

2025 - 2028 STUDENT EQUITY PLAN

EXECUTIVE SUMMARY



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COLLEGE

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MESSAGE FROM THE PRESIDENT

As Lemoore College continues to grow as a proud member of the West Hills Community College District, we remain steadfast in our commitment to providing students with equitable access to high-quality, innovative educational programs and holistic support services. Guided by our Mission and the values of the Strong Framework, we strive daily to foster a welcoming, validating, and affirming environment where every student feels seen, supported, and empowered to thrive.



Over the past several years, our campus has engaged deeply in equity-focused transformation, launching the Black and Native American Student Success Initiative (BNASSI), expanding our Umoja program, and integrating Strategic Enrollment Management (SEM) logic to ensure that adult learners, particularly those ages 20–29, are better served. These efforts demonstrate our willingness to engage in bold conversations, critically assess our practices, and implement systemic changes that create lasting impact for our students and our region.

As President of Lemoore College, I affirm our vision to center equity in all that we do, and I encourage every member of our college community, faculty, classified professionals, administrators, and students, to join in the work outlined in this Student Equity Plan. The strategies described here are intentional, building upon existing priorities and leveraging our partnerships with local schools, tribes, community organizations, and employers. Together, we are creating pathways that not only transform individual lives but also strengthen the economic and cultural vitality of the Central Valley.

This plan represents our continued commitment to working collectively to close equity gaps, uplift historically marginalized communities, and reimagining our systems to build a campus culture where all students have the opportunity to belong, believe, and become.

A handwritten signature in black ink, appearing to read 'J. Preston', written in a fluid, cursive style.

James Preston, President
Lemoore College

A COLLABORATIVE EFFORT

Lemoore College values and understands the critical importance of collaboration and inclusivity in advancing its equity mission. The development of the Student Equity Plan was conducted through an iterative and participatory process that intentionally engaged students, faculty, classified professionals, administrators, institutional research, and community partners. This inclusive approach ensured that planning was informed by multiple perspectives and grounded in both quantitative data and the lived experiences of disproportionately impacted populations.

The process created structured opportunities for dialogue, inquiry, and collective strategizing, allowing the college community to examine barriers to success, identify promising practices, and align efforts with the Strong Framework, Guided Pathways, and Vision 2030 priorities. By fostering cross-constituent engagement, the college strengthened shared governance and reinforced a culture of evidence-based decision-making.

Through this collaborative model, Lemoore College affirms its commitment to transparency, accountability, and continuous improvement, recognizing that inclusive participation is essential to designing and implementing strategies that advance equity, close achievement gaps, and support the success of all students.

Workgroup membership

Wendy Denney, EOPS Counselor - *Academic Senate Representative*

Theresa Steele, Student - *Associated Student Government President*

Dominick Gipson, Student - *Associated Students Government*

Tina Simas, Senior Secretary - *Classified Staff*

Typhanie Daniels, Pathway Navigator, Umoja Coordinator - *Classified Staff*

Walter Parham, Director of Athletics - *Administrator*

Melissa Rodriguez, Community Partner - *Tachi Yokut Tribe and Santa Rosa Rancheria Representative*

Danny Llamas, Community Partner - *Tachi Yokut Tribe and Santa Rosa Rancheria Representative*

Nestor Lomeli, Dean of Students - *Administration*

What is the Student Equity Plan?

The Student Equity Plan (SEP) is our college's roadmap to ensure equitable access, support, and success for all students. Guided by statewide directives, the plan identifies disproportionately impacted student groups and outlines strategies to close equity gaps while strengthening student belonging and achievement.

Statewide Direction

For this planning cycle, the California Community Colleges Chancellor's Office adopted a more prescriptive approach, requiring colleges to focus on priority populations with persistent gaps. At the same time, colleges were granted flexibility to include additional locally-identified groups to reflect our campus and community priorities.

Lemoore College's Approach

- Integration, not duplication – The SEP folds in activities and priorities already in motion, ensuring continuity, reducing initiative overload, and leveraging resources for greater impact.
- Systemic focus – We are aligning equity activities across academic, student services, and community partnerships to build a holistic, student-centered approach.
- Connection to existing plans – The SEP is directly tied to:
 - Umoja Strategic Plan – advancing Black student success and belonging.
 - Strategic Enrollment Management (SEM) Logic Model – serving adult learners, particularly students ages 20–29, with intentional outreach and pathways.

Priority Student Populations

- **State-identified:** Black/African American, Native American, LGBTQ+, Students with Disabilities, Foster Youth, and others with systemic inequities.
- **Locally-prioritized:** Students ages 20–29, student parents, and additional groups informed by campus dialogue and data.

Plan Structure & Vision 2030 Alignment

The Student Equity Plan is structured around five core student success metrics:

1. Successful Enrollment
2. Completed Both Transfer-Level Math and English
3. Persistence: First Primary Term to Secondary Term
4. Completion
5. Transfer to a Four-Year Institution

In addition to these core metrics, the plan emphasizes Vision 2030 Equity Alignment and Coordination. This ensures our strategies are not only addressing local equity gaps but are also contributing to systemwide goals of equity in access, equity in success, and equity in support across California Community Colleges. The integration of Umoja, SEM logic, Guided Pathways, and BNASSI ensures that our local efforts are fully aligned with statewide priorities to transform student experiences and outcomes.

REFLECTION: 2022-2025 PLAN

The 2022–2025 Student Equity Plan at Lemoore College laid a strong foundation for building a more equity-minded institution. Several initiatives yielded positive outcomes, while others revealed structural gaps that inform our direction for 2025–2028.

What Worked Well

- Financial Barriers Reduced: Expansion of Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) pathways saved students nearly \$12 million since 2017, with 79% of courses now cost-free or low-cost. This proved to be a powerful tool for access and persistence.
- Targeted Outreach: Development of the Pre-Enrollment Team, Umoja, and the HOPE Initiative created intentional supports for disproportionately impacted populations, including Black, Native American, and first-generation students.
- Student Development Courses & Summer Bridge: Pilots such as the “Get Strong Academy” showed that early exposure, transition courses, and summer bridge programming can improve enrollment and persistence for African American and Native American students.

What Did Not Work as Intended

- Transfer Outcomes Lagged: Despite improved local partnerships, transfer rates—especially for Hispanic/Latino males and Native American students—remained well below comparison groups, underscoring the need for stronger university partnerships, clearer pathways, and an early transfer culture.
- Disability Services: Students receiving DSPS support continued to experience low math and English completion rates, signaling the need for more specialized tutoring, faculty professional development, and improved coordination with mental health resources.

Lessons for 2025–2028

- Scale What Worked: Build on ZTC/LTC and culturally responsive professional development by scaling them across programs and pathways.
- Move from Programs to Structures: Transition from program-specific interventions to systemic redesigns (orientation, onboarding, case management, advising) that embed equity for disproportionately impacted populations.
- Deepen Partnerships: Strengthen collaboration with local tribes, high schools, and four-year institutions to create seamless and culturally affirming pipelines for enrollment, persistence, and transfer.
- Address Holistic Needs: Incorporate mental health, basic needs, and inclusive campus climate into all phases of the Strong Framework (Get Strong, Start Strong, Stay Strong, Finish Strong).

Successful Enrollment (2022–23)

Overall rate 25.2% (561 students).

- White students: 15.2% (80 students) – 10% gap below parity.
- Black students: 20.5% (25 students).
- American Indian/Alaskan Native students: 44.4% (8 students).

Completed Both Transfer-Level Math & English (2022–23)

Overall rate 22.1% (226 students).

- Male students: 19.4% (78 students), needing 4.4% increase.
- Black students: 13.3% (6 students).
- Pacific Islander students: 0% completion.

Persistence: First to Second Term (2021–22)

Overall persistence 72.3% (548 students).

- Black students: 52.9% (18 students), needing 20.3% increase.
- American Indian/Alaskan Native students: 33.3% (2 students).
- White males: 58.9% (33 students).

Completion (2019–20 baseline)

Overall completion 23.3% (229 students).

- Black students: 16.7% (6 students). Local Fall 2022 cohort: 9.1% (4/44).
- Native American students: 15.4% (2/13).
- Ages 20–24: 10.1% (13/129); Ages 25–29: 6.7% (4/60).

Transfer to Four-Year (2018–19 baseline)

Overall transfer 33.6% (184 students).

- Hispanic students: 28.8% (105 students).
- First-generation students: 27.5% (70 students).
- Male students: 25.4% (52 students).
- Economically disadvantaged students: 29.8% (127 students).

Why This Matters

This plan represents a shared responsibility across students, faculty, staff, administrators, and community partners. By aligning equity efforts, we strengthen student outcomes while honoring the diverse voices that shape our college community.

ALIGNMENT TO VISION 2030

Lemoore College's Student Equity Plan is intentionally aligned with the Vision 2030 Roadmap for California Community Colleges, ensuring that local equity efforts contribute to systemwide goals of equity in access, success, and support. This section highlights how the college is embedding its Strong Framework (Guided Pathways model), culturally relevant programs, and holistic student services into a coordinated strategy that advances both institutional transformation and statewide equity priorities.

Guided Pathways & the Strong Framework

- Equity efforts are embedded into Lemoore College's Strong Framework, a localized Guided Pathways model that integrates student services, academic structures, and institutional transformation.
- Key reforms include curriculum tracks in the Student Information System (SIS) (auto-assigned education plans at application) and Reg 365 (advance registration for multiple terms), both ensuring structured pathways and reduced excess units.

Holistic Student Support

- Case & Cohort Management: Counselors assigned to cohorts for proactive outreach, early alerts, and milestone tracking.
- Culturally Relevant Engagement: Umoja, BNASSI, and other affinity-based programs foster belonging and targeted success for Black, Native American, and Latinx students.
- Wraparound Services: Expanded food security, transportation, mental health, and emergency aid to address barriers.

Faculty Engagement

- Faculty professional development in equity-centered teaching and culturally responsive pedagogy.
- Expansion of Hybrid PD Design Academy to equip faculty for flexible teaching modalities.
- Faculty role in embedding transfer and completion messaging into curriculum and syllabi.

Data-Driven & Community Partnerships

- Institutional Effectiveness & Student Success Committee (IESSC) disaggregates and monitors metrics (transfer, completion, persistence).
- Partnerships with local high schools, tribal councils, community organizations, and employers strengthen early outreach and career connections.
- Community-based supports (food pantry, monthly food distribution, Golden Eagle Closet, Grub Club) are integrated into the equity framework.

Vision 2030 Alignment

- Equity in Access: Expanding dual enrollment, outreach to adult learners, and culturally relevant entry points.
- Equity in Success: Streamlined transfer pathways, degree audit/auto-award systems, and targeted support for DI populations.
- Equity in Support: Coordinated counseling, faculty, and basic needs services that wrap around students holistically.

EXECUTIVE SUMMARY OF STRATEGIES

SEAP Metrics	DI Population Identified	Key Strategies
Successful Enrollment	- White students - Black students - Native American students	- Expand culturally relevant outreach and Dual Enrollment (tribal education centers, faith-based groups, Umoja/BNASSI events). - Personalized case management during onboarding (pathway navigators, ambassadors, Reg365). - Faculty partnerships with student services to participate in College Nights, Preview Day, Transfer Day.
Completed Transfer-Level Math & English	- Male students - Black students - Native American Students - Pacific Islander students	- Engage in professional learning communities to refine culturally responsive pedagogy in gateway Math and English courses. - Umoja and BNASSI peer mentorship. - Faculty professional development in culturally responsive pedagogy.
Persistence (First to Second Term)	- Black students - White male students - Native American students	- Umoja-based intrusive case management with mandatory success workshops. - Culturally responsive retention events and affinity groups (Black/White/Native male students). - Automated outreach campaigns (texts/emails) for re-registration and REG365 support.
Completion	- Black students - Native American students - Hispanic male students - Students ages 20–29	“Finish What You Started” campaign for near completers, with milestone tracking. - Auto-awarding of degrees/certificates using SIS Degree Audit. - Intensify messaging regarding (grad petitions, “finish what you started”, transfer day campaigns) - Start graduation application workshops for students every term.
Transfer to a Four-Year	- Hispanic students - Black Students - Native American students - Male students - Economically disadvantaged students - First generation students	- Expand information flow around the Transfer Center. - Local transfer-barrier survey & integration of Findings into outreach. - Faculty embed transfer messaging into syllabi and courses. Parent/family engagement events and targeted FAFSA/CADAA workshops. - Faculty collaboration with the Transfer Center and counseling faculty to invite guest speakers/transfer reps into classes and highlight career-to-transfer connections.