

Student Equity Plan Summary

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Details

Assurances

* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

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.

Success Criteria

Las Positas strives to empower leaders from all constituent groups to participate in decision making processes 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.

Executive Summary

<http://www.laspositascollege.edu/equityprogram/equity.php>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	9534	9953	+4.39%
Transferred to a Four-Year Institution	1243	1450	+16.65%
Attained the Vision Goal Completion Definition	712	1093	+53.51%
Completed Both Transfer-Level Math and English Within the District in the First Year	307	345	+12.38%
Retained from Fall to Spring at the Same College	6259	6441	+2.91%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Male	Attained the Vision Goal Completion Definition	3	5	+66.67% ◀
LGBT	Female	Attained the Vision Goal Completion Definition	8	9	+12.5% ◀ ▶
Foster Youth	Male	Attained the Vision Goal Completion Definition	2	3	+50% ◀ ▶
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	1	2	+100% ◀
Some other race	Male	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▶
Black or African American	Male	Attained the Vision Goal Completion Definition	3	13	+333.33% ◀
More than one race	Male	Attained the Vision Goal Completion Definition	18	18	0% ◀ ▶
Asian	Male	Attained the Vision Goal Completion Definition	33	39	+18.18% ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	29	48	+65.52% ◀
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ◀
Foster Youth	Male	Retained from Fall to Spring at the Same College	14	21	+50% ◀
Black or African American	Female	Retained from Fall to Spring at the Same College	99	122	+23.23% ◀
Black or African American	Male	Enrolled in the Same Community College	245	264	+7.76% ◀
Filipino	Female	Enrolled in the Same Community College	273	285	+4.4% ◀
Black or African American	Female	Enrolled in the Same Community College	278	336	+20.86% ◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
White	Female	Enrolled in the Same Community College	1755	1784	+1.65% ◀ ▶
LGBT	Female	Transferred to a Four-Year Institution	11	13	+18.18% ▶▶ ◀
Foster Youth	Male	Transferred to a Four-Year Institution	3	4	+33.33% ▶▶ ◀
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	1	3	+200% ▶▶ ◀
Hispanic or Latino	Male	Transferred to a Four-Year Institution	125	133	+6.4% ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	1	4	+300% ▶▶ ◀
Black or African American	Female	Transferred to a Four-Year Institution	21	25	+19.05% ▶▶ ◀
Disabled	Male	Transferred to a Four-Year Institution	35	42	+20% ▶▶ ◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	6	+500% ▶▶ ◀
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▶▶ ◀
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◀ ▶
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	1	0% ◀ ▶

Additional Categories

No population groups selected.

Activities

Guided Pathways Equity Considerations

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College

Student Engagement

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College

Integrated academic and student support services through an equity lens

Brief Description of Activity

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

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Engage in research to address challenges and successes with retention

Brief Description of Activity

Pursue participating in the USC "Student Equity Planning Institute" & the Equity Scorecard process Pursue participating in the Campus Pride Index Continue support of professional development for equity Pursue campus-wide discussion intentional

discussions and professional development regarding equity, guided pathways, and student success

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Adoption of Guided Pathways through an Equity Lens

Brief Description of Activity

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

Related Metrics

- Overall : All : Enrolled in the Same Community College
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- More than one race : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition

Provide targeted retention and engagement support for DI populations

Brief Description of Activity

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 Explore collaboration with CTE and Strong Workforce Programs including Outreach, community and business partnerships, and professional development on equity

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Provide targeted transfer and completion support for DI populations

Brief Description of Activity

Continue support of Transfer Career Center Coordinator Continue support of campus tours to UCs, CSUs Continue support of annual HBCU Tour Continue support of DegreeWorks Continue support of Admissions and Records and evaluation tools Research developing cultural specific graduation recognition ceremonies Continue support of Counselors in categorical programs including EOPS, Care, CalWORKs, Foster Youth, Homeless, Veterans, DSPS

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- More than one race : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
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- Foster Youth : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition



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