and facilitate regular meetings of the USP Steering Committee.
- Work with the USP Steering Committee and LMC administration to ensure philosophical and fiscal sustainability of the USP program.
- Uphold the vision, mission, and principles of the USP in all program operations.

Umoja Programs and Activities:

This activity will support the engagement and leadership development of students in the Umoja Scholars program. Specific activities will include supporting the annual attendance at the California Umoja conference.

Umoja Evaluation (One-Time):

This activity will evaluate current structure and practice, and provide an assessment of the program including recommended strategies for improvement. The Umoja Coordinator will work with an external consultant on the development of a comprehensive program evaluation. Once completed, the Umoja Coordinator will be responsible for future on-going evaluation utilizing the tools created by the external evaluator (consultant).

Capture Umoja Success Stories (One-Time):

The Umoja Coordinator will work with media professionals to record and publish Umoja Scholars Success Stories in video and web-based formats that are accessible to the campus and surrounding community. Additionally, Umoja students will be supported in developing, recording, and self-publishing their stories.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1	Spring 2016 (On-going)	\$73,500	\$26,500 (3SP)
D.1	Spring 2016 (One-Time)	\$18,000	\$0

• **Link to Goal:**

The FT Counselor and FT Coordinator will provide leadership and support, and will provide consistent staffing and accountability for program outcomes. By securing a sustainable staffing model the program can provide a consistent message and support structure that will have positive outcomes for African American students.

The program evaluation will provide external expertise that will help assess the goals of the program and evaluate its effectiveness. Based on the evaluation, the program will align itself with proven or recommended practices that are more effective and lead to greater levels of student support and academic success.

The work of Capturing Umoja success stories will highlight the profiles of students in the Umoja Scholars Program who have earned certificates and degrees, and who have graduated and transferred. These success stories will provide support and encouragement for African American students, both in and out of the program, to continue to achieve their academic goals. By collecting these success stories students, will be able to see a representation of themselves in an academic and success context.

• **Evaluation:**

The visiting evaluator (consultant) will assess and provide recommendations for improvement by fall 2016. These recommendations will be reviewed by the Umoja Scholars Steering Committee and Coordinator, and improvements implemented by spring 2017. Additionally, the visiting evaluator will assist in developing an on-going evaluation design that will be facilitated by the Umoja Coordinator. This on-going evaluation will be

District: Contra Costa Community College District **College:** Los Medanos College
 incorporated into the Umoja Scholars annual report, as part of the annual reporting process/cycle for all LMC Learning Communities.

Additionally, the success of the two full-time positions for the program will be measured by the following outcomes:

1. FT Counselor

- The FT Counselor will use an early alert system and the intrusive counseling model and tracking system to monitor student patterns by working with the Umoja Scholars Faculty and Coordinator. The patterns will be shared with the Induna Council (inter-departmental steering committee of student services and instruction staff for the Umoja Scholars Program) to strategize on how to increase these rates, and will develop and implement necessary strategies to improve outcomes, and avenues to highlight and duplicate patterns of success. This will be implemented in spring 2016 and reviewed on a monthly basis by the Umoja Scholars Team and Induna Council.

2. FT Coordinator

- The Dean of Student Success will monitor the responsibilities of the coordinator and evaluate the execution of program activities and outcomes on a semester-basis, as well as through institutional program review. This process will begin in spring 2016 and continue on an on-going basis.

D.2: Provide On-going ESL focused counseling services (50% PT Counseling per semester)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.2	ESL	100-200

• **Activity Implementation Plan:**

The *ESL Program Review SQL* data show that over six semesters, in all of LMC’s ESL courses (which are all currently designated as Basic Skills and coded as such with the CB21 rubrics), ESL students are completing the courses at an averaged 93% and succeeding at an averaged 84%. Relatedly, according to four years’ worth of course-level student learning outcome (CSLO) assessments, the majority of ESL students are successfully achieving the outcomes via the established four levels of ESL curriculum and instruction. However, other data show that ESL students and the ESL program are not succeeding at these same positive rates. For example, according to the *Student Success Scorecard*, wherein ESL students are identified as “remedial” and by which their success is measured according to the “[p]ercentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline,” LMC students and program have a 7.2% success rate.

District: Contra Costa Community College District **College:** Los Medanos College

Additionally, LMC data from the *Basic Skills Cohort Tracker*, tracks cohorts of entering students in each of the four levels of ESL and in each of the four sequences of ESL courses at LMC through a chosen time period in order to see how many students progress and advance through the sequence and ultimately to transferable English 100. The rates of different cohorts for 2011-2013 and 2013-2015 were recently tracked for the annual *Basic Skills Initiative Plan*, and the tool shows that only a very small number of ESL students (1, 2, or 3) are persisting from any given level of ESL to the next and/or reaching English 100 (note, ESL does not have a transferable level course within its discipline). Furthermore, the ESL headcount has dropped from 191 in SP12 to just 97 students in FA14, and according to the Box2A Trend Analysis, the ESL FTES has seen the following changes:

- 2011-12 = 101
- 2012-13 = 74
- 2013-14= 46
- 2014-15 = 38

These data suggest that while LMC's curriculum and instructional efforts are supporting students' English language development at a variety of levels of proficiency, our students are not being supported in terms of counseling and advising efforts that would help them understand, become aware of, and learn how to develop a planned approach or pathway through the ESL curriculum, understand and be connected to student services available to them, and transition into other college level courses. These disappointing and declining persistence, success, and enrollment numbers represent a time period during which the ESL program experienced the initial loss and five-year absence of dedicated and systematic approach to ESL student inreach and outreach counseling efforts, specifically in the form of an ESL Counselor and admissions, assessment, and orientation support. The ESL program was fortunate enough to have this type of counseling and advising support during the implementation of a Hispanic Serving Institutions grant that included an ESL Counselor playing a significant role in community outreach, marketing and recruitment, orientation, assessment and placement advising, college and career success/readiness, educational planning, and Counseling and ESL department and faculty communication and collaboration, which proved to be very valuable to our ESL students' persistence, completion, and success rates.

The ESL counseling "activity" will help to build a needed inreach and outreach support structure for our ESL student populations who are new to the U.S. college environment and need a significant amount of guidance, advice, and support to be able to navigate this culturally and linguistically foreign setting while having equitable access to it and to the student services and learning support avenues available to them.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.2	January 2016 (On-going)	\$19,610	\$0

• **Link to Goal:**

According to the multi-year research endeavors by the Center for Community College Student Engagement (CCCSE) the program elements described are the type of support services that have been designated as "high impact practices" and have been shown to help students succeed. Of the 13 high impact practices identified by CCCSE, shown below are the specific practices that ESL inreach and outreach counseling and advising plan to develop, implement and assess. (from [A Matter of Degrees: Practices to Pathways](#) (fall 2014) and [A Matter of Degrees: Engaging Practices, Engaging Students](#) (fall 2013)).

- **Orientation.** Orientation may be a single event or an extended structured experience to familiarize students with one or more of the following: college resources, services, policies, and organizations; building a network of support; and developing an academic plan and individual goals.

District: Contra Costa Community College District **College:** Los Medanos College

- **Assessment and Placement.** Making sure that students take the right classes is a multi-step process. Colleges should create opportunities for students to participate in review or brush-up experiences before placement tests to minimize the amount of remediation students need. Then, after students have been assessed, students who need remediation should be placed into developmental pathways where they will have a chance to succeed rather than multiple opportunities to fail.
- **Academic goal setting and planning.** This type of advising creates a clear path to help students reach their educational goals. Defining this path is the work of academic goal setting and planning.
- **Student success course.** A student success course is a course specifically designed to teach skills and strategies to help students succeed in college (e.g., time management, study skills, and test-taking skills).

• **Evaluation:**

Data will be gathered and analyzed on the types of ESL inreach and outreach events, activities, and endeavors that are collaboratively implemented; specific to who is reached/who participated; when and where these activities happen; and the results of those efforts (e.g., enrollment numbers; student satisfaction and needs surveys; completion, success, persistent data; case management tracking of counseling visits and success course/instruction offerings).

Data will be reviewed monthly (case management tracking), on a semester basis (inreach and outreach events and activities), and annually (as part of the Program Review process, Basic Skills Initiative Plan, and the Student Equity Plan processes).

D.3: Provide One-time Additional ESL focused counseling services (50% PT Counseling – Spring 2016)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.3	ESL	100-200

• **Activity Implementation Plan:**

The activity is designed to research, seek out, and implement training around Appreciative Advising and Appreciative Instruction in order to develop an ESL faculty advising model and an ESL Student Success course and instructional support. Appreciative Advising (AA) and Appreciative Instruction (AI) are two designated equity pedagogies that have been shown to be successful in serving first generation college students, international students, and transfer bound community college students. Through this set of activities, LMC will further explore and develop the concept of having ESL faculty – full and part time – service as “success coaches” and provide academic advising to multilingual multicultural student populations with specific educational backgrounds (linguistic and cultural) to work successfully. This faculty advising could include the creation of a course within which ESL students would be supported in and by “success teams” that would include the students themselves, the ESL faculty, LMC counselors, LMC financial aid specialists, LMC librarians, LMC tutors, LMC career center personnel all of whom would also serve as ‘coaches’. The activities would include either

District: Contra Costa Community College District **College:** Los Medanos College
 attending an external professional development opportunity and/or bringing such to LMC to learn more about AA and AI, working to develop a contextualized approach to using these models to advise and support students, applying faculty and staff learning to LMC's instruction and curriculum and program design possibilities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.3	January 2016 – May 2016	\$20,000	\$0

• **Link to Goal:**

This activity will help to equitably address the specific ESL populations' need for professionally skilled advice and guidance in persisting and moving through the ESL course sequence, transitioning into college level courses, connecting with learning and support services, navigating the nuances and complexities of the college culture and system, developing a valued sense of community, integrating into the college community, and exploring and accessing opportunities at LMC and in East Contra Costa communities that support multilingual multicultural students and global citizens.

• **Evaluation:**

Data will include quantitative and qualitative documentation of our efforts.

D.4: Provide On-going Foster Youth focused counseling services (50% PT Counseling per semester)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.4	Current or former foster youth	650

• **Activity Implementation Plan:**

Hire an additional part-time counselor for foster youth during the spring 2016 semester. The Counselor will be responsible for outreach activities to foster youth, facilitating orientation and other support workshops, providing academic, career and personal counseling to a diverse student population, including foster youth. The Counselor will provide services including: development of individual educational plans, advising, personal counseling, teaching foster youth courses, and serve as a liaison to other services and resources. The identified counselor will have expertise in and a deep understanding of the special needs of foster youth. The program and counseling philosophy will be modeled on the effective practices identified for foster youth programs and staffing.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.4	January 2016 (On-going)	\$ 19,610	\$0

• **Link to Goal:**

The foster youth counselor will support inreach and outreach activities to increase opportunities for foster youth to access community college and higher education, to provide guidance and assistance through the enrollment process, and to support foster youth academic and personal success.

• **Evaluation:**

Evaluation will be Quantitative and Qualitative.

Quantitative data will be collected each semester that measure outcomes in the following areas:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Assessment of activities will also occur by tracking specific counseling activities:

- Number and participation rates of inreach and outreach activities
- Number of education plans completed each semester
- Foster youth interactions
- Number and type of contacts with foster youth in person, phone, email, events, and by newsletter.

Qualitative data will be captured through focus groups, questionnaires and narratives to better understand the foster youth experience at LMC.

D.5: Provide One-time Additional Foster Youth focused counseling services (50% PT Counseling – Spring 2016)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.5	Current or former foster youth	650

• **Activity Implementation Plan:**

Provide additional part-time counseling on a one-time basis, for foster youth during the spring 2016 semester. The Counselor will be responsible for outreach activities to foster youth, facilitating orientation and other support workshops, providing academic, career and personal counseling to a diverse student population, including foster youth. The Counselor will provide services including: development of individual educational plans, advising, personal counseling, teaching foster youth courses, and serve as a liaison to other services and

District: Contra Costa Community College District **College:** Los Medanos College
 resources. The identified counselor will have expertise in and a deep understanding of the special needs of foster youth. The program and counseling philosophy will be modeled on the effective practices identified for foster youth programs and staffing.

References:

- Gustavsson, N. & MacEachron, A. E., (2012). Educational policy and foster youths: The risks of change. National Association of Social Workers, 34(2), 83-91.
- Harris, F. & Bensimon, E. M., (2007). The equity scorecard: A collaborative approach to assess and respond to racial/ethnic disparities in student outcomes. New Directions for Student Services, 127, 77-84.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.5	January – May 2016	\$20,000	\$0

• **Link to Goal:**

Additional part-time foster youth counseling will be provided during the spring 2016 semester to augment the inreach and outreach activities to increase opportunities for foster youth to access community college and higher education, to provide guidance and assistance through the enrollment process, and to support foster youth academic and personal success.

• **Evaluation:**

Evaluation will be Quantitative and Qualitative.

Quantitative data will be collected each semester that measure outcomes in the following areas:

- Number of foster youth enrolled
- Basic Skills Course Success and Retention Rates
- Course Completion Rates
- Graduation Rates
- Transfer Rates

Assessment of activities will also occur by tracking specific counseling activities:

- Number and participation rates of inreach and outreach activities
- Number of education plans completed each semester
- Foster youth interactions
- Number and type of contacts with foster youth in person, phone, email, events, and by newsletter.

Qualitative data will be captured through focus groups, questionnaires and narratives to better understand the foster youth experience at LMC.

CAMPUS-BASED RESEARCH: TRANSFER

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

Transfer Rate

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

Transfer rates are calculated by dividing:

- Denominator: The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.
- Numerator: The number of students out of the denominator who actually transfer after one or more (up to six) years."

The table on the following page presents the college research results on disproportionate impact to target groups for transfer. The data are presented using "Percentage Point Gap Methodology 3" (Appendix A. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of << (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	7	2	29%	32%	-3%	0
Asian	157	65	41%	32%	9%	
Black or African American	134	36	27%	32%	-5%	7
Hispanic or Latino	344	103	30%	32%	-2%	7
Native Hawaiian or other Pacific Islander	14	3	21%	32%	-11%	1
White	351	100	28%	32%	-3%	12
Undeclared/Some other race	92	33	36%	32%	4%	
More than one race			~~	32%	~~	
All Students	1,099	342	31%			
Males	453	143	32%	32%	0%	2
Females	596	187	31%	32%	-1%	3
Unknown Gender	50	12	24%	32%	-8%	4
Current or former foster youth	NA	NA	NA	32%	~~	
Individuals with disabilities	59	10	17%	32%	-15%	9
Low-income students	655	183	28%	32%	-4%	26
Veterans	NA	NA	NA	32%	~~	
English as a Second Language (ESL)	NA	NA	NA	32%	~~	

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

Notes on Special Populations:

- Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2008-2009) is counted in this group. Per the Scorecard definition, this group will include only those students identified as having a Primary disability registered with DSPS.
- Low-income students: Any student receiving any type of financial aid including loans, grants, waivers and scholarships in 2008SU, 2008FA, 2009SP is counted in this group.

Source: CCCC Data Mart, Outcomes, Transfer Velocity, 2008-2009 Cohort, 6-Year-Period.

Analysis

The populations experiencing a gap greater than 3% are African American, Native Hawaiian/Pacific Islander, unknown gender, individuals with disabilities and low-income students. The largest three groups experiencing disproportionate impact are individuals with disabilities at -15% (9), Native Hawaiian/Pacific Islander -11% (1) and unknown gender students at -8% (4). The number in parenthesis represents the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Individuals with disabilities	-15% (9), 2008-09 Cohort	-7%	2012-13 Cohort (Measured in 2019)
Black or African American	-5% (7), 2008-09 Cohort	-2%	2012-13 Cohort (Measured in 2019)
Low-income students	-4% (26), 2008-09 Cohort	-3%	2012-13 Cohort (Measured in 2019)

The target populations are different from the populations with the three greatest gaps (as outlined on the previous page). Low-income and African American students were included because although they were not in the top three largest percentage groups, they have a large enough number of successes needed to close the equity gap. Although Native Hawaiian/Pacific Islander and unknown gender students are in the top three groups, they are not identified as a target population because the number of successes needed to close the equity gap is minimal.

ACTIVITIES: E. TRANSFER

E.1: Strengthen and Enhance Umoja Scholars Program

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.1	Black or African American	300+

• **Activity Implementation Plan:**

In spring 2007, the Institutional Development for Equity and Access (IDEA) Committee identified four initiatives, one of which was to “Develop African American Student Based Programs”. A Black Scholars taskforce was created and composed of students, staff, faculty, and managers. The taskforce met and developed the recommendation that the Umoja Scholars Program be implemented as part of a long-term plan that included programmatic elements, staffing, budget and structure to address African American students’ success. The Umoja Scholars Program (USP) began in summer 2008 with a Summer Bridge program consisting of Basic Skills English & Math, and a Counseling course. Since its inception the program has grown from serving a cohort of

25-30 each students each semester, to currently serving 4 cohorts per semester, with 75+ new students each semester, as well as offering transfer-level English & Math.

To support the past and future growth of the USP, strengthening and enhancing the program will consist of providing on-going full-time staffing (FT Counselor and FT Coordinator), incorporating a regular evaluation process to maximize the effectiveness of the program, supporting Umoja program activities, and collecting the success stories of the Umoja Scholars. These activities are outlined below:

FT Umoja Scholars Counselor:

In partnership with the Counseling Department, the Umoja Scholars Counselor will have a passion for working with underrepresented students, particularly African American students, and demonstrate a willingness to utilize intrusive counseling strategies and techniques to foster the success of USP students. The counselor will be knowledgeable of the diversity of African American culture and willing to be a role model to encourage all students to strive for academic excellence and persistence in the attainment of their goals. The counselor will be someone whom the Umoja Scholars will identify with and build trusting relationships with. Specific duties will include:

- Coordinate Intrusive Counseling Model for Umoja Scholars Program
- Provide One-on-One Intrusive Counseling to Umoja Scholars Program students
- Coordinate Counseling Workshops for Umoja Scholars Program students
- Serve as instructor for program specific sections of Counseling courses
- Co-Coordinate Outreach and Recruitment Efforts
- Participate in Umoja Scholars Program activities
- Participate in Umoja Scholars Program leadership meetings and planning/reporting processes

FT Umoja Scholars Coordinator:

The Umoja Scholars Coordinator will provide leadership and oversight for the implementation of the Umoja Scholars Program at LMC. Key duties will include:

- Provide leadership and coordination in the development, implementation, and day-to-day operation of the USP program activities: including (but not limited to) outreach and recruitment, course registration, connection to financial aid and other student services, mentoring, tutoring, coordination of counseling services, Summer Bridge, Student and Family Orientations, Support Groups and co-curricular and extracurricular activities.
- Provide a supporting role in the development and implementation of the intrusive counseling component.
- Maintain communications with all USP students, faculty, student services, student services, office of instruction, and administrators.
- Work with college administrators and USP Steering Committee to select faculty to teach and counsel in program.
- Develop and implement a robust outreach and recruitment program for USP; including marketing, outreach and orientation.
- Develop and monitor program budget.
- Lead regular reporting and evaluation of the program, including annual program review and planning to recommend steps for program improvement.
- Work with the campus and district researchers to design and implement a USP research agenda.
- Provide and encourage access to professional development for all USP faculty and staff.

- Convene and facilitate regular meetings of the USP Steering Committee.
- Work with the USP Steering Committee and LMC administration to ensure philosophical and fiscal sustainability of the USP program.
- Uphold the vision, mission, and principles of the USP in all program operations.

Umoja Programs and Activities:

This activity will support the engagement and leadership development of students in the Umoja Scholars program. Specific activities will include supporting the annual attendance at the California Umoja conference.

Umoja Evaluation (One-Time):

This activity will evaluate current structure and practice and provide an assessment of the program including recommended strategies for improvement. The Umoja Coordinator will work with an external consultant on the development of a comprehensive program evaluation. Once completed, the Umoja Coordinator will be responsible for future on-going evaluation utilizing the tools created by the external evaluator (consultant).

Capture Umoja Success Stories (One-Time):

The Umoja Coordinator will work with media professionals to record and publish Umoja Scholars Success Stories in video and web-based formats that are accessible to the campus and surrounding community. Additionally, Umoja students will be supported in developing, recording, and self-publishing their stories.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Spring 2016 (On-going)	\$73,500	\$26,500 (3SP)
E.1	Spring 2016 (One-Time)	\$18,000	\$0

• **Link to Goal:**

The FT Counselor and FT Coordinator will provide leadership and support, and will provide consistent staffing and accountability for program outcomes. By securing a sustainable staffing model the program can provide a consistent message and support structure that will have positive outcomes for African American students.

The program evaluation will provide external expertise that will help assess the goals of the program and evaluate its effectiveness. Based on the evaluation, the program will align itself with proven or recommended practices that are more effective and lead to greater levels of student support and academic success.

The work of Capturing Umoja success stories will highlight the profiles of students in the Umoja Scholars Program who have earned certificates and degrees, and who have graduated and transferred. These success stories will provide support and encouragement for African American students, both in and out of the program, to continue to achieve their academic goals. By collecting these success stories students will be able to see a representation of themselves in an academic and success context.

• **Evaluation:**

The visiting evaluator (consultant) will assess and provide recommendations for improvement by fall 2016. These recommendations will be reviewed by the Umoja Scholars Steering Committee and Coordinator, and improvements implemented by spring 2017. Additionally, the visiting evaluator will assist in developing an on-going evaluation design that will be facilitated by the Umoja Coordinator. This on-going evaluation will be

District: Contra Costa Community College District **College:** Los Medanos College
 incorporated into the Umoja Scholars annual report, as part of the annual reporting process/cycle for all LMC Learning Communities.

Additionally, the success of the two full-time positions for the program will be measured by the following outcomes:

1. FT Counselor

- The FT Counselor will use an early alert system and the intrusive counseling model and tracking system to monitor student patterns by working with the Umoja Scholars Faculty and Coordinator. The patterns will be shared with the Induna Council (inter-departmental steering committee of student services and instruction staff for the Umoja Scholars Program) to strategize on how to increase these rates, and will develop and implement necessary strategies to improve outcomes, and avenues to highlight and duplicate patterns of success. This will be implemented in spring 2016 and reviewed on a monthly basis by the Umoja Scholars Team and Induna Council.

2. FT Coordinator

- The Dean of Student Success will monitor the responsibilities of the coordinator and evaluate the execution of program activities and outcomes on a semester-basis, as well as through institutional program review. This process will begin in spring 2016 and continue on an on-going basis.

E.2: African American Student Engagement Activities

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.2	Black or African American	1,000

• **Activity Implementation Plan:**

Student Equity Plan funds will be used to support the annual offering of a variety of student engagement and leadership activities designed to support the on-going retention, success, and completion of African American students. A particular focus will be placed on activities that expose students to Historically Black Colleges & Universities (HBCU) transfer opportunities as both a method for increasing student academic motivation (affecting course completion) and increasing transfer success to these institutions.

Annual activities will include:

Black History Month:

Through partnership between Student Life, the Black Faculty and Staff Association, and Umoja Scholars Program, a collection of annual activities will be offered to educate and enlighten students and celebrate Black History Month throughout February. Activities will include educational, cultural, and social events and programs. While most events will take place in February, additional Black History Month related activities may take place during other times of the year.

HBCU College Tour & Fair:

Through partnership between Transfer & Career Services and the Umoja Scholars Program, these areas will expand upon local and state initiatives committed to the development of Transfer Agreement Guarantees (TAGs) with HBCU’s and increasing transfer to these institutions. Activities will include an annual tour that takes a small group of LMC students to tour HBCU colleges and return to campus to share their experience with their peers. Additionally, staff will attend the tour in order to use the opportunity to build and to strengthen relationships with HBCU campus officials and develop additional TAG agreements. The HBCU Fair will bring a variety of HBCU institutions to campus annually to expose all LMC students to these transfer opportunities. The primary focus will be on institutions for which LMC has TAGs. Targeted marketing for the event will be done to African American students, and partnerships with local feeder high schools will be leveraged to provide early exposure to these schools for African American youth planning to attend LMC prior to transfer.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.2	January 2016 (On-going)	\$24,000	\$0

• **Link to Goal:**

Research shows that campus involvement has a strong and positive effect on student development and student learning. The more students are involved in both the academic and social aspects of the college experience, the more they learn. An involved student is one who devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students (Astin, 1984). In addition to the impact on student learning, student involvement in co-curricular programs has also been linked to both student persistence and retention (Astin, 1977). In short, students who are more involved in campus programs and activities, show greater retention, completion and success rates. These activities are specifically designed to foster African American student engagement, and to institutionally support and promote student retention and success (course completion) and transfer success.

• **Evaluation:**

Surveys will be conducted with participants at each event to provide feedback on the value and impact of each individual program and activity. The coordinator(s) of each activity will utilize the results of the surveys to gauge their impact and modify each activity in the future in order to enhance their impacts. Additionally, in the long-term, the impact of the HBCU Tour and HBCU Fair will be measured on the number of TAG agreements developed and the number of students annually transferring to HBCU institutions. Finally, participants on the HBCU Tour will return to campus and provide presentations to students, faculty, and staff on their experience.

E.3: Increased Counseling for MESA/STEM

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.3	Low-income students	1,814 (students enrolled in STEM/STEM prep classes)

• **Activity Implementation Plan:**

The Mathematics, Engineering and Science Achievement (MESA) program is a nationally recognized program that provides academic support for educationally and economically disadvantaged students so they can excel in math and science; transfer to four-year institutions in math-based fields and majors; and graduate with baccalaureate degrees in science, engineering, computer science and other math-based fields. The MESA program is also linked to Science, Technology, Engineering and Mathematics (STEM) programs and majors.

By expanding the MESA Counselor to a full-time position, LMC strives to increase academic and student support for students majoring in math-based fields with the goal of transferring to a four-year college or university. Forty percent of all majors at LMC are directed at MESA or STEM majors, each of which has specific educational and career counseling needs. Students majoring in MESA or STEM fields are considered to be pursuing high unit degree programs and the MESA Counselor is critical to providing specialized support and guidance. To increase transfer readiness, the MESA program at LMC has been expanded to support 220+ students annually, all of whom are from traditionally and historically underserved student populations. Currently, 81.5% of MESA students are students of color. The demographic breakdown is: 44.5% Hispanic/Latino, 15% African-American, 12% Asian-American, 6% Asian Pacific Islander, 4% other/undeclared, and 18.5% White/Caucasian. All MESA students are both financially and educationally disadvantaged.

With the implementation of a full-time MESA counselor, the MESA program has the potential to increase the number of students served. The MESA Counselor will provide customized counseling and education and career planning services to MESA students so that they follow a clear path to their goals and transfer in a timely manner. The MESA Counselor will also teach a Counseling 33, Transfer Planning, course each semester. This course helps students navigate the transfer application process, provides support writing personal statements and assistance with internship applications and opportunities. In coordination with the increased emphasis and focus on equity related matters at LMC, the MESA grant team members are among the leaders in these activities, and the MESA Counselor will play a significant role as a member to LMC’s the cross-disciplinary team. The MESA Counselor will guide students from the time they enter LMC so that they enroll in the correct classes for their MESA or STEM pathway. The MESA Counselor will also be responsible for orienting other counselors to the complexities of the MESA and STEM education plans and specific needs of students majoring in math and science based fields and majors. The MESA Counselor will also coordinate efforts with STEM related departments for purposes of informing counselors of any changes in requirements, course offerings, and curriculum sequences at LMC.

District: Contra Costa Community College District

College: Los Medanos College

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.3	January 2016 (On-going)	\$27,000	\$13,500 (MESA Grant) \$13,500 (Operating Fund)

• **Link to Goal:**

LMC has seen an increasing wave of new students with the intent to major in math and science fields over the past few years. A dedicated MESA Counselor will increase the Counseling Department capacity to serve more low-income students particularly as they enter from high school. During the fall 2015 semester, 753 new students declared a STEM majors when they enrolled at LMC. This new counselor position will increase LMC's capacity to complete student educational plans for new and continuing LMC students. This new counseling hire will contribute to a more positive counselor-to-student ratio. Currently, the counselor to student ratio at LMC is 1:900 students. In the *Standards of Practice for California Community College Counseling Faculty and Programs, Consultation Council Task Force on Counseling*, the Academic Senate recommended a counselor/student ratio of 1:370 (ASCCC, 2003, p. 22). To accommodate LMC's growing population of STEM students, LMC would need nearly five designated MESA or STEM focused counselors to meet student demand. With the additional expectations for the 3SP, which includes earlier major exploration, earlier student educational planning, and enhanced orientation options for students, additional counseling support is necessary for on-going student success. While one counselor will not be able to fully accommodate the student growth enrollment, the position will expand current services and capacity to train other counselors on the complexities of math-based and science based fields and related student advising.

The MESA Counselor will support the goal of guiding students in the math-based and science majors, where large disproportionate gaps for low-income students exist. Without advising support, many MESA and STEM students waste valuable time and resources and fail to reach their educational goals. Incoming LMC students majoring in math-based or science majors require longer appointments to establish educational plans and initiate their program of study to ensure timely achievement of their academic goals. Transfer students majoring in these fields have to navigate complicated and differing transfer requirements and patterns that vary among transfer institutions. For example, a Biology major interested in transferring to one Biological Science program at a particular UC campus may require completion of the Physics 40 series while the same major at another campus may require completion of the Physics 35 series plus the calculus supplements. Like many community colleges across the state, LMC is currently unable to provide critical appointments to STEM students. The MESA counselor will provide intentional student advising needed to meet the goal of improving success for low-income students. From fall 2009 to fall 2013, LMC saw a 49.7% increase in STEM students to a total of 512 students [2013-14 Title III Hispanic-Serving Institutions Annual Performance Report (APR)].

• **Evaluation:**

Quantitative evaluation is performed semi-annually by the MESA program in the form of Early Alert forms, student retention rates, student population numbers and use of services. Qualitative evaluation is performed semi-annually by the MESA program in the form of student evaluations of the program and exit interviews. The counselor will be subject to all department, campus and district evaluations as full-time faculty. The position will also be subject to faculty and course evaluation by the students and institution. The MESA Program and the MESA Counselor are subject to the guidelines, quantitative and qualitative evaluation set forth by program review.

E.4: MESA Program Activities (Supplies, Ambassadors, Tutors, Outreach Activities)

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.4	Low-income students	1,814 (students enrolled in STEM/STEM prep classes)

• **Activity Implementation Plan:**

This MESA Program Activities will include general program operational costs, student ambassadors, tutors, and programming. The funding will support general MESA program costs, including supplies and program operations.

MESA Student Ambassadors serve as leaders in the program for both campus activities and outreach activities with local high schools. Students are recruited from within the program, trained and mentored to become leaders, peer mentors, and advocates for students interested in the math-based and science majors, especially low-income and first-generation students.

Student tutors are leaders within the MESA program. Tutors undergo 30 hours of training in their first semester of tutoring and are prepared to tutor in more than one transfer level STEM subject. In addition to peer tutoring, tutors support the program through other duties such as checking out textbooks, assist in maintaining the MESA Center and monitoring book and materials inventory. The MESA program funds in-class tutors for “gate-keeper” math-based and science classes. These tutors are necessary for equitable engagement of student groups who tend not to ask questions in class and can fall behind with only one instructor and no assistant in key courses. The MESA Center is open 53 hours a week with a high volume of student use. Support for expanding the MESA tutors will allow for an increase for tutors to serve more students in math-based and science courses and provides for greater coverage. This tutoring opportunity is above and beyond LMC’s regular tutoring services.

An increase in student tutor hours can also provide much needed on-campus, part-time jobs for MESA students who struggle financially and educationally when having to work off campus.

Through this plan, the MESA Program will host a MESA Family Day at the Chabot Science Center on January 30, 2016, to expand its outreach and student leadership activities. The event is aimed at getting families and MESA students involved in the MESA mission while also experiencing a STEM activity. This event is both an inreach and outreach event where MESA students and their families can participate as well as high school families in the STEM fields in Contra Costa County. The focus is on expanding access and opportunities ESL and low-income students and families. To this end, some of the workshops and advertising will be offered in Spanish.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.4	January – December 2016	\$30,800	\$0

• **Link to Goal:**

General support for MESA will provide significant program and activity enhancements in order to serve a greater number of MESA and STEM students in response to the growing demand and programmatic needs. The Student Ambassador and tutor programs not only provide direct mentoring and tutoring to low-income students interested in these math-based and science fields, they also provide an avenue for employment and leadership development for LMC students, ultimately supporting their success and the equity plan goals to improve outcomes for the MESA targeted student groups and low-income students. The bilingual (Spanish/English) outreach and family education programs nurture a MESA culture within the local community and among LMC students, developing a deep and long-term approach to student success for historically underserved families and students.

• **Evaluation:**

Quantitative evaluation is performed semi-annually by the MESA program in the form of early alert forms, student retention rates, student population numbers and use of services. Qualitative evaluation is performed semi-annually by the MESA program in the form of student evaluations of the program and exit interviews. The student ambassadors and tutors will be subject to all department, campus and district evaluations as other student employees including student-learning outcomes. MESA and the MESA tutors are subject to the guidelines, quantitative and qualitative evaluation set forth by program review.

E.5: Increased Counseling for Students with Disabilities and Veterans (Collaboration with DSPS & 3SP)

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Groups	# of Students Affected
E.5	Individuals with Disabilities	800
E.5	Veterans	200

• **Activity Implementation Plan:**

Increased counseling support for DSPS and student Veterans will be provided by the college. In fall 2014, two adjunct counselors were hired to devote a combined 20 hours per week to student Veterans counseling, and 20 hours per week to DSPS. In conjunction with the 2014 Student Equity Plan activities, in the spring 2015 semester, a 100% DSPS counselor was hired to work primarily at the Pittsburg campus (funded by DSPS). In fall 2015, in conjunction with the 3SP Plan and in relationship to the need for increased counseling for DSPS students as identified in the Student Equity Plan, a full time counselor was hired to devote 50% of their time to DSPS at the Brentwood Campus. Furthermore, through 3SP funding, in fall 2015 a 50% student Veteran’s counselor was continued in order to provide counseling services at both Pittsburg and Brentwood locations. These counselors will work with students in discussing and developing educational plans, encouraging student participation in the matriculation process, and facilitating students’ access of appropriate student support services, including but not limited financial aid, tutoring, career and transfer services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.5	July 2015 (On-going)	\$0	\$165,461 (3SP) \$108,960 (DSPS)

• **Link to Goal:**

These two full-time counselors will provide support needed for DSPS students to succeed in completion of their Basic Skills English and math sequences by encouraging these students to register in these classes early in their career at LMC. Research studies, as well as research within LMC, have shown that students who register for at least one English or math class during their first semester in college are more likely to succeed and persist in goal completion, than those who delay their registration in these courses. Additionally, these counselors will provide direct linkages to the Transfer Center for DSPS students who may need this accommodation.

The Veterans counselor will work with student Veterans as they enter LMC and assist with navigating the matriculation process. Student Veterans often report that they feel lost as they enter the college, and unsure of the steps they need to take. The support of these counselors will assist in alleviating the stresses which can often turn a student Veteran away from campus enrollment as indicated earlier in this plan.

• **Evaluation:**

The effectiveness and impact of the DSPS/Veterans Counselors will be evaluated on an annual and on-going basis by the Student Equity Plan Coordinator in conjunction with the Counseling Department and the Director of Research Collaboration and the advisement of the SEP Advisory Committee. The impact of the program will be measured by the number of students counseled, the number of DSPS students who register in Basic Skills English or math during their first semester at the college, and the number of students who take advantage of Transfer Center activities. The impact will also be measured by the number of student Veterans counseled and the number of these students who register for classes and complete their first semester and the number of student who persist to the next semester. Ultimately, the long-term effectiveness of this activity will be measured by the decrease in the equity gap of DSPS student completions in Basic Skills English and math sequence completions and transfers, and the number of student Veteran enrollments and persistence rates.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACTIVITIES AFFECTING SEVERAL GOALS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1: Student Equity Plan Coordinator

- **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s):**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- **Target Student Group(s):**

ID	Target Group
F.1	All target populations identified in the plan

- **Activity Implementation Plan:**

The college will hire a Student Equity Plan Coordinator whose primary duty will be to provide leadership and facilitation to ensure effective planning, implementation, coordination and evaluation of Student Equity Plan (SEP) activities. The position will provide leadership in the on-going development and necessary revisions to the SEP, develop and implement SEP processes and procedures to ensure that SEP programs meet state, district and institutional compliance requirements, collaborate with faculty and staff to carry out the activities of the SEP, and work to align and integrate new and existing SEP initiatives into an intentionally cohesive framework of programs, services, policies and processes designed to close the equity gap for LMC’s most disproportionately impacted student populations.

Additional key responsibilities of the SEP Coordinator will include:

- Coordinating and overseeing on-going internal and external evaluation of the SEP plan, framework and related activities.
- Collaborating with the college and District planning and research functions in Student Equity research, data inquiry and analysis.
- Maintaining, monitoring, and tracking the SEP budget.
- Ensuring consistency and integration with other college and district plans (including, but not limited to 3SP, BSI, PD and Strategic Plans).
- Preparing mid-year and annual state-mandated reports, as well as regular reports to the SGC and college senates related to the SEP.
- Serving as the primary college liaison with State Chancellor’s Office, District and regional institutions regarding SEP planning and implementation.

- Provide data on college progress toward equitable student outcomes.
- Developing and maintaining on-going institutional communications regarding SEP, including a website, newsletter and campus presentations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	January 2016 (On-going)	\$61,500	\$0

• **Link to Goal:**

This position will be responsible for providing leadership and facilitation to ensure effective planning, implementation, coordination and evaluation of Student Equity Plan (SEP) activities and the overall plan as a whole. Included in these duties will be responsibility for ensuring that all plan activities remain connected to the specific goals, target populations, and indicators identified in the plan. Furthermore, the position will help to ensure that activities outlined in this plan are implemented and evaluated according to the timelines outlined in the plan.

• **Evaluation:**

The effectiveness and impact of the Student Equity Plan Coordinator position will be determined on an annual and on-going basis. The impact of the position will be measured through the level at which plan activities are implemented, activity and plan evaluations are conducted, required revisions of the plan are completed, and other duties of the position carried out. Additionally, the external evaluator (as described in the Summary Evaluation section of this plan) will assist in determining and articulating the impact of this position with recommendations to the President regarding an alignment with institutional equity efforts.

F.2: Director of Research Collaboration

• **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s):**

ID	Target Group
F.2	All target populations identified in the plan

• **Activity Implementation Plan:**

The District will hire a Director of Research Collaboration whose primary duty will be to work directly with faculty and staff at the colleges to facilitate deeper understanding of the college’s equity data, raise awareness and facilitate conversations about the strategies and effective practices related to improving student equity, consult on the local design and implementation of those practices and provide on-going assessment of the effectiveness of all equity strategies undertaken.

Given the vast volumes of data being generated to pursue student equity and the growing number of populations being tracked, the need for rich dialogue about the meaning and interpretation of equity data has become increasingly more important. Likewise, the literature on effective practices has been rapidly growing and awareness of the research findings related to promising practices and effective interventions in student equity can be enhanced. The Director of Research Collaboration will work directly with faculty and staff to review the college’s equity data, develop a deeper understanding of what the data are telling us about LMC students, raise awareness about what strategies appear to be working or not working, and facilitate discussions about how the data and literature on student equity might help identify appropriate interventions to improve student equity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.2	November 2015 (On-going)	\$15,932	\$47,798 (Other District Colleges)

• **Link to Goal:**

The Director of Research Collaboration will work with the college to establish appropriate baselines for measuring milestone progress and attainment of student completion goals (credential and transfer) for each student population identified in the equity plan and monitor progress against those benchmarks. The Director of Research Collaboration will review equity data with faculty and staff and facilitate thinking and discussions about what the data suggest about the effectiveness of current equity practices and what interventions might be most appropriate to improve progress toward student course success, completion and transfer.

• **Evaluation**

Student equity data will be directly monitored to track evidence of improvement in both short-term (course completion; SLOs) and long-term outcomes (completion, transfer) associated with the interventions of the Director of Research Collaboration. On-going surveys and assessments of faculty and staff will be conducted to gauge the general satisfaction with the services provided as well as faculty and staff self-assessments of improvement in their own professional development as a result of working with the new Director. Formative and summative findings from the surveys will be used to identify course corrections and create avenues for continuous review and improvement. Formative findings from the data on equity outcomes will be used to anchor conversations with faculty and staff about the effectiveness of the new position in contributing to progress toward college equity goals.

The assessment of the impact and effectiveness of the Director of Research Collaboration will be on an annual cycle. In the short term, greater emphasis in determining responses will be placed on the results from the faculty and staff surveys. Starting in year-two, once enough time has elapsed for an impact to manifest itself, assessment of the impacts on student course completion will commence, with an evaluation of impact on completion starting in year three.

F.3: Student Equity Mini-Grant Program

• **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.3	Various targeted populations identified in the plan (project specific)	Various

• **Activity Implementation Plan:**

The Student Equity Plan Mini-Grant Program will provide funding for programs or projects that support the specific goals of the Student Equity Plan, and that were not previously or currently funded through the Student Equity Plan or the annual college budget. These mini-grants are available to faculty, staff, students and managers at LMC. Grants may support work by individuals, groups, departments or collaborations. This activity provides a mechanism for the use of Student Equity Plan funds to support additional activities that may be developed throughout the year, but were not specifically included in the annual revision of the Student Equity Plan. Mini-grant proposals will only be considered if they address specific goals of the Student Equity Plan.

The mini-grant proposals will be submitted using an online form. All proposals must indicate which Student Equity Plan indicator(s) and target population(s) the project is aimed at impacting. Additionally, proposals must include detailed answers to the following:

1. Describe the project. Detail the specific activities planned and the target audience.
2. Describe the outcomes and results you expect to achieve from this project. Describe how the project will support or contribute to the meeting of the above goal/s.
3. What is the total anticipated cost of the program/project? Include an itemized budget and a list of any additional funding sources.

Once submitted, the proposals are reviewed by a subcommittee of the Institutional Development for Equity and Access committee (IDEA) and then forwarded to IDEA for a funding recommendation to the President.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.3	October 2015 (On-Going)	\$36,735	\$0

• **Link to Goal:**

Mini-grant Proposals are only considered if they address specific goals of the Student Equity Plan. All proposals will be reviewed by the IDEA Committee, and evaluated to determine if the proposal demonstrates a clear link to at least one or more indicators and target population specified in this plan. Furthermore, proposals must clearly articulate how the project is designed to directly impact the goal and target population.

• **Evaluation:**

Each funded program will be unique, and will therefore require a tailored method of evaluating the activity. However, at the conclusion of all funded projects, the following will be completed:

1. Written report using the online form (within four weeks after conclusion of project).
2. Presentation to college community at a Monday College Assembly.

All reports will include detailed responses for the following:

1. Please discuss the goals and objectives identified in the original proposal and describe the outcomes/results achieved with the project. Include the process/method for measuring the impact of the project.
2. Describe any changes that were made to the project from the proposal description.
3. Discuss any obstacles encountered, unexpected opportunities, and lessons learned.
4. In addition to presenting the project and results at an upcoming College Assembly, describe any additional ways the results of the project will be shared.
5. Please discuss/share any additional information regarding the project that you wish to report.
6. Provide one or more photos from the project.

The individual mini-grant project reports will be used by the college to assist in determining the need for additional or further support for a project beyond the mini-grant period (in accordance with college resource allocation processes). Additionally, they will be reviewed by the IDEA Committee in order to determine effectiveness of the project in meeting the identified goals. Finally, the individual activity evaluations will be available for review by the Student Equity Plan Committee to determine overall effectiveness of the mini-grant program, and to inform continuation of the program.

F.4: Student Equity Hour (SEH) Program

• **Indicators/Goals to be affected by the activity:**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s):**

ID	Target Group
F.4	All target populations identified in the plan

• **Activity Implementation Plan:**

This two-year pilot program aims to improve course completion and student outcomes by expanding opportunities for students to connect with faculty outside of class. The program has four key components: professional development for faculty focused on identifying and reaching out to at-risk and underserved students as well as working effectively with students from diverse cultures and backgrounds; providing extra time for faculty to work outside of class with students who need extra help and support; facilitating dialog and cooperation between instructors to identify and expand best practices in supporting at-risk and underserved students; and assessing the program’s effectiveness as well as opportunities for improvement.

In its first phase, the Student Equity Hour (SEH) Program will be open only to part-time faculty, who are currently least accessible to students outside of class. All part-time faculty with instructional load of at least .35 (during the semester in which they enroll) are eligible to participate. The SEH Program will begin with training in fall 2016 and full “student equity hours” (described below) in spring 2016, and run through spring 2018, at which time it may be renewed depending on assessment of its success and available funds. During the two-year pilot, faculty will remain eligible so long as their load remains at least .2 and so long as they are not disqualified. Eligible faculty may join the program at the start of any semester during which the program is active (provided that they have registered during the previous semester and attended professional development workshops).

Faculty who elect to participate in the SEH Program must register during the semester prior to joining the program and must attend a minimum of two introductory training meetings (offered several times on each CCCC campus during the last month of each semester). During each semester of participation in the program, faculty will also be required to join an online faculty discussion group and to keep a weekly log of outreach efforts and work with students outside of class. Faculty will be expected to spend a minimum of one hour each week performing activities connected to the SEH Program. These may include expanded office hours for face-to-face meetings with at-risk students and/or time spent communicating with students electronically.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.4	January 2016 (On-going)	\$0	\$0

• **Link to Goal:**

CCCCD Board Policy 1023, concerns equity in student achievement, and reads, in part, as follows: *the Contra Costa Community College District is strongly committed to eliminating persistent disparities in achievement and performance among students and maintaining high expectations for all. Policies and practices should reflect the goal of equitable outcomes and proficiency, explicitly and emphatically.*

The goal of the SEH Program is to raise “success indicators” (such as course completion, ESL and basic-skills completion, degrees, certificates and transfer) for all students, and particularly for disadvantaged targeted populations including foster youth, Veterans, historically underserved populations, and low-income students.

The Student Equity Hour (SEH) Program is a districtwide initiative aligned with Board policy and State priorities that will expand professional development related to equity and diversity for faculty and increase opportunities for at-risk and underserved students to get extra support from faculty outside of class.

• **Evaluation:**

At the end of every semester, for the duration of the program, participating faculty will write and submit a self-evaluation and provide data for assessment.

Since this is a districtwide program with the potential to positively impact students broadly, a District SEH Steering Committee will compare success indicators for all the populations outlined in Title 5 regulations with the expectation that outcomes should improve across the board for students whose faculty participated in the program. Trainings may be modified as data are assessed during the two-year pilot program. At the end of the two years, the program will be reviewed and may be extended, modified or may sunset, as will be determined in collective bargaining, in consultation with the Academic Senates, and considering all relevant regulations related to equity funding.

The SEH Steering Committee will be responsible for planning professional development activities, collecting and reviewing faculty logs and other relevant program data, assessing the success of the Program and making suggestions for changes or modification. The SEH Steering Committee will include at least two faculty representatives from each college (appointed by the Academic Senate) and two management representatives from each college.

F.5: Equity-Focused Professional Development Program

• **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s):**

ID	Target Group
F.5	All target populations identified in the plan

• **Activity Implementation Plan:**

Consistent with the pledge for a strong and intentional focus on institutional equity, the college will continue employing a .50 FTE Equity-Focused Professional Learning Facilitator (EPLF) position to provide leadership in a

robust professional learning program for equity on campus. Currently, this .50 FTE position is filled by a team of two individuals (.25FTE each). The vision of the Equity-Focused Professional Learning Program is to build an equity-oriented, strategic, data-driven, and inquiry-based community facilitating equity activities described in the Student Equity Plan. The facilitator(s) engage faculty, staff and managers in shared learning opportunities which directly support the advancement of the equity on campus, with a focus on supporting learning, collaboration, action, and evaluation of SEP-identified activities.

Key responsibilities of the Equity-Focused Professional Learning Facilitator(s) (EPLF) include:

- Develop an annual Equity-Focused Professional Development Plan, which provides significant opportunities for faculty, staff, and student employees, and directly supports the Student Equity Plan Goals.
- Develop measurable Professional Learning Outcomes in support of the Student Equity Plan.
- Organize, schedule and promote training for faculty, staff and managers to support the advancement of the Professional Development Plan, such as, but not limited to: hosting of conferences/institutes working with external and internal presenters/experts, mentoring/shadowing opportunities.
- Solicit equity-focused professional development ideas and proposals, which support the specific goal of the Student Equity Plan from members of the campus community.
- Recruit workshop facilitators, both internally and externally.
- Chair the Equity-Focused Professional Development Advisory Team and participate in the college’s Professional Development Advisory Committee, Local Flexible Calendar Planning Group, Equal Employment Opportunity Committee and IDEA Equity Committee.
- Work closely with the Professional Learning Facilitator.

The following types of Equity Professional Development activities are included in the plan:

- **Forming Core Equity Teams to implement SEP activities:**
 - Training Equity Mindset for all teams (data, inquiry, evaluation through an equity and cultural competency lens)
 - Training for specific Core Team activities, including but not limited to:
 - Training in equity-minded pedagogy and culturally responsive teaching with a focus on high-risk courses
 - Exploration of a Faculty Advising model
 - Training on the use of assessment for addressing equity issues and increasing equitable student outcomes
- **Conference-Attendance:**
 - For instance: National Conference on Race & Ethnicity in American Higher Education (NCORE), Social Justice Training Institute (SJTI), White Privilege Conference, and other conferences may be attended as work progresses or needs arise to support SEP activities.
- **In-House Equity-Focused Flex Activities (for entire campus):**
 - Speakers, book groups, Student Success Factor Workshops, etc.
- **Consulting:**
 - Bring in an external consultant to build a culture of equity-mindedness and help with organizational change through equity focused professional development

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.5	January 2016 (On-going)	\$99,000	\$0

• **Link to Goal:**

This robust program will provide significant professional learning for faculty, staff, administrators and student employees, through a variety of equity-oriented, strategic, data-driven, and inquiry-based learning opportunities. The Equity-Focused Professional Development Program will intentionally link to each of the LMC Student Equity Plan goals by providing leadership and facilitation of a dynamic learning environment which focuses on supporting the activities and the specific student success goals as identified with each of the indicators in LMC's Student Equity Plan.

• **Evaluation:**

The effectiveness and impact of the Equity-Focused Professional Development Program will be evaluated on an annual and on-going basis by the Office of College Advancement in collaboration with the District's Director of Research Collaboration and the advisement of the Student Equity Plan Advisory Committee. The impact of the program will be measured by the number of activities implemented, the participation of faculty, staff, and administrators, the activity satisfaction and impact as measured through surveys for each activity, and the impact on change of activity participant behaviors, as indicated on annual follow-up surveys.

District: Contra Costa Community College District **College:** Los Medanos College

SUMMARY BUDGET

See Student Equity Plan Budget 2015-16 (Excel)

SUMMARY EVALUATION SCHEDULE AND PROCESS

Each activity aligned with the success indicators includes an evaluation plan describing: 1) the data that will be collected to measure the impact of the activity on the goals, and 2) the timeline for when and how frequently that data will be collected and reviewed.

The Student Equity Plan Coordinator will be responsible for overseeing a comprehensive evaluation plan to assess the college's progress toward the goals set for each success indicator. The Student Equity Plan Coordinator will ensure that each activity is evaluated and will provide support to the activity teams to review evaluation findings and their implications for program and professional development. Data of progress toward the plan goals will be collected each annually. It will be reported in a comprehensive way to the campus and to the State Chancellor's Office.

To ensure the quality of the evaluation process, the plan also funds an external evaluator who will work with the Coordinator, the Student Equity Plan Advisory Committee (representing all constituent groups and targeted student populations), and the College Administration to design a comprehensive approach to evaluate and measure the college's progress towards the goals set in the Equity Plan. This approach will lead to a collegewide theory of change regarding equity and inclusion, a methodology for assessing impact and collecting quantitative and qualitative data, and a methodology for data analysis. Additionally, the approach will include a communication plan for sharing information with the college community. By working collaboratively with the college and reviewing related materials, activities, and data, the evaluator will provide recommendations regarding the alignment, integration, and effectiveness of student-focused and institutional equity efforts, including appropriate staffing, resources, and organizational/operational support for the college to consider as it strengthens its capacity to serve the LMC community. The process will keep focused toward improving institutional policies, practices, and systems in an effort to produce equity in educational outcomes for all students.

The Equity Planning process is linked to the college's Strategic Plan and Educational Master Plan. As such, the timeline for the evaluation of the plan will, to the extent possible, align with the college's planning process and cycle in order to support integration, shared learning, and program improvement.

Attachments

- A. Percentage Point Gap Data Methodology 3
- B. Planning Timeline and Process
- C. College Assembly Presentation (10/19/15)
- D. Student Equity Plan Goal Setting Rationale

APPENDIX A: PERCENTAGE POINT GAP DATA METHODOLOGY 3

The percentage point gap methodology 3 **compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome.** Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting ‘percentage point gap’ will have a - / + designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average (*Quick note: The all student group rate is subtracted from the disaggregated subgroup to avoid outcomes in which positive values represent a gap and negative values represent equal or higher success*).

According to this methodology, a ‘-3 percentage point gap or greater’ is evidence of a disproportionate impact. Though this, much like the 80% rule, is an arbitrary designation, it serves as a reasonable strategy for identifying unequal outcomes that would benefit from further discussion, which should include the following considerations. First, **the number of students impacted:** a campus may prioritize a smaller percentage point gap that is calculated for a student group with more than 100 students over a larger percentage point equity gap calculated for a student group with fewer than 10 students. This is because rates calculated using smaller numbers will be subject to greater variability and it may make sense to prioritize a gap that impacts a greater number of students. Second, **the disaggregated subgroup’s proportion of the total population:** The larger the proportion a subgroup represents of the total population, the more similar their success rate will be to the all student average. In this instance, campuses should consider comparing the all student success rate (as well as the subgroup’s) with the success rates at comparable institutions or systems.

The percentage point gap methodology is demonstrated below using transfer rate data disaggregated by ethnicity. Other percentage point gap calculations are performed similarly with the counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table 1 presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

Table 1 presents the results of a percentage point gap analysis. In the table, the counts in the column “Transfer Count” are the numbers of students who transferred to a four-year institution anytime within those six years. Filipino counts are counted within the “Asian” ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	34%
American Indian/Alaskan Native	1,079	314	29%
Asian	21,674	10,765	50%
Hispanic	43,329	12,662	29%
Multi-Ethnicity	29	12	41%
Pacific Islander	1,303	452	35%
Unknown	15,185	6,034	40%
White	48,671	19,828	41%
Total	138,760	52,633	38%

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table 1). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of all students.

The ‘Percentage Point Gap’ column is calculated by subtracting the transfer rate for all students (38%) from the transfer rate of each disaggregated subgroup. For example, the percentage point gap for Asians is calculated by subtracting 38 from 50, which equals +12. This indicates that Asians experience transfer rates that are 12 percentage points above the overall transfer rate for all students. In this example, African-Americans, American Indians/Alaskan Natives, Hispanics, and Pacific Islanders experience gaps that are 3 percentage points or more below the overall transfer rate for all students, indicating that there are disparities in this area.

Table 2. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	Percentage Point Gap
African-American	7,490	2,566	34%	-4
American Indian/Alaskan Native	1,079	314	29%	-9
Asian	21,674	10,765	50%	+12
Hispanic	43,329	12,662	29%	-9
Multi-Ethnicity	29	12	41%	+3
Pacific Islander	1,303	452	35%	-3
Unknown	15,185	6,034	40%	+2
White	48,671	19,828	41%	+3
Total	138,760	52,633	38%	

A strength of the percentage point gap measurement is that it allows users to calculate and communicate the number of students ‘lost’ relative to the all student (or another group’s) average. For example, percentage point gap measurements can be translated to, “this gap would not have existed if 8 additional African American students had persisted to basic skills MAT 55.” This statement makes it easier for the average person to immediately comprehend the magnitude of the gap, which is in contrast to proportional index measurements that are communicated as “African American students have a proportionality index gap of 0.89 in MAT 55.”* It is important to note that the former language should not be misunderstood as a quota or goal, as it is neither. Instead, this language is a description of past data (“If 5 additional African American students *had succeeded, we would have experienced equity*”) that measures the size of the gap in terms of number of students rather than rates. Another way to think of it is that it’s the use of a different *measure* to describe the same gap, like describing an amount of liquid using liters instead of ounces.

* As highlighted here, the Proportionality Index (and other proportionality or share based measurements) does not easily allow the translation to numbers as the math starts to get complicated and would require unrealistic assumptions (e.g., only one target group can see an increase in the outcome measure, so that the total number of students achieving the outcome only increases by the number of additional students in the one target population. Problems then emerge if following the same process with a different subgroup.)

APPENDIX B: PLANNING TIMELINE AND PROCESS

<u>Date</u>	<u>Activity</u>
Aug. 19	Student Equity Plan Advisory Committee
Sep. 10	Student Equity Plan Advisory Committee
Sep. 14	LMCAS Presentation
Sep. 14	Academic Senate Presentation
Sep. 16	Student Equity Plan Advisory Committee
Sep. 28	Student Equity Plan Advisory Committee
Oct. 12	Student Equity Plan Advisory Committee
Oct. 19	College Assembly
Oct. 20	Student Equity Plan Advisory Committee
Oct. 26	LMCAS Presentation
Oct. 26	Academic Senate Presentation
Nov. 2	LMCAS Presentation
Nov. 6	Classified Senate Presentation
Nov. 6	Approved Plan Delivered to President
Dec. 9	Governing Board Meeting - Approval

College Assembly Spotlight:

3SP, Equity & BSI

Los Medanos College
Monday, October 19,
2015

Agenda

1. Crosswalk of the Three Plans
 2. Linkages of the Three Plans
 3. Example of Integrated Funding
 4. Updates & Next Steps
-

Crosswalk of the Three Plans

Initiative	Student Success & Support Program (SSP)	Student Equity Plan	Basic Skills Initiative
Purpose	To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal.	To foster equitable educational opportunities and to promote equitable student success for all students, regardless of race, gender, disability, or economic circumstances.	Faculty and staff development to improve curriculum, instruction, student services, and program practices in the area of basic skills and English as a Second Language (ESL) programs.
Focus	Core services: <ul style="list-style-type: none"> • Orientation • Assessment • Counseling, Advising, and Other Education Planning Services • Follow-Up for At-Risk Students 	Closing achievement gaps in 5 success indicators/goals: <ul style="list-style-type: none"> • Access • Course Completion • ESL, and Basic Skills Completion • Degree and Certificate Completion • Transfer 	Funds shall be expended for: <ul style="list-style-type: none"> • Program and curriculum planning and development • Student assessment • Advisement and counseling services • Supplemental instruction and tutoring • Articulation • Instruction materials and equipment • Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs
Students Served	<ul style="list-style-type: none"> • New matriculating students • All students needing an education plan • Undecided students • Probation Students • Basic Skills students • At-Risk students 	Populations identified in campus based research: <ul style="list-style-type: none"> • African Americans • Latinos • Foster Youth • Low Income • Students with disabilities • ESL 	To improve outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning into college (from high school, immigration, workforce, incarceration, etc.)

Crosswalk of the Three Plans

Initiative	Student Success & Support Program (SSP)	Student Equity Plan	Basic Skills Initiative
Funding Projections	\$1,600,000	\$835,000	\$90,000
Key Actions	<ul style="list-style-type: none"> ▪ Enhancing communication with students, faculty, and staff ▪ Meeting student needs at various starting points ▪ Supporting completion of SSSP through Assessment Preparation ▪ Increasing access to online counseling and tools for supporting students, faculty, and staff ▪ Strengthening relationships across the campus in order to better support our At-Risk Students ▪ Support Professional Development directly related to the core services ▪ Collaboration and alignment with college-wide plans 	<ul style="list-style-type: none"> • PT Faculty Student Equity Hour • Director of Research Collaboration (District) • Student Equity Plan Coordinator • Umoja Coordinator (FT) • Umoja Counselor (FT) • MESA/STEM Counselor (FT) • ESL Counselor (PT) • Foster Youth Counselor (PT) • Equity Focused Professional Development Program Coordinator (PT) • African American Male Mentoring Program Coordinator (PT) • African American Student Engagement Activities • Mini-Grants – To support future one-time activities • Numerous one-time activities due to on-going activity implementation timeline (Spring/Fall 2016) 	<ul style="list-style-type: none"> • Training English/ESL faculty in the pedagogy of acceleration • Training math faculty in the pedagogy of acceleration • Providing dedicated ESL counseling • ESL Curriculum and Program Development • Support collaboration and professional development for the Counseling Partnership between Math, English and Counseling faculty • Support mentorships for new faculty teaching basic skills courses • Support professional development initiatives, e.g. Reading Apprenticeship or other communities of practice in 3CSN.

Linkages of the Three Plans

Initiative	Student Support & Services Program (3SP)	Student Equity Plan	Basic Skills Initiative
Counseling	X	X	X
ESL		X	X
DE - Counseling Partnership	X		X
Umoja	X	X	X
Acceleration		X	X
Student Retention Success Services	X	X	

District: Contra Costa Community College District College: Los Medanos College

Example of Integrated Funding: Counseling

Student Success & Support Program (SSP)	Student Equity Plan	Basic Skills Initiative
FT Umoja (50%)	FT Umoja Counselor (50%)	Dev. Ed. Counselor Prof. Dev.
2x- FT SRSS Counselor	FT MESA / STEM (50%)	
FT Transfer	PT Foster Youth (50%)	
FT Athletics Counselor	PT ESL (50%)	
FT Brentwood DSPS /General		
PT General		
2x- Counseling Assistants		
Student Ambassadors		
Conferences		
Supplies		
Counseling Prof. Dev.		

Updates & Next Steps

Basic Skills Initiative has been submitted

Week of October 26, 2015:

Student Success & Support Program (3SP) and Student Equity Plan will request approval from all senates.

Integrated Early Planning for October 2016 begins

Student Equity Plan Goal Setting Rationale Used

In developing goals the following was “applied:”

- State feedback for 2014 plan which stated “it is recommended to set a more achievable target given the many variables that come into play...,” “goals are lofty,” and goals are “quite high.”
- State template guidelines which stated “Goals should be reasonable, achievable...”
- General Student Equity Plan Committee consensus was that goals should be more realistic than were set in 2014, but should remain aspirational

- Therefore, goals were set as follows, taking into account the percentage and raw number of students/seats needed to reduce an equity gap:
 - o Where disproportionate impact was based on 20 students or less, goals were set to reduce the equity gap by 50%.
 - o Where disproportionate impact was based on 21 students or more, goals were set to reduce the equity gap by 25%.
- When applying methodology, if the resulting % was not a whole number, the percentage was rounded down in order to demonstrate aspirational goal setting

** Adopted by the Student Equity Plan Committee on October 20, 2015*