

SEA Annual Report

Status: Certified

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Approved by Bob Kratochvil

12/28/2019 02:08 PM PST

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12/29/2019 09:08 AM PST

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	17	33	+94.12% ◀ ▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	100	137	+37% ◀ ▶
Black or African American	Male	Transferred to a Four-Year Institution	29	42	+44.83% ◀ ▶
Foster Youth	Male	Retained from Fall to Spring at the Same College	37	47	+27.03% ◀ ▶
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	10	23	+130% ◀ ▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	52	75	+44.23% ◀ ▶
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	805	862	+7.08%

Removed Disproportionately Impacted (DI) Student Groups

No groups have been removed.

Activities

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

Related Activity from Student Equity Plan

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

Categories

- Co-requisite courses

- Communities of practice
- Counseling
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Intrusive enrollment case management
- Learning communities
- Online educational plans
- Professional development
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

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

Related Activity from Student Equity Plan

Transfer: to a four-year institution

Categories

- Basic needs support (food, transportation, housing)
- Bridge courses
- Communities of practice
- Counseling
- Cultural awareness events
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Learning communities
- Online educational plans
- Targeted promotional print material
- University field trips

Implementation Status

Implementation in progress

Disabled : Male : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Transfer: to a four-year institution

Categories

- Counseling
- Early alert
- Emergency Aid for Students (AB943)
- Online access to student services
- Online educational plans
- Professional development

- University field trips

Implementation Status

Implementation in progress

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

Retention: Fall to Spring

Categories

- Basic needs support (food, transportation, housing)
- Counseling
- Early alert
- Emergency Aid for Students (AB943)
- Integrations with Mental Health & Wellness services
- Intrusive enrollment case management
- Student Success workshops
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year**Related Activity from Student Equity Plan**

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

Categories

- Basic needs support (food, transportation, housing)
- Communities of practice
- Counseling
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Pedagogical tools
- Professional development
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

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

Related Activity from Student Equity Plan

Transfer: to a four-year institution

Categories

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

Implementation Status

Implementation in progress

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

Transfer: to a four-year institution

Categories

- Basic needs support (food, transportation, housing)
- Campus climate
- Counseling
- Direct aid (financial)
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Intrusive enrollment case management
- Learning communities
- New courses
- Online access to student services
- Online educational plans
- Professional development
- Student Success workshops
- Student academic competitions/ research/conferences
- Targeted promotional print material
- Technology access for students
- Textbook access
- University field trips

Implementation Status

Implementation in progress

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

Related Activity from Student Equity Plan

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

Categories

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

Implementation Status

Implementation in progress

Expenditures

Year 1 Expenditures

2018-19 Allocation

\$3,341,332

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$500,996	14.99%
2000 - Non-Instructional Salaries	\$737,512	22.07%
3000 - Employee Benefits	\$551,858	16.52%
4000 - Supplies and Materials	\$36,860	1.1%
5000 - Other Operating Expenses and Services	\$183,412	5.49%
6000 - Capital Outlay	\$18,429	0.55%
7000 - Other Outgo	Not Entered	0%
Total Expenditures	\$2,029,067	60.73%
Year 2 Forecast	\$1,312,265	39.27%
Total	\$3,341,332	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2018-20 Allocation Amount

\$3,341,332

Activity Category	Percent	Amount
Counseling	24%	\$801,920
Professional development	16%	\$534,613
Tutoring	15%	\$501,200
Orientation/Welcome activities	3%	\$100,240
Emergency Aid for Students (AB943)	22%	\$735,093
Embedded Tutoring	5%	\$167,067
First Year experience	1%	\$33,413
Basic needs support (food, transportation, housing)	2%	\$66,827
Other (Specify)	12%	\$400,960
Sub-Totals	100%	\$3,341,332
Uncategorized	0%	\$0
Total	100%	\$3,341,332

Other Spending

Academic support, Access, Adjunct PD/ Office Hours, Benefits, Campus Climate, Research, Technology

Success Story (optional)

Story Title

Building Equitable Transfer Success at LMC

Responsible Person

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

Success Story

Since 2012, LMC has increased Hispanic/Latinx transfers to UC/CSU by 42% and Black/African-American transfers to UC/CSU by 38%. This increase is largely due to intentional programs and strategies launched in response to disaggregated institutional data and built upon the success of pilot programs from HSI and STEM grants.

Through the Student Equity and Achievement Program (via the Student Equity Plan), the college tracks and analyzes disproportionate impact regarding transfer achievement based on race/ethnicity, gender, income level, foster-youth, disability, and veteran status. Initial research in this area identified individuals with disabilities, African-Americans, low-income, and foster youth students as most disproportionately impacted at the institution. Based on this research LMC committed to strengthening and enhancing the Umoja Scholars Program (a learning community focused on serving African-American students) and MESA Program (focused on serving low-income Latino and African-American students in STEM), as well as creating increased specialized counseling support for students with disabilities, veterans, and foster youth. Since MESA's establishment, the number of Hispanic/Latino and African-American transfers in STEM majors has continued to rise. In 2018-19 of the 44 MESA transfers, 19 were Hispanic/Latino (43%) and 5 were African-American (11%).

Furthermore, Transfer Services tracks student contacts so that engagement can be disaggregated by populations identified in LMC's Student Equity Plan. Building on program goals to increase the number of African-American students transferring, LMC developed successful interventions to increase the number of African-American students applying to UC, leading to an annual increase in this population's UC applications since 2015, and a 161% increase since 2015.

The faculty and classified professionals that lead our learning communities, Transfer & Career Services, and Counseling Services continue to participate in professional development, communities of practice, and research and evaluation in order to continue to innovate and embed best practices for equitable success.

Outcomes

- Increase the number of African-American students applying to UC, leading to an annual increase in this population's UC applications since 2015, and a 161% increase since 2015.
- Increase of Hispanic/Latinx transfers to UC/CSU by 42% and Black/African-American transfers to UC/CSU by 38%.

Challenges (optional)

Description of Challenge

Not Entered

Categories

Not Entered

Responsible Person

Not Entered



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