



# Las Positas College

## 2019-22 Student Equity Plan

(For Planning Purposes Only)

Full Equity Template : [http://www.laspositascollege.edu/gv/ssc/assets/docs/Final\\_Equity\\_Plan\\_2019-2022\\_Template.pdf](http://www.laspositascollege.edu/gv/ssc/assets/docs/Final_Equity_Plan_2019-2022_Template.pdf)

DI Summary Table:

[http://www.laspositascollege.edu/gv/ssc/assets/docs/equity\\_2019\\_2022/LPC\\_Student\\_Equity\\_DI\\_SUMMARY\\_2019\\_Final-Update2.pdf](http://www.laspositascollege.edu/gv/ssc/assets/docs/equity_2019_2022/LPC_Student_Equity_DI_SUMMARY_2019_Final-Update2.pdf)

CCC Alignment of Initiatives: [http://www.laspositascollege.edu/gv/ssc/assets/docs/Alignment\\_of\\_Initiatives\\_01.29.19.pdf](http://www.laspositascollege.edu/gv/ssc/assets/docs/Alignment_of_Initiatives_01.29.19.pdf)

1. In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<b>1. Access</b> <b>Enrolled in the Same Community College</b>	Overall Rate: 45% N: 9,534 PPG DI: Males: 1 Females: 3 Gender Overall: 2 [Disproportionate Impact] <u>Males</u> <ul style="list-style-type: none"> <li>● Black/African American</li> </ul> <u>Females</u> <ul style="list-style-type: none"> <li>● Black/African American</li> <li>● *Filipino*</li> <li>● White</li> </ul> <u>Gender Overall</u> <ul style="list-style-type: none"> <li>● Black/African American</li> <li>● Some other race</li> </ul>	<i>Significantly increase successful enrollment</i>	<ul style="list-style-type: none"> <li>● Continue support of Outreach Specialist, Counseling, Admissions and Records, Assessment, and Financial Aid in assistance with and providing core services (orientation, assessment, education planning, follow up)</li> <li>● Continue support of Learning Communities (Umoja, HSI Gateway to Success, Puente, Veterans)</li> <li>● Pursue contract for new online Orientation</li> <li>● Pursue work on Campus Pride Index</li> <li>● Pursue participating in the USC “Student Equity Planning Institute” &amp; the Equity Scorecard process</li> </ul>



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<p><b>2. Readiness</b>  <b>Completed Both Transfer- level Math and English within the District</b></p>	<p>Overall          Rate: 16%          N: 307          PPG          DI: Males:4 Females: 3          Gender Overall: 6          [Disproportionate Impact]  <u>Males</u></p> <ul style="list-style-type: none"> <li>● Black/African American</li> <li>● Hispanic/Latino</li> <li>● *First Generation*</li> <li>● Foster Youth</li> </ul> <p><u>Females</u></p> <ul style="list-style-type: none"> <li>● American Indian/Alaskan</li> <li>● *Black/African American*</li> <li>● Foster Youth</li> </ul> <p><u>Gender Overall</u></p> <ul style="list-style-type: none"> <li>● American Indian/Alaskan</li> <li>● Black/African American</li> <li>● Hispanic/Latino</li> <li>● *First Generation*</li> <li>● Foster Youth</li> <li>● LGBT</li> </ul>	<p><i>Significantly increase completion of transfer level math and English</i></p>	<ul style="list-style-type: none"> <li>● Continue support of embedded counseling and English with learning communities</li> <li>● Continue support of Math Jam</li> <li>● Continue support of assessment in conjunction with changes due to AB 705</li> <li>● Continue support of ESL via orientation and assessment</li> <li>● Continue support of professional development</li> <li>● Support RAW Center</li> <li>● Support Reading Apprenticeship</li> </ul> <p style="text-align: center;"><i>Support Tutors in Math and English through Tutorial Center</i></p>
<p><b>3. Retention</b>  <b>Retained from Fall to Spring at the Same College)</b></p>	<p>Overall          Rate: 69%          N: 6,259          PPG          DI: Males:1 Females: 2</p>	<p><i>Significantly increase retention from fall to spring</i></p>	<ul style="list-style-type: none"> <li>● Continue support of Outreach Specialist, Counseling, Admissions and Records, Assessment, and Financial Aid in assistance with and providing core services (orientation, assessment, education planning, follow up)</li> </ul>



Las Positas College  
 2019-22 Student Equity Plan  
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	<p>Gender Overall: 2          [Disproportionate Impact]  <u>Males</u></p> <ul style="list-style-type: none"> <li>● Foster Youth</li> </ul> <p><u>Females</u></p> <ul style="list-style-type: none"> <li>● Black/African American</li> <li>● *First Generation*</li> </ul> <p><u>Gender Overall</u></p> <ul style="list-style-type: none"> <li>● Black/African American</li> <li>● *First Generation*</li> </ul>		<ul style="list-style-type: none"> <li>● Continue support of Learning Communities (Umoja, HSI Gateway to Success, Puente, Veterans)</li> <li>● Continue support of research assistant and software programs for conducting research and overall/DI data.</li> <li>● Continue support in Veterans Resource Center, EOPS, DSPS, CalWORKs, Puente, HSI</li> <li>● Continue support of DegreeWorks</li> </ul>
<p><b>4. Completion</b>          Attained the Vision          Goal Completion          Definition</p>	<p>Overall          Att: 712          Population: 18,745          PI: 1.00          DI: Males: 8 Females: 2          Gender Overall: 4          [Disproportionate Impact]  <u>Males</u></p> <ul style="list-style-type: none"> <li>● American Indian/Alaskan</li> <li>● Asian</li> <li>● Black/African American</li> <li>● More than one race</li> <li>● Native Hawaiian/Pacific Islander</li> <li>● Foster Youth</li> <li>● LGBT</li> </ul> <p><u>Females</u></p> <ul style="list-style-type: none"> <li>● Native Hawaiian/Pacific Islander</li> <li>● LGBT</li> </ul>	<p><i>Significantly increase earned credit certificate and earned associate degree</i></p>	<ul style="list-style-type: none"> <li>● Continue support of Counseling, Admissions and Records, Assessment, Career/Transfer Coordinator, and Financial Aid in assistance with and providing core services (orientation, assessment, education planning, follow up)</li> <li>● Continue support of Learning Communities (Umoja, HSI Gateway to Success, Puente, Veterans)</li> <li>● Continue support of research assistant and software programs for conducting research and overall/DI data.</li> <li>● Continue support in Veterans Resource Center, EOPS, DSPS, CalWORKs, Puente, HSI</li> <li>● Continue support of DegreeWorks</li> <li>● Continue support of Career inventories</li> </ul>



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	<p><u>Gender Overall</u></p> <ul style="list-style-type: none"> <li>● American Indian/Alaskan</li> <li>● Black/African American</li> <li>● Native Hawaiian/Pacific Islander</li> <li>● LGBT</li> </ul>		
<p><b>5. Completion</b>  <i>Transferred to a four-year institution</i></p>	<p>Overall        Att: 1,243        Population: 10,206        PI: 1.00        DI: Males: 4 Females: 4        Gender Overall:2        [Disproportionate Impact]</p> <p><u>Males</u></p> <ul style="list-style-type: none"> <li>● Disabled</li> <li>● Hispanic/Latino</li> <li>● Native Hawaiian/Pacific Islander</li> <li>● Foster Youth</li> </ul> <p><u>Females</u></p> <ul style="list-style-type: none"> <li>● Black/African American</li> <li>● Native Hawaiian/Pacific Islander</li> <li>● *First Generation*</li> <li>● LGBT</li> </ul> <p><u>Gender Overall</u></p> <ul style="list-style-type: none"> <li>● Disabled</li> <li>● Native Hawaiian/Pacific Islander</li> </ul>	<p><i>Significantly increase transfer to a four-year institution</i></p>	<ul style="list-style-type: none"> <li>● <i>Continue support of Transfer/Career coordinator</i></li> <li>● <i>Continue support of campus tours to UCs and CSUs</i></li> <li>● <i>Continue support of annual HBCU Tour</i></li> <li>● <i>Continue support of DegreeWorks</i></li> <li>● <i>Continue support of A&amp;R Evaluators</i></li> </ul>



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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal																																										
<b>1. Access</b> <i>Enrolled in the Same Community College</i>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>PPG</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Black/African American (Female)</td> <td>-10%</td> <td>73</td> </tr> <tr> <td>Black/African American (Male)</td> <td>-5%</td> <td>31</td> </tr> <tr> <td>*Filipino (Female)</td> <td>-4%</td> <td>25</td> </tr> <tr> <td>White (Female)</td> <td>-3%</td> <td>108</td> </tr> <tr> <td>Black/African American (All)</td> <td>-7%</td> <td>90</td> </tr> <tr> <td>Some other race (All)</td> <td>-32%</td> <td>188</td> </tr> </tbody> </table>		PPG	Students	Black/African American (Female)	-10%	73	Black/African American (Male)	-5%	31	*Filipino (Female)	-4%	25	White (Female)	-3%	108	Black/African American (All)	-7%	90	Some other race (All)	-32%	188	<p><i>Decrease the gap for successful enrollment to meet at least minimum equity.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Reduce Gap %</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Black/African American (Female)</td> <td>80%</td> <td>336 [58]</td> </tr> <tr> <td>Black/African American (Male)</td> <td>62%</td> <td>264 [19]</td> </tr> <tr> <td>Filipino (Female)</td> <td>48%</td> <td>285 [12]</td> </tr> <tr> <td>White (Female)</td> <td>27%</td> <td>1,784 [29]</td> </tr> <tr> <td>Black/African American (All)</td> <td>70%</td> <td>593 [63]</td> </tr> <tr> <td>Some other race (All)</td> <td>94%</td> <td>257 [176]</td> </tr> </tbody> </table>		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]	<ul style="list-style-type: none"> <li>● <i>Specific outreach to DI groups to follow up on admission application and enrollment (Ellucian Conf. for Degree Audit recruit?)</i></li> <li>● <i>Outreach highlighting clubs/groups - campus life</i></li> <li>● <i>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.)</i></li> <li>● <i>Research possibility of piloting an Ambassador program (ensure DI group representation)</i></li> <li>● <i>Highlight Learning Communities (at events and on webpage- homepage)</i></li> <li>● <i>Video on Student Life, Athletics, Theatre, etc.</i></li> </ul>
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			<ul style="list-style-type: none"> <li>● <i>Research possibility of developing a Virtual Tour to post on webpage</i></li> <li>● <i>Conduct research to determine why/what is preventing groups from enrolling at LPC</i></li> <li>● <i>Develop Advertising/Marketing that is representative of our DI groups</i></li> <li>● <i>Promote value of LPC (to combat negative perception of community college)</i> <ul style="list-style-type: none"> <li>○ <i>Highlight partnerships (SANDIA, LLNL, etc.)</i></li> <li>○ <i>Highlight transfer rates</i></li> <li>○ <i>Highlight students' successes</i></li> </ul> </li> <li>● <i>Explore possibility of a learning community for Asian Pacific Islanders</i></li> <li>● <i>Reach out to cultural specific clubs/organizations at feeder high schools</i></li> <li>● <i>Support cultural specific clubs and organizations on campus</i></li> </ul>																								
<p><b>2. Readiness</b>  <b>Completed Both Transfer- level Math and English within the District</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">PPG</th> <th style="width: 20%;">Students</th> </tr> </thead> <tbody> <tr> <td>American Indian / Alaskan (Female)</td> <td style="text-align: center;">-16%</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Black/African American (Female)</td> <td style="text-align: center;">-12%</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Black/African American (Male)</td> <td style="text-align: center;">-17%</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>		PPG	Students	American Indian / Alaskan (Female)	-16%	0	Black/African American (Female)	-12%	2	Black/African American (Male)	-17%	7	<p><i>Decrease the gap for completion of transfer level math and English to meet at least minimum equity</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Reduce Gap</th> <th style="width: 20%;">Students</th> </tr> </thead> <tbody> <tr> <td>American Indian / Alaskan (Female)</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">0 [1]</td> </tr> <tr> <td>Black/African American (Female)</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">3 [2]</td> </tr> <tr> <td>Black/African American (Male)</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">6 [6]</td> </tr> </tbody> </table>		Reduce Gap	Students	American Indian / Alaskan (Female)	88%	0 [1]	Black/African American (Female)	83%	3 [2]	Black/African American (Male)	88%	6 [6]	<ul style="list-style-type: none"> <li>● <i>Continue support of Math Jam</i></li> <li>● <i>Support RAW Center</i></li> <li>● <i>Support Tutorial Services</i> <ul style="list-style-type: none"> <li>○ <i>Specific outreach to DI groups to promote tutoring services</i></li> </ul> </li> <li>● <i>Continue support of learning communities</i></li> <li>● <i>Continue work with Tutorial Center and LCs to create pipeline of leadership through tutorial</i></li> </ul>
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Black/African American(All)</td> <td style="width: 15%;">-10%</td> <td style="width: 25%;">39</td> </tr> <tr> <td>*First Generation (All)</td> <td>-3%</td> <td>106</td> </tr> </table>	Black/African American(All)	-10%	39	*First Generation (All)	-3%	106	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Black/African American(All)</td> <td style="width: 15%;">80%</td> <td style="width: 25%;">256 [31]</td> </tr> <tr> <td>*First Generation (All)</td> <td>31%</td> <td>2,468 [33]</td> </tr> </table>	Black/African American(All)	80%	256 [31]	*First Generation (All)	31%	2,468 [33]	<ul style="list-style-type: none"> <li>● <i>Establish cultural heritage months to engage campus community in both pedagogy and cocurricular events and programs</i></li> <li>● <i>Continue support of CalWORKs coordinator</i></li> <li>● <i>Continue support of Counselor for EOPS, Care, CalWORKs, Foster Youth, Homeless, At-risk</i></li> <li>● <i>Continue support of professional development for equity</i></li> <li>● <i>Explore supports for first-generation students</i></li> <li>● <i>Publicize all available resources available to students (Assist, etc.) and explore how to do this effectively</i></li> <li>● <i>Spotlight Series</i></li> </ul>																		
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	Black/African American (Female)	0.64	12		44%	26 [5]	<ul style="list-style-type: none"> <li>● Continue support of A&amp;R Evaluators</li> <li>● Pursue development of catalog of resources available at each UC and CSU specific for each DI group</li> <li>● Look into developing cultural specific graduation or transfer ceremonies for DI groups</li> <li>● Continue support of Counselor for EOPS, Care, CalWORKs, Foster Youth, Homeless, At-risk</li> </ul>
	Hispanic/Latino (Male)	0.76	39		16%	133 [8]	
	Native Hawaiian/Pacific Islander (Female)	0.22	4		74%	4 [3]	
	Native Hawaiian/Pacific Islander (Male)	0.28	3		72%	3 [2]	
	*First Generation (Female)	0.80	55		0%	221 [3]	
	Foster Youth (Male)	0.66	2		42%	4 [1]	
	LGBT (Female)	0.68	5		38%	13 [2]	
	Disabled (All)	0.78	23		8%	87 [3]	
	Native Hawaiian/Pacific Islander (All)	0.24	6		74%	7 [5]	