

NOVEMBER TOWN MEETING

❖ **Welcome/Announcements**

William Garcia

❖ **ASLPC Update**

Tatiana Hernandez

❖ **Security Master Plan**

Kevin Wood

Catalyst Consulting Group

❖ **Unified Plan: *Basic Skills Initiative, Student Equity, and Student Success and Support Programs***

Nessa Julian

❖ **Trends in Student Characteristics and Outcomes**

Rajinder

Samra



November 1, 2017

Welcome &



William Garcia
Vice President, Student Services

NEW FACE ON CAMPUS

John Ghiassy
Security Officer

*Transferred from Chabot



Variable FLEX Plans Due by November 15, 2017

Howard Blumenfeld

- *Electronically submit your Variable FLEX Plans to Howard Blumenfeld using the form on the Professional Development Website (you only need to fill in Part 1).*
- *You will be notified by email only if there are problems with your plan that need to be corrected. If you do not hear back from Howard by January, you can assume your plan is fine.*

ANNOUNCEMENTS

UndocuAlly Task Force

Michelle Zapata



#DREAMERS@LPC

MY NAME IS

I AM AN
UNAFRAID
ALLY!

WHO WORKS WITH
AND SUPPORTS
UNDOCUMENTED
STUDENTS AND FAMILIES

#DREAMERS@LPC

Academic Senate Fall Fundraiser

*Melissa Korber &
Kimberly Tomlinson*



ASLPC Update

Tatiana Hernandez



Security Master Plan

Kevin Wood

Catalyst Consulting Group



Questions



LAS POSITAS
COLLEGE

1. What are your specific security/safety concerns on campus?
2. Do you have any specific recommendations or ideas to improve safety and security on campus?
3. What is your impression of campus at night, particularly with regard to faculty and student safety?

925-424-1699

Questions



LAS POSITAS
COLLEGE

4. Do you have any personal history or experience of altercations with students on campus and how effectively were those incidents addressed?
5. What are your thoughts and opinions of existing safety and security policies and training on campus?
6. What do you think the general impression of Campus Safety is among the students, faculty and staff on campus?

925-424-1699

Unified Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Programs

Nessa Julian, Ed.D
Michelle Gonzales
Ashley McHale



The Chancellor's Office has been undergoing an effort to integrate three programs:

- Basic Skills Initiative (BSI)
- Student Equity Program (SE) and
- Student Success and Support Program (SSSP)

These programs were selected as a starting point for integrative efforts for two main reasons:

- All three have the same ultimate goal of increasing student success while closing achievement gaps; and
- There is a strong potential for overlap between and among the programs

Las Positas College refers to the Integrated Plan as the **Unified Plan for BSI/SE/SSSP** so as not to confuse the campus community with our Integrated Planning processes.

UNIFIED PLAN FOR BSI/SE/SSSP

- **Due January 31, 2018**
 - Must be Board approved
 - Signature approval:
 - College President, VP Business Services, VP Instruction, VP Student Services, President, Academic Senate, *President, Classified Senate*
- Budget Plan will reflect 2017-18 allocation; 2 years to expend funds
- Integrated fiscal reports required annually
- Expenditure Guidelines: "Reasonable & Justifiable"
- All programmatic and student outcome data will be collected via MIS
- Colleges are encouraged to align with College/District strategic plans & education master plans
- Colleges are to identify one individual and one alternate to serve as point of contact
- Plans are to be data-driven

UNIFIED PLAN

PREVIOUS ACCOMPLISHMENTS

1. Previous Accomplishments for SSSP, SE, BSI (2015-16)

a. Progress Highlights

Basic Skills Initiative	Student Equity	Student Success & Support Program
<p><i>Faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs</i></p>	<p><i>To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services</i></p>	<p><i>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 and identified course of study</i></p>
<ul style="list-style-type: none"> • Supported the Tutorial Center by funding employment of student tutors • Supported the Reading and Writing Center (RAW) by funding employment of instructor tutors • Supported the Library by purchasing books for basic skills students and funding for additional hours • Supported Basic Skills related professional development 	<ul style="list-style-type: none"> • Supported hiring of key personnel to oversee Outreach, SE & SSSP • Increased outreach for DI populations • Supported augmented services for DI groups and existing learning communities and Categorical Programs • Supported professional development for increased knowledge on DI • Established an Umoja learning Community • Supported embedded counseling in basic skills and English 	<ul style="list-style-type: none"> • Implemented Online Orientation • Developed themed orientations for learning communities and special programs • Supported hiring of additional full-time and part-time Counselors to increase support of providing core services • Supported implementation of Math Jam • Supported research and implementation of multiple measures in English and math • Developed Student Handbook and outreach materials

UNIFIED PLAN

PREVIOUS ACCOMPLISHMENTS

1. Previous Accomplishments for SSSP, SE, BSI (2015-16)

b. Overall Success & Areas of Improvement

Success:

- SSSP/Equity/BSI coordination to develop an integrated vision and plan to address student equity and student success
- Awarded BSSOT grant of \$1.4M for math and English
- Implementation of Multiple Measures in English and math
- Support for professional development
- Support of learning communities
- Hiring of key personnel to provide direct services to students and oversight of plans

Areas of improvement

- Institute a process to institutionalize projects in alignment with College Priorities and budget

c. 2015-16 Plans - Goal Intersecting all Programs

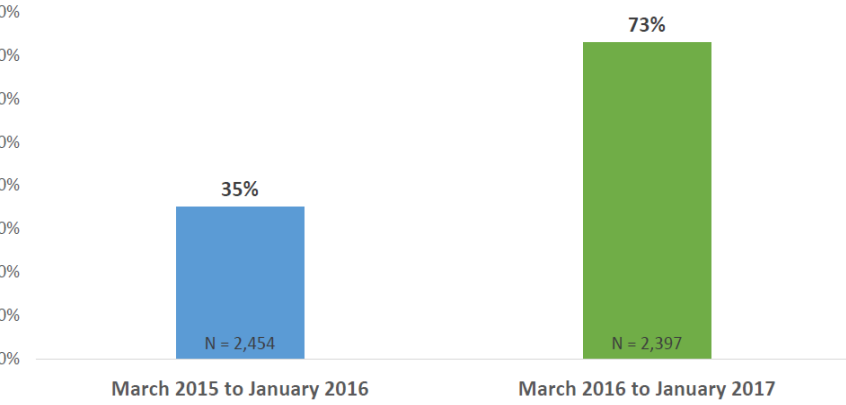
Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Augment existing Math Jam program to increase course completion.	Provide counseling for SEPs, led workshops on placement; provide reassessment at end of week; provide research assistance with pre/post surveys and analysis Multiple measures assessment in math.	Provide resources and supplies for students to encourage participation and ongoing attendance	Provide faculty training and funding for teaching the basic skills levels of Math Jam; provide student tutors for the basic skills levels

UNIFIED PLAN SIGNIFICANT GAINS

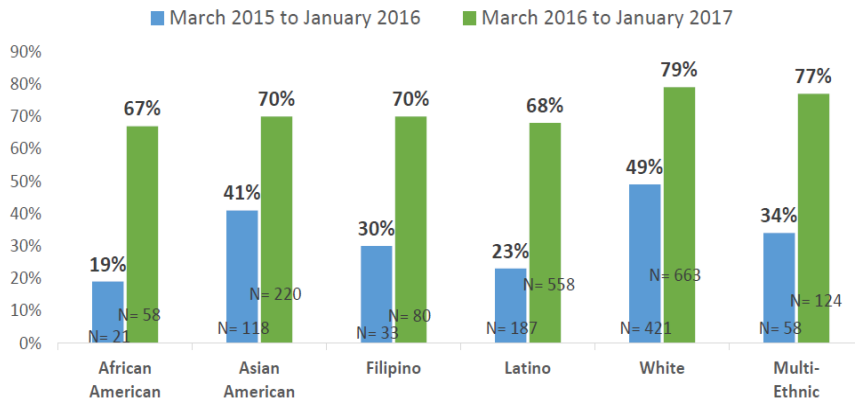


2. Strategy resulting in significant gains in completion or closing the achievement gap – *Multiple Measures in English*

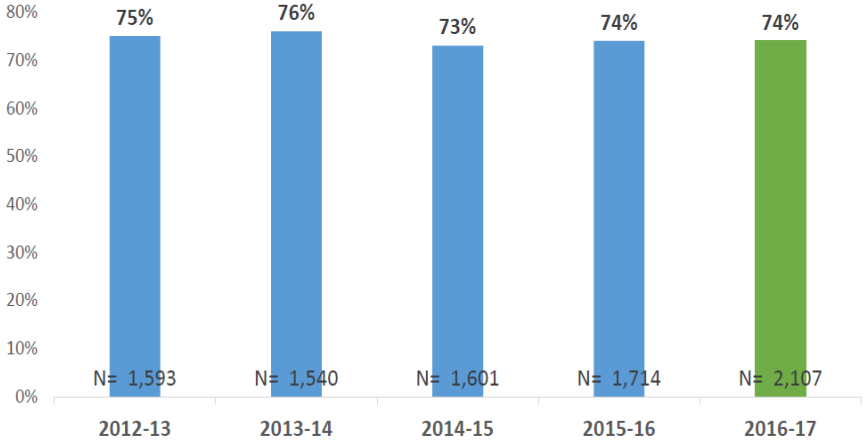
Las Positas College
Assessed into English 1A (College-Level English)
2015-16 vs 2016-17



Las Positas College
Assessed into English 1A by Race-Ethnicity
2015-16 vs. 2016-17



Las Positas College
Overall English 1A Success Rates
2012-13 through 2016-17



3. Select five integrated goals (for 2017-2019)

Goal 1: Increase completion and persistence through the English Developmental Sequence

Goal 2: Increase completion and persistence through the Math Developmental Sequence

Goal 3: Increase completion and persistence for Disproportionately Impacted Students

Goal 4: Increase completion and persistence for students in ESL

Goal 5: Increase Transfer and Degree Completion

UNIFIED PLAN

INTEGRATION, COORDINATION, and EVALUATION



4. Describe how LPC accomplish integration of matriculation, instruction, and student support to accomplish student success goals
5. Describe how LPC will address moving students through their goals in non-credit
6. Describe the LPC Professional Development Plan
7. Describe how and how often LPC will evaluate progress towards goals
8. Describe how LPC will coordinate efforts for BSI/SE/SSSP with Chabot?

UNIFIED PLAN

BUDGET PLAN FOR 2017 - 2018

9. Budget Plan for 2017-2018

Chabot-Las Positas CCD	▼
Las Positas College	▼

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 29,733	\$ 234,317	\$ 533,000	\$ 729,765	\$ -	\$ -	
2000	Classified and Other Nonacademic Salaries	\$ 41,600	\$ 218,076	\$ 420,269	\$ 813,048	\$ -	\$ -	
3000	Employee Benefits	\$ 9,167	\$ 150,000	\$ 350,000	\$ 462,843	\$ -	\$ -	
4000	Supplies & Materials	\$ 4,500	\$ 500	\$ 9,755	\$ -	\$ -	\$ -	
5000	Other Operating Expenses and Services	\$ 5,000	\$ 60,789	\$ 92,489	\$ -	\$ -	\$ -	
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Program Totals	\$ 90,000	\$ 663,682	\$ 1,405,513	\$ 2,005,656	\$ -	\$ -	
					Match		Match	
	SALARY & BENEFITS	90%	91%	93%	BSI, SE, & SSSP Budget Total			\$ 2,159,195

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

UNIFIED PLAN

DISPROPORTIONATE IMPACT - 2017



STUDENT EQUITY DATA

Disproportionate Impact at Las Positas College (2017)

Demographic Subgroups	Total DI Areas	Access			Course Completion													ESL/Basic Skills Completion					Institutional Outcomes						
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer [^]	
METRIC TYPE >>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG		
Overall Rate		X	X	X	71%	61%	71%	75%	48%	54%	52%	57%	67%	73%	70%	63%	82%	80%	72%	64%	52%	53%	40%	13%	75%	X	X	31%	
Gender																													
Female	0																												
Male	4					D							D			D												D	
Race-Ethnicity																													
African-American	13			*	D		D	D	D	D	D	*	*	*	*	*	*	*	D	D		D		*	D	D	D		
Asian	1			D																	*	*	*	*					
Filipino	0	X	X	X		*							*	*	*	*	*	*						*			*		
Latino	5					D							D				D				*			D					
Native American	5	*	*	*	D	*	*	*	*	*	*	D	*	*	*	*	*	*	*	*	D			D	D	*	*	*	*
Pacific Islander	6	*	*	*	D	*	*	D	*	*	*	D	*	*	*	*	*	*	*	D	*		D		*	D	*	*	*
White	2	D	D																										
Multi-Ethnic	4					D	D		D				*	*	*	*	*	*	D					*			*		
Other Groups																													
Person w/ Disability	11						D	D	D	D	D	D	*	*	D	D	*	*	D					*			D	D	
Foster Youth	4	X	X	X		*	D		D				*	*			*	*			*			*	D	*			
Low Income	4																												D
Veteran	5		D	D									*	*	*	*	*	*		D			D	*			*	D	

NOTES: A 'D' denotes that the subgroup is found to be disproportionately impacted for the associated success indicator. An '*' indicates the sample size is fewer than 20. The minimum sample size is 20. Sample sizes fewer than 20 are not shown, but are included in the total.

Access: Data represents access for populations served in the Las Positas College Service Area which includes the following cities: Dublin, Livermore, and Pleasanton.

All other Success Indicators represent students enrolled at Las Positas College which may include students residing in cities outside of the College's service area

[^]Transfer Rates are calculated differently: In 2015, data are 6-year cohorts Transfer Velocity from the CCCO Data Mart. While in 2017, data are 4-year cohorts, locally calculated.

Percentage Point Gap (PPG) The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-6 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.

Proportionality Index (PI) compares the percentage of a subgroup in a cohort (e.g., those who wanted to earn a degree) to its own percentage in a resultant outcome group (e.g., those who earned a degree). A '0.80 PI or less' suggests that the subgroup may be disproportionately impacted.

UNIFIED PLAN

DISPROPORTIONATE IMPACT - 2015



STUDENT EQUITY DATA

Disproportionate Impact at Las Positas College (2015)

Demographic Subgroups	Total DI Areas	Access			Course Completion														ESL/Basic Skills Completion						Institutional Outcomes				
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer [^]	
METRIC TYPE >>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG	
Overall Rate		X	X	X	71%	67%	74%	77%	51%	54%	54%	57%	54%	64%	68%	70%	81%	81%	69%	64%	48%	49%	41%	13%	75%	X	X	49%	
Gender																													
Female	0																												
Male	5					D							D													D	D		
Race-Ethnicity																													
African-American	13	D			D	D	D	D	D	D	D	*	*		D	*	*					D			*	D	D		
Asian	1			D																									
Filipino	1	X	X	X									*	*	*	*	*	*			*				*		*	D	
Latino	2												D												D				
Native American	3	*	*	*		*	*	D	*	*	*	D	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	D	
Pacific Islander	8	*	*	*	D	*	*	D	*	*	*	D	*	*	*	*	*	*	*	D	*	*		D	*	D	*	D	
White	1		D																						*		*		
Multi-Ethnic	3					D						*		*	*	*	*	*	D	D	*			*	*	*	*		
Other Groups																													
Person w/ Disability	9					D	D		D	D		D	*	D	D	*	*	*	D						*				D
Foster Youth	8	X	X	X	D		D		D	D		D	*		D	D	*	*	D		*				*		*		
Low Income	3														D	D	D												
Veteran	8		D	D		D						*	*	*	*	*	*	*	D	D	D		D	*		D			

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UNIFIED PLAN

DISPROPORTIONATE IMPACT – PROGRESS SINCE 2015



STUDENT EQUITY DATA

Progress Since 2015 Data

Demographic Subgroups	Total DI Areas	Access			Course Completion													ESL/Basic Skills Completion					Institutional Outcomes					
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer ^a
METRIC TYPE >>>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG
Overall Rate		X	X	X	71%	61%	71%	75%	48%	54%	52%	57%	67%	73%	70%	63%	82%	80%	72%	64%	52%	53%	40%	13%	75%	X	X	31%
Gender																												
Female	0																											
Male	5					=						=																
Race-Ethnicity																												
African-American	13	↑			=	↑	↑	↓	↓	↓	=	↓									↑					↓	↓	
Asian	1			↑																								
Filipino	1	×	×	×																								↑
Latino	2																								↑			
Native American	3																											
Pacific Islander	8				=		↑			↑	↑								↓			↑			↓			
White	1		=																									
Multi-Ethnic	3					↓														↑								
Other Groups																												
Person w/ Disability	9					↑	↓		↑	=	=			↑					↓									↑
Foster Youth	8	×	×	×	↑		=		↓	↑	↑		↑	↑	↑													
Low Income	3													↑	↓	↓												
Veteran	8		=	↓		↑														↑	↑		↓					

NOTES: Measure of improvement is identified for metrics which changed at least 1 Percentage Point Gap or (0.033) in the Proportionality Index since 2015. A green "↑" indicates a decreasing gap, a red "↓" an increasing gap, and "=" change less than threshold. Blanks are subgroups that were not disproportionately impacted for those areas in 2015.

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UNIFIED PLAN APPROVAL TIMELINE



College Council (Introduction of Plan)	August 24
Academic Senate (Introduction of Plan)	August 23
Administrative Staff (Introduction of Plan)	September 7
ASLPC (Introduction of Plan)	September 7
"Integrated Plan Meeting"	September 11
Classified Senate (Introduction of Plan) * <i>Did not occur as CS did not hold a meeting*</i>	September 14
Student Success Committee (Introduction of Plan)	September 21
Basic Skills Committee (Review Draft Plan)	September 27
Classified Senate (Information Item)	October 5
CLPCCD VC Krista Johns (Submit Draft Plan for Review)	October 9
Academic Senate (1st reading - Presentation of Draft Plan)	October 11
ASLPC (Information Item - Presentation of Draft Plan)	October 26
Board Materials Due (LPC President & Leadership Team Review)	October 13
Student Success Committee (Action - Presentation of Plan)	October 19
District ESS Group (Presentation of Plan)	October 20
Academic Senate (Action - Presentation of Plan)	October 25
Basic Skills Committee (Presentation of Plan)	October 25
College Council (Action - Presentation of Plan)	October 26
ASLPC (Presentation of Plan)	October 26
District eSLT Group (Presentation of Plan)	October 30
LPC Town Meeting (Presentation of Plan)	November 1
Board Meeting (Action: Presentation of Plan)	November 14
CCCCO (Plan Submission Deadline)	December 15
CCCCO (Plan Submission Deadline)	January 31

QUESTIONS?

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mgonzales@laspositascollege.edu

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Ashley McHale, BSI Co-Coordinator
amchale@laspositascollege.edu

Ext. 1351

Nessa Julian, Ed.D, Director of Student Equity
and Success
njulian@laspositascollege.edu

Ext. 1418

Trends in Student Characteristics and Outcomes

PRESENTER: RAJINDER SAMRA, DIRECTOR OF RESEARCH & PLANNING

TOWN MEETING

NOVEMBER 1, 2017

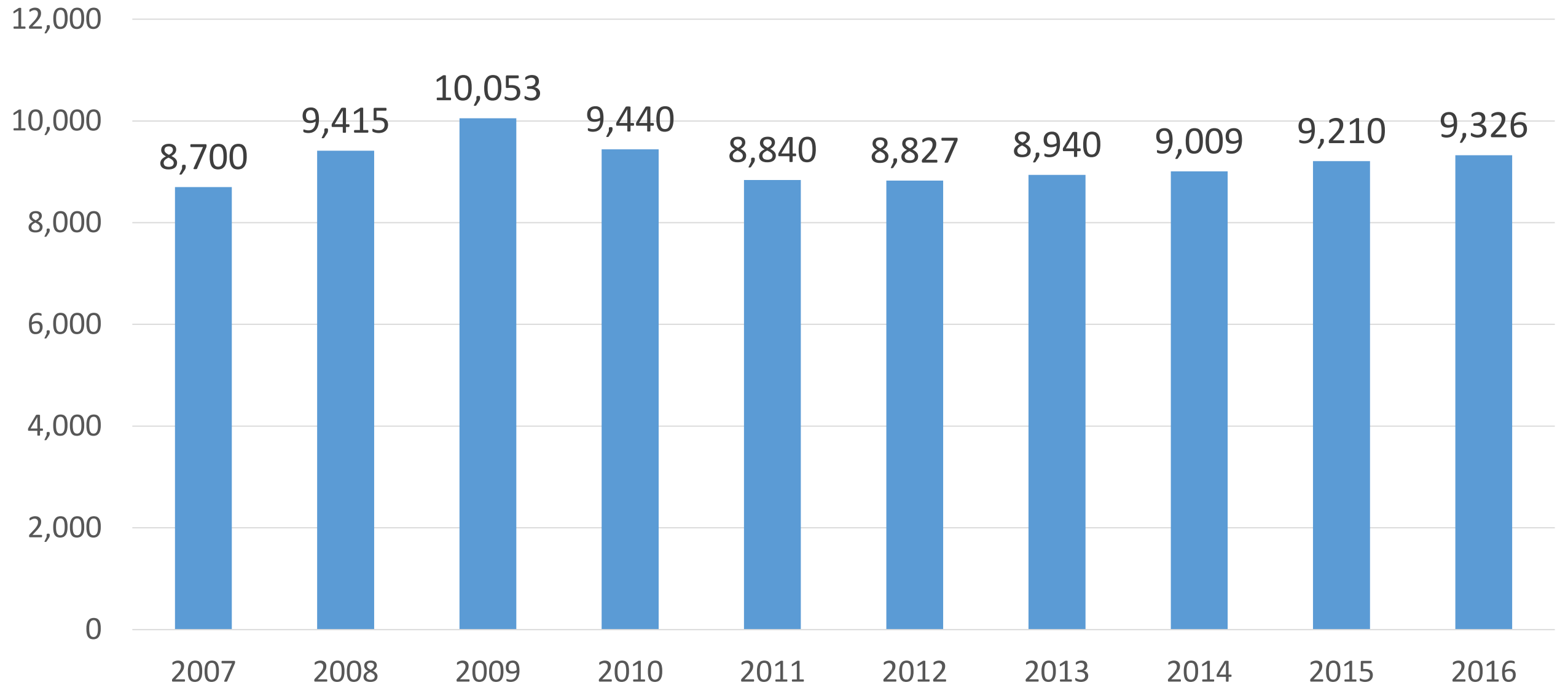
TOPICS

- **Student Characteristics**
 - **English and Math Assessment Outcomes**
 - **Associate Degree Outcomes**
 - **Sample of College Initiatives**
-

Student Characteristics

Student Headcount (Unduplicated)

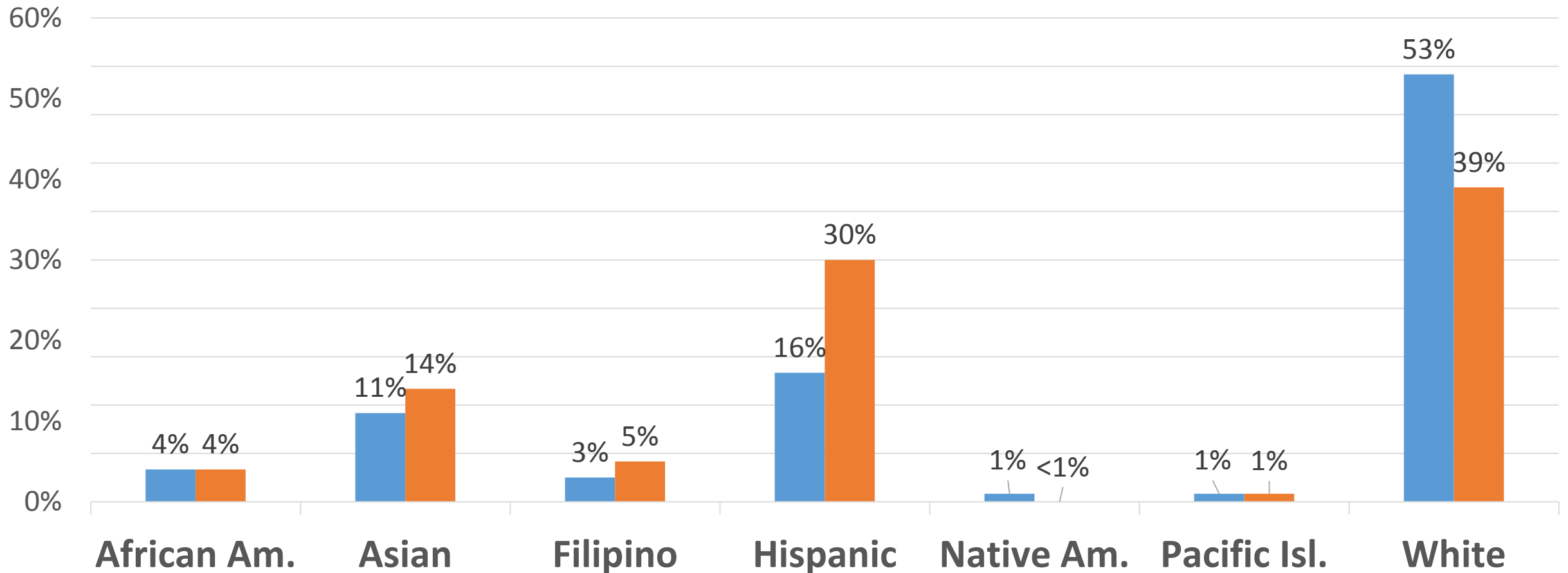
Fall Semesters: 2007 -2016



Race-Ethnicity of Students

Fall 2007 vs Fall 2016

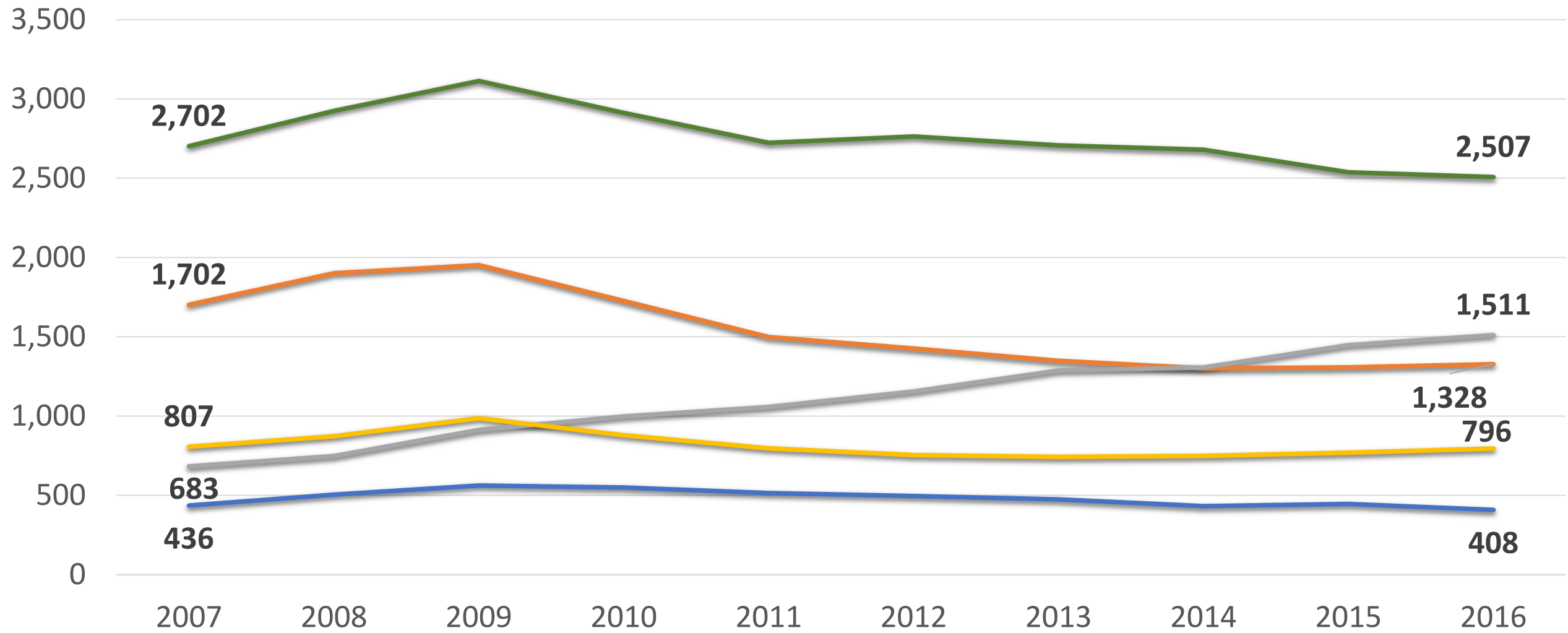
Fall 2007 Fall 2016



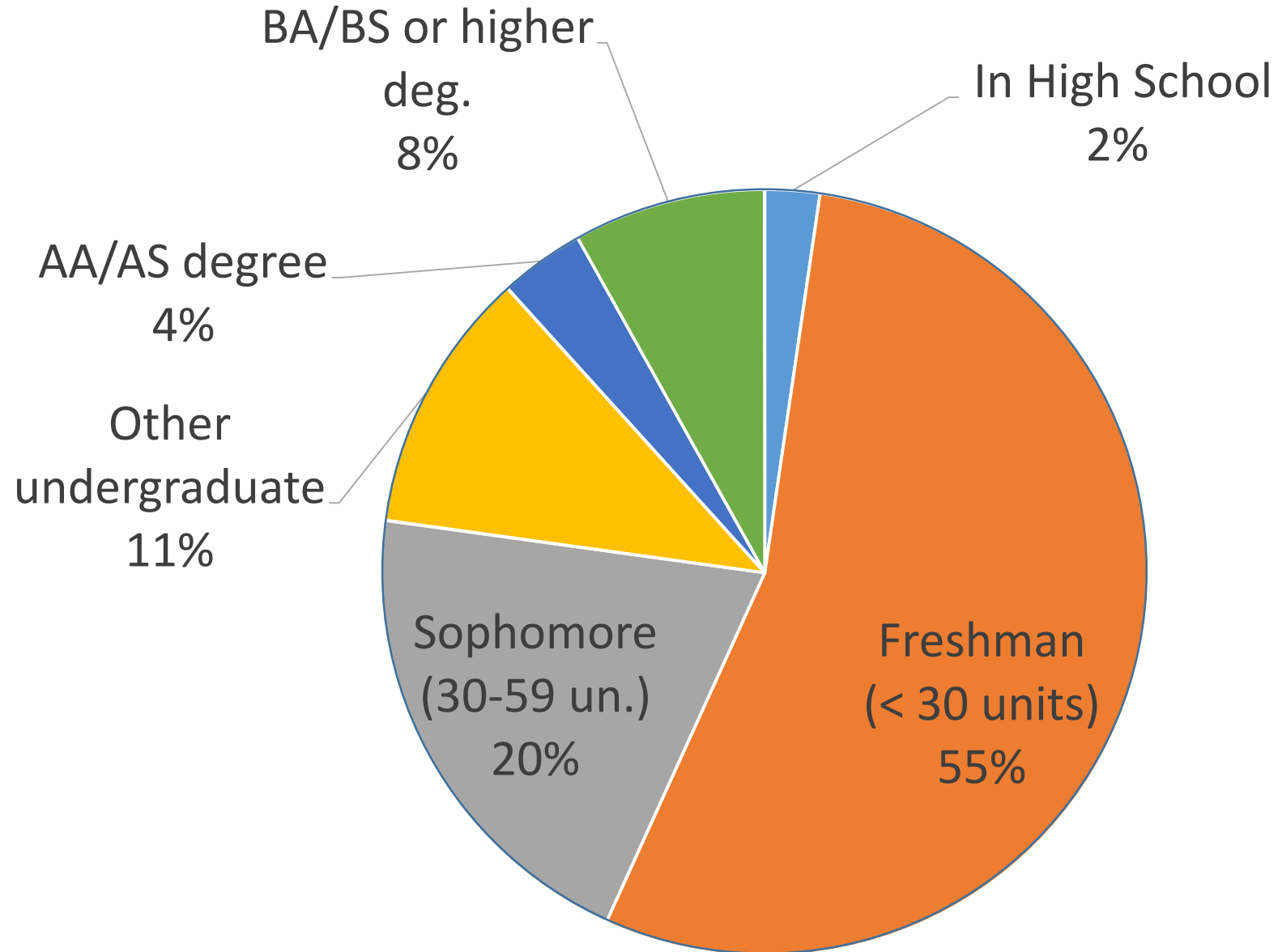
Students by City of Residence

Fall Semesters: 2007 to 2016

Livermore Pleasanton Tracy Dublin Castro Valley



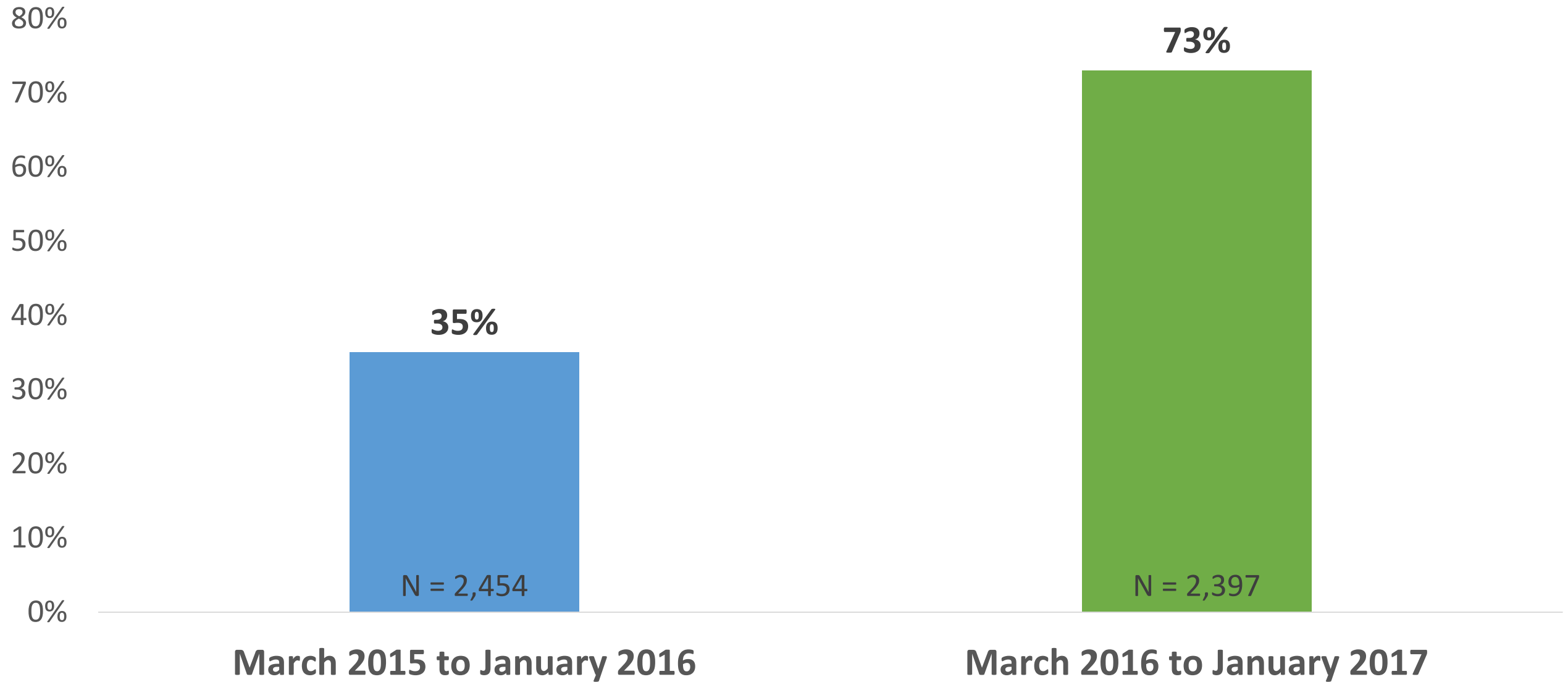
Educational Level of Students: Fall 2016



Assessment Results and Outcomes

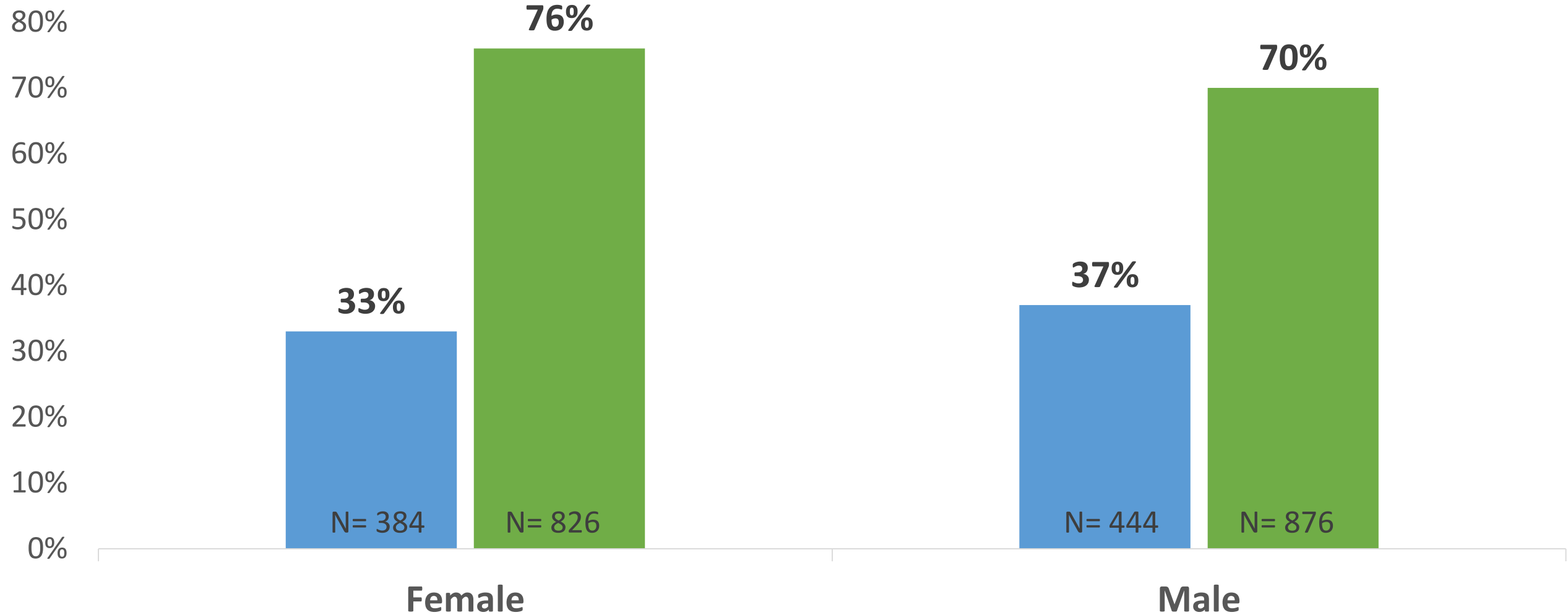
English Assessment Results and Outcomes

Las Positas College
Assessed into English 1A (College-Level English)
2015-16 vs 2016-17



Las Positas College
Assessed into English 1A by Gender
2015-16 vs. 2016-17

■ March 2015 to January 2016 ■ March 2016 to January 2017

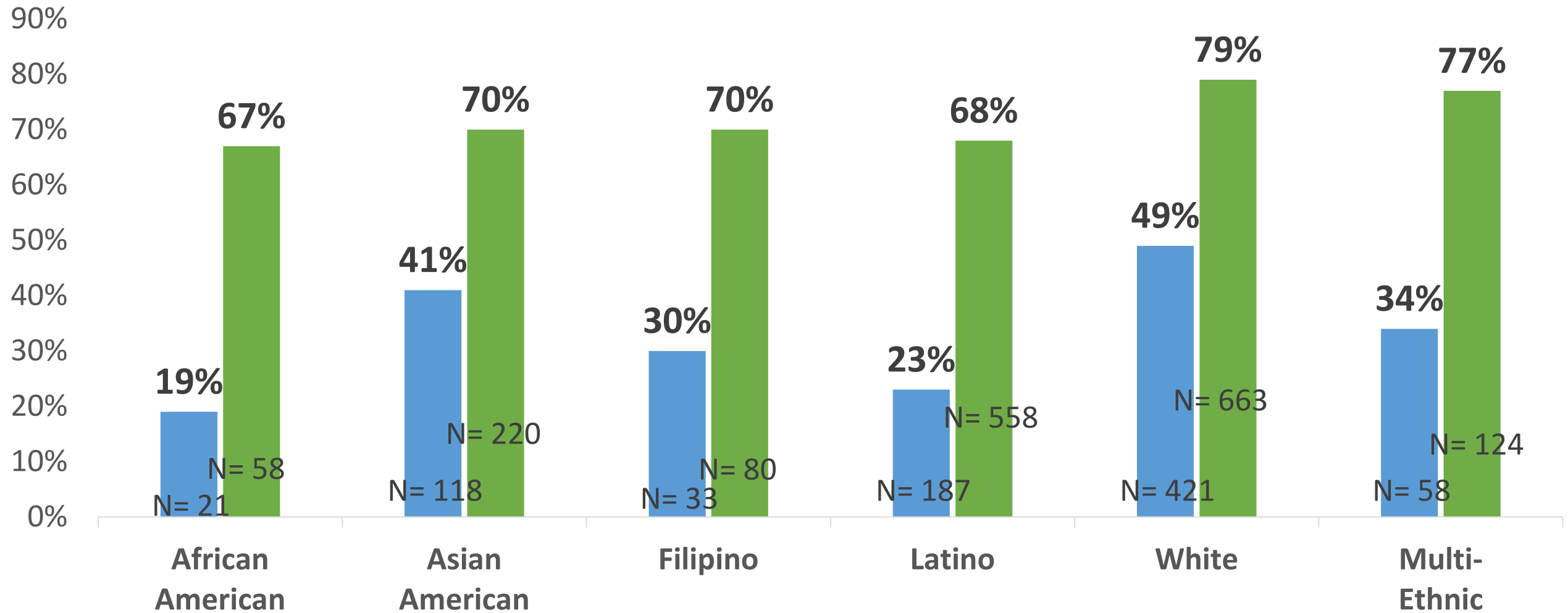


Las Positas College

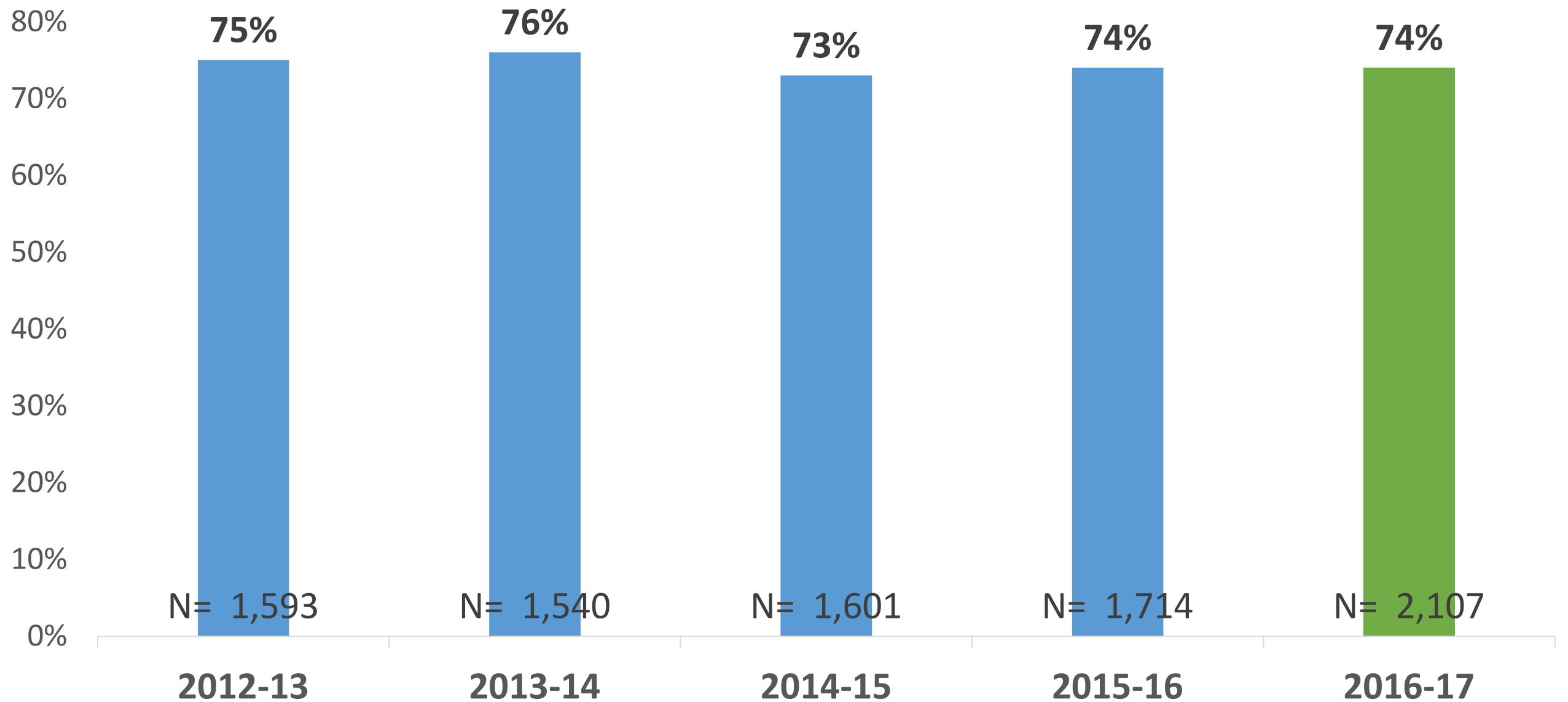
Assessed into English 1A by Race-Ethnicity

2015-16 vs. 2016-17

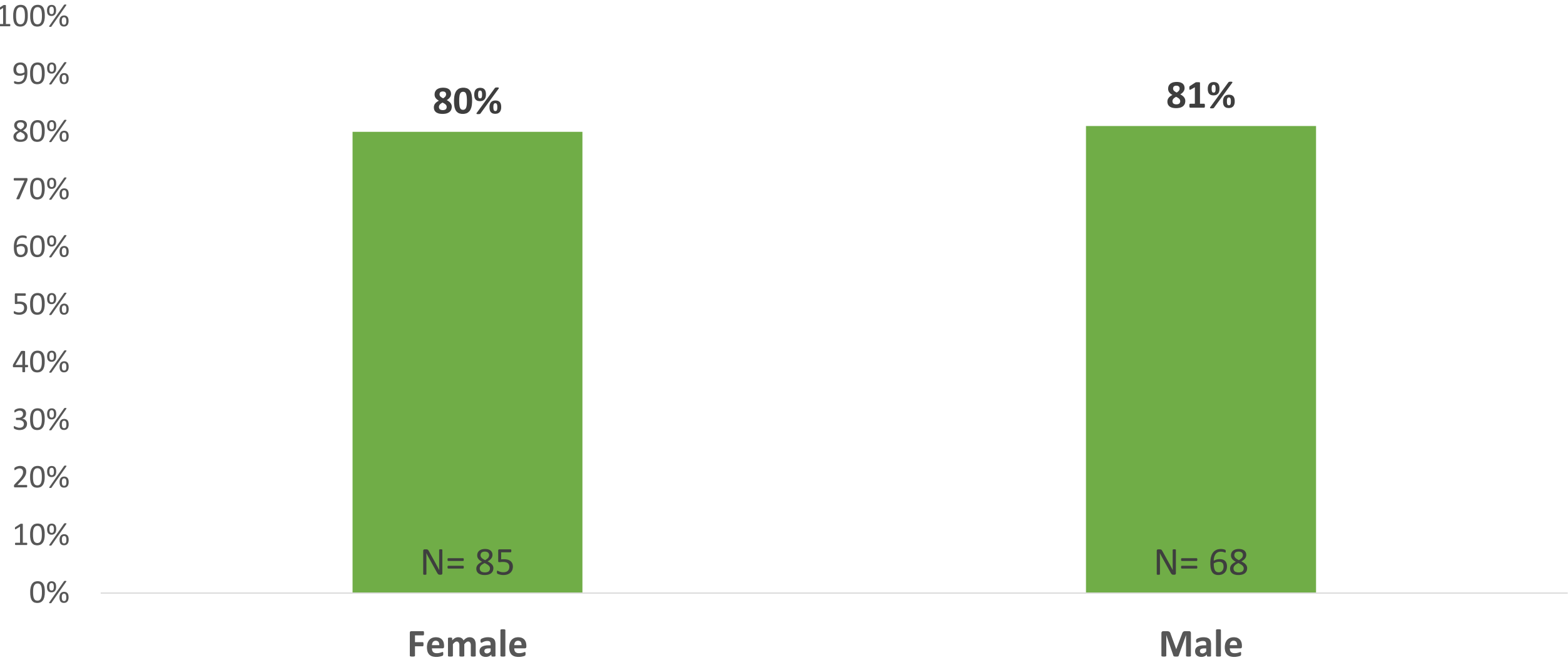
■ March 2015 to January 2016 ■ March 2016 to January 2017



Las Positas College
Overall English 1A Success Rates
2012-13 through 2016-17



Las Positas College
Success Rates in English 4 and 7 (Spring 2017) after success in English 1A (Fall 2016) by Gender
Entered Via HS GPA Only

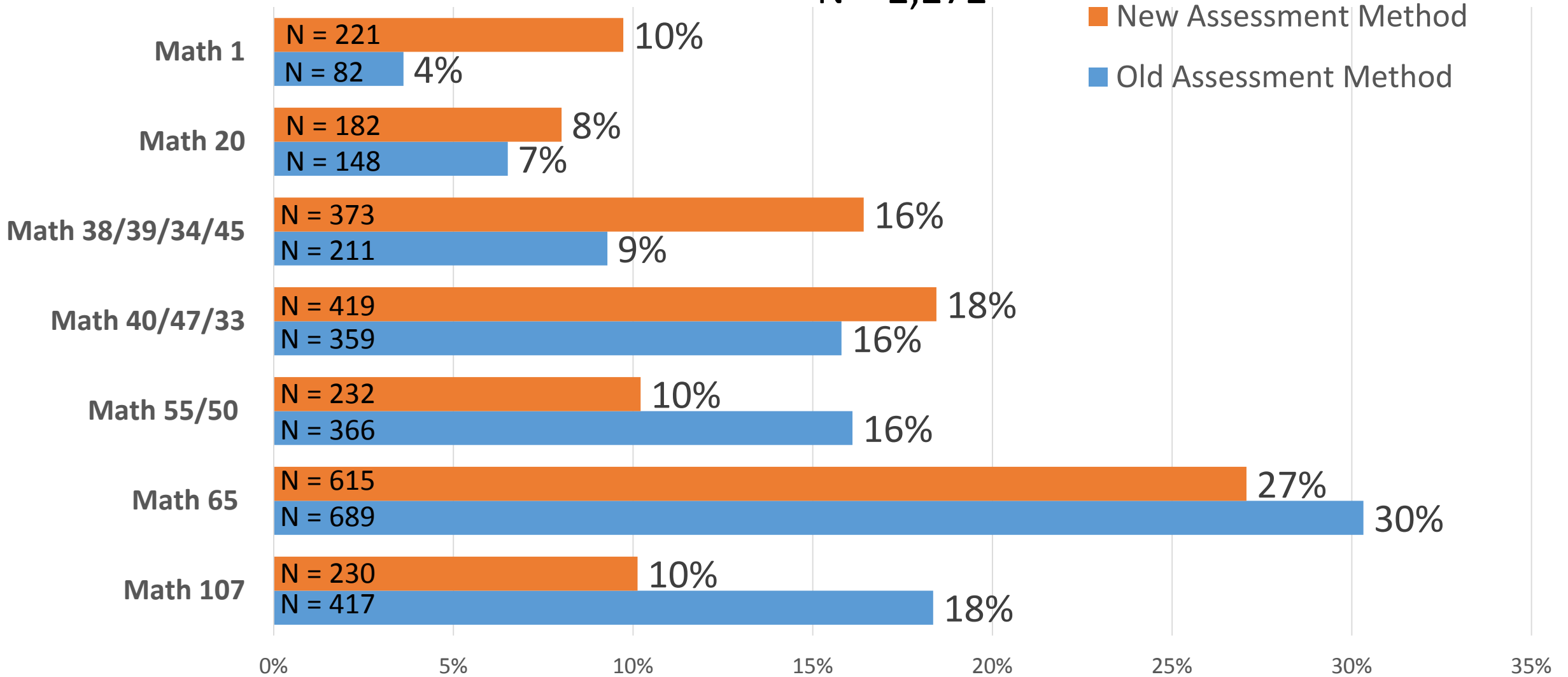


Math Assessment Results

Math Course Recommendations

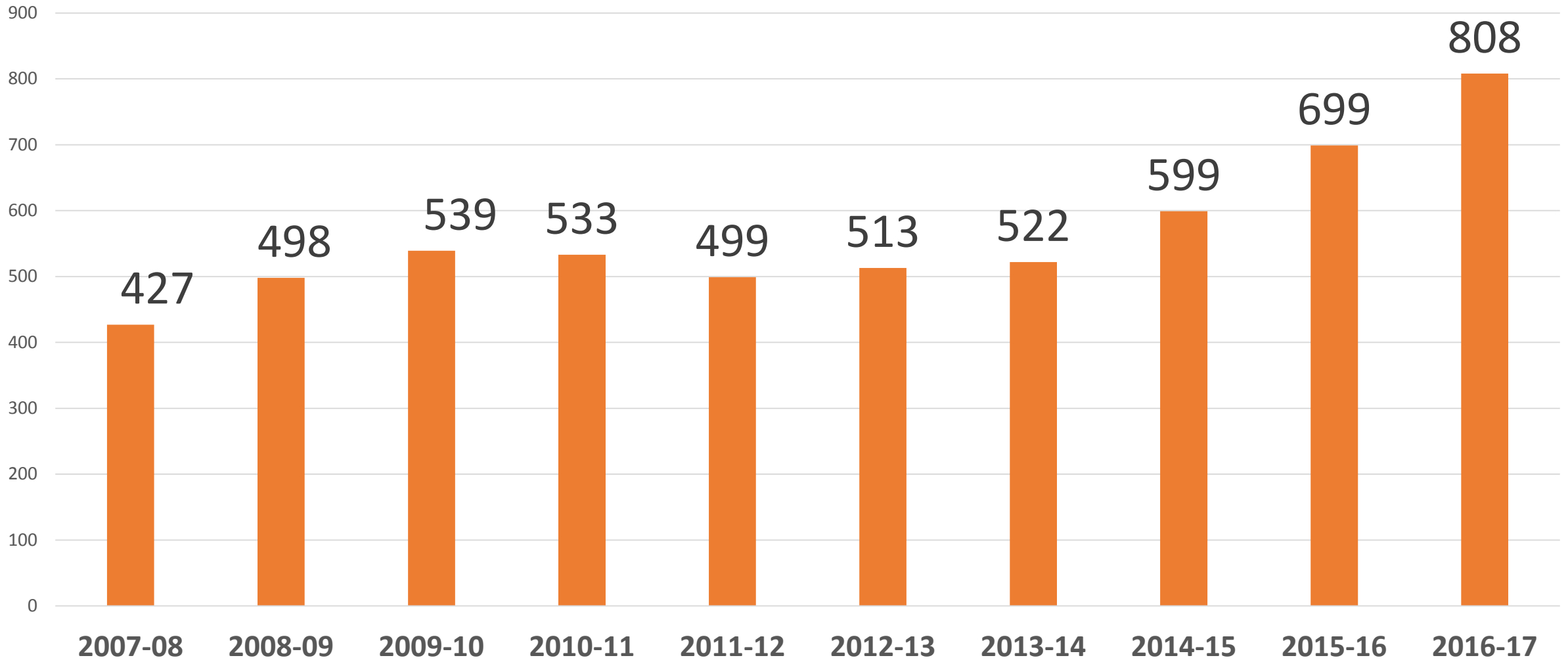
Students Assessed Between February 2016 and August 2016

N = 2,272

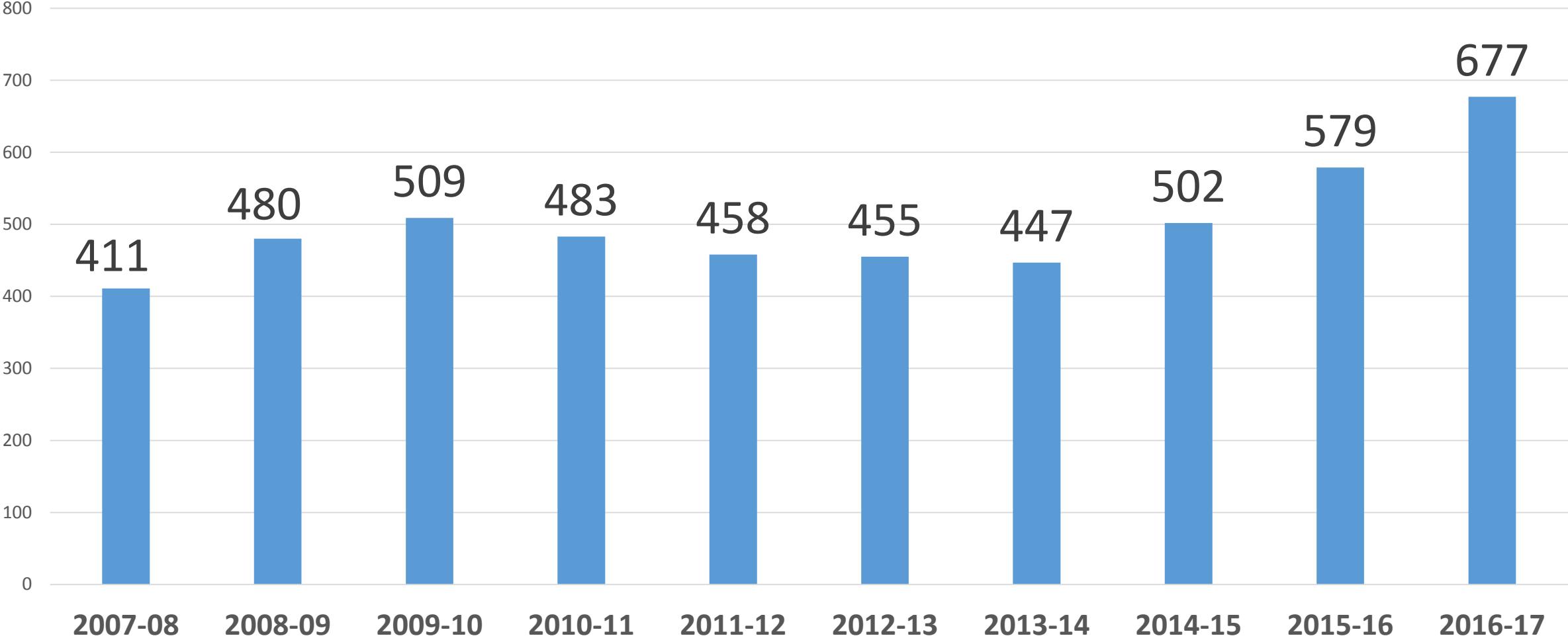


Associate Degree Outcomes

Number of Associate Degrees Awarded 2007-08 to 2016-17

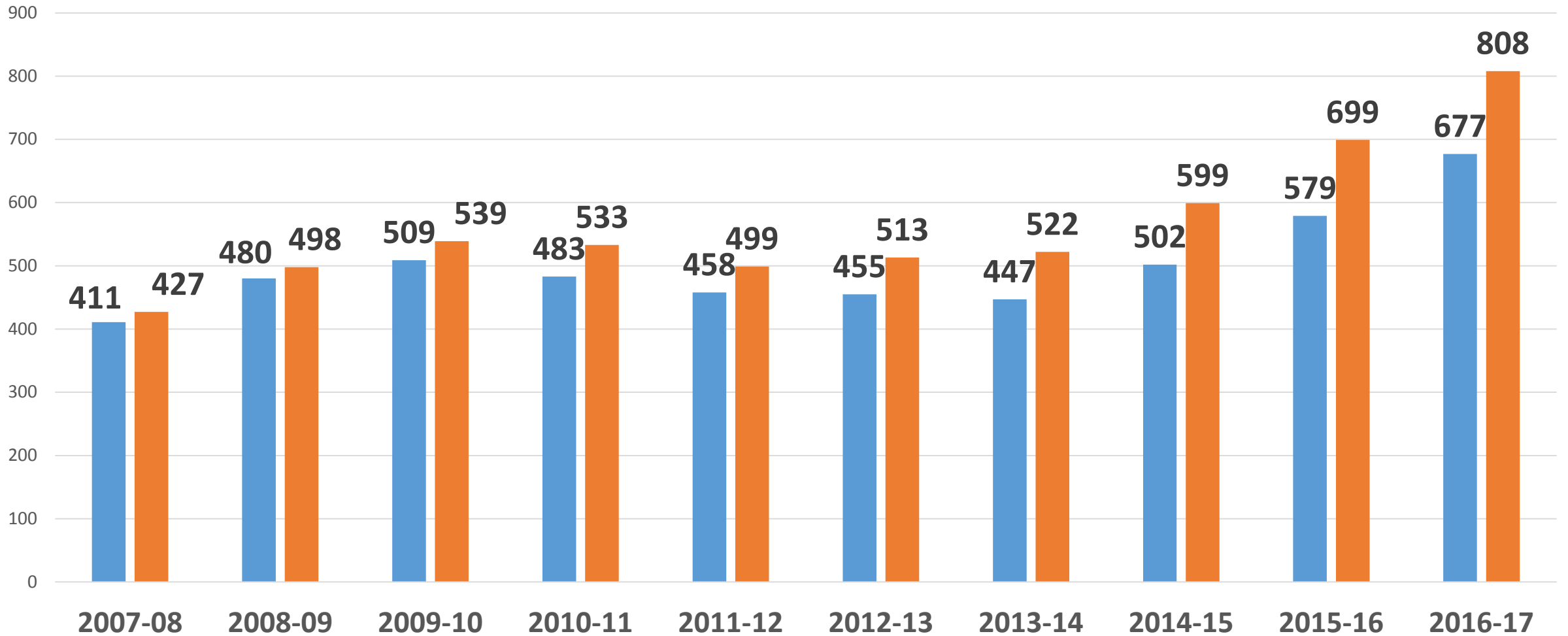


Headcount of Students Awarded Degrees 2007-08 to 2016-17

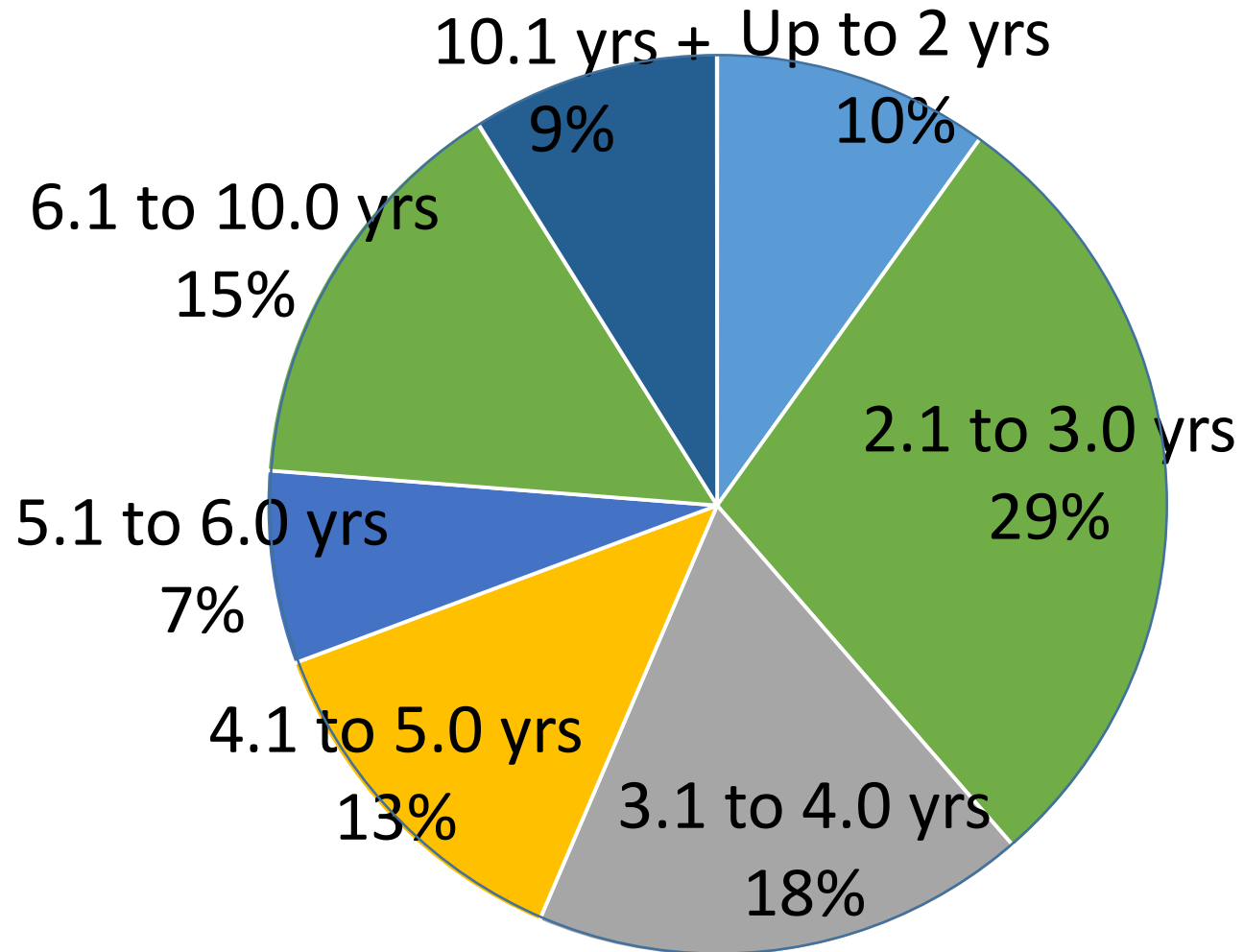


Number of Associate Degrees Awarded Compared to Headcount of Students Awarded Degrees 2007-08 to 2016-17

- Headcount of Students
- Awarded Degree(s)
- Degrees Awarded

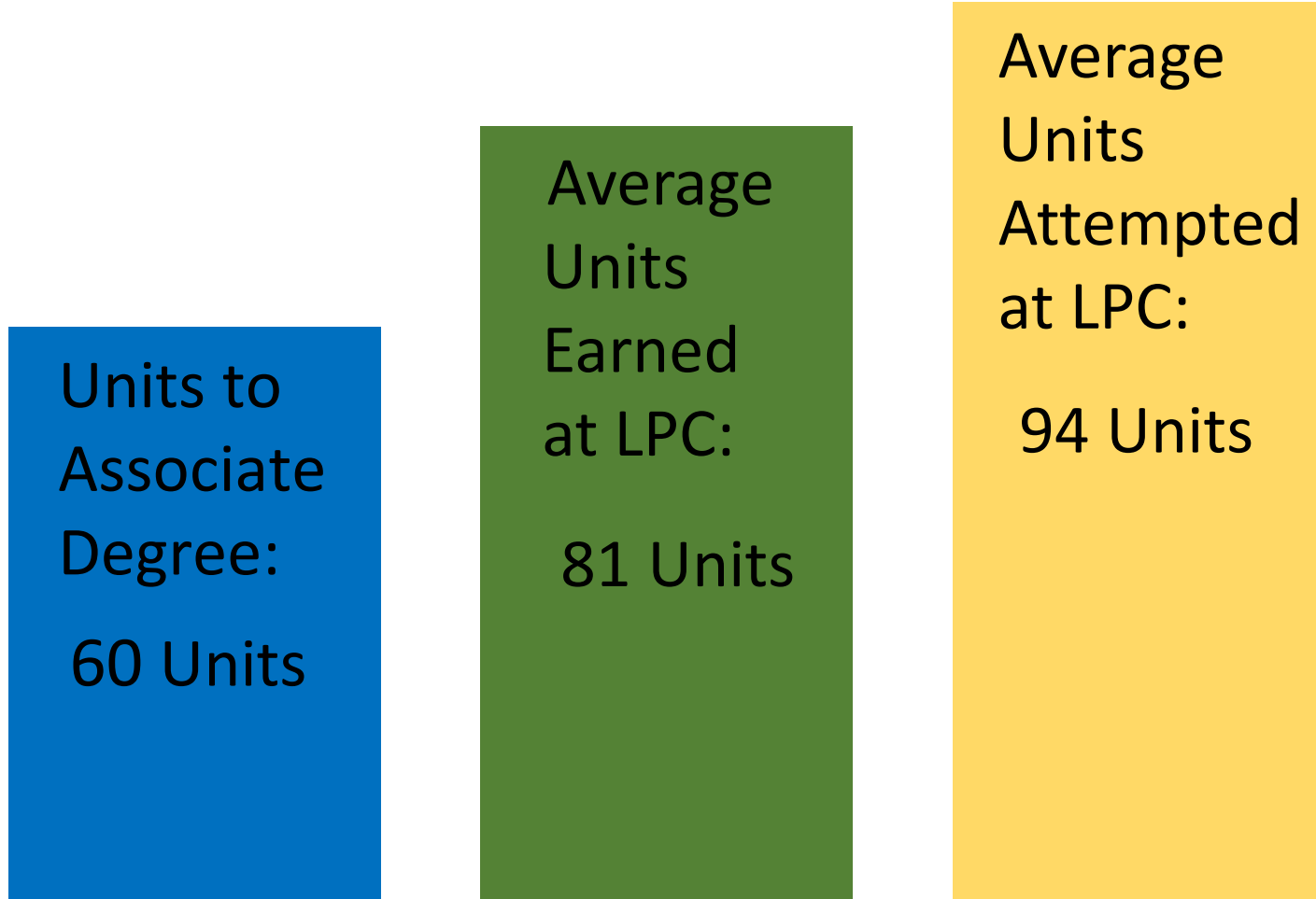


Years to Complete an Associate Degree at LPC



Las Positas College

2016-17 First-Time Associate Degree Completers Average Unit Accumulation



Sample of College Initiatives

Sample of College Initiatives

- HSI STEM Grant
- Puente
- Umoja
- Growth Mindset
- Math Jam
- Emporium Math
- Smart Workshops
- ECD Math Learning Community
- Embedded Counseling
- CTE Tutoring
- Online Tutoring
- Reading apprenticeship
- Co-requisite Basic Skills
- Textbook Library Reserves
- Guided Pathways Framework
- Cranium Café
- English Multiple Measures
- Math Multiple Measures
- Pathways Framework
- Unified Plan



Thank you for attending today's
Town Meeting.