

2025-2028 Student Equity Plan Executive Summary Los Angeles Mission College

The chart below shows the three-year goal for each success metric based on data for Los Angeles Mission College's (LAMC's) overall student population, summarizes where LAMC's equity gaps exist in terms of the student populations disproportionately impacted for each of the metrics (as identified in the student equity data provided by the State Chancellor's Office in NOVA), and it lists the activities that the College is undergoing and/or will undergo to support attainment of the overall goals and to help close the identified equity gaps. The College has two incremental goals for each student equity population shown to be disproportionately impacted under each metric, which are 1) a baseline goal of eliminating disproportionate impact, and 2) a goal of fully closing equity gaps. Disproportionately impacted student populations appear in **bold** in the chart below in cases where it will take an increase of at least 10 more students in that category to achieve the outcome in order to eliminate the disproportionate impact identified for that student population. The chart also specifies additional equity-related goals the College has, where applicable.

Metric	Current Baseline Data for Overall Student Population	Goal for Overall Student Population	Disproportionately Impacted Student Populations	Activities that support the overall goal and will help close identified equity gaps
Successful Enrollment	18.1%	22.6%	Asian: 10.5% Female: 16.5% White: 8.1%	Ongoing Data Review and Equity Monitoring - Continue to monitor enrollment data by gender to confirm that the previous gap in women's vs. men's enrollment has been eliminated, as was indicated in our student equity data from Report Year 2024. - Ensure that equity gaps do not re-emerge by embedding regular data review into annual equity assessments and outreach planning. Focused Support for Black/African-American Students - Designate Black/African-American students as a continuing priority group for equity in successful enrollment based on our data showing consistent DI in prior years. - Leverage existing programs such as Umoja, A2MEND, and Black Scholars to implement a case management model that provides intentional, personalized outreach, counseling, and follow-up for students from application through enrollment.

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Successful Enrollment (continued)				Additional Goal In alignment with our Strategic Master Plan, we aim to increase with equity the enrollment, persistence, and degree/certificate attainment of justice-involved and justice-impacted students by 25% by Spring 2028. This goal is consistent with the Vision 2030 Outcome and Benchmark, with a particular focus on expanding access and success for underserved Californians. We have recently hired two counselors to work with these students in anticipation of this growth. Expanded Access for Justice-Involved Students • Increase the number of in-person classes offered at the juvenile halls within our service area. • Strengthen partnerships with county agencies and community-based organizations to facilitate outreach, enrollment workshops, and seamless transitions for justice-involved students. • Develop tailored enrollment and onboarding support to reduce barriers for students in custody and ensure equitable access to college pathways. To help increase overall successful enrollment and retention, we are launching a comprehensive financial aid campaign with the goal of increasing the number of students applying for financial aid to 80% and the number of students applying to special programs to 75% by the end of Spring 2026. These efforts will reduce financial barriers, strengthen connections to campus resources, and support equitable access to college for all students.

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<i>Completion of Both Transfer-Level Math & English</i>	9.8%	12.7%	First generation: 8.3% White: 5.9%	Embedded Academic Support & Early Course Sequencing • Pilot embedded tutors in transfer-level math and English courses for Promise and EOPS students who attempt but do not pass on their first try. • Cohort students in these courses to foster peer support and accountability. • Pilot group counseling for Promise students in their first year, ensuring math and English are placed in the first semester, with structured opportunities to repeat courses in winter or spring if needed. Growth Mindset, Belonging, and Faculty Development • Integrate growth mindset and sense of belonging content into orientation materials, with particular emphasis on supporting first-generation students. • Provide professional development for math and English faculty on culturally responsive pedagogy, implicit bias, and strategies to support disproportionately impacted students in high-stakes gateway courses. Proactive Case Management & Early Alerts • Strengthen collaboration between academic and student services by implementing the early-alert system to identify students who are struggling in transfer-level math and English within the first 4–6 weeks. • Connect flagged students to targeted interventions such as tutoring, academic coaching, counseling, and basic needs resources.

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<i>Persistence: First Primary Term to Secondary Term</i>	58.1%	75.6%	White: 44.8%	Proactive Case Management & Early Alerts - Implement an intrusive advising model with proactive case management for DI students. Use early-alert systems to flag academic or attendance concerns within the first 4–6 weeks, followed by immediate outreach and connection to tutoring, counseling, and basic needs resources to support persistence. Basic Needs & Holistic Supports - Enhance access to food, housing, transportation, and mental health resources for DI students. Embed basic needs support into onboarding and advising so students can access resources early, reducing non-academic barriers and improving persistence from term to term. Additional Goals For Black/African-American students, sustain and improve persistence by 8% by Fall 2027, building on Umoja, A2MEND, and Black Scholars to ensure consistent, long-term progress aligned with Vision 2030. Also, increase first-generation student persistence by 10% by Fall 2027, while addressing data discrepancies for low-income populations. Culturally Responsive Learning Communities - Expand Umoja, Puente, Black Scholars, and other learning communities to provide wraparound academic, counseling, and mentoring support. Cohort-based models will foster belonging, connect

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				students to faculty and peers, and strengthen persistence for DI populations. Our college has additional key strategies for the overall student population. We will expand first-year experience programs with structured counseling and academic planning, increase faculty professional development on equity-minded teaching, and enhance peer mentoring opportunities. These strategies will strengthen belonging, provide clear pathways, and improve persistence for all students.
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Completion	10.6%	13.8%	First Generation Male: 7.7% Hispanic: 10.2% Male: 8.4%	Auto awarding strategy - Implement automatic awarding of certificates, and possibly degrees, for students who have met all requirements but have not applied for awards. Eligible students will be identified through degree audits and notified via email and portal. Awards will be processed automatically unless the student opts out. This reduces barriers, increases completion rates, and ensures equitable recognition for all students, including disproportionately impacted populations. Holistic Student Supports & Barrier Removal - Enhance access to basic needs, tutoring, mental health, and financial resources. Implement early-alert systems to identify students at risk of stopping out and provide immediate interventions to keep them progressing toward completion. Additional Goal We aim to increase equitable certificate, degree, and transfer attainment for disproportionately impacted students, including first-generation, low-income, and Black/African-American students, by implementing targeted case management, academic coaching, and guided pathways supports to remove barriers and ensure progress toward completion aligned with Vision 2030 benchmarks. Cohort-Based Learning Communities & Mentoring

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				Expand programs such as Umoja, A2MEND, and Black Scholars to include wraparound support, academic coaching, peer mentoring, and faculty guidance, fostering belonging and persistence through cohorts and increased program completion.
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<i>Transfer to a Four-Year Institution</i>	17.7%	21.4%	First Generation: 13.0% Hispanic: 16.7% Male: 14.3%	Male of Color Student Group - Establish a dedicated support group for male students of color to address barriers to transfer. The group will provide mentoring, peer support, and workshops on transfer pathways, with collaboration from programs such as EOPS, NextUP, Puente, Umoja and A2MEND. Expanded Support for First-Generation Students - Strengthen partnerships with TRiO and similar programs to expand counseling, academic coaching, and transfer planning specifically for first-generation students. Provide targeted workshops on transfer application processes and financial aid. Additional Goal We aim to increase transfer rates for disproportionately impacted students, including first-generation, low-income, and Black/African-American students, by 15% by Fall 2028. Strategies include strengthening CSU/UC transfer partnerships, expanding university representative presence on campus, and providing targeted counseling and case management to ensure students are transfer-ready. University Partnerships and Transfer Navigation - Increase CSU, UC, and private university representative engagement on campus and virtually. Offer transfer fairs, campus tours, and joint advising to ensure disproportionately impacted students have early, clear, and supportive pathways to transfer.

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The resources budgeted for the activities in the chart above fall in the same categories as those for Student Equity expenditures in prior years. More specifically, of the College's 2022-23 Student Equity budget, 91% was for personnel related expenditures and 9% was for non-personnel related expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, veterans services, research, outreach/recruitment, counseling, tutoring, disabled student services, and other personnel to assist in specific equity-related activities (e.g., financial aid in-reach, child care services, workshop presenters for foster youth, etc.). The remaining 9% of the 2022-23 Student Equity budget was spent on supporting the College's Summer Bridge program, University tours, and materials to support equity-related activities and projects.

Of the College's 2023-24 Student Equity budget, 89% was for personnel related expenditures and 11% was spent on non-personal expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity coordination, LRC coordination (including tutoring), veterans' services, research, outreach/recruitment, disabled student services, and personnel to assist in specific equity-related activities.

Of the College's 2024-25 Student Equity budget, 93% was spent on personnel related expenditures and 7% was spent on non-personnel expenditures. The positions supporting Student Equity that were paid for with the budget were in the areas of Student Equity services/coordination including: marketing/promotion, outreach/recruitment to improve access for students, LRC services/coordination (including tutoring), veterans services, support for institutional effectiveness, Career and Transfer services, academic/personal counseling for students with disabilities, child care services, Summer Bridge planning/services, financial aid awareness, and mental health awareness.

With these investments in personnel and student support activities established, the College was able to make measurable progress toward achieving its identified goals in its 2022-25 Student Equity Plan. More specifically, according to the most recent data available from the State Chancellor's Office (data from Report Year 2024, which contains one year of additional data past the baseline data used to identify DI groups in the 2025-28 Student Equity Plan), the College met its targets for Black/African American successful enrollment and Hispanic student completion rate, with both areas showing gains that not only exceeded targets but also eliminated prior equity gaps. These accomplishments reflect the effectiveness of targeted programs such as the Umoja/Black Scholars initiative, enhanced counseling access, and certificate auto-awarding practices. Progress is also evident in other priority areas, including first-year completion of transfer-level coursework and transfer rates for first-generation students, as well as term-to-term persistence for male students. However, while improvements have occurred, these metrics have not yet reached the levels targeted in the equity plan, and achievement gaps remain. Factors such as fluctuations in cohort size, lingering effects of the pandemic, uneven rates of recovery among different student populations, and other barriers have influenced these outcomes.

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Through analysis of its student equity data and a critical examination of our institutional policies, processes, and practices during the development of the 2025-28 Student Equity Plan, the College identified that first-generation and disproportionately impacted (DI) students at our college face persistent structural and cultural barriers that hinder enrollment, persistence, completion, and transfer. These barriers include limited college knowledge and social capital, difficulty navigating financial aid processes, lack of early career/major guidance, and cultural challenges such as impostor syndrome and low sense of belonging. Current institutional policies and practices often assume students enter with pre-existing knowledge and confidence, unintentionally reinforcing inequities.

To address these challenges, the college will implement its student-centered, equity-driven action plan that integrates academic and student affairs while leveraging existing programs and resources. In summary, key strategies include:

- **Cohorted Classes with Case Management:** Promise, EOPS, Umoja, TRiO, and similar programs will provide wraparound support through embedded tutors, counselors, and case managers.
- **Financial Aid Support:** A targeted outreach campaign, peer ambassadors, and proactive follow-up will increase timely FAFSA and CA Dream Act submissions, aiming for an 80% submission rate by Fall 2025.
- **Recruitment into Special Programs:** Expanded outreach will grow participation in Puente, Umoja, Black Scholars, and TRiO by 75% to ensure DI students benefit from wraparound services.
- **Career Exploration & Guidance:** Early career counseling, exploration workshops, and short-term certificates will connect students' interests to academic pathways and accelerate major declaration.
- **Sense of Belonging Initiatives:** Peer mentoring, male-of-color support groups, and culturally relevant programming will strengthen confidence, engagement, and persistence.
- **Transfer Support:** Expanded transfer fairs, joint advising with four-year institutions, and increased university representative visits will boost transfer applications and enrollments.

The college will leverage resources such as LA College Promise, EOPS, TRiO, Puente, and Umoja while investing in faculty and staff professional development focused on growth mindset and culturally responsive practices.

Defining Success: The action plan seeks measurable improvements across all five metrics:

- Increased DI student enrollment with equity gaps closed.
- Higher persistence rates (fall-to-spring and fall-to-fall).
- Growth in first-year completion of transfer-level math and English.
- Increases in degrees, certificates, and ADTs awarded (including auto-awarding).
- Higher transfer rates through strengthened university partnerships.

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Through this coordinated approach, the college will transform policies, practices, and culture to create an environment where DI students can thrive and achieve their educational and career goals.

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