STUDENT EQUITY & ACHIEVEMENT (SEA) PROGRAM
2019 -2022 STUDENT EQUITY PLAN
EXECUTIVE SUMMARY

Las Positas College Mission

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Vision Statement

Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

Introduction
Las Positas College (LPC) is one of two accredited community colleges in the Chabot-Las Positas Community College District. The College is located in the San Francisco East Bay region of Northern California and, as such, is situated amidst one of the State's fastest growing areas for business, science, and technology. Las Positas College primarily serves residents from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and north Livermore. The College offers curriculum for those seeking transfer to a four-year college or university, career preparation, or personal enrichment. The College provides university transfer classes, retraining classes for those in need of employment or career advancement, a first-time educational opportunity for many adults, and career and technical training for those entering the technical and paraprofessional workforce.

Las Positas College is a learning-centered institution focused on excellence and student success, and is fully committed to supporting all Tri-Valley residents in their quest for education and advancement.

As of the preliminary data for the spring 2019 semester, the College has a total of 8,664 students. Based on this spring 2019 data, the student population was comprised of 52% female, 46% male, 2% unknown [gender]; 65% students of color, 34% White students, and 1% unknown [race/ethnicity].

Student Equity and Achievement Program
The California Community Colleges Chancellor's Office through the Vision for Success, calls on our system to achieve bold goals to improve student outcomes, including increased attainment of degrees and certificates, reducing excess unit accumulation, securing gainful employment, and closing achievement gaps. The Chancellor's Office is committed to supporting colleges in achieving these goals by focusing on creating the fiscal and policy environment that allows colleges to best support California's students. The Guided Pathways framework, changes to assessment and placement, streamlining categorical programs, and a new funding formula that aligns to our system goals are all a part of this larger effort.

In July 2018, the Chancellor's Office sent memorandums to inform colleges of the new Student Equity and Achievement (SEA) Program. SEA established in Education Code (EC) 78222, consolidates the Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Program (SSSP) with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps. As a condition of receiving funds, a district shall comply with the following: maintain an equity plan per EC

78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705); and provide all students with an educational plan.

The Las Positas College 2019-2022 Student Equity Plan has been aligned to the California Community College Chancellor's Office new Student Success Metrics (SSM). Colleges are required to set three-year goals from the Student Success Metrics for the overall student population and for each student equity population shown to have disproportionate impact in the following areas: Access – successful enrollment; Retention – fall to spring; Transfer to a four-year institution; Completion of transfer-level math and English; and earned credit certificate over 18 units and associate degree.

<u>Campus Based Research</u>
The Las Positas College Office of Research, Planning and Institutional Effectiveness (R-PIE) assisted in the analysis of the data from the Student Success Metrics for the development of this plan. To ensure educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges shall maintain a student equity plan that includes a Disproportionate Impact (DI) study. Disproportionate impact occurs where "access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group." (§ 55502 (e)). Colleges are required to use campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses various methodologies pursuant to subdivision (d) of Section 78221. Colleges must assess the extent of student equity by gender for each of the following categories of students:

A. Current or former foster youth
B. Students with disabilities
C. Low-income students
D. Veterans
E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
    i. American Indian or Alaska Native
    ii. Asian
    iii. Black or African American
    iv. Hispanic or Latino
    v. Native Hawaiian or other Pacific Islander
    vi. White
    vii. Some other race
    viii. More than one race

F. Homeless students
G. Lesbian, gay, bisexual, or transgender students
H. Additional categories of students determined by the governing board of the community college district.

Student Success Metrics

The 2019-2022 Student Equity plan has been aligned to the California Community College System's new Student Success Metrics. Colleges were instructed to use the Student Success Metrics (SSM) Dashboard to access their data for their overall student population. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:
1. Access – Successful Enrollment (Enrolled at the same community college within one year of application)
2. Retention – Fall to Spring (Retained from fall to spring at the same college)
3. Transfer to a four-year institution
4. Completion of transfer-level math and English (Readiness - within the first year and within the District)
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree (Vision Goal Completion)

Methodology

The Chancellor's Office approved the use of two methodologies for measuring disproportionate impact: Percentage Point Gap (PPG), and Proportionality Index (PI). PPG refers to the percentage difference of the focal group's performance compared to the performance of the overall students minus the focal group. PI refers to the ratio comparison of the focal group's representation among all outcomes over the focal group's representation among overall students considered for that particular metric. PPG was used for the following metrics: Access, Retention, and completion of transfer-level math and English (Readiness). PPI was used for both completion metrics: Transfer to a four-year institution, and the vision goal completion. The following Table 1 outlines our DI study for Las Positas College.

Table 1: Las Positas College Equity Data

| Metric by DI Group | Method | Current Equity Data | | | | | |
| | | Gap Value | | Baseline | | Full Equity | |
		Rate	Students	Rate	Students	Rate	Students
1. Access (Enrolled in the Same Community College)							
LPC OVERALL	--	0%	--	45%	9,534	--	--
Black or African American (Female)	PPG-1	-10%	73	37%	278	47%	351
Black or African American (Male)	PPG-1	-5%	31	42%	245	47%	276
* Filipino (Female)	PPG-1	-4%	25	43%	273	47%	298
White (Female)	PPG-1	-3%	108	45%	1,755	47%	1,863
Black or African American (All)	PPG-1	-7%	90	39%	530	46%	620
Some other race (All)	PPG-1	-32%	188	14%	81	46%	269
2. Readiness (Completed Both Transfer-Level Math and English within the District)							
LPC OVERALL		0%	--	16%	307	--	--
American Indian or Alaska Native (Female)	PPG-1	-16%	0	0%	0	16%	0
Black or African American (Female)	PPG-1	-12%	2	5%	1	17%	3
Black or African American (Male)	PPG-1	-17%	7	0%	0	17%	7
Hispanic or Latino (Male)	PPG-1	-8%	24	10%	29	18%	53
* First Generation (Male)	PPG-1	-5%	18	12%	43	17%	61
Foster Youth (Female)	PPG-1	-17%	2	0%	0	17%	2
Foster Youth (Male)	PPG-1	-16%	1	0%	0	16%	1
American Indian or Alaska Native (All)	PPG-1	-16%	0	0%	0	16%	0
Black or African American (All)	PPG-1	-15%	10	2%	1	17%	11
Hispanic or Latino (All)	PPG-1	-6%	39	12%	75	18%	114
* First Generation (All)	PPG-1	-5%	36	13%	100	18%	136
Foster Youth (All)	PPG-1	-16%	4	0%	0	16%	4
LGBT (All)	PPG-1	-9%	5	8%	4	16%	9
3. Retention (Retained from Fall to Spring at the Same College)							
LPC OVERALL		0%	--	69%	6,259	--	--
Black or African American (Female)	PPG-1	-15%	27	54%	99	69%	126
* First Generation (Female)	PPG-1	-3%	52	67%	1,336	69%	1,388
Foster Youth (Male)	PPG-1	-24%	7	45%	14	69%	21
Black or African American (All)	PPG-1	-10%	39	59%	225	69%	264
* First Generation (All)	PPG-1	-3%	106	67%	2,435	70%	2,541

4. Completion (Attained the Vision Goal Completion Definition)							
LPC OVERALL		**1.00**	--	100%	712	--	--
American Indian or Alaska Native (Male)	PI	**0.00**	1	0%	0	0%	1
Asian (Male)	PI	**0.69**	15	5%	33	7%	48
Black or African American (Male)	PI	**0.18**	14	0%	3	2%	17
More than one race (Male)	PI	**0.79**	5	3%	18	3%	23
Native Hawaiian or other Pacific Islander (Female)	PI	**0.79**	1	0%	2	0%	3
Native Hawaiian or other Pacific Islander (Male)	PI	**0.43**	1	0%	1	0%	2
Some other race (Male)	PI	**0.76**	1	0%	2	0%	3
Foster Youth (Male)	PI	**0.61**	1	0%	2	0%	3
LGBT (Female)	PI	**0.69**	4	1%	8	2%	12
LGBT (Male)	PI	**0.48**	3	0%	3	1%	6
American Indian or Alaska Native (All)	PI	**0.69**	0	0%	1	0%	1
Black or African American (All)	PI	**0.53**	17	3%	19	5%	36
Native Hawaiian or other Pacific Islander (All)	PI	**0.62**	2	0%	3	1%	5
LGBT (All)	PI	**0.61**	7	2%	11	3%	18
5. Completion (Transferred to a Four-Year Institution)							
LPC OVERALL		**1.00**	--	100%	1,243	--	--
Disabled (Male)	PI	**0.68**	17	3%	35	4%	52
Black or African American (Female)	PI	**0.64**	12	2%	21	3%	33
Hispanic or Latino (Male)	PI	**0.76**	39	10%	125	13%	164
Native Hawaiian or other Pacific Islander (Female)	PI	**0.22**	4	0%	1	0%	5
Native Hawaiian or other Pacific Islander (Male)	PI	**0.28**	3	0%	1	0%	4
* First Generation (Female)	PI	**0.80**	55	18%	218	22%	273
Foster Youth (Male)	PI	**0.66**	2	0%	3	0%	5
LGBT (Female)	PI	**0.68**	5	1%	11	1%	16
Disabled (All)	PI	**0.78**	23	7%	84	9%	107
Native Hawaiian or other Pacific Islander (All)	PI	**0.24**	6	0%	2	1%	8

SOURCE: Student Equity and Achievement (SEA) Data File, Data on Demand, CA California Community College.
NOTE: Gap Value "Rate": For Percentage Point Gap, this is the percentage difference of the focal group's performance compared to the performance of everyone else (all students minus the focal group). For the Proportionality Index it is the ratio comparison of the focal group's representation among all outcomes over the focal group's representation among all students considered. Gap Value "Students" PPG or PI value represented as number of students needed to reach equitable outcomes.
*Indicates a sub-population group for which the state provided data but is not requiring college goals to be determined.

Goals and Priorities for the Overall Student Population

The 2019 - 2022 Student Equity Plan requires colleges to identify three-year goals for each metric based on the data for the college's overall student population as well as identify activities that support goal attainment. Table 2 provides the baseline data derived from the SSM, the goals, and activities for each metric.

Table 2: Las Positas College Goals for Overall Student Population

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
1. Access Enrolled in the Same Community College	Overall Rate: 45% N: 9,534 Methodology: PPG	*Increase successful enrollment from 9,534 to 9,953 (4.39% increase)*	● *Continue support of Outreach Specialist, Counseling, Admissions and Records, Assessment, and Financial Aid in assistance with and providing core services (orientation, placement/assessment, education planning, follow up)* ● *Continue support of Learning Communities (Umoja, HSI Gateway to Success, Puente, Veterans)* ● *Launch new Online Orientation* ● *Guided Pathways*
2. Readiness Completed Both Transfer-level Math and English within the District	Overall Rate: 16% N: 307 Methodology: PPG	*Increase completion of transfer level math and English within the District in the First Year from 307 to 345. (12.38% increase)*	● *Continue support of embedded counseling and English with learning communities* ● *Continue support of Math Jam* ● *Continue support of placement/assessment in conjunction with changes due to AB 705* ● *Continue support of ESL via outreach, orientation, and assessment* ● *Continue support of professional development* ● *Support RAW Center* ● *Support Reading Apprenticeship* ● *Support Tutors in Math and English through Tutorial Center*
3. Retention Retained from Fall to Spring at	Overall Rate: 69% N: 6,259 Methodology: PPG	*Increase retention from fall to spring at the same college from 6,259 to 6,441. (2.91% increase)*	● *Continue support of Outreach Specialist, Counseling, Admissions and Records, Assessment, and Financial Aid in assistance with and providing core services (orientation,*

the Same College)			placement/assessment, education planning, follow-up) ● *Continue support of Learning Communities (Umoja, HSI Gateway to Success, Puente, Veterans)* ● *Continue support of research assistant and software programs for conducting research for student success and DI* ● *Continue support for Veterans Resource Center, EOPS, DSPS, CalWORKs, Puente, HSI* ● *Continue support for DegreeWorks*
4. Completion Attained the Vision Goal Completion Definition	Overall Att: 712 Population: 18,745 Methodology: PI: 1.00	*Increase earned credit certificate and earned associate degree (Vision Goal for Completion) from 712 to 1,093. (53.51% increase)*	● *Continue support for Counseling, Admissions and Records, Assessment, Career/Transfer Coordinator, and Financial Aid in assistance with and providing core services (orientation, placement/assessment, education planning, follow-up)* ● *Continue support of Learning Communities (Umoja, HSI Gateway to Success, Puente, Veterans)* ● *Continue support of research assistant and software programs for conducting research for student success and DI* ● *Continue support for Veterans Resource Center, EOPS, DSPS, CalWORKs, Puente, HSI* ● *Continue support for DegreeWorks* ● *Continue support for Career inventories* ● *Guided Pathways*
5. Completion Transferred to a four-year institution	Overall Att: 1,243 Population: 10,206 Methodology: PI: 1.00	*Increase transfer to a four-year institution from 1,243 to 1,450. (16.35% increase)*	● *Continue support for Transfer/Career Center* ● *Continue support for campus tours to UCs and CSUs* ● *Continue support for annual HBCU Tour* ● *Continue support for DegreeWorks* ● *Continue support for A&R Evaluators* ● *Support for Guided Pathways*

<u>Disproportionately Impacted Student Populations</u>
The 2019 - 2022 Student Equity Plan requires colleges to identify three-year goals for for each population shown to be disproportionately impacted in each metric and identify activities that support goal attainment. Table 3 provides the data derived from the SSM, the goals, and activities for each metric. Although not required, there are additional categories of student populations included in the DI study including first-generation, and populations will less than ten (10) students in the group. In addition, the DI study includes data for *all* students although the Equity Plan only requires Colleges to conduct research disaggregated by gender. Our campus decided to include the *all* group in cases where certain populations that were disproportionately impacted would not appear as such when disaggregated by gender.

Table 3: Las Positas College Goals for Disproportionately Impacted Students

1. Access
Enrolled in the Same Community College

Current Baseline Data for Disproportionately Impacted Student Population	*Goals for Disproportionately Impacted Student Population*	*Activities that support the goal*
	Decrease the gap for successful enrollment to meet at least minimum equity.	*Engage in research to address challenges and successes in matriculation processes*

	PPG	Students
Black/African American (Female)	-10%	278
Black/African American (Male)	-5%	245
*Filipino (Female)	-4%	273
White (Female)	-3%	1,755
Black/African American (All)	-7%	530
Some other race (All)	-32%	81

	Reduce Gap %	Students
Black/African American (Female)	80%	336 [58]
Black/African American (Male)	62%	264 [19]
Filipino (Female)	48%	285 [12]
White (Female)	27%	1,784 [29]
Black/African American (All)	70%	593 [63]
Some other race (All)	94%	257 [176]

Activities:

Engage in research to address challenges and successes in matriculation processes
- *Pursue participating in the USC "Student Equity Planning Institute" & the Equity Scorecard process*
- *Pursue participating in the Campus Pride Index*

Adoption of Guided Pathways through an Equity Lens
- *Examine college webpages and literature for ease of navigation and clarity about expectations using an equity lens*
- *Specific outreach to DI groups to follow up on admission application and enrollment*
- *Partnership with feeder high schools to create pipeline for DI groups*

		○ *Professional development for culturally relevant advising and support services* ○ *Clarify pathways for enrollment specific to DI groups* *Promote Learning Communities, Student Life and Leadership, and opportunities for student engagement in cocurricular and academic programs* ○ *Organize activities that promote campus community engagement (student life, clubs/organizations, celebration of DI groups - Black History Month, Hispanic Heritage Month, National Coming Out Day, Asian American Heritage Month, Undocumented Student Week of Action, Women's Herstory Month, Mental Health Awareness, Disability Awareness, Veterans programs, etc.)* ○ *Research possibility of piloting an Ambassador program* ○ *Research possibility of developing an Asian Pacific Islander Learning Community* ○ *Launch Brother to Brother program* ○ *Research Guardian Scholars Program* *Continue support of HS Counselor breakfast*

2. Readiness
Completed Both Transfer- level Math and English within the District

		Decrease the gap for completion of transfer level math and English to meet at least minimum equity				Continue support of integrated academic and student support services through an equity lens

Decrease the gap for completion of transfer level math and English to meet at least minimum equity

Continue support of integrated academic and student support services through an equity lens

	PPG	Students		Reduce Gap	Students
American Indian / Alaskan (Female)	-16%	0	American Indian / Alaskan (Female)	88%	0 [1]
Black/African American (Female)	-12%	1	Black/African American (Female)	83%	3 [2]
Black/African American (Male)	-17%	0	Black/African American (Male)	88%	6 [6]
Hispanic/Latino (Male)	-8%	29	Hispanic/Latino (Male)	75%	47 [18]
*First Generation (Male)	-5%	43	First Generation (Male)	61%	54 [11]
Foster Youth (Female)	-17%	0	Foster Youth (Female)	88%	2 [2]
Foster Youth (Male)	-16%	0	Foster Youth (Male)	88%	1 [1]
American Indian / Alaskan (All)	-16%	0	American Indian / Alaskan (All)	88%	0 [1]
Black / African American (All)	-15%	1	Black / African American (All)	87%	10 [9]
Hispanic/Latino (All)	-6%	75	Hispanic/Latino (All)	68%	101 [26]
*First Generation (All)	-5%	100	*First Generation (All)	58%	121 [21]
Foster Youth (All)	-16%	0	Foster Youth (All)	88%	3 [3]
LGBT (All)	-9%	4	LGBT (All)	87%	8 [4]

- o *Support of Math Jam*
- o *Support concurrent support courses for math*
- o *Support RAW Center*
- o *Support Tutorial Services*
- o *Support Library Services*
- o *Support Learning Communities*
- o *Support English IAEX*
- o *Support Reading Apprenticeship*

Research opportunities to better support Foster Youth & LGBTQ students

Promote / In-reach for Foster Youth

Specific outreach about classes and support services available

Continue alignment of courses with local high schools

Research progress/success of AB 705 supports for CQI

3. Retention
Retained from Fall to Spring at the Same College)

Decrease the gap for retention from fall to spring to meet at least minimum equity

Engage in research to address challenges and successes with retention

	PPG	Students		Reduce Gap %	Students
Black / African American (Female)	-15%	99	Black / African American (Female)	86%	122 [23]
First Generation (Female)	-3%	1,336	First Generation (Female)	23%	1,348 [12]
Foster Youth (Male)	-24%	14	Foster Youth (Male)	92%	21 [7]
Black/African American(All)	-10%	225	Black/African American(All)	80%	256 [31]
*First Generation (All)	-3%	2,435	*First Generation (All)	31%	2,468 [33]

- o *Pursue participating in the USC "Student Equity Planning Institute" & the Equity Scorecard process*
- o *Pursue participating in the Campus Pride Index*

		○ *Continue support of professional development for equity*
		Adoption of Guided Pathways through an Equity Lens
		○ *Address financial stability of students through support for services that address barriers including nutrition, transportation, childcare, public benefits, emergency assistance, textbook assistance*
		○ *Professional development for culturally relevant advising, teaching, and support services*
		Support Learning Communities, Student Life and Leadership, and opportunities for student engagement in cocurricular and academic programs
		○ *Organize activities that promote campus community engagement (student life, clubs/organizations, celebration of DI groups - Black History Month, Hispanic Heritage Month, National Coming Out Day, Asian American Heritage Month, Undocumented Student Week of Action, Women's Herstory Month, Mental Health Awareness, Hunger and Homelessness Awareness, Disability Awareness, Veterans programs, etc.)*
		○ *Research possibility of piloting an Ambassador program*

			○ Research possibility of developing an Asian Pacific Islander Learning Community

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○ *Research possibility of developing an Asian Pacific Islander Learning Community*
○ *Launch Brother to Brother program*
Targeted support of DI populations for
○ *Tutorial, financial aid, completion of core services*
○ *Continue outreach efforts, promote six steps to success (Gear Up, etc.)*
○ *Publicize all available resources available to students (Assist, etc.) and explore how to do this effectively*
○ *Strengthen opportunities for family involvement in outreach efforts*

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4. Completion
Attained the Vision Goal Completion Definition

			Decrease the gap for earned credit certificate and earned associate degree to meet at least minimum equity			*Explore community partnerships* *Explore collaboration with CTE programs and community partnerships* *Explore development of DI mentor program with local community and organizations, corporations* *Guided Pathways - intrusive and deliberate in offering services to DI groups* *Explore opportunity for student employee engagement (connect, engaged)*
	PPI	Students		Reduce Gap PI	Students	
American Indian/Alaskan	0.0	0	American Indian/Alaskan	80%	1 [1]	
Asian (Male)	0.69	33	Asian (Male)	36%	39 [6]	
Black/African American (Male)	0.18	3	Black/African American (Male)	76%	13 [10]	
More than one race (Male)	0.79	18	More than one race (Male)	3%	18 [1]	
Native Hawaiian/Pacific Islander (Female)	0.79	2	Native Hawaiian/Pacific Islander (Female)	5%	2 [1]	
Native Hawaiian/Pacific Islander (Male)	0.43	1	Native Hawaiian/Pacific Islander (Male)	65%	2 [1]	
Some other race (Male)	0.76	2	Some other race (Male)	18%	2 [1]	
Foster Youth (Male)	0.61	2	Foster Youth (Male)	49%	3 [1]	
LGBT (Female)	0.69	8	LGBT (Female)	35%	9 [1]	
LGBT (Male)	0.48	3	LGBT (Male)	61%	5 [2]	
American Indian Alaskan (All)	0.69	1	American Indian Alaskan (All)	36%	1 [1]	
Black/African American (All)	0.53	19				

Native Hawaiian/Pacific Islander (All)	0.62	3
LGBT (All)	0.61	11

Black/African American (All)	58%	29 [10]
Native Hawaiian/Pacific Islander (All)	48%	4 [1]
LGBT (All)	48%	15 [4]

5. Completion
Transferred to a four-year institution

	PPI	Students
Disabled (Male)	0.68	35
Black/African American (Female)	0.64	21
Hispanic/Latino (Male)	0.76	125
Native Hawaiian/Pacific Islander (Female)	0.22	1
Native Hawaiian/Pacific Islander (Male)	0.28	1
*First Generation (Female)	0.80	218
Foster Youth (Male)	0.66	3
LGBT (Female)	0.68	11
Disabled (All)	0.78	84
Native Hawaiian/Pacific Islander (All)	0.24	2

Decrease the gap for transfer to a four-year institution to meet at least minimum equity

	Reduce Gap PI	Students
Disabled (Male)	38%	42 [7]
Black/African American (Female)	44%	26 [5]
Hispanic/Latino (Male)	16%	133 [8]
Native Hawaiian/Pacific Islander (Female)	74%	4 [3]
Native Hawaiian/Pacific Islander (Male)	72%	3 [2]
*First Generation (Female)	0%	221 [3]
Foster Youth (Male)	42%	4 [1]
LGBT (Female)	38%	13 [2]
Disabled (All)	8%	87 [3]
Native Hawaiian/Pacific Islander (All)	74%	7 [5]

Continue support of Transfer/Career coordinator

Continue support of campus tours to UCs and CSUs

Continue support of annual HBCU Tour
Continue support of DegreeWorks

Continue support of A&R Evaluators

Pursue development of catalog of resources available at each UC and CSU specific for each DI group

Look into developing cultural specific graduation or transfer ceremonies for DI groups

Continue support of Counselor for EOPS, Care, CalWORKs, Foster Youth, Homeless, At-risk

Evaluation Plan and Process

The Student Equity and Achievement Committee will take the primary lead in evaluating the progress of activities toward meeting the student equity goals. Using the Equity Data from the Student Success Metrics provided by the California Community College Chancellor's Office (CCCCO), we will work with our colleagues in our Research, Planning, and Institutional Effectiveness (R-PIE) Office to review progress toward each goal for each metric on an annual basis. In addition to an annual review on progress for each goal, individual activities will be monitored through either qualitative and/or mixed methods approach in addition to the quantitative data for a deeper understanding of the impact on activities in pursuing the goals to allow for continuous quality improvement.

The Student Equity and Achievement Committee also plans to develop additional tools to help outline how goals and activities tied to the plan are integrated in campus-wide and statewide systems initiatives. In addition to the committees, we have added a section on equity in our Program Review process. Each department, division, program, and unit will address equity and the metrics, goals, and activities of the Equity Plan as part of their program review. In collaboration with the Program Review Committee, the Student Equity and Achievement Committee will review all the responses as part of our ongoing effort for continuous quality improvement to best meet the needs of our students. Through our Institutional Planning and Effectiveness Committee (IPEC), we are proposing a college-wide planning priority related to equity. This committee is charged with reviewing the effectiveness of metrics used to analyze student success and disproportionate impact. IPEC will review the goals, activities, and data as part of their process to develop College-wide planning priorities in alignment with our mission and vision. In addition, the college is committed to ensuring coordination across implementation of key initiatives on campus including Guided Pathways, AB 705, Strong Workforce Program, Vision for Success, and the Student Centered Funding Formula.

2019-2020 Las Positas College Planning Priorities

- Implement the integration of all ACCJC standards throughout campus structure and processes.
- Establish a knowledge base and an appreciation for equity; create a sense of urgency; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Coordination Across Student Equity-Related Categorical Programs

Las Positas strives to empower leaders from all constituent groups to participate in decision making through the governance process. To ensure coordination across student equity-related categorical and campus-based programs, we will work through

our participatory governance processes and collaborate between Administrative, Academic, and Student Services Divisions, as well as with the four constituent groups: Administrators, Classified Senate, Academic Senate, and Student Senate. The Student Equity and Achievement Committee is charged with implementing, coordinating, and reviewing goals and activities outlined in our Equity Plan. The committee is comprised of faculty, administrators, classified professionals, and students, and reports to both the Academic Senate and the College Council. The College Council is the main participatory governance council for the College. Members represent all divisions across the College which allows for collaboration and integration of goals to meet the needs of our students, and our disproportionately impacted students in particular.

Student Equity Progress (2015 - 2018)

Over the last three years, Las Positas College has received a state allocation totaling $1,999,291 to support equity initiatives. The allocation amounts are listed in the tables below.

The allocation amounts were as follows:

Table 4: Las Positas College Equity Fund Allocations 2015 - 2018

YEAR	EQUITY FUND ALLOCATION AMOUNT
2015 – 2016	$655,644
2016 – 2017	$679,965
2017 – 2018	$663,682

Table 5: Las Positas College Equity Funds 2015 - 2016

EQUITY FUNDS 2015 - 2016		
OBJECT CODE	**CATEGORY**	**EXPENSE**
1000	<u>Academic Salaries</u> Counselors Faculty (Non-Teaching) Faculty Hourly (Non-Teaching) Librarians	$93,657
2000	<u>Classified and Non-Academic Salaries</u> Classified Hourly Professional Experts	$130,987
3000	Benefits	$85,813
4000	<u>Supplies & Materials</u> Program Operating Supplies	$19,442

	Special Printing	
5000	Operating Expenses & Services Professional Development Student Field Trips Professional Services Institutional Memberships Consulting/Contracting Software Licenses	$155,970
6000	Capital Outlay Books Computers	$75,572
7000	Other Books & Supplies	$94,203
TOTAL ALLOCATION		$655,644

Table 6: Las Positas College Equity Funds 2016 - 2017

EQUITY FUNDS 2016 - 2017		
OBJECT CODE	**CATEGORY**	**EXPENSE**
1000	Academic Salaries Management Counselors Faculty (Non-Teaching) Faculty Hourly (Non-Teaching)	$204,537
2000	Classified and Non-Academic Salaries Classified Management (Non-Academic) Hourly Professional Experts	$250,088
3000	Benefits	$173,004
4000	Supplies & Materials Program Operating Supplies	$5,375
5000	Operating Expenses & Services Professional Development Student Field Trips Professional Services Institutional Memberships	$44,801
6000	Capital Outlay	$267

	Equipment	
7000	Other Books & Supplies	$1,893
TOTAL ALLOCATION		$679,965

Table 7: Las Positas College Equity Funds 2017 - 2018

EQUITY FUNDS 2017 - 2018		
OBJECT CODE	**CATEGORY**	**EXPENSE**
1000	<u>Academic Salaries</u> Management Counselors Faculty (Non-Teaching) Faculty Hourly (Non-Teaching)	$230,000
2000	<u>Classified and Non-Academic Salaries</u> Classified Management (Non-Academic) Hourly Professional Experts	$220,000
3000	Benefits	$165,000
4000	<u>Supplies & Materials</u> Program Operating Supplies	$1,000
5000	<u>Operating Expenses & Services</u> Professional Development Student Field Trips Professional Services Institutional Memberships	$47,682
6000	<u>Capital Outlay</u> Equipment	
7000	<u>Other</u> Books & Supplies	
TOTAL ALLOCATION		$663,682

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