

Equity Report 2025 - 2028 Intensive Focus Group Action Plan

Current Challenges/Barriers

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Las Positas College Equity Plan Priorities & Institutional Goals

- Equity: Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Student Success & Completion: 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.

Las Positas College: Intensive Focus Populations

Based on our local equity data, we have identified three populations to focus on:

- Hispanic/Latine
- African American/Black
- First Generation

Addressing Barriers: Common Themes from Intensive Focus Action Plans

- Use continuous equity data review and Equity Audits (course, program, service levels) to identify and eliminate disproportionate impact.
- Provide timely and proactive communication and support to students along their academic and career pathways.
- Embed culturally responsive, anti-racist practices across instruction, student services, governance, and hiring. Provide ongoing professional development in culturally responsive pedagogy, linguistic justice, and anti-racist practices.
- Expand academic and career pathway supports, such as through increased pathway & student-centered comprehensive education plans, student-centered scheduling, and pathway success teams. Ensure all new students receive clear pathway guides to support navigation and milestone awareness. Offer SMART Shops to demystify college processes (DegreeWorks, scholarships, MyPathway tasks).
- Increase proactive academic and belonging supports such as through designated cultural community learning sections in Math and English (including Puente, Umoja, MESA, and Movement API for Asian American, Native Hawaiian, and Pacific Islander communities), increased and embedded tutoring in communal and cultural spaces, bilingual counseling, developing case management tools. Host culturally relevant programs and celebrations to increase belonging and holistic support.
- Expand peer mentoring through our student ambassador program that intentionally provides proactive and timely support around key pathway milestones and barriers to success, and have ambassadors reflect our diverse student body, including Latine, Black/African American, and First-Generation identities.
- Strengthen K–12, CSU/UC, HSI (Hispanic-Serving Institution), and HBCU (Historically Black Colleges and Universities) partnerships to build aligned pipelines, dual enrollment pathways, and outreach.

Hispanic/Latine Students Equity Action Plan

Current Challenges/Barriers

Las Positas College (LPC) data indicate that Latine/Latinx students remain one of the largest and fastest-growing populations in the college's service area, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion.

Barriers include:

- First-Generation and Low-Income Challenges: 63% of Hispanic/Latine students are first-generation, 55% are low-income (Pell/College Promise), and of those 40% classified as both, creating barriers related to college navigation, academic readiness, and affordability.
- Among new first-time college students, Latine students persisted to return for a second primary term at any California Community College at significantly lower-than expected rates (70.5% compared to 72.4% LPC average).
- Among new first-time college students, Latine students completed both transfer-level English and math courses within their first year at significantly lower-than expected rates (22.9% compared to 27.2% LPC average).
- Institutional Barriers: Limited culturally relevant pedagogy, inconsistent equity audits, and underrepresentation of Latine faculty and staff inhibit belonging and persistence.
- Structural Obstacles: Policies and processes (e.g., placement, counseling access, transfer pathways) are not always culturally responsive or fully integrated across Student and Academic Affairs.

Action Plan for Ideal Institution

1. Addressing Challenges/Barriers

LPC's Student Equity and Achievement (SEA) Plan and Educational Master Plan (EMP) both prioritize dismantling structural barriers through:

- Continuous evaluation of equity data and institutional practices to eliminate disproportionate impact.
- Implementing Equity Audits at the course, program, and service level to ensure culturally responsive pedagogy.
- Integrating anti-racist practices and culturally relevant supports across governance and instructional systems.
- Expand the peer mentoring to include a focus on Hispanic and Latine students, including intentionally hiring student ambassadors that reflect this population.

2. Specific Strategies and Success Indicators

LPC's five EMP goals drive its Latine equity action plan:

- **Educational Excellence:** Expand proactive engagement and support for underserved students, including embedded tutoring, bilingual counseling, and targeted learning communities (Puente, HSI-funded projects).
- **Community Collaboration:** Strengthen partnerships with local K–12 districts, UC Merced, and other Hispanic-Serving Institutions (HSIs) to align pipelines and ease transfer.
- **Equity and Anti-Racism:** Institutionalize anti-racist training for all employees, and prioritize representation and belonging in faculty hiring and curriculum design.
- **Success Metrics:** Increased Latine enrollment, improved retention/persistence, higher transfer and degree completion rates, and reduced equity gaps in course success and completion of transfer-level math and English.

3. Resources, Structures, and Support

- **Guided Pathways Framework:** Student-facing academic maps, Success Teams, and integrated Career and Academic Communities designed to ensure navigation and milestone completion.
- **HSI and SEA Funding:** Continued leveraging of federal HSI grants to build capacity for culturally relevant student services and academic supports.
- **Institutional Committees:** Student Equity and Achievement Committee, Guided Pathways Steering Committee, and IPEC for continuous improvement and resource alignment.

Summary

LPC's Latine equity plan integrates district-wide and college-specific frameworks to eliminate disproportionate impact. Its focus areas—early outreach, culturally responsive instruction, cross-departmental collaboration, and targeted support—are designed to produce measurable gains in enrollment, retention, and completion, with success defined as equity parity across all five Student Success Metrics by 2026.

African American Students Equity Action Plan

Current Challenges/Barriers

Las Positas College (LPC) data indicate that African American student population is significantly increasing, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion.

- First-Generation and Low-Income Challenges: 50% of Black and African American students are first-generation, 68% are low-income (Pell/College Promise), and of those 41% classified as both, creating barriers related to college navigation, academic readiness, and affordability.
- Access and Enrollment: Among new first-time students who apply to LPC, Black and African American students enroll at significantly lower-than-expected rates (33.7% compared to 46.5% LPC average).
- Among new first-time college students, Black and African American students persisted to return for a second primary term at any California Community College at significantly lower-than expected rates (57.1% compared to 72.4% LPC average).
- Among new first-time college students, Black and African American students completed both transfer-level English and math courses within their first year at significantly lower-than expected rates (18.2% compared to 27.2% LPC average).
- Among new first-time college students, the rate of Black and African American students at LPC who earned a certificate, associate degree within 3 years in the District is significantly lower-than expected (2.6% compared to 13.6% LPC average).
- Institutional Barriers: Limited culturally relevant pedagogy, inconsistent equity audits, and underrepresentation of Black faculty and staff inhibit belonging and persistence.
- Structural Obstacles: Policies and processes (e.g., placement, counseling access, transfer pathways) are not always culturally responsive or fully integrated across Student and Academic Affairs.
- Social Isolation: The Black and African-American student population is growing, but from a small base. This can lead to a feeling of isolation on campus and in the classroom, threatening persistence and success. This also applies to Black faculty and classified professionals. This limits demand of and visibility for professional development opportunities tailored to teaching and supporting Black students as well.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. Addressing Challenges/Barriers

LPC's Student Equity and Achievement (SEA) Plan and Educational Master Plan (EMP) both prioritize dismantling structural barriers through:

- Continuous evaluation of equity data and institutional practices to eliminate disproportionate impact.
- Implementing Equity Audits at the course, program, and service level to ensure culturally responsive pedagogy.
- Integrating anti-racist practices and culturally relevant supports across governance and instructional systems.
- Expand the peer mentoring to include a focus on Black and African American students, including intentionally hiring student ambassadors that reflect this population, mentoring programs such as A2mend, Sister-to-Sister, Brother-to-Brother.
- Strengthen partnerships with local K–12 districts, CSU and UCs, and other Historically Black-Serving Institutions (HBCUs) to align pipelines and ease transfer. Potential intentional outreach to Black and African American high school students and dual enrollment

2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?

- Expand proactive engagement and support for Black and African American students, including embedded tutoring and targeted learning communities, such as Umoja.
- Outreach - exploring opportunities for joining outreach opportunities at local schools, etc.
- Forward-facing visibility and representation to build a sense of belonging and encourage retention for Black or African American students. Examples include positions of leadership through LPCSG (Las Positas College Student Government) and Umoja and/or the Black Cultural Resource Center
- Host culturally relevant programs and celebrations to honor the milestones of our Black and African American students, including Black Graduation and partnership large scale programs such as One Love Festival
- Orientation/info night for BCRC - sharing marketing materials with the outreach team to share the word; using student ambassadors as well

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

- Existing networks: BEA (Black Education Association)
- Potentially reviving programs such as Black Family Night
- Close partnerships and collaborations with existing programs that are designed to support Black and African American student success, including Umoja, the Black Cultural Resource Center, A2mend, Brother to Brother, Sister to Sister, and ConnectUp.

First Generation Students Equity Action Plan

Current Challenges/Barriers

Las Positas College (LPC) data indicate that around 45% of our students are first-generation, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion.

- First-Generation and Low-Income Challenges: 43% of our overall student body is first-generation and of those 26% are also low-income, creating barriers related to college navigation, academic readiness, and affordability.
- Access and Enrollment: Among new first-time students who apply to LPC, First-Generation students enroll at significantly lower-than-expected rates (40.4% compared to 46.5% LPC average).
- Among new first-time college students, First-Generation students persisted to return for a second primary term at any California Community College at significantly lower-than expected rates (65.3% compared to 72.4% LPC average).
- Among new first-time college students, First-Generation students completed both transfer-level English and math courses within their first year at significantly lower-than expected rates (17.1% compared to 27.2% LPC average).
- Among new first-time college students, the rate of First-Generation students at LPC who earned at least 12 units and left the community college system, and enrolled at a four-year institution within 3 years is significantly lower-than expected (27.9% compared to 136.7% LPC average).
- Structural Obstacles: Policies and processes (e.g., placement, counseling access, transfer pathways) are not always transparent or fully integrated across Student and Academic Affairs.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
- Continue to celebrate and encourage First Generation students with student life events. As 76% of our LPC students are first generation, we will strategically support campus committees that already prioritize and serve our Latine student

success efforts, including CLEA, the Chicano Latino Education Association, Puente, the Cultural Community Center, and the UndocuAlly taskforce.

- Continue to ensure all new students receive an illustrated Pathway guide that walks them through the many opportunities and key milestones by units students should be completing to enhance their college experience.
- Raise visibility of the Student Resource Guide both on our website and developing a printed version which will then be accessible in departments that receive the most student foot traffic, including Admissions and Records, Financial Aid, the Welcome Center, the Library, etc.
- Tell the success stories of our employees and students on social media and around campus. (Short clips) Personal success stories can be the first way to reach a student. Have a visible database of who our success stories are.

2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?

- Intentionally partner with the Marketing department and the Foundation Office on a campaign to highlight First Generation employees and students. Increase the number of name tag flags and door tags that identifies employees that are First Generation.
- Professional development for faculty for students who are first generation and the nature of their need Language bias/linguistic justice training for faculty to minimize language bias and increase sense of belonging.
- SMART Shops to demystify the different semester and pathway milestones that happen outside of the classroom, such as how to use DegreeWorks, how to apply to scholarships, and other key MyPathway Checklist items.

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

- Funding for SMART Shops
- What are the trends that related to our First Generation students and finding the intersections, resources, and timely proactive communications and supports we need to provide
- We need technology to know who our First Generation students are, where they are along their pathway, and contact and case management capabilities.