Las Positas College

Student Equity Plan

December 18, 2015

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Las Positas College
Student Equity Plan Signature Page

District:	Chabot-Las Positas	**Board of Trustees Approval Date**:	12.08.15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

College President: Barry A. Russell, Ph.D.	Email: brussell@laspositascollege.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

College Business Officer: Natasha Lang	Email: nlang@laspositascollege.edu

District Chief Business Officer: Lorenzo Legaspi	Email: llasgaspi@clpccd.org

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Chief Student Services Officer: Diana Z. Rodriguez	Email: drodriguez@laspositascollege.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Chief Instructional Officer: Roanna Bennie	Email: rbennie@laspositascollge.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Academic Senate President: Melissa Korber	Email: mkorber@laspositascollege.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Classified Senate President: William Eddy	Email: weddy@laspositascollege.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

Associated Student Body President: Michael Kapetanich	Email: mkapetanich@laspositascollege.edu

Student Equity Coordinator/Contact: Diana Z. Rodriguez	Email: drodriguez@laspositascollege.edu	Phone: 925.424.1405

Executive Summary

INTRODUCTION

Las Positas College (LPC) is one of two accredited colleges in the Chabot-Las Positas Community College District. The College is located in the 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 principally 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 and/or basic skills education. 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 para-professional work force.

As of the spring 2015 semester, the College had a total of 8,751 students (see attachment B). Based on this spring 2015 data, the student population was made up of 50% female, 49% male, 1% unknown; 58% students of color, and 42% White students.

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.

2015-2016 Planning Priorities (related to student equity)
Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Campus Based Research
The Las Positas College Office of Institutional Research and Planning (IR&P) collected the data related to student equity and assisted in the analysis for the development of this plan. For each of the five indicators (Access, Course Completion, Basic Skills and Course Completion, Degree and Certificate Completion, and Transfer), data within this plan are presented for the specified student groups that appear to be disproportionately impacted. However, it is important to note that sample size must be considered when interpreting these data. According to the central limit theorem, the sample size must be at least 30 in order to yield a normal distribution of sampling statistics, regardless of whether the

population from which samples are drawn is itself normally distributed or skewed (Agresti & Finlay, 2009). Therefore, the Las Positas College Student Equity plan focuses only on disproportionately impacted groups with a sample size of 30 or greater.

TARGET GROUPS

The following section summarizes our college's findings for each of the five indicators:

1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

   A1 – A2. *According to our analysis, students groups identified as **African American, Native American, and Pacific Islander from Dublin; Native American and White from Livermore; non-low income from Dublin, Livermore, Pleasanton; and veterans from Livermore and Pleasanton** were disproportionately less likely to attend Las Positas College.*

2. **COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

   B1. ESL 24 Successful Course Completion Rates
   *According to our analysis of ESL data, we found that the following student groups are less likely to complete ESL 24: **males, Latinos, and Students who are low-income.***

   B2. ESL 25 Successful Course Completion Rates
   *According to our analysis of ESL data, we found that the following student groups are less likely to complete ESL 25: **males, Latinos, and Students who are low-income.***

   B3. English 100A Successful Course Completion Rates
   *According to our analysis of our basic skills English data, we found that the following student groups are less likely to complete English 100A courses: **males, African Americans, multi-ethnic, persons with disabilities**.*

   B4. English 102/104/105 Successful Course Completion Rates
   *According to our analysis of our basic skills English data, we found that the following student groups are less likely to complete English 102/104/105 courses: **males, African Americans, Latinos, multi-ethnic, unknown ethnicities, persons with disabilities, and foster youth.***

   B5. Math 107 Successful Course Completion Rates
   *With regard to math completion student groups identified as **males, African American, Filipino, Latino, multi-ethnic, persons with disabilities, and foster youth** were disproportionately less likely to succeed in Math 107 courses.*

   B6. Math 65 Successful Course Completion Rates

*With regard to math completion student groups identified as **males, African American, Latino, multi-ethnic, persons with disabilities, and foster youth** were disproportionately less likely to succeed in Math 65 courses.*

B7. Math 55 Successful Course Completion Rates
*With regard to math completion student groups identified as **males, African American, Pacific Islander, unknown ethnicity, and persons with disabilities** were disproportionately less likely to succeed in Math 55 courses.*

3. **ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

   C1. ESL 25 Students' Completion Rates in English 1A
   *According to our analysis, **Latino students** were less likely to complete English 1A within one year of succeeding in ESL 25.*

   C2. English 102/104/105 Students' Completion Rates in English 1A
   *According to our analysis, student groups who represent **African Americans, Latinos, more than one race, and veterans** were less likely to successfully complete ENG 1A within one year of succeeding in English 102/104/105.*

   C3. Math 107 Students' Completion Rates in Math 65
   *According to our analysis, student groups who represent **males, persons with disabilities, and veterans** were less likely to successfully complete Math 65/65B/65Y within one year and a half of successfully completing Math 107/107B/107Y.*

   C4. Math 65 Students' Completion Rates in Math 55
   *According to our analysis, student groups who represented **males, African Americans, and Whites** were less likely to complete Math 55/55B/55Y within one year and a half of successfully completing Math 65/65B/65Y.*

   C5. Math 55 Students' Completion Rates in Math 40
   *According to our analysis, student groups who represented **males, African Americans, and veterans** were less likely to successfully complete Math 40 within one year and a half of successfully completing Math 55/55B/55Y.*

   C6. Math 55 Students' Completion Rates in Math 38
   *According to our analysis, student groups who represented **females, African Americans, Filipinos, persons with disabilities, and foster youth** were less likely to complete Math 38 within one year and a half of successfully completing Math 55/55B/55Y.*

4. **DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

   ### D1. Degree Completion
   *According to our analysis, student groups identified as **male, African American, Latino, Pacific Islander, and not low income** were disproportionately less likely to complete a degree.*

   ### D2. Certificate Completion
   *According to our analysis, student groups identified as **male, African American, and Veteran** were disproportionately less likely to complete a certificate.*

5. **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

   E1 – E9. *Based on our analysis of available transfer data, student groups identified as **African American, American Indian/Native American, Filipino, Latino, Pacific Islander, and persons with disabilities** were disproportionately less likely to transfer to a four-year college or university.*

GOALS, ACTIVITIES, AND FUNDING

The goals, activities and estimated funding needs were developed in a collaborative manner with key administrators, faculty, staff, and student representation as described in the "Planning Committee and Collaboration" section of this plan. The Student Equity Plan development team prioritized the goals and activities that are described in this plan based on the guiding principle that Las Positas College is an institution of higher education that provides support for all students to reach their desired educational goals. A key point to note about this plan is that the activities may evolve as a result of additional research. Therefore, future activities are not restricted to those detailed in this plan.

A summary of the goals, activities, and funding is described in the tables A-E below:

Table A. Goals, Activities, and Funding Related to Access

Indicator	Goal
Access	To reduce disproportionate impact among the target populations by 2020.
Activity	
(a) Hire an Outreach Specialist. (b) Hire a SSSP/Equity Coordinator.	

Table B. Goals, Activities, and Funding Related to Course Completion

Indicator	Goal
Course Completion	To reduce disproportionate impact among the target populations by 2020.

Activity
(a) Improve outreach to targeted student populations. (b) Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions. (c) Explore the development of a Summer Bridge Program. (d) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs. (e) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning. (f) Create targeted Learning Communities, such as for African American students. (g) Develop a Reading Apprenticeship program. (h) Augment our embedded counseling program. (i) Implement multiple measures for the English assessment process. (j) Augment our English and Math contextualized program for the Early Childhood Development learning community. (k) Augment our current Math Jam program. (l) Research curriculum development or adaptation changes to our Math courses. (m) Augment our Math lab programs.

Table C. Goals, Activities, and Funding Related to Basic Skills and Course Completion

Indicator	Goal
Basic Skills and Course Completion	To reduce disproportionate impact among the target populations by 2020.

Activity
(a) Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions. (b) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning. (c) Create targeted Learning Communities, such as for African American students. (d) Develop a Reading Apprenticeship program. (e) Implement multiple measures for the English assessment process. (f) Augment our all-veterans English 1A course. (g) Develop a co-requisite model of English 1A. (h) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs. (i) Augment our English and Math contextualized program for the Early Childhood Development learning community. (j) Augment our current Math Jam program (k) Research curriculum development or adaptation changes to our Math courses. (l) Augment our Math lab programs.

Table D. Goals, Activities, and Funding Related to Degree and Certificate Completion

Indicator	Goal
Degree and Certificate Completion	To reduce disproportionate impact among the target populations by 2020.
Activity	
(a) Research best practices for in-person orientation models, and develop a new orientation program. (b) Augment our embedded counseling program. (c) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning. (d) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs. (e) Explore augmenting the current Puente Program, developing a First Year Experience program, and developing a Summer Bridge program. (f) Create targeted Learning Communities, such as for African American students. (g) Implement multiple measures for the English assessment process. (h) Develop a Reading Apprenticeship program. (i) Develop a co-requisite model of English 1A.	

Table E. Goals, Activities, and Funding Related to Degree and Certificate Completion

Indicator	Goal
Transfer	To reduce disproportionate impact among the target populations by 2020.
Activity	
(a) Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions. (b) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning. (c) Augment the Transfer Center's current programs. (d) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs. (e) Explore augmenting the current Puente Program, developing a First Year Experience program, and developing a Summer Bridge program. (f) Create targeted Learning Communities, such as for African American students. (g) Implement multiple measures for the English assessment process. (h) Develop a Reading Apprenticeship program. (i) Develop a co-requisite model of English 1A.	

Contact Person/Student Equity Coordinator

The Student Equity Coordinator/Director contact at Las Positas College is:
Diana Z. Rodriguez, Vice President of Student Services
905.424.1405
drodriguez@laspositascollege.edu

Planning Committee and Collaboration

 In order to update Las Positas College's Student Equity Plan, the college took a collaborative approach. The process was similar for the updates to the Equity Plan for both the 2014-2015 and 2015-2016 academic years. Beginning in Fall 2014, the existing "Student Success Committee" was restructured to include in its membership and charge, a focus on the Student Success and Support Program (SSSP) initiatives, as well as the Equity Plan initiatives. The Student Success Committee (SSC) is comprised of representatives from faculty, staff, administrators, and students.

The SSC serves as the primary body to develop, review, monitor, and update the Student Equity Plan. Therefore, two faculty members of the SSC worked with the Office of Institutional Research and Planning (IR&P) to request an update to the equity data for the 2015-2016 plan. Using the guidelines set forth by the California Community College Chancellor's Office, the IR&P staff compiled and analyzed the Campus Based Research. The data showing areas of disproportionate impact among the five indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer, was shared with the campus community.

To coordinate the efforts to develop the updated Student Equity Plan, and be in compliance with the substantially new requirements presented in the 2015-2016 Student Equity Plan template, a faculty member of the SSC was assigned to the role of LPC Equity Liaison. She served as the Liaison between all Equity Plan stakeholders, ensuring that the planning process was inclusive, diverse and representative of the target populations and programs related to student equity. She worked closely with the SSC, the Vice President of Student Services, the Dean of Counseling, and the IR&P. She also attended the California Community College Chancellor's Office Student Equity Director's training, which was held September 30 – October 1, 2015.

To ensure that the Student Equity Plan planning process was inclusive and diverse, the Equity Liaison held meetings with all Student Equity Plan constituent groups across campus to inquire further into the topic of student equity. The constituent groups included faculty and staff of the following programs:
- Associated Students of Las Positas College (ASLPC)
- Basic Skills Initiative (BSI)
- Black Student Union (BSU)
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Disabled Student Programs and Services (DSPS)
- English department
- ESL department
- Extended Opportunity Programs and Services (EOPS), including an emphasis on foster youth
- Financial Aid

- LPC Black Education Association
- Math department
- Puente
- Student Success and Support Program (SSSP)
- Transfer Center
- Tutoring Center
- Veterans First Program

In these meetings, the Equity Liaison shared LPC's equity data and she had discussions with each constituent group about strategies for closing the achievement gap. She provided opportunities for each constituent group to report in the Student Equity Plan their strategies, including goals and activities, for reducing our identified areas of disproportionate impact. The outcomes of these meetings were summarized and shared with the SSC.

In addition to contributions made by students, administrators, and faculty and staff from academic divisions and student services, the Student Equity Plan planning process was also coordinated with institution-wide planning efforts. The Student Equity Plan was intentionally linked with the SSSP Plan, as well as considered in the development of the College's Educational Master Plan. Furthermore, the college will consider the Student Equity Plan in the Institutional Effectiveness Committee, and in the Program Review planning process.

The final Student Equity Plan was shared with the campus community through the shared governance process, and was presented to the Chabot-Las Positas College Board of Trustees for approval.

Moving forward, the Student Success Committee will be responsible for the ongoing development, implementation, and evaluation of the plan. The SSC will continue to meet once per month to review progress and discuss new developments. The SCC will frequently review the Campus Based data to ensure that progress is being made to remedy the College's areas of disproportionate impact. Each Spring the SSSP/Equity Coordinator will prepare a status report and present that information to the SSC. The SSC, working within the shared governance framework, will identify the next steps to be taken to address achievement gaps and improve educational outcomes for all LPC students.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Diana Rodriguez	VP Student Services	Administrator
Barbara Morrissey	Dean of Counseling	Administrator
Michelle Zapata	Counselor/Instructor	Student Services, Equity Plan Liaison
Jim Gioia	Counselor/Instructor/DSPS Coordinator	Student Services/DSPS
Jill Oliveira	Counselor/Instructor/EOPS Coordinator	Student Services/EOPS
Angella VenJohn	Counselor/Instructor	Student Services
Michael Schwarz	Counselor/Instructor	Transfer Services/Academic Senate
Rafael Valle	Counselor/Instructor	Puente Program
Celeste Rowe	Counselor Assistant	Counseling/Black Student Union
Pauline Trummel	Tutorial Learning Center	Tutorial Center
Todd Steffan	Veterans First Coordinator	Veterans Program
Terrence Thompson	Workability Developer	Student Services
Frances DeNisco	Community Education Coordinator	Enrollment Services Division/Classified Senate
Amanda Ingold	Counselor Assistant	Student Services/CalWORKs
Kimberly Tomlinson	CalWORKs Coordinator	Student Services/CalWORKs
Angela Amaya	Librarian	Library
Frances Hui	Librarian	Library
Nadiyah Taylor	Instructor	Early Childhood Education
Jonathan Brickman	Instructor	ESL
Julia McGirk	Instructor	ESL
Kristy Woods	Instructor	Math
Michelle Gonzales	Instructor	English
Catherine Eagan	Instructor	English
Karin Spirn	Instructor	English
Toby Bielawski	Instructor	English
Maureen O'Herin	Instructor	English
Jim Ott	Instructor	English
Dyan Miller	Dean of Behavioral Sciences, Business & Athletics	Administrator
Don Miller	Dean of Arts, Letters and Social Sciences	Administrator
Erick Bell	Instructor	Business Department
Carolyn Scott	Executive Assistant	Academic Services/Black Student Union
Rajinder Samra	Director	Institutional Research and Planning
David Rodriguez	Analyst	Institutional Research and Planning
Alby Ungashe	Student	Student, President of Black Student Union

Access

Campus-Based Research

INDICATOR OVERVIEW

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Rationale for Research Methodology

The **Proportionality Index** was used for sections addressing **Access (A)** and **Degrees and Certificate Completions (D)**. The reason we used the proportionality index for this type of data is that in these metrics we are not comparing the cohort to itself, but to a separate comparable group. The proportionality index *"compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group"; outcome percentage over the cohort percentage (2015-16 Student Equity Plan Template, Attachment C, page 5).*

The proportionality index was used for **access data** because we are comparing a subgroup of LPC students to the similar subgroup in the surrounding population. The proportionality index allows us to compare the subgroups to each other. Use of this method makes sense we do not have an overall group average to compare the subgroups to in this case (PPG) and, in this case, it would not make sense to compare the subgroups to a reference group (80% rule) since these groups usually have a distinct composition. For example, would not expect to have the same share of students identifying themselves as Native Americans as those identifying themselves as White or Hispanic, but we might reasonably expect that if 1% of the surrounding population are Native Americans we would have 1% enrolled at LPC. Therefore the proportionality index lends itself to calculate this type of indicator.

RESULTS

According to our analysis, students groups identified as **African American, Native American, and Pacific Islander from Dublin; Native American and White from Livermore; non-low income from Dublin, Livermore, Pleasanton; and veterans from Livermore and Pleasanton** were disproportionately less likely to attend Las Positas College.

DATA

Table A. Access by Gender

Gender Distribution					
	LPC		**City**		
	Num	**Pct**	**Num**	**Pct**	**Proportionality Index**
DUBLIN					
Females	379	51%	18,912	48%	1.06
Males	364	49%	20,776	52%	0.93
Unknown	6	1%		0%	-
Total	**749**	**100%**	**39,688**	**100%**	
LIVERMORE					
Females	1,422	53%	34,330	50%	1.05
Males	1,226	46%	33,788	50%	0.92
Unknown	30	1%		0%	-
Total	**2,678**	**100%**	**68,118**	**100%**	
PLEASANTON					
Females	627	48%	29,543	51%	0.93
Males	665	51%	27,836	49%	1.05
Unknown	15	1%		0%	-
Total	**1,307**	**100%**	**57,379**	**100%**	

Source: Chabot-Las Positas Institutional Research Dataset; Economic Modeling Specialists, Intl. (EMSI 2014.1)
Note: Data includes only the population that is 15 years or older

Table B. Access by Race/Ethnicity

Race-Ethnicity Distribution					
	LPC		**City**		**Proportionality Index**
	Num	**Pct**	**Num**	**Pct**	
DUBLIN					
African-American	49	7%	3,397	9%	0.78
Asian	201	27%	11,622	29%	0.94
Latino	140	19%	5,545	14%	1.37
Native American	1	<1%	100	0%	0.54
Pacific Islander	2	<1%	229	1%	0.47
White	280	38%	17,457	44%	0.87
More than one race	61	8%	1,337	3%	2.47
Total	**734**	**100%**	**39,687**	**100%**	
LIVERMORE					
African-American	60	2%	1,248	2%	1.24
Asian	259	10%	6,058	9%	1.10
Latino	771	29%	13,189	19%	1.51
Native American	4	<1%	150	0%	0.69

Pacific Islander	13	<1%	179	0%	1.87
White	1,381	52%	45,565	67%	0.78
More than one race	157	6%	1,730	3%	2.34
Total	**2,645**	**100%**	**68,117**	**100%**	
PLEASANTON					
African-American	20	2%	865	2%	1.03
Asian	235	18%	13,947	24%	0.75
Latino	254	20%	5,320	9%	2.13
Native American	3	<1%	86	0%	1.56
Pacific Islander	7	1%	92	0%	3.40
White	674	52%	35,570	62%	0.84
More than one race	96	7%	1,500	3%	2.85
Total	**1,289**	**100%**	**57,379**	**100%**	

Source: Chabot-Las Positas Institutional Research Dataset; Economic Modeling Specialists, Intl. (EMSI 2014.1)
Note: Data includes only the population that is 15 years or older. Does not include 'unknown category.'

Table C. Access by Disability Status

Disability Status					
	LPC		**City**		
	Num	**Pct**	**Num**	**Pct**	**Proportionality Index**
DUBLIN					
Not Disabled	688	92%	27,469	96%	0.96
Disabled	61	8%	1,224	4%	1.91
Total	**749**	**100%**	**28,693**	**100%**	
LIVERMORE					
Not Disabled	2,422	90%	49,721	94%	0.96
Disabled	256	10%	2,947	6%	1.71
Total	**2,678**	**100%**	**52,668**	**100%**	
PLEASANTON					
Not Disabled	1,153	88%	42,376	96%	0.92
Disabled	154	12%	1,830	4%	2.85
Total	**1,307**	**100%**	**44,206**	**100%**	

Source: Chabot-Las Positas Institutional Research Dataset; U.S. Census Bureau, 2009-2013 American Community Survey
Note: Data includes only the population that is 18 to 64 years old.

Table D. Access by Income Level

Income Level					
	LPC		**City**		
	Num	**Pct**	**Num**	**Pct**	**Proportionality Index**
DUBLIN					
Non Low Income	492	66%	29,932	95.6%	0.69
Low Income	259	34%	1,393	4.4%	7.76
Total	**751**	**100%**	**31,325**	**100%**	
LIVERMORE					
Non Low Income	1,763	66%	57,840	95.0%	0.69
Low Income	920	34%	3,042	5.0%	6.86
Total	**2,683**	**100%**	**60,882**	**100%**	
PLEASANTON					
Non Low Income	1,000	76%	49,196	95.6%	0.80
Low Income	308	24%	2,285	4.4%	5.31
Total	**1,308**	**100%**	**51,481**	**100%**	

Source: Chabot-Las Positas Institutional Research Dataset; U.S. Census Bureau, 2009-2013 American Community Survey

Note: Data includes only the population that is 18 years old or older. For LPC data, low income was defined as those receiving Pell grants or Board of Governor's Fee Waiver; For US Census Data, Low income is based on poverty threshold levels nationwide, taking into consideration household income and size.

Table E. Access by Veteran Status

	LPC		City		
Veteran Status	Num	Pct	Num	Pct	**Proportionality Index**
DUBLIN					
Non Veteran	711	94.7%	34,453	94.8%	1.00
Veteran	40	5.3%	1,905	5.2%	1.02
Total	**751**	**100%**	**36,358**	**100%**	
LIVERMORE					
Non Veteran	2,581	96.2%	56,455	91.3%	1.05
Veteran	102	3.8%	5,357	8.7%	0.44
Total	**2,683**	**100%**	**61,812**	**100%**	
PLEASANTON					
Non Veteran	1,269	97.0%	49,022	93.2%	1.04
Veteran	39	3.0%	3,558	6.8%	0.44
Total	**1,308**	**100%**	**52,580**	**100%**	

Source: Chabot-Las Positas Institutional Research Dataset; U.S. Census Bureau, 2009-2013 American Community Survey
Note: Data from the US Census for veterans status includes only the population that is 18 or older.

Table F. Number of students lost

Equity Gap	Student Group	Proportionality Index	Share of the Population (decimal)		LPC Student Headcount (Cohort Total)	Difference in Representation	Multiply (X)	the total # of all students enrolled in the Fall semester (Cohort Total)	=	Number of Students "Lost" per Fall
			LPC	Local City						
		A/B	A	B	C	|A-B|	x	C	=	D
Largest Gap	Livermore Veterans	0.44	0.04	0.09	2,683	0.05	x	2,683	=	**131**
Second Largest	Pleasanton Veterans	0.44	0.03	0.07	1,308	0.04	x	1,308	=	**50**
Third Largest	Dublin Non Low Income	0.69	0.66	0.96	751	0.30	x	751	=	**226**

Notes: Column A is the student group's share of the LPC population; Column B is the share of that same group in the population of Dublin, Livermore, or Pleasanton. Column C is the unduplicated headcount of students enrolled in Fall 2014. Column D is the number of prospect students who, if they enrolled at LPC, would have closed the equity gap.

Table G. Number of Students "Lost"-Dublin

Equity Gap	Student Group	Proportionality Index	Share of the Population (decimal)		LPC Student Headcount (Cohort Total)	Difference in Representation	Multiply (X)	the total # of all students enrolled in the Fall semester (Cohort Total)	=	Number of Students "Lost" per Fall
			LPC	Local City						
		A/B	A	B	C	|A-B|	x	C	=	D
Largest Gap	Dublin Non Low Income	0.69	0.66	0.96	751	0.30	x	751	=	**226**
Second	Dublin	0.78	0.07	0.09	734	0.02	x	734	=	**14**

Largest	African-American									

*Race-Ethnicity total does not include 'Unkown' race category.

Table H. Number of Students "Lost"-Livermore

Equity Gap	Student Group	Proportionality Index	Share of the Population (decimal)		LPC Student Headcount (Cohort Total)	Difference in Representation	Multiply (X)	the total # of all students enrolled in the Fall semester (Cohort Total)	=	Number of Students "Lost" per Fall
			LPC	Local City						
		A/B	A	B	C	|A-B|	x	C	=	D
Largest Gap	Livermore Veteran	0.44	0.04	0.09	2,683	0.05	x	1,342	=	**65**
Second Largest	Livermore Non Low Income	0.69	0.66	0.95	2,683	0.29	x	1,342	=	**393**
Third Largest	Livermore White	0.78	0.52	0.67	2,645	0.15	x	1,323	=	**194**

*Race-Ethnicity total does not include 'Unkown' race category.

Table I. Number of Students "Lost"-Pleasanton

Equity Gap	Student Group	Proportionality Index	Share of the Population (decimal)		LPC Student Headcount (Cohort Total)	Difference in Representation	Multiply (X)	the total # of all students enrolled in the Fall semester (Cohort Total)	=	Number of Students "Lost" per Fall
			LPC	Local City						
		A/B	A	B	C	|A-B|	x	C	=	D
Largest Gap	Pleasanton Veteran	0.44	0.03	0.07	1,308	0.04	x	654	=	**25**
Second Largest	Pleasanton Asian	0.75	0.18	0.24	1,289	0.06	x	645	=	**39**

*Race-Ethnicity total does not include 'Unknown' race category.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: ACCESS

GOAL A: The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American from Dublin	14 students, 2015	No gap	2020
White from Livermore	194 students, 2015	No gap	2020
Non-low income from Dublin, Livermore, Pleasanton	226 students, 2015 393 students, 2015 125 students, 2015	No gap	2020
Veterans from Livermore and Pleasanton	131 students, 2015 50 students, 2015	No gap	2020

ACTIVITIES

Activity A1.

Activity Type(s):			
X	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group**	**# of Students Affected**
A1.	African American, Native American, and Pacific Islander from Dublin	3,726
	Native American and White from Livermore	45,719
	Non-low income from Dublin, Livermore, Pleasanton	136,968
	Veterans from Livermore and Pleasanton	8,915

IMPLEMENTATION PLAN AND FUNDING

We plan to hire an **Outreach Specialist** to coordinate the college's outreach efforts. The outreach specialist will work with the Office of Research and Planning to review relevant access and enrollment data. Based on the data, the outreach specialist will develop a strategy to conduct outreach in the surrounding communities of Livermore, Pleasanton, and Dublin. The outreach specialist will work with the Vice President of Student Services, the Deans of Counseling and Enrollment Services, the Director of Student Success and Equity, as well as the Academic Deans to ensure that the college's outreach materials include information about the college such as the matriculation steps, programs of study, financial aid, special programs and campus resources, and

early admission processes. The outreach specialist will also develop an annual "Open House" program that will serve as a major outreach event to the community to showcase the college's academic programs, student services, and student life activities.

Finally, we plan to explore the options for hiring a **Veteran's Outreach Specialist**. Because the veteran's community is widely dispersed (many students who are veterans arrive at the college from military bases), a strategy for reaching this community must be thoughtful and detailed. Having a specialist who could be devoted to the veteran's community could travel to military bases and target residents of Livermore, Dublin, and Pleasanton to return to the area and enroll in classes at Las Positas.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	5/2016-12/2017	$67800	SSSP: $35,300

EXPECTED OUTCOMES AND EVALUATION

Hiring an Outreach Specialist, and possibly a Veteran's Outreach Specialist, will allow the college to develop targeted outreach campaigns to the student populations that are currently disproportionately impacted. As a result, we should expect to see our enrollment increase over time among these populations.

Evaluation: The Outreach Specialist will work closely with the Office of Research and Planning to develop an evaluation method. Data would be collected accordingly, and reviewed on an annual basis.

Activity A2.

Activity Type(s):			
	Outreach	X	Student Equity Coordination/Planning
	Instructional Support Activities		Direct Student Support
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
A2.	African American, Native American, and Pacific Islander from Dublin	3,726
	Native American and White from Livermore	45,719
	Non-low income from Dublin, Livermore, Pleasanton	136,968
	Veterans from Livermore and Pleasanton	8,915

IMPLEMENTATION PLAN AND FUNDING

We plan to hire a Student Equity and SSSP Coordinator to manage and direct the college's Equity and SSSP efforts. The Director of Student Success and Equity will be responsible for developing and implementing short and long-range plans and strategies to meet the District/College goals and objectives for the development and implementation of a comprehensive Student Success and Support Program Plan and Student Equity Plan which will be used for the promotion of student success, outreach, retention, and graduation. The Director of Student Success and Equity will work closely with the Outreach Specialist to ensure that the outreach strategy is targeted toward improving enrollment rates for our targeted student population. Further, the Director will be responsible for coordinating the student equity plan with the SSSP plan to ensure that once access is achieved, students in affected populations are being supported. In particular, the Director will track the targeted students through outreach, application, orientation, assessment, and development of a student education plan.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	5/2016-12/2020	$63,000	SSSP: $ 38,500

EXPECTED OUTCOMES AND EVALUATION

Hiring a Director of Student Success and Equity will allow the college to develop targeted outreach campaigns to the student populations that are currently disproportionately impacted. As a result, we should expect to see our enrollment increase over time among these populations.

Evaluation: The Director of Student Success and Equity will work closely with the Outreach Specialist and the Office of Research and Planning to develop an evaluation method for the outreach efforts. Data would be collected accordingly, and reviewed on an annual basis.

Course Completion

Campus-Based Research

INDICATOR OVERVIEW

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Rationale for Research Methodology

We are using the **Percentage Point Gap (PPG) methodology** for all metrics which involve tracking cohorts and comparing the outcomes of these cohorts to the overall average for all students under each metric. This methodology allows us to compare all the groups to the average for all subgroups within that category. We are using this method to measure disproportionate impact for **Course Completions (B), ESL and Basic Skills Completions (C), and Transfers (E)**. We opted to use this method to replace the **80% rule methodology** used previously because it makes the reference group less arbitrary (the average is used for the PPG method) and it is easier for a wider audience to identify possible areas where there is disproportionate impact.

B1. ESL 24 Successful Course Completion Rates
Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15

RESULTS

According to our analysis of ESL data, we found that the following student groups are less likely to complete ESL 24: **males, Latinos, and students who are low income**.

DATA
Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	168	140	83.3%	3
Male	66	50	75.8%	-5
Unknown	~	~	~	~
Total	**239**	**193**	**80.8%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	6	5	83.3%	3
Native American	-	-	-	-
Asian	111	91	82.0%	1
Filipino	2	2	100.0%	19
Latino	94	72	76.6%	-4
Pacific Islander	1	1	100.0%	19
White	24	21	87.5%	7
Multi-Ethnic	-	-	-	-
Unknown	1	1	100.0%	19
Total	**239**	**193**	**80.8%**	

Table C. Successful course completion by disability status

Disability Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	235	192	81.7%	1
Person w/ Disability	~	~	~	~
Acquired Brain Injury	-	-	-	-
Development. Delayed Learner	-	-	-	-
Hearing Impaired	-	-	-	-
Learning Disabled	-	-	-	-
Mobility Impaired	-	-	-	-
Other Physical	~	~		~	~
Psychologically Impaired	-	-	-	-
Speech/Language Impaired	-	-	-	-
Visually Impaired	-	-	-	-
Total	**239**	**193**	**80.8%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	227	183	80.6%	0
Foster Youth	12	10	83.3%	3
Total	**239**	**193**	**80.8%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	151	128	84.8%	4
Low Income	88	65	73.9%	-7
Total	**239**	**193**	**80.8%**	

Table F. Successful course completion by veterans' status

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	237	191	80.6%	0
Veteran	2	2	100.0%	19
Total	**239**	**193**	**80.8%**	

Notes:
- Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.
- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Low Income	-7	88	3	0.07	x	29	=	**2**
Second Largest	Male	-5	66	3	0.05	x	22	=	**1**
Third Largest	Latino	-4	94	3	0.04	x	31	=	**1**

Notes: Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

B2. ESL 25 Successful Course Completion Rates
Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15

RESULTS

According to our analysis of ESL data, we found that the following student groups are less likely to complete ESL 25: **males, Latinos, and students who are low income**.

DATA
Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	115	95	82.6%	1
Male	49	38	77.6%	-4
Unknown	6	5	83.3%	2
Total	**170**	**138**	**81.2%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	4	4	100.0%	19
Native American	-	-	n/a	n/a
Asian	70	59	84.3%	3
Filipino	~	~	~	~
Latino	69	53	76.8%	-4
Pacific Islander	~	~	~	~
White	19	17	89.5%	8
Multi-Ethnic	~	~	~	~
Unknown	2	2	100.0%	19
Total	**170**	**138**	**81.2%**	

Table C. Successful course completion by disability status

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	225	184	81.8%	1
<u>Person w/ Disability</u>	~	~	~	~
Acquired Brain Injury	-	-	-	-
Development. Delayed Learner	-	-	-	-
Hearing Impaired	-	-	-	-
Learning Disabled	1	-	0.0%	-81
Mobility Impaired	-	-	-	-
Other Physical			50.0%	-31

	4	2		
Psychologically Impaired	2	1	50.0%	-31
Speech/Language Impaired	-	-	-	-
Visually Impaired	-	-	-	-
Total	**232**	**187**	**80.6%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	162	132	81.5%	0
Foster Youth	~	~	~	~
Total	**170**	**138**	**81.2%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	104	87	83.7%	2
Low Income	66	51	77.3%	-4
Total	**170**	**138**	**81.2%**	

Table F. Successful course completion by veterans status

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	167	135	80.8%	0
Veteran	3	3	100.0%	19
Total	**170**	**138**	**81.2%**	

Notes:
- *Four cohorts (2011-12, 2012-13, 2013-14, 2014-15) were used to calculate Disability Status.
- Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.
- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.

~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Latino	-4	69	3	0.04	x	23	=	**1**
Second Largest	Low Income	-4	66	3	0.04	x	22	=	**1**
Third Largest	Male	-4	49	3	0.04	x	16	=	**1**

Notes: Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
B1. ESL 24 Successful Course Completion Rates
B2. ESL 25 Successful Course Completion Rates

GOAL B1 AND B2. ESL 24 and ESL 25 Successful Course Completion Rates: The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

B1. ESL 24

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-5, 2015	Gap no > -3	2020
Low Income	-7, 2015	Gap no > -3	2020
Latino	-4, 2015	Gap no > -3	2020

B2. ESL 25

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-4, 2015	Gap no > -3	2020
Low Income	-4, 2015	Gap no > -3	2020
Latino	-4, 2015	Gap no > -3	2020

ACTIVITIES

Activities B1(a). and B2(a).

Activity Type(s):			
X	Outreach		Student Equity Coordination/Planning
	Instructional Support Activities	X	Direct Student Support
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B1(a). and B2(a).	Males, Low income students, Latinos	143

IMPLEMENTATION PLAN AND FUNDING

Because successful completion of ESL 25 and ESL 24 begins with access to the program as well as a solid understanding of college expectations, college-appropriate study skills, and

accurate placement into the correct courses, this activity focuses on outreach, orientation, and education at the very beginning of an ESL student's college experience. This outreach consists of four elements: (1) **Literature** (and effective distribution of this literature to the targeted populations) designed for the ESL population that explains the benefits of attending college and describes the ESL program; (2) A **video** that supplements this outreach literature by highlighting the benefits of college for the target populations, describing the ESL program, and sharing the experiences of ESL students; (3) An updated and improved **website** that includes a specific portal for entering ESL students, explaining the application, assessment, and registration process in accessible language; (4) Twice annual **"Open House"** events that offer an on-campus introduction to the college and the ESL program, including a campus tour, classroom visit, student questions and answer session, and a presentation about the college and the ESL program.   Breakdown of the activity:

Literature
Cost = approximately $1,500 in Equity Funds for the design, printing, and distribution of outreach literature
Beginning in 2016 and continuing through 2020
This is a new activity and does not supplant any current funding.

Video
Cost = approximately $3,000 in Equity Funds for the design and production of an outreach video
This is a one-time cost. Video will be completed by Fall 2016.
This is a new activity and does not supplant any current funding.

Website
Cost = approximately $2,000 in Equity Funds for the design and maintenance of an effective website portal for ESL students
Beginning in 2016 and continuing through 2020
This is a new activity and does not supplant any current funding.

Open House Events
Cost = approximately $3,500 in Equity Funds for the design, implementation, and marketing of twice-annual Open House events.
Beginning in 2016 and continuing through 2020.
Although Open House events have been held in recent semesters, there is currently no funding source for their continuation, so this does not supplant any funding

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B1(a). and B2(a).	2016 – 2020	$10,000	SSSP:

EXPECTED OUTCOMES AND EVALUATION

In order to succeed in ESL 25, ESL 24 and the ESL program, Latino students, male students, and low income students must begin, first, with an awareness of the college's ESL program and the ways in which ESL classes might benefit them. They then must begin with a solid understanding of the college and the program. They must be thoroughly educated about the individual courses in order to choose courses most appropriate for their needs, and they must have a clear vision of what will be required of them to succeed in these courses. It is important for them to see the experiences of other students from similar backgrounds to be able to envision their own path to academic success. And, importantly, they must be able to successfully navigate the complicated and often frustrating experience of applying to the college and registering for classes. This four legged outreach and orientation effort will lead students to greater success in ESL 25, ESL 24 and across the entire ESL sequence of courses by addressing all of these needs.

Evaluation: In order to address the impact of this activity, Successful Course Completion rates will be analyzed on an annual basis. Additionally, student interviews will be conducted every two years to evaluate the impact of the activity and seek input for improving any element of it.

ACTIVITIES

Activities B1(b). and B2(b).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Instructional Support Activities		Direct Student Support
X	Research and Evaluation		Professional Development

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B1(b). and B2(b).	Males, Low income students, Latinos	143

IMPLEMENTATION PLAN AND FUNDING

We plan to conduct **additional research** to determine the reasons that the targeted student groups are not succeeding in ESL 24 and ESL 25. We also plan to analyze data for the entire ESL program in order to develop more targeted interventions. Goals of the activity include identifying courses in which target groups are experiencing the least success, and identifying at which level students who assess are not enrolling in courses. Based on data analysis, classroom observations and student interviews may be conducted. We plan to continue evaluation and analysis of collected data in an ongoing and meaningful manner in years thereafter.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B1(b). and B2(b).	2016 – 2020	$2,000	N/A

EXPECTED OUTCOMES AND EVALUATION

Analysis of data will provide a more complete understanding of where students are experiencing a disproportionate impact and why, so that successful interventions can be implemented.

Evaluation: Aggregated data for all ESL courses will be analyzed on an annual basis.

ACTIVITIES

Activities B1(c). and B2(c).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
X	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B1(c). and B2(c).	Males, Low income students, Latinos	143

IMPLEMENTATION PLAN AND FUNDING

Creation of a Summer Bridge program (with an ESL strand): Students currently experiencing disproportionate impact in ESL 24 and ESL 25 include Latinos, males, and low income students. In the ESL program many of these students are first time college students who are faced with the challenge of managing classroom learning outcomes in addition to learning to navigate the community college system. A summer bridge program would offer an orientation to students better preparing them for success and course completion. Research has shown time and again the benefits of bridge programs; "Both the gap in overall transition from high school to college and the achievement gap are compelling rationales for the development of bridge programs that align and link the education levels. Another relevant justification for bridge programs is the desire to improve academic performance to better prepare students to transition to the next education level" (Taylor, 2010). In addition, positive results from schools which implemented bridge programs

"suggest that a student success course designed to address specific barriers common to first-time freshmen can be highly beneficial" (Millikin, 2011). ESL students at LPC will benefit from a bridge program which seeks to implement a more seamless transition into college academia.

Our plan is to research the development of a Summer Bridge Program that would serve all disproportionately impacted students in Course Completion, Basic Skills and Course Completion, Degree and Certificate, and Transfer Indicators. We will develop a strand that would address the specific needs of ESL students, which may include a bridge program during the summer term as well as Fall and Spring semesters.

- Step 1: Research – Identify the disproportionate impact and evaluate needs of students based on student success rates, ESL assessment, and by conferring with counseling starting Spring of 2016 through Fall of 2016.
- Step 2: Development - The bridge program will be created based on data analysis to support target student populations in the ESL department (Spring 2017).
- Step 3: Implementation - Pilot a six to ten hour ESL bridge program which, based on research outcomes, may include the following:
    - Study skills specific to ESL
    - Orientation and introduction to campus resources
    - ESL program overview
    - Career exploration and help with completion of Student Education Plans.

This activity will begin in Spring 2016 with the research component, and continuing through 2020.
This is a new activity and does not supplant any current funding.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B1(c). and B2(c).	2016 – 2020	$2000	n/a

EXPECTED OUTCOMES AND EVALUATION
Research shows that bridge programs help to improve the success and course completion rates for students historically experiencing disproportionate impact. This is a program created to directly benefit those ESL students at LPC.

Evaluation: Student success/completion rates will be compared for students who do and do not participate in the program.

ACTIVITIES

Activities B1(D). and B2(d).

	Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group**	**# of Students Affected**
B1(d) and B2(d)	Males, Low income students, Latinos	143

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.
In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B1(d) and B2(d)	8/2015-12/2016	$117,900	N/A

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

Activities B1(e). and B2(e).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation	X	Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B1(e) and B2(e)	Males, Low income students, Latinos	143

IMPLEMENTATION PLAN AND FUNDING

In conjunction with efforts across Las Positas College to close the achievement gaps identified throughout our Equity Plan, we will engage in **faculty and staff professional development** to address the issues contributing to the underperformance of our disproportionately impacted students. We have identified the following training opportunities: *On Course* **and the "Teaching Community College Men of Color" program** through the Center for Organizational Responsibility and Advancement (CORA),), and webinars and research provided by the *Minority Male Community College Collaborative* (M²C³). In addition, we will continue to research best practices for faculty and staff development, and will provide additional training opportunities.

We identified *On Course* as an important program to bring to our campus because its strategies and methods have been evaluated and found to help with student success and retention. According to studies by individual institutions that use the On Course program, students have a significantly increased success rate. For example, basic skills students at California's Mission College who took part in the On Course learning community improved academic success by 17%.

Through our analysis of disproportionate impact, we found that males and African Americans faced inequities in all five indicators. While we are planning to conduct further research and inquiry into why these inequities exist, we would like to offer faculty and staff professional development that focuses on student success among these student groups. Through the Student Equity listserv, we learned about the "Teaching Community College Men of Color" program. This program is an intensive, one-week, fully online training that includes video modules, readings, live interactive sessions, and learning assessments. Participants of this program will gain strategies for facilitating relationship building with students of color and they will be introduced to research-based practices to support classroom learning.

We plan to invite faculty to complete the Teaching Men of Color Certificate Program. Through this program, learners will engage in both synchronous and asynchronous activities over the course of five days. Each day requires a 3-4 hour commitment (including lectures, discussion boards, readings, and virtual sessions). The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners will view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be required to purchase the accompanying book Teaching Men of Color in the Community College: A Guidebook . On Day 3 and 5, learners will participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore *how* to connect course content with daily practice. See the course topics below:

- Day 1 – ***Factors necessitating enhanced teaching and learning strategies for men of color***
- Day 2 – ***Theoretical and epistemological foundations for teaching men of color***
- Day 3 – ***Building relationships with college men of color*** (live session @ 4pm PST)
- Day 4 – ***Teaching and learning strategies for instructional faculty***
- Day 5 – *****Virtual discussion*** (live session @ 4pm PST)

In addition, we would like coordinate with the *Minority Male Community College Collaborative* (M^{2}C^3) to determine the best approaches for addressing the issues contributing to the underperformance of our historically underrepresented students, including men of color. The goal of the M^{2}C^3 project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M^{2}C^3 offers a variety of programs including training by Dr. J. Luke Wood and Dr. Frank Harris III, co-directors of M^{2}C^3, webinars for college faculty and staff, and assessment and evaluation tools that can be used across the campus to determine the state of achievement and educational needs by men of color.

We will bring *On Course* training to our campus during Fall 2015 (one-day introductory workshop) and Spring 2016 (three-day Workshop I). We will provide an opportunity for faculty to complete the online certificate program, "Teaching Community College Men of Color" during the January 11-15, 2016 session. We will contact the M^{2}C^3 program during Fall 2016 to determine how we can best use their programs.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B1(e) and B2(e)	11/2015 – 12/2016	$20,000	N/A

EXPECTED OUTCOMES AND EVALUATION

We believe that faculty and staff professional development opportunities that are research-based and target our student groups who have the greatest achievement gaps will have an effect on closing these achievement gaps. Research has shown that student success and retention is, in large part, due to the interactions that students have with college faculty and staff (RP Group, 2014; Bensimon & Dowd, 2009). Therefore, providing faculty and staff with the tools and resources needed to help build student relationships both inside and outside of the classroom will help students reach their educational goals.

Evaluation: We will implement evaluation methods that link to each professional development program. For On Course training, we will determine which faculty will use the On Course program in their courses and/or which academic courses will be linked with our student success course, PSCN 30, *Student Success and Experience*. Of the students who are taught using the On Course program, we will conduct comparison studies to ascertain any

impact on course completion rates. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

For the "Teaching Community College Men of Color" program, we will use the evaluation tool that is provided with the program. We will evaluate the effectiveness of the program as faculty have implemented their strategies in the classroom. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

After determining which M^2C^3 programs that we will use on campus, we will develop appropriate evaluation tools to use in order to determine the effectiveness of these programs.

B3. English 100A Successful Course Completion Rates
Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15

RESULTS

According to our analysis of our basic skills English data, we found that the following student groups are less likely to complete English 100A courses: **males, African Americans, multi-ethnic, and persons with disabilities**.

DATA
Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	292	218	74.7%	8
Male	329	199	60.5%	-6
Unknown	~	~	~	~
Total	**627**	**419**	**66.8%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	43	26	60.5%	-6
Native American	1	-	n/a	n/a
Asian	102	78	76.5%	10
Filipino	30	21	70.0%	3
Latino	203	136	67.0%	0
Pacific Islander	~	~	~	~
White	190	126	66.3%	-1
Multi-Ethnic	50	26	52.0%	-15
Unknown	6	5	83.3%	17
Total	**627**	**419**	**66.8%**	

Table C. Successful course completion by disability status

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	695	479	68.9%	2
Person w/ Disability	181	109	60.2%	-7
Acquired Brain Injury	-	-	0.0%	-67
Development. Delayed Learner	5	4	80.0%	13
Hearing Impaired	5	4	80.0%	13
Learning Disabled	46	32	69.6%	2
Mobility Impaired	9	5	55.6%	-12
Other Physical	86	47	54.7%	-12
Psychologically Impaired	27	17	63.0%	-4
Speech/Language Impaired	1	-	0.0%	-67
Visually Impaired	2	-	0.0%	-67
Total	**876**	**588**	**67.1%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	589	393	66.7%	0
Foster Youth	38	26	68.4%	2
Total	**627**	**419**	**66.8%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	293	191	65.2%	-2
Low Income	334	228	68.3%	1
Total	**627**	**419**	**66.8%**	

Table F. Successful course completion by veterans status

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	601	404	67.2%	0
Veteran	~	~	~	~
Total	**627**	**419**	**66.8%**	

Notes:
- Four cohorts (2011-12, 2012-13, 2013-14, 2014-15) were used to calculate Disability Status.
- Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.

- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Multi-Ethnic	-15	50	3	0.15	x	17	=	**2**
Second Largest	Person w/ Disability	-7	181	4	0.07	x	45	=	**3**
Third Largest	African-American	-6	43	3	0.06	x	14	=	**1**

Notes:
- Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

B4. English 102/104/105 Successful Course Completion Rates
Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15

RESULTS

According to our analysis of our basic skills English data, we found that the following student groups are less likely to complete English 102/104/105 courses: **males, African Americans, Latinos, multi-ethnic, unknown ethnicities, persons with disabilities, and foster youth.**

DATA
Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	1,559	1,209	77.5%	4
Male	1,769	1,245	70.4%	-3
Unknown	~	~	~	~
Total	**3,351**	**2,466**	**73.6%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	144	89	61.8%	-12
Native American	4	3	n/a	n/a
Asian	373	288	77.2%	4
Filipino	169	128	75.7%	2
Latino	1,146	807	70.4%	-3
Pacific Islander	~	~	~	~
White	1,258	977	77.7%	4
Multi-Ethnic	207	144	69.6%	-4
Unknown	32	19	59.4%	-14
Total	**3,351**	**2,466**	**73.6%**	

Table C. Successful course completion by disability status

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	4,106	3,051	74.3%	1
Person w/ Disability	451	299	66.3%	-7
Acquired Brain Injury	8	4	50.0%	-24
Developmental Delayed Learner	3	3	100.0%	26
Hearing Impaired	7	7	100.0%	26
Learning Disabled	87	54	62.1%	-11
Mobility Impaired	14	11	78.6%	5
Other Physical	243	166	68.3%	-5
Psychologically Impaired	83	48	57.8%	-16
Speech/Language Impaired	1	1	100.0%	26
Visually Impaired	5	5	100.0%	26
Total	**4,557**	**3,350**	**73.5%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	3,271	2,416	73.9%	0
Foster Youth	80	50	62.5%	-11
Total	**3,351**	**2,466**	**73.6%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	1,838	1,368	74.4%	1
Low Income	1,513	1,098	72.6%	-1
Total	**3,351**	**2,466**	**73.6%**	

Table F. Successful course completion by veterans' status

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	3,203	2,358	73.6%	0
Veteran	148	108	73.0%	-1
Total	**3,351**	**2,466**	**73.6%**	

Notes:
- Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.
- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
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Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	African-American	-12	144	3	0.12	x	48	=	**6**
Second Largest	Foster Youth	-11	80	3	0.11	x	27	=	**3**
Third Largest	Person w/ Disability	-7	451	4	0.07	x	113	=	**8**

Notes:
- Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
B3. English 100A Successful Course Completion Rates

GOAL B3. English 100A Successful Course Completion Rates: The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-6	-3	2020
Multi-ethnic	-15	-7	2020
Person w/disability	-7	-3	2020
African Americans	-6	-3	2020

ACTIVITIES

ActivityB3(a).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation	X	Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B3(a).	Males	110
	Multi-ethnic students	17
	African Americans	14

IMPLEMENTATION PLAN AND FUNDING

In conjunction with efforts across Las Positas College to close the achievement gaps identified throughout our Equity Plan, we will engage in **faculty and staff professional development** to address the issues contributing to the underperformance of our disproportionately impacted students. We have identified the following training opportunities: *On Course* **and the "Teaching Community College Men of Color" program** through the Center for Organizational Responsibility and Advancement (CORA),), and webinars and research provided by the *Minority Male Community College*

Collaborative (M²C³). In addition, we will continue to research best practices for faculty and staff development, and will provide additional training opportunities.

We identified *On Course* as an important program to bring to our campus because its strategies and methods have been evaluated and found to help with student success and retention. According to studies by individual institutions that use the On Course program, students have a significantly increased success rate. For example, basic skills students at California's Mission College who took part in the On Course learning community improved academic success by 17%.

Through our analysis of disproportionate impact, we found that males and African Americans faced inequities in all five indicators. While we are planning to conduct further research and inquiry into why these inequities exist, we would like to offer faculty and staff professional development that focuses on student success among these student groups. Through the Student Equity listserv, we learned about the "Teaching Community College Men of Color" program. This program is an intensive, one-week, fully online training that includes video modules, readings, live interactive sessions, and learning assessments. Participants of this program will gain strategies for facilitating relationship building with students of color and they will be introduced to research-based practices to support classroom learning.

We plan to invite faculty to complete the [Teaching Men of Color Certificate Program](). Through this program, learners will engage in both synchronous and asynchronous activities over the course of five days. Each day requires a 3-4 hour commitment (including lectures, discussion boards, readings, and virtual sessions). The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners will view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be required to purchase the accompanying book Teaching Men of Color in the Community College: A Guidebook . On Day 3 and 5, learners will participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore *how* to connect course content with daily practice. See the course topics below:

- Day 1 – ***Factors necessitating enhanced teaching and learning strategies for men of color***
- Day 2 – ***Theoretical and epistemological foundations for teaching men of color***
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- Day 4 – ***Teaching and learning strategies for instructional faculty***
- Day 5 – *****Virtual discussion***** (live session @ 4pm PST)

In addition, we would like coordinate with the *Minority Male Community College Collaborative* (M²C³) to determine the best approaches for addressing the issues contributing to the underperformance of our historically underrepresented students, including men of color. The goal of the M²C³ project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male

community college students. M²C³ offers a variety of programs including training by Dr. J. Luke Wood and Dr. Frank Harris III, co-directors of M²C³, webinars for college faculty and staff, and assessment and evaluation tools that can be used across the campus to determine the state of achievement and educational needs by men of color.

We will bring *On Course* training to our campus during Fall 2015 (one-day introductory workshop) and Spring 2016 (three-day Workshop I). We will provide an opportunity for faculty to complete the online certificate program, "Teaching Community College Men of Color" during the

January 11-15, 2016 session. We will contact the M²C³ program during Fall 2016 to determine how we can best use their programs.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B3(a).	11/2015 – 12/2016	*See B1(e). and B2(e).*	N/A

EXPECTED OUTCOMES AND EVALUATION

We believe that faculty and staff professional development opportunities that are research-based and target our student groups who have the greatest achievement gaps will have an effect on closing these achievement gaps. Research has shown that student success and retention is, in large part, due to the interactions that students have with college faculty and staff (RP Group, 2014; Bensimon & Dowd, 2009). Therefore, providing faculty and staff with the tools and resources needed to help build student relationships both inside and outside of the classroom will help students reach their educational goals.

Evaluation*:* We will implement evaluation methods that link to each professional development program. For On Course training, we will determine which faculty will use the On Course program in their courses and/or which academic courses will be linked with our student success course, PSCN 30, *Student Success and Experience*. Of the students who are taught using the On Course program, we will conduct comparison studies to ascertain any impact on course completion rates. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

For the "Teaching Community College Men of Color" program, we will use the evaluation tool that is provided with the program. We will evaluate the effectiveness of the program as faculty have implemented their strategies in the classroom. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

After determining which M²C³ programs that we will use on campus, we will develop appropriate evaluation tools to use in order to determine the effectiveness of these programs.

ACTIVITIES

Activity B3(b).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
B3(b)	Person with disabilities	60
	Males	110
	Multi-ethnic students	17
	African Americans	14

IMPLEMENTATION PLAN AND FUNDING

Our primary goal would be to **create a learning community pairing English 100A with Psychology-Counseling (PSCN) 30,** *Student Success and Experience,* and develop shared curriculum. The Psychology-Counseling instructors who teach PSCN 30 have all completed the On Course "Workshop I" training and utilize the On Course curriculum and textbook (Downing, 2014). The On Course curriculum is designed to teach learner-centered strategies for empowering students to become active, responsible learners. The desired outcome of the On Course approach is to significantly improve student learning, academic success and retention. To support the linking of PSCN 30 with English 100A, we will provide On Course training for English 100A instructors, so that instructors of these paired courses will speak the same language and can even use On Course concepts to create shared/contextualized activities and assignments.

To support these goals, we would stipend two English faculty members to integrate On Course materials into collaboratively-developed English 100A curriculum (Summer 2016). The curriculum would then be brought to the whole English program for editing and approval in Fall 2016. The stipended faculty members or other volunteers will pilot the new materials in their Fall 100A classes. Meanwhile, the learning community will be put through curriculum by the same stipended faculty. As the courses do not have to articulate for transfer, approval could be as early as Spring 2017 or might be delayed until Fall 2017. Once the learning community is approved, the Instructional Assistants will work to integrate new assignments into Blackboard course shells and gradebooks. Depending on the timing of curriculum approval and on whether there is support from a learning community coordinator for recruiting and other coordination efforts, the paired courses could be offered in Spring 2017 or Fall 2017.

In addition, to address persons with disabilities specifically, we plan to continue to **study the relationship between LRNS 118 and English 100A.** We plan to explore alternate models for delivering learning skills support for English, and possibly pairing our PSCN 15, *College Study Skills*, with English 100A.

We will look at linking English 100A with PSCN 30 for either Spring 2017 or Fall 2017. We will actively explore additional models of support for students with disabilities throughout this 2015-2016 academic year.

Funding			
ID	**Planned Start and End Date(s)**	**Student Equity Funds**	**Other Funds****
B3(b).	Fall 2015 – Fall 2016	$5000	n/a

EXPECTED OUTCOMES AND EVALUATION

Evaluation and evidence for the efficacy of pairing a basic skills English course with an On Course class can be seen in the success rates of students at Baltimore Community College are 15% and 38% (for the second semester developmental course) than those who do not take their English course paired with an On Course class. Basic skills students at California's Mission College who took part in the On Course learning community improved academic success by 17%. About the program, Jonathan Brennen, Chair of the Mission College English department wrote, "The classes have demonstrated higher retention and success. Faculty members have commented that they are energized and excited by the opportunity to work with the On Course strategies. They also use their On Course strategies in a range of other classes and workshops, including athletics, EOPS workshops, transfer, motivation and other workshops, Orientation, counseling classes, and many others. I have also used them with my own colleagues in professional development presentations, especially for new faculty. The students in On Course classes are actively involved in finding solutions to their problems, and in applying their new strategies to their Mathematics, English, and Reading classes."

> See: http://oncourseworkshop.com/evidence/institutional-studies/baltimore-city-community-college-maryland/
> http://oncourseworkshop.com/evidence/institutional-studies/mission-college-california/

Evaluation: We will work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the English/On Course learning community and their impact on student completion and transfer rates.

We will obtain data showing how LRNS 118 class contributes to students' success in English 100A and/or English 104/105, though the numbers may be too small to be statistically significant. We will explore whether we could get the same results through

other models, including embedded counseling. We may find that embedded counseling reaches more students, including those who cannot fit LNRS 118 into their schedule.
The data also suggests that specific subtypes of disability show a greater disproportionality than others. Often considered as a homogeneous group, students with disabilities do not exhibit the same deficits. Initial dis-aggregation of disability data show that it is not only students with learning disabilities who struggle but also those with psychological disabilities. Within each of these clusters (LD and PSY'D) exists specific educational limitations. Further research needs to be done to determine the specific impact on course success and develop strategies that address that impact. This will be accomplished through: a) review of the literature and b) embed assessment tools into the LRNS 118. In addition, students in the 100A exposed to learning skills-themed embedded counseling may be encouraged to undergo learning disability assessment through DSPS

ACTIVITIES

B3(c).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B3(c).	Males	110
	Multi-ethnic	17
	African Americans	14
	Person with disabilities	60

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.
In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops

and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B3(c).	8/2015-12/2016	*See B. 1&2a*	N/A

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The

outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

B3(d).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B3(d).	Males	110
	Multi-ethnic	17
	African Americans	14
	Person with disabilities	60

IMPLEMENTATION PLAN AND FUNDING

As supported through documentation in the English 2013 program review, one of the goals of the English department is to provide **Reading Apprenticeship (RA) training** for all full-time and part-time English faculty. Because RA strategies have been proven to have an impact on student success, we would like to provide opportunities for RA training to full-time and part-time faculty across the college.

Based on data and observations collected from over 200 community college instructors over the past five years, Reading Apprenticeship has been seen to have the following impact on student success:

- Increased retention and course completion
- Increased depth in reading comprehension and written work
- Increased willingness to persist through difficult texts

While a few faculty have been trained in RA techniques (training last was offered in spring 2012), we plan to acquire training for more English instructors so that RA is a core technique of our instruction. In addition, we want to have two faculty, perhaps one English and one ESL, receive leadership training through Reading Apprenticeship. The trained LPC faculty leaders could offer staff development opportunities for teachers outside of English on campus at very little cost.

The Campus Coach for Reading Apprenticeship course has the dual focus of deepening participants' own classroom practice of Reading Apprenticeship and fostering campus-level faculty inquiry into Reading Apprenticeship that helps instructors understand the ways in which they, as disciplinary experts, can "apprentice" students into proficient academic reading in their subject area. In this course, instructors will learn:

- How to deepen their own practice in Reading Apprenticeship routines
- How to bring an inquiry lens to their own instructional practices and those of the institution
- How to use key Reading Apprenticeship routines for faculty inquiry
- How to present Reading Apprenticeship theory and practice to different audiences
- How to use data to build campus community around Reading Apprenticeship
- How to build faculty and staff commitment to a focus on reading and the issue of engaging students in their disciplinary texts in ways sustainable for their campus

Course participants will try out key Reading Apprenticeship instructional, professional development, and presentation routines in their classroom, with peers, and for members of the wider campus community. Participants will regularly report back on their experiences for group discussion, feedback, and reflection.

Estimated Costs:
- Campus Coach- $1500 ($750 per person. It is preferred to have two English or one English and one ESL instructor)
- Individual faculty training- $7500 face-to-face training/$3875 online training (This estimate is for five additional faculty to be training. It is preferred to have full-time and part-time, English and ESL faculty trained in RA).

We plan to have the faculty RA training take place in spring 2016 and fall 2017. Beginning in Fall 2017, we will plan for a stipend to support the RA coach to train other faculty and to help with individual lesson planning.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3d	1/2016-12/2016	$9,000 (or $5375)	N/A

EXPECTED OUTCOMES AND EVALUATION

Research shows that students often do not attempt to or complete the reading for their courses, and as a result, struggle to glean the main ideas. Students also struggle to think critically about their reading assignments when they do complete the reading. Therefore, having an RA trainer not just *train*, but actively work on lesson plans and interventions with faculty across the curriculum would boost our course completion rates. This RA trainer could also partner with our Reading and Writing (RAW) Center, and other student

support and academic programs that already collaborate with the RAW Center to support their students' success.

Evaluation: We will create student surveys and measure SLOs connected to reading for courses taught by Reading-Apprenticeship-trained instructors. The outcome data will be reviewed to determine the effectiveness of the program and changes will be made as necessary.

ACTIVITIES

B3(e).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support	X	Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B3(e).	Males	110
	Multi-ethnic	17
	African Americans	14
	Person with disabilities	60

IMPLEMENTATION PLAN AND FUNDING

We currently offer **embedded counseling in our English 100A** (two levels below college English) sections. In this model of counseling, counselors work closely with the English instructors and visit the English 100A courses three times per semester to present student success-related workshops. In the first workshop, which occurs during the first three weeks of the term (September and February), the counselor provides information related to campus resources and she provides a resource guide and campus map. In the second workshop, which occurs at about the sixth week of the semester (October and March), the counselor focuses on issues of time management, setting priorities, and building a successful study schedule. In the third workshop, which takes place at about the 12th week of the semester (November and April), the counselor focuses on education planning— reviewing transfer pathways, AA/AS, certificate, and transfer requirements. In this workshop, the students also review their transcripts and major/degree requirements, and plan their schedule of courses for the following semester.

According to 2012 data, when students attended all three of the counseling workshops presented in their English 100A class, they were more likely to complete the class with a grade of "C" or better (78% of the students who attended all three workshops were successful in English 100A). Due to the success of our embedded counseling model, additional instructors have asked for this type of counseling for their students. This year

(2015-2016), a team of counselors have completed workshops in English 100A as well as English 104 and English 105 (one level below college English). This model will allow the team of five counselors to reach over 600 students in the English 104/105 and 100A classes. Because our data show that this model is successful, we plan to expand this model to include additional sections of English, and potentially additional courses outside of English. We plan to use years 1 and 2 (2015-2016 and 2016-2017) to explore ways to augment our embedded counseling model and implement this model in years 3 through 5 (2017-2020).

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B3(e).	12/2015-5/2017 (research) 8/2017 (implementation)	$5,000 (faculty time to research the augmentation of this model)	SSSP: $15,000

EXPECTED OUTCOMES AND EVALUATION

Because our data have shown that this model of counseling leads to increased course completion rates, students would be more likely to complete their goal of degree and certificate completion, and transfer.

Evaluation: We will work with our office of Institutional Research and Planning to develop a method for evaluation. Data will be collected and analyzed on an annual basis and program changes would be made as necessary.

ACTIVITIES

B3.f

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B.3f	Unknown	
	African American	
	Pacific Islander	

Multi-Ethnic		
Person w/disability	60	
Foster Youth		

- *Activity Implementation Plan*

The data also suggests that specific subtypes of disability show a greater disproportionality than others. Often considered as a homogeneous group, students with disabilities do not exhibit the same deficits. Initial dis-aggregation of disability data show that it is not only students with learning disabilities who struggle but also those with psychological disabilities. Within each of these clusters (LD and PSY'D) exists specific educational limitations. Further research needs to be done to determine the specific impact on course success and develop strategies that address that impact. This will be accomplished through: a) review of the literature and b) embed assessment tools into the LRNS 118. In addition, students in the 100A exposed to learning skills-themed embedded counseling may be encouraged to undergo learning disability assessment through DSPS

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3f		$2500	N/A

Link to Goal

Through a review of the literature and dis-aggregation of the disabled student data, recommendations will be developed that address the disability-specific barriers to successful and timely completion of the English sequence. It is expected that pedagogy and lab support will be developed that target these deficits.

- *Evaluation*

The evaluation will be conducted in three phases:

   1) Provision of data by the Office of Institutional Research

   2) Analysis of data by Disability Resource Center faculty and staff (LD Specialist, Coordinator, Counselor(s).

   3) Presentation of analysis to English faculty

   4) Development of recommendations for pedagogy and support

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
B4. English 102/104/105 Successful Course Completion Rates

GOAL B4. English 102/104/105 Successful Course Completion Rates: The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Unknown	-14	-3	2020
African American	-12	-3	2020
Pacific Islander	-12	-3	2020
Multi-Ethnic	-4	-3	2020
Person w/disability	-5	-3	2020
Foster Youth	-11	-3	2020

ACTIVITIES

Activities B4(a).

	Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation	X	Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group**	**# of Students Affected**
B4(a).	African American	48
	Multi-Ethnic	69
	Person with disabilities	150
	Foster Youth	27

IMPLEMENTATION PLAN AND FUNDING

In conjunction with efforts across Las Positas College to close the achievement gaps identified throughout our Equity Plan, we will engage in **faculty and staff professional development** to address the issues contributing to the underperformance of our disproportionately impacted students. We have identified the following training opportunities: *On Course* and the **"Teaching Community College Men of Color"**

program through the [Center for Organizational Responsibility and Advancement](#) (CORA),), and webinars and research provided by the ***Minority Male Community College Collaborative*** (M^2C^3). In addition, we will continue to research best practices for faculty and staff development, and will provide additional training opportunities.

We identified *On Course* as an important program to bring to our campus because its strategies and methods have been evaluated and found to help with student success and retention. According to studies by individual institutions that use the On Course program, students have a significantly increased success rate. For example, basic skills students at California's Mission College who took part in the On Course learning community improved academic success by 17%.

Through our analysis of disproportionate impact, we found that males and African Americans faced inequities in all five indicators. While we are planning to conduct further research and inquiry into why these inequities exist, we would like to offer faculty and staff professional development that focuses on student success among these student groups. Through the Student Equity listserv, we learned about the "Teaching Community College Men of Color" program. This program is an intensive, one-week, fully online training that includes video modules, readings, live interactive sessions, and learning assessments. Participants of this program will gain strategies for facilitating relationship building with students of color and they will be introduced to research-based practices to support classroom learning.

We plan to invite faculty to complete the [Teaching Men of Color Certificate Program](#). Through this program, learners will engage in both synchronous and asynchronous activities over the course of five days. Each day requires a 3-4 hour commitment (including lectures, discussion boards, readings, and virtual sessions). The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners will view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be required to purchase the accompanying book <u>Teaching Men of Color in the Community College: A Guidebook</u> . On Day 3 and 5, learners will participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore *how* to connect course content with daily practice. See the course topics below:

- Day 1 – ***Factors necessitating enhanced teaching and learning strategies for men of color***
- Day 2 – ***Theoretical and epistemological foundations for teaching men of color***
- Day 3 – ***Building relationships with college men of color*** (live session @ 4pm PST)
- Day 4 – ***Teaching and learning strategies for instructional faculty***
- Day 5 – ****Virtual discussion**** (live session @ 4pm PST)

In addition, we would like coordinate with the *Minority Male Community College Collaborative* (M^2C^3) to determine the best approaches for addressing the issues contributing to the underperformance of our historically underrepresented students,

including men of color. The goal of the M^2C^3 project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M^2C^3 offers a variety of programs including training by Dr. J. Luke Wood and Dr. Frank Harris III, co-directors of M^2C^3, webinars for college faculty and staff, and assessment and evaluation tools that can be used across the campus to determine the state of achievement and educational needs by men of color.

We will bring *On Course* training to our campus during Fall 2015 (one-day introductory workshop) and Spring 2016 (three-day Workshop I). We will provide an opportunity for faculty to complete the online certificate program, "Teaching Community College Men of Color" during the January 11-15, 2016 session. We will contact the M^2C^3 program during Fall 2016 to determine how we can best use their programs.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B4(a).	11/2015 – 12/2016	*See B1&2e*	N/A

EXPECTED OUTCOMES AND EVALUATION

We believe that faculty and staff professional development opportunities that are research-based and target our student groups who have the greatest achievement gaps will have an effect on closing these achievement gaps. Research has shown that student success and retention is, in large part, due to the interactions that students have with college faculty and staff (RP Group, 2014; Bensimon & Dowd, 2009). Therefore, providing faculty and staff with the tools and resources needed to help build student relationships both inside and outside of the classroom will help students reach their educational goals.

Evaluation: We will implement evaluation methods that link to each professional development program. For On Course training, we will determine which faculty will use the On Course program in their courses and/or which academic courses will be linked with our student success course, PSCN 30, Student Success and Experience. Of the students who are taught using the On Course program, we will conduct comparison studies to ascertain any impact on course completion rates. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

For the "Teaching Community College Men of Color" program, we will use the evaluation tool that is provided with the program. We will evaluate the effectiveness of the program as faculty have implemented their strategies in the classroom. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

After determining which M^2C^3 programs that we will use on campus, we will develop appropriate evaluation tools to use in order to determine the effectiveness of these programs.

ACTIVITIES

B4(b).

Activity Type(s):	
Outreach	Student Equity Coordination/Planning
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation
Research and Evaluation	Professional Development
Direct Student Support	Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group**	**# of Students Affected**
B4(b).	African American	48
	Multi-Ethnic	69
	Person with disabilities	150
	Foster Youth	27

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is currently planning to implement **multiple measures for our English assessment process**, starting in Fall 2016. Our current assessment process is out of compliance with Title V guidelines, which state, "When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures." Our current procedures only use multiple measures to assess a small number of students whose scores are borderline between placement levels. Studies have shown tests such as *Accuplacer* to be particularly ineffective for English placement, with 27-33% incidence of "severe" misplacements (Belfield & Crosta, 2012). Based on these findings, the use of *Accuplacer* alone is not only non-compliant with Educational Code, but also an inaccurate way to assess the proper course for English students.

We will complete our research as to best practices for multiple measures assessment early in Spring 2016, guided by our Director of Institutional Research and Planning, Rajinder Samra, as well as national leaders in the study of student equity, John Hetts of Educational Results Partnership and Katie Hern of the California Acceleration Project. We are also participating in the Research and Planning Group's Multiple Measures Assessment Project. We will set our placement criteria according to researched best practices in multiple-measures assessment.

This change in our assessment process will shift our student populations, most notably in English 104/105 (one level below transfer) and 1A (first-semester transfer). We will require training for our faculty, particularly part-time faculty, in best practices for teaching these slightly altered populations and in recognizing their own biases about who is ready for college-level work. This training would take place in Spring 2016, Fall 2016, and Spring 2017.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B4(b).	1/2016-12/2017	$5,000 (for faculty research and development of the new assessment for English)	SSSP: $5,000

EXPECTED OUTCOMES AND EVALUATION

High school GPA and English grades have been proven to be better predictors of success than standardized test scores. Correct placement of students will result in more students completing transfer-level English (1A). When multiple measures assessment was piloted at Long Beach in Fall 2012, the pilot group doubled their rate of completion of a transfer-level English course within two years (from 24-52%), compared to those assessed just using a standardized test the year before (http://lbcc.edu/promisepathways/). Indicators of behavioral intent to transfer also increased dramatically, from 31% to 54%. We expect to see similar increases in success at LPC after multiple measures is implemented. Because assessment scores have been shown to disproportionately underestimate the skills of students of color and other impacted groups (women, first-time college students, students with learning disabilities), multiple measures assessment is crucial for closing the gap in placement and success for these students and the overall student population.

It is important to note that success rates in individual courses (English 104/105, English 1A) may initially decrease as students are given more accurate placement. Under our current assessment practices, many students who are prepared for college-level work are placed into basic skills English courses. Removing these over-prepared students from the basic skills courses may have the initial effect of lowering basic skills course success rates. Likewise, English 1A might potentially see a small drop in success as a wider range of students are admitted. Ideally, if our placement procedures are effective, English 1A success rates should remain rather constant from before and after the change, but they would not be expected to improve. Rather, success rates will be increased for cohorts of students. Students who place directly into English 1A have the opportunity to complete their first transfer-level English course (a key predictor of degree-completion and/or transfer) in one semester rather than two (or more, if they don't take their English courses during adjacent semesters).

Evaluation: We will work with our Office of Institutional Research and Planning and the RP Group to collect data and evaluate the effectiveness of our new assessment procedures and their impact on student completion and transfer rates.

ACTIVITIES

B4(c).

	Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B4(c).	African American	48
	Multi-Ethnic	69
	Person with disabilities	150
	Foster Youth	27

IMPLEMENTATION PLAN AND FUNDING

As supported through documentation in the English 2013 program review, one of the goals of the English department is to provide **Reading Apprenticeship (RA) training** for all full-time and part-time English faculty. Because RA strategies have been proven to have an impact on student success, we would like to provide opportunities for RA training to full-time and part-time faculty across the college.

Based on data and observations collected from over 200 community college instructors over the past five years, Reading Apprenticeship has been seen to have the following impact on student success:

- Increased retention and course completion
- Increased depth in reading comprehension and written work
- Increased willingness to persist through difficult texts

While a few faculty have been trained in RA techniques (training last was offered in Spring 2012), we plan to acquire training for more English instructors so that RA is a core technique of our instruction. In addition, we want to have two faculty, perhaps one English and one ESL, receive leadership training through Reading Apprenticeship. The trained LPC faculty leaders could offer staff development opportunities for teachers outside of English on campus at very little cost.

The Campus Coach for Reading Apprenticeship course has the dual focus of deepening participants' own classroom practice of Reading Apprenticeship and fostering campus-level faculty inquiry into Reading Apprenticeship that helps instructors understand the ways in which they, as disciplinary experts, can "apprentice" students into proficient academic reading in their subject area. In this course, instructors will learn:
- How to deepen their own practice in Reading Apprenticeship routines

- How to bring an inquiry lens to their own instructional practices and those of the institution
- How to use key Reading Apprenticeship routines for faculty inquiry
- How to present Reading Apprenticeship theory and practice to different audiences
- How to use data to build campus community around Reading Apprenticeship
- How to build faculty and staff commitment to a focus on reading and the issue of engaging students in their disciplinary texts in ways sustainable for their campus

Course participants will try out key Reading Apprenticeship instructional, professional development, and presentation routines in their classroom, with peers, and for members of the wider campus community. Participants will regularly report back on their experiences for group discussion, feedback, and reflection.

Estimated Costs:
- Campus Coach- $1500 ($750 per person. It is preferred to have two English or one English and one ESL instructor)
- Individual faculty training- $7500 face-to-face training/$3875 online training (This estimate is for five additional faculty to be training. It is preferred to have full-time and part-time, English and ESL faculty trained in RA).

We plan to have the faculty RA training take place in Spring 2016 and Fall 2017. Beginning in Fall 2017, we will plan for a stipend to support the RA coach to train other faculty and to help with individual lesson planning.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4c	1/2016-12/2016	*See B3d*	N/A

EXPECTED OUTCOMES AND EVALUATION

Research shows that students often do not attempt to or complete the reading for their courses, and as a result, struggle to glean the main ideas. Students also struggle to think critically about their reading assignments when they do complete the reading. Therefore, having an RA trainer not just *train*, but actively work on lesson plans and interventions with faculty across the curriculum would boost our course completion rates. This RA trainer could also partner with our Reading and Writing (RAW) Center, and other student support and academic programs that already collaborate with the RAW Center to support their students' success.

Evaluation: We will create student surveys and measure SLOs connected to reading for courses taught by Reading-Apprenticeship-trained instructors. The outcome data will be

reviewed to determine the effectiveness of the program and changes will be made as necessary.

ACTIVITIES

B4(d).

Activity Type(*s*):			
X	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support	X	Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group**	**# of Students Affected**
B4(d).	African American	48
	Multi-Ethnic	69
	Person with disabilities	150
	Foster Youth	27

IMPLEMENTATION PLAN AND FUNDING

In spring of 2016, a team will be designated to research the development of a **Learning Community that targets the success of African American students** (similar to the Umoja Learning Communities). This team will work closely with the Vice Presidents of Student Services and Academic Services, and the academic Deans, as well as the Office of Institutional Research and Planning. We will review campus-specific student success data and solicit ideas from current members of the Black Student Union (BSU) club about the challenges they face with regard to course completion, degree and certificate completion, and transfer. We will also work with our colleagues at Chabot College to learn about the best practices for developing and implementing an Umoja/Daraja Learning Community. We will also explore the reactivation of English 21, African American Literature, and History 15 and 16, 19th and 20th c. African-American history, as part of the curriculum path for an Umoja/Daraja-type learning community. Finally, we will provide faculty and staff development opportunities through the organizations mentioned throughout this Plan (On Course, CORA), and continue to review the literature from relevant fields, such as Ethnic Studies, concerning barriers and resources to African-American students' success.
This activity will be completed in conjunction with the SSSP Plan. Over the next year, we will work closely with the SSSP team in order to research the feasibility of implementing a new learning community on our campus.

To support the research and development of the new learning communities that we have identified in this Equity Plan, we also plan to send faculty and staff to key conferences and trainings on the topics of FYE and Learning Communities. One conference will be the 35th Annual Conference on The First Year Experience taking place on February 20-23 in

Orlando, Florida. Another training opportunity is at the Washington Center "National Summer Institute," which will be held July 11-15, 2016 at The Evergreen State College in Olympia, Washington.

In order to successfully implement the new Learning Community programs that we discuss in this Equity Plan, we also plan to research the feasibility of hiring a "Learning Community Coordinator." It is essential for the long-term sustainability of any learning community program on campus that we have a coordinator who can manage the administration and success of these programs.

Estimated Costs:
Research and development of an Umoja/Daraja Learning Community- $10,000
FYE Conference (February 20-23, 2016)- $10,000
Washington Center National Summer Institute- $10,000
Umoja Learning Community Program- $ 10,000
- collaborative course development, regular meetings of involved instructors
- field trips
- program coordination
- counseling support
- outreach and recruitment

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B4(d).	1/2016-12/2017	$40,000	SSSP: $10,000

EXPECTED OUTCOMES AND EVALUATION

Evaluation and evidence for the efficacy of an established Umoja/Daraja learning community for African American students can be seen in the success rates of students in core programs. The Daraja Project at Chabot College and Project Success at El Camino College in Torrance were the foundations and models for the statewide Umoja Community program. According to documentation provided by the Umoja community's publications, "Over a ten year period, Daraja students (age 21 or under) successfully completed the Basic Skills to Freshman Composition sequence at a rate 19% higher than other African American students (age 21 or under) not in Daraja. Project Success students have persistence rates at 96% and Associate Degree averages twice that of comparable African American students not in Project Success."

Evaluation: We will work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of an Umoja/Daraja program's impact on course completion, degree and certificate completion, and transfer rates for African American students.

ACTIVITIES

B4(e).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support	X	Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group**	**# of Students Affected**
B4(e).	African American	48
	Multi-Ethnic	69
	Person with disabilities	150
	Foster Youth	27

IMPLEMENTATION PLAN AND FUNDING

We currently offer **embedded counseling in our English** 100A (two levels below college English) sections. In this model of counseling, counselors work closely with the English instructors and visit the English 100A courses three times per semester to present student success-related workshops. In the first workshop, which occurs during the first three weeks of the term (September and February), the counselor provides information related to campus resources and she provides a resource guide and campus map. In the second workshop, which occurs at about the sixth week of the semester (October and March), the counselor focuses on issues of time management, setting priorities, and building a successful study schedule. In the third workshop, which takes place at about the 12th week of the semester (November and April), the counselor focuses on education planning—reviewing transfer pathways, AA/AS, certificate, and transfer requirements. In this workshop, the students also review their transcripts and major/degree requirements, and plan their schedule of courses for the following semester.

According to 2012 data, when students attended all three of the counseling workshops presented in their English 100A class, they were more likely to complete the class with a grade of "C" or better (78% of the students who attended all three workshops were successful in English 100A). Due to the success of our embedded counseling model, additional instructors have asked for this type of counseling for their students. This year (2015-2016), a team of counselors have completed workshops in English 100A as well as English 104 and English 105 (one level below college English). This model will allow the team of five counselors to reach over 600 students in the English 104/105 and 100A classes. Because our data show that this model is successful, we plan to expand this model to include additional sections of English, and potentially additional courses outside of English. We plan to use years 1 and 2 (2015-2016 and 2016-2017) to explore ways to augment our embedded counseling model and implement this model in years 3 through 5 (2017-2020).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4e	12/2015-5/2017 (research) 8/2017 (implementation)	*See B.3e*	

EXPECTED OUTCOMES AND EVALUATION

Because our data have shown that this model of counseling leads to increased course completion rates, students would be more likely to complete their goal of degree and certificate completion, and transfer.

Evaluation: We will work with our office of Institutional Research and Planning to develop a method for evaluation. Data will be collected and analyzed on an annual basis and program changes would be made as necessary.

ACTIVITIES

B4(f).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Direct Student Support	X	Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B4(f).	African American	48
	Multi-Ethnic	69
	Person with disabilities	150
	Foster Youth	27

IMPLEMENTATION PLAN AND FUNDING

In order to support the academic success of the **Early Childhood Development (ECD) students** at our college, the ECD Coordinator worked closely with the Math and English departments to develop and implement **English and Math contextualized courses**. A Math/ECD Learning Community was launched in spring 2012. Our students have experienced the following success:

- A total of 34 students were enrolled in 1 or more semesters, 23 completed the 14 units (math sequence for graduation) in the 3 semesters.

- Spring 2012, 25 students enrolled in Math 107, 4 withdrew, 21 passed with a C or higher grade (84%)

- Fall 2102, 21 students enrolled in Math 65, 18 passed with a C or higher grade (86%)

- Spring 2013, 23 students enrolled in Math 55, 100% passed with a C or higher grade.

These students overcame one of the biggest hurdles for college students and they were also personally fulfilled by their accomplishments. In addition to the academic success these students achieved, they built a community. They supported one another weekly. When one did not do well on a test, the others rallied to help prepare the student for the next test. When it was time to register for the transfer level math course, they tried to register for the same section and even solicited the Math tutor to continue. Our ECD Coordinator is currently coordinating a second Math cohort (Fall 2015), where 30 students are enrolled in Math 107 and they are being provided with course materials and tutoring.

Given the success of the Math/ECD Learning Community, an English/ECD Learning Community was launched in fall 2013. Our students have experienced the following success:

- A total of 34 students were enrolled in one or more semesters (English sequence to transfer).

- Fall 2013, English 100A, 21 students enrolled and 19 (90%) passed

- Spring 2014, English 105, 34 students enrolled, 3 students withdrew and 13 (40%) passed

- Fall 2014, 21 students enrolled in ENG 1A, 3 withdrew and 15 (83%) passed.

- Spring 2015, 18 students enrolled in ENG 4, 18 passed 18 (100%)

This is was a great achievement for the ECD learning community at LPC, especially considering that more than half of the participants in this cohort were English Language Learner students. Because these two learning communities have been a success, and the current funding streams for these programs is about to expire (county-supported funds), our ECD program would like to utilize student equity funds to maintain the current level of service and support to the ECD students.

Estimated Costs:
Textbooks and materials (for 25-30 students)- $3,000/semester

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B4(f).	1/2016-12/2017	$6,000	N/A

EXPECTED OUTCOMES AND EVALUATION

Because data show that the ECD Math and English learning communities and contextualized courses have supported students complete their Math and English courses, continuing this program with student equity funds would help to close the achievement gap among our currently disproportionally impacted students.

Evaluation: We will continue to work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the ECD Math and English learning communities and contextualized classes.

B5. Math 107 Successful Course Completion Rate
Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15
RESULTS

With regard to math completion student groups identified as **males, African American, Filipino, Latino, Multi-Ethnic, persons with disabilities, and foster youth** were disproportionately less likely to succeed in Math 107 courses.

DATA
Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	726	395	54.4%	3
Male	597	287	48.1%	-3
Unknown	~	~	~	~
Total	**1,334**	**687**	**51.5%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	76	30	39.5%	-12
Native American	~	~	~	~
Asian	85	49	57.6%	6
Filipino	40	19	47.5%	-4
Latino	500	244	48.8%	-3
Pacific Islander	~	~	~	~
White	530	296	55.8%	4
Multi-Ethnic	79	36	45.6%	-6
Unknown	20	13	65.0%	14
Total	**1,334**	**687**	**51.5%**	

Table C. Successful course completion by disability status

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	1,420	776	54.6%	2
Person w/ Disability	307	132	43.0%	-10
Acquired Brain Injury	4	2	50.0%	-3
Development. Delayed Learner	7	3	42.9%	-10
Hearing Impaired	13	3	23.1%	-29
Learning Disabled	59	26	44.1%	-9
Mobility Impaired	12	5	41.7%	-11
Other Physical	156	70	44.9%	-8
Psychologically Impaired	50	20	40.0%	-13
Speech/Language Impaired	1	-	0.0%	-53
Visually Impaired	5	3	60.0%	7
Total	**1,727**	**908**	**52.6%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	1,286	670	52.1%	1
Foster Youth	48	17	35.4%	-16
Total	**1,334**	**687**	**51.5%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	631	320	50.7%	-1
Low Income	703	367	52.2%	1
Total	**1,334**	**687**	**51.5%**	

Table F. Successful course completion by Veterans status

Veterans Status	Cohort	Success	Success	Percentage

	Count	Count	Rate	Point Gap
Non-Veteran	1,213	616	50.8%	-1
Veteran	121	71	58.7%	7
Total	**1,334**	**687**	**51.5%**	

Notes:
- Includes enrollment and outcomes data for MATH 107, 107A, 107B, 107X, and 107Y courses.
- Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.
- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Foster Youth	-16	48	3	0.16	x	16	=	**3**
Second Largest	African-American	-12	76	3	0.12	x	25	=	**3**
Third Largest	Person w/ Disability	-10	307	4	0.10	x	77	=	**7**

Notes:
- Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

B6. Math 65 Successful Course Completion
Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15

RESULTS

With regard to math completion student groups identified as **males, African American, Latino, Multi-Ethnic, persons with disabilities, and foster youth** were disproportionately less likely to succeed in Math 65 courses.

DATA
Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	1,823	1,058	58.0%	4
Male	1,804	901	49.9%	-4
Unknown	~	~	~	~
Total	**3,653**	**1,971**	**54.0%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	185	79	42.7%	-11
Native American	5	4	80.0%	26
Asian	240	139	57.9%	4
Filipino	121	75	62.0%	8
Latino	1,232	619	50.2%	-4
Pacific Islander	25	16	64.0%	10
White	1,541	886	57.5%	4
Multi-Ethnic	244	120	49.2%	-5
Unknown	60	33	55.0%	1
Total	**3,653**	**1,971**	**54.0%**	

Table C. Successful course completion by disability status

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	4,248	2,313	54.4%	1

	Cohort Count	Success Count	Success Rate	Percentage Point Gap
<u>Person w/ Disability</u>	<u>601</u>	<u>271</u>	<u>45.1%</u>	<u>-8</u>
Acquired Brain Injury	11	6	54.5%	1
Development. Delayed Learner	6	1	16.7%	-37
Hearing Impaired	5	4	80.0%	27
Learning Disabled	136	62	45.6%	-8
Mobility Impaired	19	8	42.1%	-11
Other Physical	299	128	42.8%	-10
Psychologically Impaired	117	58	49.6%	-4
Speech/Language Impaired	3	2	66.7%	13
Visually Impaired	5	2	40.0%	-13
Total	**4,849**	**2,584**	**53.3%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	3,556	1,927	54.2%	0
Foster Youth	97	44	45.4%	-9
Total	**3,653**	**1,971**	**54.0%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	1,958	1,059	54.1%	0
Low Income	1,695	912	53.8%	0
Total	**3,653**	**1,971**	**54.0%**	

Table F. Successful course completion by veterans status

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	3,412	1,832	53.7%	0
Veteran	241	139	57.7%	4

	Total	3,653	1,971	54.0%	

Notes:
- Includes enrollment and outcomes data for MATH 65, 65A, 65B, 65X, and 65Y courses.
- Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.
- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	African-American	-11	185	3	0.11	x	62	=	7
Second Largest	Foster Youth	-9	97	3	0.09	x	32	=	3
Third Largest	Person w/ Disability	-8	601	4	0.08	x	150	=	12

Notes:
- Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

B7. Math 55 Successful Course Completion Rates

Aggregated Data for Academic Years 2012-13, 2013-14 and 2014-15

RESULTS

With regard to math completion student groups identified as **males, African American, Pacific Islander, unknown ethnicity, and persons with disabilities** were disproportionately less likely to succeed in Math 55 courses.

DATA

Table A. Successful course completion by gender

Gender	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Female	2,550	1,464	57.4%	3
Male	2,504	1,286	51.4%	-3
Unknown	44	26	59.1%	5
Total	**5,098**	**2,776**	**54.5%**	

Table B. Successful course completion by ethnicity

Ethnicity	Cohort Count	Success Count	Success Rate	Percentage Point Gap
African-American	176	71	40.3%	-14
Native American	~	~	~	~
Asian	443	265	59.8%	5
Filipino	256	145	56.6%	2
Latino	1,498	788	52.6%	-2
Pacific Islander	34	14	41.2%	-13
White	2,308	1,294	56.1%	2
Multi-Ethnic	302	161	53.3%	-1
Unknown	73	34	46.6%	-8
Total	**5,098**	**2,776**	**54.5%**	

Table C. Successful course completion by disability status

Disability Status*	Cohort Count	Success Count	Success Rate	Percentage Point Gap
No Disability	5,948	3,197	53.7%	0

Person w/ Disability	668	328	49.1%	-4
Acquired Brain Injury	14	8	57.1%	4
Development. Delayed Learner	4	2	50.0%	-3
Hearing Impaired	9	7	77.8%	24
Learning Disabled	120	56	46.7%	-7
Mobility Impaired	29	16	55.2%	2
Other Physical	346	167	48.3%	-5
Psychologically Impaired	133	66	49.6%	-4
Speech/Language Impaired	4	2	50.0%	-3
Visually Impaired	9	4	44.4%	-9
Total	**6,616**	**3,525**	**53.3%**	

Table D. Successful course completion by foster youth status

Foster Youth Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Foster Youth	5,002	2,726	54.5%	0
Foster Youth	96	50	52.1%	-2
Total	**5,098**	**2,776**	**54.5%**	

Table E. Successful course completion by low income status

Low-Income Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Not Low Income	2,957	1,613	54.5%	0
Low Income	2,141	1,163	54.3%	0
Total	**5,098**	**2,776**	**54.5%**	

Table F. Successful course completion by veterans status

Veterans Status	Cohort Count	Success Count	Success Rate	Percentage Point Gap
Non-Veteran	4,863	2,631	54.1%	0
Veteran	235	145	61.7%	7
Total	**5,098**	**2,776**	**54.5%**	

Notes:

- Includes enrollment and outcomes data for MATH 55, 55A, 55B, 55X, and 55Y courses.
- Four cohorts (2011-12, 2012-13, 2013-14, 2014-15) were used to calculate Disability Status. Cohort: Students enrolled in the Fall and Spring semesters in academic years 2012-13, 2013-14, and 2014-15.
- Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Course enrollments (for all Cohorts)	Percentage (decimal)	Multiply (X)	the average # of courses students enrolled in & were present in on census day (count/ # cohorts)	=	Annual Number of Students "Lost"
Largest Gap	African-American	-14	176	0.14	x	59	=	8
Second Largest	Pacific Islander	-13	34	0.13	x	11	=	2
Third Largest	Person w/ Disability	-4	668	0.04	x	167	=	7

Notes:
- Column B is the enrollment count of all aggregated cohorts for each student group; column "B/C" is the average enrollments for one academic year (enrollment count/ # of cohorts), as of census day. The annual number of students lost (D) is the number of student enrollments which, if successfully completed, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
B5. Math 107 Successful Course Completion Rates

GOAL B5. Math 107 Successful Course Completion Rates: The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-14, 2014*	*Gap no > -6*	*2020*
Males	-3, 2015	No gap	2020
African American	-12, 2015	Gap no > -6	2020
Filipino	-4, 2015	No gap	2020
Latino	-3, 2015	No gap	2020
Multi-Ethnic	-6, 2015	Gap no >-3	2020
Person w/ Disability	-9, 2015	Gap no > -6	2020
Foster Youth	-16, 2015	Gap no > -6	2020

ACTIVITIES

Activities B5(a).

	Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
X	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B5(a).	Males	199
	African American	25
	Filipino	13
	Latino	167
	Multi-Ethnic	26
	Person with Disabilities	102
	Foster Youth	

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is looking at closing or minimizing the gap between target populations in Math 107 by doing the following:

- **Research and evaluate the Assessment Process** at Las Positas College, including looking at improving student preparedness for the Assessment exam (such as instituting Math Jam), increasing multiple measures considered during placement and their effectiveness in appropriately placing students.
- **Research and evaluate instituting Math Jam** to help students prepare for their upcoming Math 107 class or to prepare to retake the assessment exam. We have data to show that students who attended our first Math Jam in 1/2015 greatly improved their chances of successfully passing or remaining in their math class at the Math 107 level. We would like to expand this program to include more students and secure stable funding for the program.
- Make **Curriculum/Course Development or Adaptation changes to Math 107**, including looking at improving the Math X self-acceleration mode to streamline students through the material and investigate implementing fast-tracking basic skills classes to shorten the length of the pathway through these math classes.
- Increase **Direct Student Support by improving the Open Math Lab**. Currently this free, drop-in math center is staffed by math faculty using a TBA Lab Hour, in an hour-by-hour way. We would like to hire an Instructional Assistant to provide some consistency in staffing in the lab and to increase the student supports, as currently there are many peak times each day where the wait time is undesirable.
- **Professional Development** opportunities for full time and part time faculty members will be increased, such as in the area of Growth Mindset, Reading Apprenticeship, classroom engagement, etc. For further opportunities on professional development, see section B. 1&2e in this Plan.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B5(a).	Fall 2016 to Fall 2020	$25,000	SSSP: $4,000 Basic Skills: $5,000

EXPECTED OUTCOMES AND EVALUATION

The activities stated above should influence the number of students who are placed into Math 107 and are successful in Math 107.

- We have data to show that students who are placed one class level higher in math double their chances of successfully completing the sequence of math classes and passing a transfer level math course.

- We have data to show that students who attended our new "Math Jam" program improved their chances to successfully passing their math class at the Math 107 level. We need to find a way to secure funding for Math Jam, as grant funding is going away and to increase student access to the program.
- We would like to collect data to show that students who utilize the Open Math Lab and complete the TBA requirements are more likely to succeed in their class and data on peak usage times to improve the quality of support offered in the lab.
- Other colleges have implemented self-acceleration modes of learning and fast-track pacing with improved success and retention rates for these target populations. We would like to find the funding and reassign time to implement these models at our school.

Evaluation: We plan to collect data in the following areas:
- retention and success rates of these at risk populations;
- student perception of increased supports provided to help them to succeed; and
- course outcome data at least every 2 years to determine the efficacy of these interventions.

ACTIVITIES

B5(b).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Direct Student Support	X	Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B5(b).	Males	199
	African American	25
	Filipino	13
	Latino	167
	Multi-Ethnic	26
	Person with Disabilities	102
	Foster Youth	

IMPLEMENTATION PLAN AND FUNDING

In order to support the academic success of the **Early Childhood Development (ECD) students** at our college, the ECD Coordinator worked closely with the Math and English departments to develop and implement **English and Math contextualized courses**. A Math/ECD Learning Community was launched in Spring 2012. Our students have experienced the following success:

- A total of 34 students were enrolled in 1 or more semesters, 23 completed the 14 units (math sequence for graduation) in the 3 semesters.

- Spring 2012, 25 students enrolled in Math 107, 4 withdrew, 21 passed with a C or higher grade (84%)

- Fall 2102, 21 students enrolled in Math 65, 18 passed with a C or higher grade (86%)

- Spring 2013, 23 students enrolled in Math 55, 100% passed with a C or higher grade.

These students overcame one of the biggest hurdles for college students and they were also personally fulfilled by their accomplishments. In addition to the academic success these students achieved, they built a community. They supported one another weekly. When one did not do well on a test, the others rallied to help prepare the student for the next test. When it was time to register for the transfer level math course, they tried to register for the same section and even solicited the Math tutor to continue. Our ECD Coordinator is currently coordinating a second Math cohort (Fall 2015), where 30 students are enrolled in Math 107 and they are being provided with course materials and tutoring.

Given the success of the Math/ECD Learning Community, an English/ECD Learning Community was launched in fall 2013. Our students have experienced the following success:

- A total of 34 students were enrolled in one or more semesters (English sequence to transfer).

- Fall 2013, English 100A, 21 students enrolled and 19 (90%) passed

- Spring 2014, English 105, 34 students enrolled, 3 students withdrew and 13 (40%) passed

- Fall 2014, 21 students enrolled in ENG 1A, 3 withdrew and 15 (83%) passed.

- Spring 2015, 18 students enrolled in ENG 4, 18 passed 18 (100%)

This is was a great achievement for the ECD learning community at LPC, especially considering that more than half of the participants in this cohort were English Language Learner students. Because these two learning communities have been a success, and the current funding streams for these programs is about to expire (county-supported funds), our ECD program would like to utilize student equity funds to maintain the current level of service and support to the ECD students.

Estimated Costs:
Textbooks and materials (for 25-30 students)- $3,000/semester

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5b	1/2016-12/2017	*See B.4f*	

EXPECTED OUTCOMES AND EVALUATION

Because data show that the ECD Math and English learning communities and contextualized courses have supported students complete their Math and English courses, continuing this program with student equity funds would help to close the achievement gap among our currently disproportionally impacted students.

Evaluation: We will continue to work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the ECD Math and English learning communities and contextualized classes.

ACTIVITIES

B5(c).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Direct Student Support		Instructional Support Activities

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B5(c).	Males	199
	African American	25
	Filipino	13
	Latino	167
	Multi-Ethnic	26
	Person with Disabilities	102
	Foster Youth	

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.
In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5c	8/2015-12/2016	*See 1&2d*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA)

conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

Activities B5(d)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

> **Comment [AI1]:** None of the activities were selected for section B5(d). I chose two activities based off of the data Jim provided in his implementation plan understanding he used funds from other sources. I did this for multiple DSPS activities PLEASE REVIEW

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B5(d).	Persons with disabilities	175

IMPLEMENTATION PLAN AND FUNDING

Given the wide variance in math difficulties among students with disabilities, support in math needs to be highly individualized. In order to provide this disability-specific support DSPS has purchased, with basic skill funds, "Catch-up Math" which provides online curriculum support for math for all students including those with disabilities. The program identifies specific areas of deficit and provides differentiated instruction to address those areas including automatic homework grading and intuitive reports. Catchup Math covers topics with instructional videos, lessons, hands-on activities, and practice problems. Access to this program can be provided both on and off-site. Having off-site access will be important for continued study at home. Onsite support will be provided in the DSPS classroom, during designated math support lab times.
It will be necessary to provide a math support instructor/tutor/staff during lab hours. Ideally, support will be provided by someone trained in disability-specific instruction. Cost

associated with this position will depend on the qualifications deemed appropriate and lab hours made available.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B5(d).	2016-2018	$ 34,000	Basic Skills: $849

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
B6. Math 65 Successful Course Completion Rates

GOAL B6. Math 65 Successful Course Completion Rates: The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-4, 2015	No gap	2020
African American	-11, 2015	Gap no > -6	2020
Latino	-4, 2015	No gap	2020
Multi-Ethnic	-5, 2015	No gap	2020
Person w/ Disability	-7, 2015	Gap no >-3	2020
Foster Youth	-9, 2015	Gap no >-3	2020

ACTIVITIES

Activities B6(a).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities	X	Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B.6a	Males	601
	African American	62
	Latino	411
	Multi-Ethnic	81

	Person with Disabilities	200
	Foster Youth	32

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is looking at closing or minimizing the gap between target populations in Math 65 by doing the following:

- Research and evaluate the Assessment Process at Las Positas College, including looking at improving student preparedness for the Assessment exam (such as instituting Math Jam), increasing multiple measures considered during placement and their effectiveness in appropriately placing students.
- Research and evaluate instituting Math Jam to help students prepare for their upcoming Math 65 class or to prepare to retake the assessment exam. We have data to show that students who attended our first Math Jam in 1/2015 greatly improved their chances of successfully passing or remaining in their math class at the Math 65 level. We would like to expand this program to include more students and secure stable funding for the program.
- Make Curriculum/Course Development or Adaptation changes to Math 65, including looking at improving the Math X self-acceleration mode to streamline students through the material and investigate implementing fast-tracking basic skills classes to shorten the length of the pathway through these math classes.
- Increase Direct Student Support by improving the Open Math Lab. Currently this free, drop-in math center is staffed by math faculty using a TBA Lab Hour, in an hour-by-hour way. We would like to hire an Instructional Assistant to provide some consistency in staffing in the lab and to increase the student supports, as currently there are many peak times each day where the wait time is undesirable.
- Professional Development opportunities for full time and part time faculty members will be increased, such as in the area of Growth Mindset, Reading Apprenticeship, classroom engagement, etc. For further opportunities on professional development, see section B. 1&2e in this Plan.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.6a	Fall 2016 to Fall 2020	See B5(a).	

EXPECTED OUTCOMES AND EVALUATION

The activities stated above should influence the number of students who are placed into Math 65 and are successful in Math 65.

- We have data to show that students who are placed one class level higher in math double their chances of successfully completing the sequence of math classes and passing a transfer level math course.
- We have data to show that students who attended our new "Math Jam" program improved their chances to successfully passing their math class at the Math 65 level. We need to find a way to secure funding for Math Jam, as grant funding is going away and to increase student access to the program.
- We would like to collect data to show that students who utilize the Open Math Lab and complete the TBA requirements are more likely to succeed in their class and data on peak usage times to improve the quality of support offered in the lab.
- Other colleges have implemented self-acceleration modes of learning and fast-track pacing with improved success and retention rates for these target populations. We would like to find the funding and reassign time to implement these models at our school.

Evaluation: We plan to collect data in the following areas:
- retention and success rates of these at risk populations;
- student perception of increased supports provided to help them to succeed; and
- course outcome data at least every 2 years to determine the efficacy of these interventions.

ACTIVITIES

B6(b).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
B6(b).	Males	601
	African American	62
	Latino	411
	Multi-Ethnic	81
	Person with Disabilities	200
	Foster Youth	32

IMPLEMENTATION PLAN AND FUNDING

In order to support the academic success of the **Early Childhood Development (ECD) students** at our college, the ECD Coordinator worked closely with the Math and English departments to develop and implement **English and Math contextualized courses**. A Math/ECD Learning Community was launched in Spring 2012. Our students have experienced the following success:

- A total of 34 students were enrolled in 1 or more semesters, 23 completed the 14 units (math sequence for graduation) in the 3 semesters.

- Spring 2012, 25 students enrolled in Math 107, 4 withdrew, 21 passed with a C or higher grade (84%)

- Fall 2102, 21 students enrolled in Math 65, 18 passed with a C or higher grade (86%)

- Spring 2013, 23 students enrolled in Math 55, 100% passed with a C or higher grade.

These students overcame one of the biggest hurdles for college students and they were also personally fulfilled by their accomplishments. In addition to the academic success these students achieved, they built a community. They supported one another weekly. When one did not do well on a test, the others rallied to help prepare the student for the next test. When it was time to register for the transfer level math course, they tried to register for the same section and even solicited the Math tutor to continue. Our ECD Coordinator is currently coordinating a second Math cohort (Fall 2015), where 30 students are enrolled in Math 107 and they are being provided with course materials and tutoring.

Given the success of the Math/ECD Learning Community, an English/ECD Learning Community was launched in fall 2013. Our students have experienced the following success:

- A total of 34 students were enrolled in one or more semesters (English sequence to transfer).

- Fall 2013, English 100A, 21 students enrolled and 19 (90%) passed

- Spring 2014, English 105, 34 students enrolled, 3 students withdrew and 13 (40%) passed

- Fall 2014, 21 students enrolled in ENG 1A, 3 withdrew and 15 (83%) passed.

- Spring 2015, 18 students enrolled in ENG 4, 18 passed 18 (100%)

This is was a great achievement for the ECD learning community at LPC, especially considering that more than half of the participants in this cohort were English Language Learner students. Because these two learning communities have been a success, and the current funding streams for these programs is about to expire (county-supported funds), our ECD program would like to utilize student equity funds to maintain the current level of service and support to the ECD students.

Estimated Costs:
Textbooks and materials (for 25-30 students)- $3,000/semester

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B6(b).	1/2016-12/2017	*See B.4f*	

EXPECTED OUTCOMES AND EVALUATION

Because data show that the ECD Math and English learning communities and contextualized courses have supported students complete their Math and English courses, continuing this program with student equity funds would help to close the achievement gap among our currently disproportionally impacted students.

Evaluation: We will continue to work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the ECD Math and English learning communities and contextualized classes.

ACTIVITIES

Activities B6(c).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Instructional Support Activities		Direct Student Support
X	Research and Evaluation		Professional Development

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B6(c).	Males	601
	African American	62
	Latino	411
	Multi-Ethnic	81
	Person with Disabilities	200
	Foster Youth	32

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase

additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.

In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

    Estimated Costs:
    Textbooks- $50,000
    Laptop Computers- $60,000
    Bus Tickets- $6,400
    Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B6(c).	8/2015-12/2016	*See 1(d) and 2(d)*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting

direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

Activities B6(d).

Activity Type(s):		
	Outreach	Student Equity Coordination/Planning
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation
	Research and Evaluation	Professional Development
	Instructional Support Activities	Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B6(d).	Males	
	African American	
	Filipino	
	Latino	
	Multi-Ethnic	
	Person w/ Disability	200
	Foster Youth	

IMPLEMENTATION PLAN AND FUNDING

Activity Implementation Plan: Given the wide variance in math difficulties among students with disabilities, support in math needs to be highly individualized. In order to provide this disability-specific support DSPS has purchased, with basic skill funds, "Catch-up Math" which provides online curriculum support for math for all students including those with disabilities. The program identifies specific areas of deficit and provides differentiated instruction to address those areas including automatic homework grading and intuitive reports. Catchup Math covers topics with instructional videos, lessons, hands-on activities, and practice problems. Access to this program can be provided both on and off-site. Having off-site access will be important for continued study at home. Onsite support will be provided in the DSPS classroom, during designated math support lab times.

It will be necessary to provide a math support instructor/tutor/staff during lab hours. Ideally support will be provided by someone trained in disability-specific instruction. Cost associated with this position will depend on the qualifications deemed appropriate and lab hours made available.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.6d		See B.5d	See B.5D

EXPECTED OUTCOMES AND EVALUATION

- *Link to Goal*

Through individualized assessment and instruction students will be able to target specific deficits in math and receive support/tutoring that addresses the deficits. Math 107 is a critical course as students starting at this level tend not to progress through the degree and transfer requirement.

- *Evaluation*
    1) Test scores will be monitored and recorded by staff to quantify real-time improvement through the use of Catch Up Math
    2) Data will be Semester-to-semester data will be reviewed to determine the impact of the Catch Up Math and lab support on the velocity of progression onto Math 65.

Goals, Activities Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
B7. Math 55 Successful Course Completion Rates

GOAL B7. Math 55 Successful Course Completion Rates: The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-3, 2015	No gap	2020
African American	-14, 2015	Gap no > -6	2020
Pacific Islander	-13, 2015	Gap no > -6	2020
Person w/ Disability	-5, 2015	Gap no > -3	2020

ACTIVITIES

Activities B7(a).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities	X	Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B7(a).	Males	835
	African American	59
	Pacific Islander	11
	Person with Disabilities	223

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is looking at closing or minimizing the gap between target populations in Math 55 by doing the following:

- Research and evaluate **the Assessment Process** at Las Positas College, including looking at improving student preparedness for the Assessment exam (such as instituting Math Jam), increasing multiple measures considered during placement and their effectiveness in appropriately placing students.
- Research and evaluate **instituting Math Jam** to help students prepare for their upcoming Math 55 class or to prepare to retake the assessment exam. We have data to show that students who attended our first Math Jam in 1/2015 greatly improved their chances of successfully passing or remaining in their math class at the Math 55 level. We would like to expand this program to include more students and secure stable funding for the program.
- Make Curriculum/Course Development or Adaptation changes to Math 55, including looking at improving the Math X self-acceleration mode to streamline students through the material and investigate implementing fast-tracking basic skills classes to shorten the length of the pathway through these math classes.
- Increase Direct Student Support by improving the **Open Math Lab**. Currently this free, drop-in math center is staffed by math faculty using a TBA Lab Hour, in an hour-by-hour way. We would like to hire an Instructional Assistant to provide some consistency in staffing in the lab and to increase the student supports, as currently there are many peak times each day where the wait time is undesirable.
- **Professional Development** opportunities for full time and part time faculty members will be increased, such as in the area of Growth Mindset, Reading

Apprenticeship, classroom engagement, etc. For further opportunities on professional development, see section B. 1&2e in this Plan.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B7(a).	Fall 2016 to Fall 2020	**B5(a)**	

EXPECTED OUTCOMES AND EVALUATION

The activities stated above should influence the number of students who are placed into Math 55 and are successful in Math 55.

- We have data to show that students who are placed one class level higher in math double their chances of successfully completing the sequence of math classes and passing a transfer level math course.
- We have data to show that students who attended our new "Math Jam" program improved their chances to successfully passing their math class at the Math 55 level. We need to find a way to secure funding for Math Jam, as grant funding is going away and to increase student access to the program.
- We would like to collect data to show that students who utilize the Open Math Lab and complete the TBA requirements are more likely to succeed in their class and data on peak usage times to improve the quality of support offered in the lab.
- Other colleges have implemented self-acceleration modes of learning and fast-track pacing with improved success and retention rates for these target populations. We would like to find the funding and reassign time to implement these models at our school.

Evaluation: We plan to collect data in the following areas:

- retention and success rates of these at risk populations;
- student perception of increased supports provided to help them to succeed; and
- course outcome data at least every 2 years to determine the efficacy of these interventions.

ACTIVITIES

Activities B7(b).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B7(b).	Males	835
	African American	59
	Pacific Islander	11
	Person with Disabilities	223

IMPLEMENTATION PLAN AND FUNDING

In order to support the academic success of the **Early Childhood Development (ECD) students** at our college, the ECD Coordinator worked closely with the Math and English departments to develop and implement **English and Math contextualized courses.** A Math/ECD Learning Community was launched in Spring 2012. Our students have experienced the following success:

- A total of 34 students were enrolled in 1 or more semesters, 23 completed the 14 units (math sequence for graduation) in the 3 semesters.

- Spring 2012, 25 students enrolled in Math 107, 4 withdrew, 21 passed with a C or higher grade (84%)

- Fall 2102, 21 students enrolled in Math 65, 18 passed with a C or higher grade (86%)

- Spring 2013, 23 students enrolled in Math 55, 100% passed with a C or higher grade.

These students overcame one of the biggest hurdles for college students and they were also personally fulfilled by their accomplishments. In addition to the academic success these students achieved, they built a community. They supported one another weekly. When one did not do well on a test, the others rallied to help prepare the student for the next test. When it was time to register for the transfer level math course, they tried to register for the same section and even solicited the Math tutor to continue. Our ECD Coordinator is currently coordinating a second Math cohort (Fall 2015), where 30 students are enrolled in Math 107 and they are being provided with course materials and tutoring.

Given the success of the Math/ECD Learning Community, an English/ECD Learning Community was launched in fall 2013. Our students have experienced the following success:

- A total of 34 students were enrolled in one or more semesters (English sequence to transfer).

- Fall 2013, English 100A, 21 students enrolled and 19 (90%) passed

- Spring 2014, English 105, 34 students enrolled, 3 students withdrew and 13 (40%) passed

- Fall 2014, 21 students enrolled in ENG 1A, 3 withdrew and 15 (83%) passed.

- Spring 2015, 18 students enrolled in ENG 4, 18 passed 18 (100%)

This is was a great achievement for the ECD learning community at LPC, especially considering that more than half of the participants in this cohort were English Language Learner students. Because these two learning communities have been a success, and the current funding streams for these programs is about to expire (county-supported funds), our ECD program would like to utilize student equity funds to maintain the current level of service and support to the ECD students.

Estimated Costs:
Textbooks and materials (for 25-30 students)- $3,000/semester

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.7b	1/2016-12/2017	*See B.4f*	

EXPECTED OUTCOMES AND EVALUATION

Because data show that the ECD Math and English learning communities and contextualized courses have supported students complete their Math and English courses, continuing this program with student equity funds would help to close the achievement gap among our currently disproportionally impacted students.

Evaluation: We will continue to work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the ECD Math and English learning communities and contextualized classes.

ACTIVITIES

Activities B7(c).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
B7(c).	Males	835
	African American	59
	Pacific Islander	11
	Person with Disabilities	223

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.

In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B.7c	8/2015-12/2016	*See 1&2d*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

Activities B7(d).

Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group	# of Students Affected
B7(d).	Males	
	African American	
	Filipino	
	Latino	
	Multi-Ethnic	
	Person w/ Disability	223
	Foster Youth	

- • *Activity Implementation Plan* Given the wide variance in math difficulties among students with disabilities, support in math needs to be highly individualized. In order to provide this disability-specific support DSPS has purchased, with basic skill funds, "Catch-up Math" which provides online curriculum support for math for

all students including those with disabilities. The program identifies specific areas of deficit and provides differentiated instruction to address those areas including automatic homework grading and intuitive reports. Catchup Math covers topics with instructional videos, lessons, hands-on activities, and practice problems. Access to this program can be provided both on and off-site. Having off-site access will be important for continued study at home. Onsite support will be provided in the DSPS classroom, during designated math support lab times.

It will be necessary to provide a math support instructor/tutor/staff during lab hours. Ideally support will be provided by someone trained in disability-specific instruction. Cost associated with this position will depend on the qualifications deemed appropriate and lab hours made available.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
B7(d).		See B.5d	See B.5d

- *Link to Goal*

Through individualized assessment and instruction students will be able to target specific deficits in math and receive support/tutoring that addresses the deficits. Math 107 is a critical course as students starting at this level tend not to progress through the degree and transfer requirement.

- *Evaluation*
  1) Test scores will be monitored and recorded by staff to quantify real-time improvement through the use of Catch Up Math
  2) Data will be Semester-to-semester data will be reviewed to determine the impact of the Catch Up Math and lab support on the velocity of progression onto Math 65.

ESL and Basic Skills Completion

Campus-Based Research

INDICATOR OVERVIEW

- **ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rationale for Research Methodology

We are using the **Percentage Point Gap (PPG) methodology** for all metrics which involve tracking cohorts and comparing the outcomes of these cohorts to the overall average for all students under each metric. This methodology allows us to compare all the groups to the average for all subgroups within that category. We are using this method to measure disproportionate impact for **Course Completions (B), ESL and Basic Skills Completions (C), and Transfers (E)**. We opted to use this method to replace the **80% rule methodology** used previously because it makes the reference group less arbitrary (the average is used for the PPG method) and it is easier for a wider audience to identify possible areas where there is disproportionate impact.

C1. ESL 25 Students' Completion Rates in English 1A

The ratio of students who successfully completed ENG 1A within one year of succeeding in ESL 25. Aggregated Data: Fall 2007 to Spring 2014 (14 Cohorts)

RESULTS

According to our analysis, **Latino students** were less likely to complete ENG 1A within one year of succeeding in ESL 25.

DATA
Table A. Success rates by gender

Gender	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Female	95	70	73.7%	-1
Male	51	40	78.4%	3
Unknown	~	~	~	~
Total	**148**	**111**	**75.0%**	

Table B. Success rates by ethnicity

Ethnicity	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
African-American	12	9	75.0%	0
Native American	0	0	–	–

Asian	77	66	85.7%	11
Filipino	6	5	83.3%	8
Latino	31	16	51.6%	-23
Pacific Islander	0	0	–	–
White	~	~	~	~
Some other race	~	~	~	~
More than one race	0	0	–	–
Total	**148**	**111**	**75.0%**	

Table C. Success rates by disability status

Disability Status	Succeeded in ESL 25 Cohort Count	Succeeded in ENG 1A Success Count	Succeeded in ENG1A Rate Success Rate	Percentage Point Gap
No Disability	147	110	74.8%	0
Person w/ Disability	1	1	100.0%	25
Total	**148**	**111**	**75.0%**	

Table D. Success rates by foster youth status

Foster Youth Status	Succeeded in ESL 25 Cohort Count	Succeeded in ENG 1A Success Count	Succeeded in ENG1A Rate Success Rate	Percentage Point Gap
Not Foster Youth	138	102	73.9%	-1
Foster Youth	10	9	90.0%	15
Total	**148**	**111**	**75.0%**	

Table E. Success rates by low income status

Low Income Status	Succeeded in ESL 25 Cohort Count	Succeeded in ENG 1A Success Count	Succeeded in ENG1A Rate Success Rate	Percentage Point Gap
Not Low Income	103	77	74.8%	0
Low Income	45	34	75.6%	1
Total	**148**	**111**	**75.0%**	

Table F. Success rates by veterans' status

Veteran Status	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Non-Veteran	147	110	74.8%	0
Veteran	1	1	100.0%	25
Total	**148**	**111**	**75.0%**	

Notes:
- Cohort: All degree-seeking students who succeeded in ESL 25 in the Fall or Spring semester.
- Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	ESL 25 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed ESL 25 during an AY	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Latino	-23	31	7	0.23	x	4	=	**1.0**
Second Largest	Female	-1	95	7	0.01	x	14	=	**0.2**
Third Largest	Not Foster Youth	-1	138	7	0.01	x	20	=	**0.2**

Notes:
- Students (column B) who succeeded in ESL 25 in all aggregated cohorts; column "B/C" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (D) is the number of student which, if they successfully completed ENG 1A, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
C1. ESL 25 Students' Completion Rates in English 1A (ENG 1A)

GOAL C1. ESL 25 Students' Completion Rates in English 1A (ENG 1A): The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino Students	*-23, 2014*	*No gap*	*2020*

ACTIVITIES

Activities C1(a).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C1(a).	Latino	4

IMPLEMENTATION PLAN AND FUNDING

We plan to conduct **additional research** in order to develop targeted interventions. Preliminary data has already indicated that this gap is an access issue. In other words, data has shown that Latino students who take English 1A after completing ESL 25 are not disproportionately impacted, yet, clearly fewer Latino students who complete ESL 25 enroll in English 1A. We currently do not know the cause of this, and in order to find out, we will create and administer surveys to all Latino students enrolled in ESL 25 to ascertain their future plans regarding English 1A. This will give us some data in regards to students' intent. Students who indicate that they plan to enroll in English 1A and then do not enroll within two semesters will be contacted for short telephone interviews to examine the cause of their not enrolling in English 1A. This data will then guide the next Activity.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C1(a).	Spring 2016 – Fall 2020	$2,000	N/A

EXPECTED OUTCOMES AND EVALUATION

This data will enable us to understand the cause of the disproportionate impact so that we can create an appropriate intervention.

Evaluation: The survey will be conducted every semester. Telephone interviews will be conducted beginning in the Fall 2017 semester.

C2. English 102/104/105 Students' Completion Rates in English 1A

The ratio of students who successfully completed ENG 1A within one year of succeeding in English 102/104/105 (Basic Skills). Aggregated Data: Spring 2009 to Spring 2014 (11Cohorts)

RESULTS

According to our analysis, student groups who represent **African Americans, Latinos, more than one race, and veterans** were less likely to successfully complete ENG 1A within one year of succeeding in English 102/104/105.

DATA
Table A. Success rates by gender

Gender	Succeeded in ENG 102/104/105	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Female	1,635	1,082	66.2%	2
Male	1,616	1,005	62.2%	-2
Unknown	33	21	63.6%	-1
Total	**3,284**	**2,108**	**64.2%**	

Table B. Success rates by ethnicity

Ethnicity	Succeeded in ENG 102/104/105	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
African-American	120	71	59.2%	-5
Native American	~	~	~	~
Asian	367	282	76.8%	13
Filipino	199	130	65.3%	1
Latino	919	549	59.7%	-4

	Cohort Count	Success Count	Success Rate	
Pacific Islander	~	~	~	~
White	1,415	911	64.4%	0
Some other race	12	10	83.3%	19
More than one race	94	53	56.4%	-8
Total	**3,284**	**2,108**	**64.2%**	

Table C. Success rates by disability status

Disability Status	Succeeded in ENG 102/104/105	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
No Disability	3,039	1,939	63.8%	0
Person w/ Disability	245	169	69.0%	5
Total	**3,284**	**2,108**	**64.2%**	

Table D. Success rates by foster youth status

Foster Youth Status	Succeeded in ENG 102/104/105	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Foster Youth	3,224	2,067	64.1%	0
Foster Youth	60	41	68.3%	4
Total	**3,284**	**2,108**	**64.2%**	

Table E. Success rates by low income status

Low Income Status	Succeeded in ENG 102/104/105	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Low Income	2,028	1,326	65.4%	1
Low Income	1,256	782	62.3%	-2
Total	**3,284**	**2,108**	**64.2%**	

Table F. Success rates by veterans status

Veteran Status	Succeeded in ENG 102/104/105	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Non-Veteran	3,149	2,034	64.6%	0
Veteran	135	74	54.8%	-9
Total	**3,284**	**2,108**	**64.2%**	

Notes:
- Cohort: All degree-seeking students who succeeded in Basic Skills English (ENG 102, 104, or 105) in the Fall or Spring semester.
- Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	ENG 102* Students (All Cohorts)	# of Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed ENG 102 during an AY	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Veteran	-9	135	3	0.09	x	45	=	**4**
Second Largest	More than one race	-8	94	3	0.08	x	31	=	**2**
Third Largest	African-American	-5	120	3	0.05	x	40	=	**2**

Notes:
- Students (column B) who succeeded in ENG 102/104/105 in all aggregated cohorts; column "B/C" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (D) is the number of student which, if they successfully completed ENG 1A, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
C2. English 102/104/105 Students' Completion Rates in English 1A (ENG 1A)

GOAL C2. English 102/104/105 Students' Completion Rates in English 1A (ENG 1A):
The goal is to improve ESL and basic skills completion for the following target populations
identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-5, 2015	No gap	2020
Latino	-4, 2015	No gap	2020
Veteran	-9, 2015	No gap	2020
More than one race	-8, 2015	No gap	2020

ACTIVITIES

Activities C2(a).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation	X	Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C2(a).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

In conjunction with efforts across Las Positas College to close the achievement gaps identified throughout our Equity Plan, we will engage in **faculty and staff professional development** to address the issues contributing to the underperformance of our disproportionately impacted students. We have identified the following training opportunities: *On Course* **and the "Teaching Community College Men of Color" program** through the [Center for Organizational Responsibility and Advancement](#) (CORA),), and webinars and research provided by the *Minority Male Community College Collaborative* (M²C³). In addition, we will continue to research best practices for faculty and staff development, and will provide additional training opportunities.

We identified *On Course* as an important program to bring to our campus because its strategies and methods have been evaluated and found to help with student success and retention. According to studies by individual institutions that use the On Course program, students have a significantly increased success rate. For example, basic skills students at California's Mission College who took part in the On Course learning community improved academic success by 17%.

Through our analysis of disproportionate impact, we found that males and African Americans faced inequities in all five indicators. While we are planning to conduct further research and inquiry into why these inequities exist, we would like to offer faculty and staff professional development that focuses on student success among these student groups. Through the Student Equity listserv, we learned about the "Teaching Community College Men of Color" program. This program is an intensive, one-week, fully online training that includes video modules, readings, live interactive sessions, and learning assessments. Participants of this program will gain strategies for facilitating relationship building with students of color and they will be introduced to research-based practices to support classroom learning.

We plan to invite faculty to complete the [Teaching Men of Color Certificate Program](#). Through this program, learners will engage in both synchronous and asynchronous activities over the course of five days. Each day requires a 3-4 hour commitment (including lectures, discussion boards, readings, and virtual sessions). The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners will view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be required to purchase the accompanying book [Teaching Men of Color in the Community College: A Guidebook](#) . On Day 3 and 5, learners will participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore *how* to connect course content with daily practice. See the course topics below:

- Day 1 – *Factors necessitating enhanced teaching and learning strategies for men of color*
- Day 2 – *Theoretical and epistemological foundations for teaching men of color*

- Day 3 – ***Building relationships with college men of color*** (live session @ 4pm PST)
- Day 4 – ***Teaching and learning strategies for instructional faculty***
- Day 5 – *****Virtual discussion***** (live session @ 4pm PST)

In addition, we would like coordinate with the *Minority Male Community College Collaborative* (M^{2}C^3) to determine the best approaches for addressing the issues contributing to the underperformance of our historically underrepresented students, including men of color. The goal of the M^{2}C^3 project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M^{2}C^3 offers a variety of programs including training by Dr. J. Luke Wood and Dr. Frank Harris III, co-directors of M^{2}C^3, webinars for college faculty and staff, and assessment and evaluation tools that can be used across the campus to determine the state of achievement and educational needs by men of color.

We will bring *On Course* training to our campus during Fall 2015 (one-day introductory workshop) and Spring 2016 (three-day Workshop I). We will provide an opportunity for faculty to complete the online certificate program, "Teaching Community College Men of Color" during the January 11-15, 2016 session. We will contact the M^{2}C^3 program during Fall 2016 to determine how we can best use their programs.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C2(a).	11/2015 – 12/2016	*See B1(e) and B2(e)*	N/A

EXPECTED OUTCOMES AND EVALUATION

We believe that faculty and staff professional development opportunities that are research-based and target our student groups who have the greatest achievement gaps will have an effect on closing these achievement gaps. Research has shown that student success and retention is, in large part, due to the interactions that students have with college faculty and staff (RP Group, 2014; Bensimon & Dowd, 2009). Therefore, providing faculty and staff with the tools and resources needed to help build student relationships both inside and outside of the classroom will help students reach their educational goals.

Evaluation: We will implement evaluation methods that link to each professional development program. For On Course training, we will determine which faculty will use the On Course program in their courses and/or which academic courses will be linked with our student success course, PSCN 30, Student Success and Experience. Of the students who are taught using the On Course program, we will conduct comparison studies to ascertain any impact on course completion rates. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

For the "Teaching Community College Men of Color" program, we will use the evaluation tool that is provided with the program. We will evaluate the effectiveness of the program as faculty have implemented their strategies in the classroom. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

After determining which M^{2}C^3 programs that we will use on campus, we will develop appropriate evaluation tools to use in order to determine the effectiveness of these programs.

ACTIVITIES

Activities C2(b).

Activity Type(s):			
X	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
C2(b).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

In Spring of 2016, a team will be designated to research the development of a **Learning Community that targets the success of African American students** (similar to the Umoja Learning Communities). This team will work closely with the Vice Presidents of Student Services and Academic Services, and the academic Deans, as well as the Office of Institutional Research and Planning. We will review campus-specific student success data and solicit ideas from current members of the Black Student Union (BSU) club about the challenges they face with regard to course completion, degree and certificate completion, and transfer. We will also work with our colleagues at Chabot College to learn about the best practices for developing and implementing an Umoja/Daraja Learning Community. We will also explore the reactivation of English 21, African American Literature, and History 15 and 16, 19th and 20th c. African-American history, as part of the curriculum path for an Umoja/Daraja-type learning community. Finally, we will provide faculty and staff development opportunities through the organizations mentioned throughout this Plan (On Course, CORA), and continue to review the literature from relevant fields, such as Ethnic Studies, concerning barriers and resources to African-American students' success.

This activity will be completed in conjunction with the SSSP Plan. Over the next year, we will work closely with the SSSP team in order to research the feasibility of implementing a new learning community on our campus.

To support the research and development of the new learning communities that we have identified in this Equity Plan, we also plan to send faculty and staff to key conferences and trainings on the topics of FYE and Learning Communities. One conference will be the 35th Annual Conference on The First Year Experience taking place on February 20-23 in Orlando, Florida. Another training opportunity is at the Washington Center "National Summer Institute," which will be held July 11-15, 2016 at The Evergreen State College in Olympia, Washington.

In order to successfully implement the new Learning Community programs that we discuss in this Equity Plan, we also plan to research the feasibility of hiring a "Learning Community Coordinator." It is essential for the long-term sustainability of any learning community program on campus that we have a coordinator who can manage the administration and success of these programs.

Estimated Costs:
Research and development of an Umoja/Daraja Learning Community- $10,000
FYE Conference (February 20-23, 2016)- $10,000
Washington Center National Summer Institute- $10,000
Umoja Learning Community Program- $10,000
- collaborative course development, regular meetings of involved instructors
- field trips
- program coordination
- counseling support
- outreach and recruitment

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C2(b).	1/2016-12/2017	**B4(d)**	

EXPECTED OUTCOMES AND EVALUATION

Evaluation and evidence for the efficacy of an established Umoja/Daraja learning community for African American students can be seen in the success rates of students in core programs. The Daraja Project at Chabot College and Project Success at El Camino College in Torrance were the foundations and models for the statewide Umoja Community program. According to documentation provided by the Umoja community's publications, "Over a ten year period, Daraja students (age 21 or under) successfully completed the Basic Skills to Freshman Composition sequence at a rate 19% higher than other African American students (age 21 or under) not in Daraja. Project Success students have persistence rates at 96% and Associate Degree averages twice that of comparable African American students not in Project Success."

Evaluation: We will work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of an Umoja/Daraja program's impact on course completion, degree and certificate completion, and transfer rates for African American students.

ACTIVITIES

<u>C2(C).</u>

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C2(c).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

As supported through documentation in the English 2013 program review, one of the goals of the English department is to provide **Reading Apprenticeship (RA) training** for all full-time and part-time English faculty. Because RA strategies have been proven to have an impact on student success, we would like to provide opportunities for RA training to full-time and part-time faculty across the college.

Based on data and observations collected from over 200 community college instructors over the past five years, Reading Apprenticeship has been seen to have the following impact on student success:

- Increased retention and course completion
- Increased depth in reading comprehension and written work
- Increased willingness to persist through difficult texts

While a few faculty have been trained in RA techniques (training last was offered in Spring 2012), we plan to acquire training for more English instructors so that RA is a core technique of our instruction. In addition, we want to have two faculty, perhaps one English and one ESL, receive leadership training through Reading Apprenticeship. The trained LPC faculty leaders could offer staff development opportunities for teachers outside of English on campus at very little cost.

The Campus Coach for Reading Apprenticeship course has the dual focus of deepening participants' own classroom practice of Reading Apprenticeship and fostering campus-level faculty inquiry into Reading Apprenticeship that helps instructors understand the ways in which they, as disciplinary experts, can "apprentice" students into proficient academic reading in their subject area. In this course, instructors will learn:

- How to deepen their own practice in Reading Apprenticeship routines
- How to bring an inquiry lens to their own instructional practices and those of the institution
- How to use key Reading Apprenticeship routines for faculty inquiry
- How to present Reading Apprenticeship theory and practice to different audiences
- How to use data to build campus community around Reading Apprenticeship
- How to build faculty and staff commitment to a focus on reading and the issue of engaging students in their disciplinary texts in ways sustainable for their campus

Course participants will try out key Reading Apprenticeship instructional, professional development, and presentation routines in their classroom, with peers, and for members of the wider campus community. Participants will regularly report back on their experiences for group discussion, feedback, and reflection.

Estimated Costs:
- Campus Coach- $1500 ($750 per person. It is preferred to have two English or one English and one ESL instructor)
- Individual faculty training- $7500 face-to-face training/$3875 online training (This estimate is for five additional faculty to be training. It is preferred to have full-time and part-time, English and ESL faculty trained in RA).

We plan to have the faculty RA training take place in Spring 2016 and Fall 2017. Beginning in Fall 2017, we will plan for a stipend to support the RA coach to train other faculty and to help with individual lesson planning.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2c	1/2016-12/2016	*See B.3d*	

EXPECTED OUTCOMES AND EVALUATION

Research shows that students often do not attempt to or complete the reading for their courses, and as a result, struggle to glean the main ideas. Students also struggle to think critically about their reading assignments when they do complete the reading. Therefore, having an RA trainer not just *train*, but actively work on lesson plans and interventions with faculty across the curriculum would boost our course completion rates. This RA trainer could also partner with our Reading and Writing (RAW) Center, and other student

support and academic programs that already collaborate with the RAW Center to support their students' success.

Evaluation: We will create student surveys and measure SLOs connected to reading for courses taught by Reading-Apprenticeship-trained instructors. The outcome data will be reviewed to determine the effectiveness of the program and changes will be made as necessary.

ACTIVITIES

Activities C2(d).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C2(d)	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is currently planning to implement **multiple measures for our English assessment process**, starting in Fall 2016. Our current assessment process is out of compliance with Title V guidelines, which state, "When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures." Our current procedures only use multiple measures to assess a small number of students whose scores are borderline between placement levels. Studies have shown tests such as *Accuplacer* to be particularly ineffective for English placement, with 27-33% incidence of "severe" misplacements (Belfield & Crosta, 2012). Based on these findings, the use of *Accuplacer* alone is not only non-compliant with Educational Code, but also an inaccurate way to assess the proper course for English students.

We will complete our research as to best practices for multiple measures assessment early in Spring 2016, guided by our Director of Institutional Research and Planning, Rajinder Samra, as well as national leaders in the study of student equity, John Hetts of Educational Results Partnership and Katie Hern of the California Acceleration Project. We are also participating in the Research and Planning Group's Multiple Measures Assessment Project. We will set our placement criteria according to researched best practices in multiple-measures assessment.

This change in our assessment process will shift our student populations, most notably in English 104/105 (one level below transfer) and 1A (first-semester transfer). We will require training for our faculty, particularly part-time faculty, in best practices for teaching these slightly altered populations and in recognizing their own biases about who is ready for college-level work. This training would take place in Spring 2016, Fall 2016, and Spring 2017.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2d	1/2016-12/2017	*See B4(b)*	

EXPECTED OUTCOMES AND FUNDING

High school GPA and English grades have been proven to be better predictors of success than standardized test scores. Correct placement of students will result in more students completing transfer-level English (1A). When multiple measures assessment was piloted at Long Beach in Fall 2012, the pilot group doubled their rate of completion of a transfer-level English course within two years (from 24-52%), compared to those assessed just using a standardized test the year before (http://lbcc.edu/promisepathways/). Indicators of behavioral intent to transfer also increased dramatically, from 31% to 54%. We expect to see similar increases in success at LPC after multiple measures is implemented. Because assessment scores have been shown to disproportionately underestimate the skills of students of color and other impacted groups (women, first-time college students, students with learning disabilities), multiple measures assessment is crucial for closing the gap in placement and success for these students and the overall student population.

It is important to note that success rates in individual courses (English 104/105, English 1A) may initially decrease as students are given more accurate placement. Under our current assessment practices, many students who are prepared for college-level work are placed into basic skills English courses. Removing these over-prepared students from the basic skills courses may have the initial effect of lowering basic skills course success rates. Likewise, English 1A might potentially see a small drop in success as a wider range of students are admitted. Ideally, if our placement procedures are effective, English 1A success rates should remain rather constant from before and after the change, but they would not be expected to improve. Rather, success rates will be increased for cohorts of students. Students who place directly into English 1A have the opportunity to complete their first transfer-level English course (a key predictor of degree-completion and/or transfer) in one semester rather than two (or more, if they don't take their English courses during adjacent semesters).

Evaluation: We will work with our Office of Institutional Research and Planning and the RP Group to collect data and evaluate the effectiveness of our new assessment procedures and their impact on student completion and transfer rates.

ACTIVITIES

Activities C2(e).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C2(e).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

We would like to augment our **all-veterans English 1A course**. According to recent college data, LPC has about 450 veterans. Of these, 84% are male, 16% female, 21% are Latino/a, 7% African American, 19% other non-white, and 53% white. Many of these veterans come from low socioeconomic households and struggle in college. One of our English instructors, Jim Ott, is just completing his doctoral dissertation on the value of expressive writing and related activities in assisting veterans in their transition from military to collegiate and civilian life. The activities include free writing in the classroom for 15 minutes in journals in response to prompts, sharing out after writing, writing reflection papers in response to chapters from a novel about a soldier's experiences fighting in Iraq, and writing a personal narrative. These activities—designed in a Fall 2014 pilot study with six veterans—were integrated into curriculum in the all-veterans English 1A class Mr. Ott taught in Spring 2015. Participants overwhelmingly reported improved self-efficacy and agency in their lives. Data were collected through numerous instruments, especially pre-, mid-, and post-course surveys, plus a final survey issued four months after class ended.

Our goal is to augment this current program by funding an all-veterans English 1A course that would be offered at least annually where these interventions could be implemented along with the standard 1A requirements. This particular focus would assist veterans in English course completion because this intervention engages students in the process of free writing to draft to formal essay about a subject they care about, illustrates that the college and instructor care about the students' experiences (earning points for the assignment underscores this), offers veterans an opportunity to reflect back and express in writing unresolved issues that often interfere with transitioning into the role of a student, and

promotes public sharing—speaking one's truth—that is a component of the healing process.

This English course has been successful and the instructor reports receiving the following feedback from his students: *"The personal narrative was the most therapeutic thing I have ever done in my life. I have seen many counselors and therapists and nothing has ever, ever made me feel like the personal narrative." Free writing "was sort of a release, a way to vent and express some of the things that I would never tell another person." "Writing and listening in this class has made me reevaluate parts of my life." "I enjoyed the writing sessions; they were almost like a journal for us to reflect on things we normally wouldn't." "The process of free writing and open sharing with other students about what I wrote was overall very enjoyable." "Because I separated from the military within the last year, free writing served as a great way to reflect on my experience and moving on the next chapter in life."*

Cost: $0
The veterans' English 1A is currently funded by a grant which we anticipate will continue through Spring 2017. We would plan to use student equity funding to support the continuation of this successful class.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C2(e)	8/2017-12/2020	$0 for current year	

EXPECTED OUTCOMES AND EVALUATION

Since this all-veterans English 1A class has been offered, the instructor has experienced great success rates with this students and incredible student satisfaction. Continuing this successful model will ensure that Veterans successfully complete English 1A; therefore, closing the achievement gap among this population.

Evaluation: We will continue with the current assessment procedures which include pre-, mid-, and post-course surveys, plus a final survey issued four months after class ended. Additionally, we will work with our Office of Institutional Research and Planning to collect and review relevant course completion data.

ACTIVITIES

Activity C2(f).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C2(f).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

The English department plans to develop a **co-requisite model of English 1A** that enables students placed into 104 (1-level-below college English) to enroll directly in English 1A with additional, attached support. At colleges implementing co-requisite models, there have been substantial gains across all student groups, and achievement gaps for Black and Latino students have narrowed to less than the 80% disproportionate impact level.

To develop and implement this English 1A model, "1A-plus," the English faculty would require a "Faculty Lead." This faculty member would be reassigned each semester to have time dedicated to spearhead curriculum development and approval for the "1A-plus" co-requisite model. The English faculty would need a Faculty Lead to be reassigned for 25% full-time equivalent for the Fall 2016 and Spring 2017 semester. The Faculty Lead would primarily be responsible for spearheading the creation of the new co-requisite curriculum, in conjunction with department, curriculum chair, and articulation officer. This would include shepherding the course through the curriculum approval process; strategizing with Counseling about marketing and recruiting for newly expanded English options; working with Student Services administration to make adjustments to the course schedule, Accuplacer results message, and Banner placement and registration processes; coordinating the development of thematic teaching materials for the new courses; and organizing training for part-time faculty.

In addition, the English full-time and part-time faculty would commit to coordinating with the Faculty Lead at designated meetings, retreats, and trainings related to the new model. Finally, English faculty would participate in relevant professional conferences to share their best practices and innovative work with curriculum design.

The curriculum development and approval process for the new co-requisite course will begin in Fall 2016, with hopes to offer the new model in Fall 2017. In Spring and Summer 2017, faculty will collaborate on developing thematic units and instructional materials for the new course.

Estimated Costs
Lead Faculty Member: $15,624
Curriculum building and collaboration: $2,376
Conferences: $2,000

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2f	Fall 2016 – Spring 2018	$20,000	N/A

EXPECTED OUTCOMES AND EVALUATION

Research has shown that colleges with co-requisite English curriculum models, there have been substantial gains across all student groups, and achievement gaps for Black and Latino students have narrowed to less than the 80% disproportionate impact level. Given the success of these models, developing and implementing an "English 1A-plus" course at our college would increase course completion rates, as well as degree, certificate and transfer rates. Ultimately, we would expect to see a narrowing of our own achievement gap among these specific student success indicators.

Evaluation: We will work with institutional researcher to see if the number of transfer students in these disproportionately affected groups rises after the implementation of the English 1A-plus course.

ACTIVITIES

Activities C2(g).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C2(g).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.

In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C2(g)	8/2015-12/2016	*See B1(A) and 2(a)*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

Activties C2(h).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
C2(h).	African American	24
	Latino	184
	Veteran	27
	More than one race	19

IMPLEMENTAION PLAN AND FUNDING

In order to support the academic success of the **Early Childhood Development (ECD) students** at our college, the ECD Coordinator worked closely with the Math and English departments to develop and implement **English and Math contextualized courses.** A Math/ECD Learning Community was launched in Spring 2012. Our students have experienced the following success:

- A total of 34 students were enrolled in 1 or more semesters, 23 completed the 14 units (math sequence for graduation) in the 3 semesters.
- Spring 2012, 25 students enrolled in Math 107, 4 withdrew, 21 passed with a C or higher grade (84%)
- Fall 2102, 21 students enrolled in Math 65, 18 passed with a C or higher grade (86%)
- Spring 2013, 23 students enrolled in Math 55, 100% passed with a C or higher grade.

These students overcame one of the biggest hurdles for college students and they were also personally fulfilled by their accomplishments. In addition to the academic success these students achieved, they built a community. They supported one another weekly. When one did not do well on a test, the others rallied to help prepare the student for the next test. When it was time to register for the transfer level math course, they tried to register for the same section and even solicited the Math tutor to continue. Our ECD Coordinator is

currently coordinating a second Math cohort (Fall 2015), where 30 students are enrolled in Math 107 and they are being provided with course materials and tutoring.

Given the success of the Math/ECD Learning Community, an English/ECD Learning Community was launched in fall 2013. Our students have experienced the following success:
- A total of 34 students were enrolled in one or more semesters (English sequence to transfer).
- Fall 2013, English 100A, 21 students enrolled and 19 (90%) passed
- Spring 2014, English 105, 34 students enrolled, 3 students withdrew and 13 (40%) passed
- Fall 2014, 21 students enrolled in ENG 1A, 3 withdrew and 15 (83%) passed.
- Spring 2015, 18 students enrolled in ENG 4, 18 passed 18 (100%)

This is was a great achievement for the ECD learning community at LPC, especially considering that more than half of the participants in this cohort were English Language Learner students. Because these two learning communities have been a success, and the current funding streams for these programs is about to expire (county-supported funds), our ECD program would like to utilize student equity funds to maintain the current level of service and support to the ECD students.

Estimated Costs:
Textbooks and materials (for 25-30 students)- $3,000/semester

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C2(h).	1/2016-12/2017	*See B4(f).*	

EXPECTED OUTCOMES AND EVALUATION
Because data show that the ECD Math and English learning communities and contextualized courses have supported students complete their Math and English courses, continuing this program with student equity funds would help to close the achievement gap among our currently disproportionally impacted students.

Evaluation: We will continue to work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the ECD Math and English learning communities and contextualized classes.

C3. Math 107 Students' Completion Rates in Math 65

The ratio of students who successfully completed Math 65/65B/65Y within one year and a half of successfully completing Math 107/107B/107Y (Basic Skills). Aggregated Data: Fall 2008 to Spring 2014 (11Cohorts)

RESULTS

According to our analysis, student groups who represent **males, persons with disabilities, and veterans** were less likely to successfully complete Math 65/65B/65Y within one year and a half of successfully completing Math 107/107B/107Y.

DATA

Table A. Success rates by gender

Gender	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Female	375	189	50.4%	2
Male	208	91	43.8%	-4
Unknown	3	2	66.7%	19
Total	**586**	**282**	**48.1%**	

Table B. Success rates by ethnicity

Ethnicity	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
African-American	39	19	48.7%	1
Native American	~	~	~	~
Asian	33	16	48.5%	0
Filipino	18	11	61.1%	13
Latino	163	81	49.7%	2
Pacific Islander	3	3	100.0%	52
White	277	130	46.9%	-1
Some other race	6	3	50.0%	2
More than one race	~	~	~	~
Total	**586**	**282**	**48.1%**	

Table C. Success rates by disability status

Disability Status	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
No Disability	495	241	48.7%	1
Person w/ Disability	91	41	45.1%	-3
Total	**586**	**282**	**48.1%**	

Table D. Success rates by foster youth status

Foster Youth Status	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Foster Youth	572	276	48.3%	0
Foster Youth	~	~	~	~
Total	**586**	**282**	**48.1%**	

Table E. Success rates by low income status

Low Income Status	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Low Income	327	157	48.0%	0
Low Income	259	125	48.3%	0
Total	**586**	**282**	**48.1%**	

Table F. Success rates by veterans status

Veteran Status	Succeeded in Math 107	Succeeded in Math 65	Succeeded in Math 65 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Non-Veteran	539	263	48.8%	1
Veteran	47	19	40.4%	-8
Total	**586**	**282**	**48.1%**	

Notes:
- 'Math 65' includes data for Math 65, 65B, and 65Y courses. 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.
- Cohort: All degree-seeking students who succeeded in Basic Skills Math (MATH 107, 107B, 107Y) in the Fall or Spring semester.
- Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	MATH 55 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed MATH 55 during an AY	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Veteran	-8	47	5.5	0.08	x	9	=	**0.7**
Second Largest	Male	-4	208	5.5	0.04	x	38	=	**2**
Third Largest	Person w/ Disability	-3	91	5.5	0.03	x	17	=	**0.5**

Notes:
- Students (column B) who succeeded in MATH 107/107B/107Y in all aggregated cohorts; column "B/C" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (D) is the number of student which, if they successfully completed MATH 65/65B/65Y, would have closed the equity gap.

C4. Math 65 Students' Completion Rates in Math 55

The ratio of students who successfully completed Math 55/55B/55Y within one year and a half of successfully completing Math 65/65B/65Y (Basic Skills). Aggregated Data: Fall 2008 to Spring 2014 (11Cohorts)

RESULTS

According to our analysis, student groups who represented **males, African Americans, and Whites** were less likely to complete Math 55/55B/55Y within one year and a half of successfully completing Math 65/65B/65Y.

DATA
Table A. Success rates by gender

Gender	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Female	1,150	592	51.5%	3
Male	910	416	45.7%	-3
Unknown	~	~	~	~
Total	**2,082**	**1,017**	**48.8%**	

Table B. Success rates by ethnicity

Ethnicity	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
African-American	82	33	40.2%	-9
Native American	~	~	~	~
Asian	155	100	64.5%	16
Filipino	97	48	49.5%	1
Latino	519	261	50.3%	1
Pacific Islander	21	11	52.4%	4
White	1,044	482	46.2%	-3
Some other race	~	~	~	~
More than one race	48	27	56.3%	7
Total	**2,082**	**1,017**	**48.8%**	

Table C. Success rates by disability status

Disability Status	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
No Disability	1,912	935	48.9%	0
Person w/ Disability	170	82	48.2%	-1
Total	**2,082**	**1,017**	**48.8%**	

Table D. Success rates by foster youth status

Foster Youth Status	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Foster Youth	2,055	1,000	48.7%	0
Foster Youth	27	17	63.0%	14
Total	**2,082**	**1,017**	**48.8%**	

Table E. Success rates by low income status

Low Income Status	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Low Income	1,278	611	47.8%	-1
Low Income	804	406	50.5%	2
Total	**2,082**	**1,017**	**48.8%**	

Table F. Success rates by veterans status

Veteran Status	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Non-Veteran	1,967	959	48.8%	0
Veteran	115	58	50.4%	2
Total	**2,082**	**1,017**	**48.8%**	

Notes:
- 'Math 55' includes data for MATH 55, 55B, and 55Y courses. 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.
- Cohort: All degree-seeking students who succeeded in Basic Skills Math (MATH 65, 65B, or 65Y) in the Fall or Spring semester.
- Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	MATH 65 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed MATH 65 during an AY	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	African-American	-9	82	5.5	0.09	x	15	=	**1.3**
Second Largest	Male	-3	910	5.5	0.03	x	165	=	**5**
Third Largest	White	-3	1,044	5.5	0.03	x	190	=	**5**

Notes:
- Students (column B) who succeeded in MATH 65/65B/65Y in all aggregated cohorts; column "B/C" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (D) is the number of student which, if they successfully completed MATH 55/55B/55Y, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: COURSE COMPLETION
C3 & C4. Math 107 Students' Completion Rates in Math 65 and Math 65 Students' Completion Rates in Math 55

GOAL C3. AND C4. Math 107 Students' Completion Rates in Math 65 and Math 65 Students' Completion Rates in Math 55: The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

C3. Math 107 Students' Completion Rates in Math 65

Target Population(s)	Current gap, year	Goal*	Goal Year
Male	-4, 2015	No gap	2020
Persons with disabilities	-3, 2015	No gap	2020
Veteran	-8, 2015	No gap	2020

C4. Math 65 Students' Completion Rates in Math 55

Target Population(s)	Current gap, year	Goal*	Goal Year
Male	-3, 2015	No gap	2020
African American	-9, 2015	No gap	2020
White	-3, 2015	No gap	2020

ACTIVITIES

Activities C3(a). and C4(a).

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities	X	Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
C3(a) and C4(a).	Male	187
	Persons with disabilities	15
	African American	14
	White	174
	Veteran	8

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is looking at closing or minimizing the gap between target populations by doing the following:

- **Research and evaluate instituting Math Jam** to help students prepare for their upcoming Math 107 class or to prepare to retake the assessment exam. We have data to show that students who attended our first Math Jam in 1/2015 greatly improved their chances of successfully passing or remaining in their math class at the Math 65 and 55 level. We would like to expand this program to include more students and secure stable funding for the program.
- Make **Curriculum/Course Development or Adaptation changes to Math 65 and 55**, including looking at improving the Math X self-acceleration mode to streamline students through the material and investigate implementing fast-tracking basic skills classes to shorten the length of the pathway through these math classes.
- Increase **Direct Student Support by improving the Open Math Lab**. Currently this free, drop-in math center is staffed by math faculty using a TBA Lab Hour, in an hour-by-hour way. We would like to hire an Instructional Assistant to provide some consistency in staffing in the lab and to increase the student supports, as currently there are many peak times each day where the wait time is undesirable.
- **Professional Development opportunities** for full time and part time faculty members will be increased, such as in the area of Growth Mindset, Reading Apprenticeship, classroom engagement, etc. For further opportunities on professional development, see section B. 1&2e in this Plan.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C3(a). and C4(a).	Fall 2016 to Fall 2020	**B5(a)**	

EXPECTED OUTCOMES AND EVALUATION

The activities stated above should influence the number of students who are successful in Math 65 and 55.

- We have data to show that students who attended our new "Math Jam" program improved their chances to successfully passing their math class at the Math 107 level. We need to find a way to secure funding for Math Jam, as grant funding is going away and to increase student access to the program.
- We would like to collect data to show that students who utilize the Open Math Lab and complete the TBA requirements are more likely to succeed in their class and data on peak usage times to improve the quality of support offered in the lab.

- Other colleges have implemented self-acceleration modes of learning and fast-track pacing with improved success and retention rates for these target populations. We would like to find the funding and reassign time to implement these models at our school.

Evaluation: We plan to collect data in the following areas:
- retention and success rates of these at risk populations;
- student perception of increased supports provided to help them to succeed; and
- course outcome data at least every 2 years to determine the efficacy of these interventions.

ACTIVITIES

Activities C3(b). and C4(b).

	Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
C3(b). and C4(b).	Male	187
	Persons with disabilities	15
	African American	14
	White	174
	Veteran	8

IMPLEMENTATION PLAN AND FUNDING

In order to support the academic success of the **Early Childhood Development (ECD) students** at our college, the ECD Coordinator worked closely with the Math and English departments to develop and implement **English and Math contextualized courses.** A Math/ECD Learning Community was launched in Spring 2012. Our students have experienced the following success:
- A total of 34 students were enrolled in 1 or more semesters, 23 completed the 14 units (math sequence for graduation) in the 3 semesters.
- Spring 2012, 25 students enrolled in Math 107, 4 withdrew, 21 passed with a C or higher grade (84%)
- Fall 2102, 21 students enrolled in Math 65, 18 passed with a C or higher grade (86%)
- Spring 2013, 23 students enrolled in Math 55, 100% passed with a C or higher grade.

These students overcame one of the biggest hurdles for college students and they were also personally fulfilled by their accomplishments. In addition to the academic success these

students achieved, they built a community. They supported one another weekly. When one did not do well on a test, the others rallied to help prepare the student for the next test. When it was time to register for the transfer level math course, they tried to register for the same section and even solicited the Math tutor to continue. Our ECD Coordinator is currently coordinating a second Math cohort (Fall 2015), where 30 students are enrolled in Math 107 and they are being provided with course materials and tutoring.

Given the success of the Math/ECD Learning Community, an English/ECD Learning Community was launched in fall 2013. Our students have experienced the following success:
- A total of 34 students were enrolled in one or more semesters (English sequence to transfer).
- Fall 2013, English 100A, 21 students enrolled and 19 (90%) passed
- Spring 2014, English 105, 34 students enrolled, 3 students withdrew and 13 (40%) passed
- Fall 2014, 21 students enrolled in ENG 1A, 3 withdrew and 15 (83%) passed.
- Spring 2015, 18 students enrolled in ENG 4, 18 passed 18 (100%)

This is was a great achievement for the ECD learning community at LPC, especially considering that more than half of the participants in this cohort were English Language Learner students. Because these two learning communities have been a success, and the current funding streams for these programs is about to expire (county-supported funds), our ECD program would like to utilize student equity funds to maintain the current level of service and support to the ECD students.

Estimated Costs:
Textbooks and materials (for 25-30 students)- $3,000/semester

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C3(b). and C4(b).	1/2016-12/2017	*See B.4f*	

EXPECTED OUTCOMES AND EVALUATION

Because data show that the ECD Math and English learning communities and contextualized courses have supported students complete their Math and English courses, continuing this program with student equity funds would help to close the achievement gap among our currently disproportionally impacted students.

Evaluation: We will continue to work with the Office of Institutional Research and Planning to collect data and evaluate the effectiveness of the ECD Math and English learning communities and contextualized classes.

ACTIVITIES

Activities C3(c) and C4(c)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
C3(c). and C4(c).	Male	187
	Persons with disabilities	15
	African American	14
	White	174
	Veteran	8

IMPEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.

In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not

received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C3(c). and C4(c).	8/2015-12/2016	*See B1(a) and B2(a)*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

C5. Math 55 Students' Completion Rates in Math 40*

The ratio of students who successfully completed Math 40 within one year and a half of successfully completing Math 55/55B/55Y. Aggregated Data: Fall 2008 to Spring 2014 (11Cohorts)

RESULTS

According to our analysis, student groups who represented **males, African Americans, and veterans** were less likely to successfully complete Math 40 within one year and a half of successfully completing Math 55/55B/55Y.

DATA
Table A. Success rates by gender

Gender	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Female	1,403	638	45.5%	5
Male	1,205	428	35.5%	-5
Unknown	28	12	42.9%	2
Total	**2,636**	**1,078**	**40.9%**	

Table B. Success rates by ethnicity

Ethnicity	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
African-American	69	26	37.7%	-3
Native American	13	6	46.2%	5
Asian	298	123	41.3%	0
Filipino	137	64	46.7%	6
Latino	584	248	42.5%	2
Pacific Islander	25	7	28.0%	-13
White	1,275	510	40.0%	-1
Some other race	27	11	40.7%	0
More than one race	87	36	41.4%	0
Total	**2,636**	**1,078**	**40.9%**	

Table C. Success rates by disability status

Disability Status	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
No Disability	2,457	989	40.3%	-1
Person w/ Disability	179	89	49.7%	9
Total	**2,636**	**1,078**	**40.9%**	

Table D. Success rates by foster youth status

Foster Youth Status	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Foster Youth	2,601	1,062	40.8%	0
Foster Youth	35	16	45.7%	5
Total	**2,636**	**1,078**	**40.9%**	

Table E. Success rates by low income status

Low Income Status	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Low Income	1,725	681	39.5%	-1
Low Income	911	397	43.6%	3
Total	**2,636**	**1,078**	**40.9%**	

Table F. Success rates by veterans status

Veteran Status	Succeeded in Math 55	Succeeded in Math 40	Succeeded in Math 40 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Non-Veteran	2,528	1,042	41.2%	0
Veteran	108	36	33.3%	-8
Total	**2,636**	**1,078**	**40.9%**	

Notes:
- 'Math 40' includes data for Math 40, 42, 42A, and 44 courses. 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.
- Cohort: All transfer-seeking students who succeeded in Intermediate Algebra (Math 55, 55B, or 55Y) in the Fall or Spring semester.
- Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	MATH 55 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed MATH 55 during an AY	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Veteran	-8	108	5.5	0.08	x	20	=	**1.5**
Second Largest	Male	-5	1,205	5.5	0.05	x	219	=	**12**
Third Largest	African-American	-3	69	5.5	0.03	x	13	=	**0.4**

Notes:
- Students (column B) who succeeded in MATH 55/55B/55Y in all aggregated cohorts; column "B/C" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (D) is the number of student which, if they successfully completed MATH 40/42/42A/44, would have closed the equity gap.

C6. Math 55 Students' Completion Rates in Math 38

The ratio of students who successfully completed Math 38 within one year and a half of successfully completing Math 55/55B/55Y. Aggregated Data: Fall 2008 to Spring 2014 (11 Cohorts)

RESULTS

According to our analysis, student groups who represented **females, African Americans, Filipinos, persons with disabilities, and foster youth** were less likely to complete Math 38 within one year and a half of successfully completing Math 55/55B/55Y.

DATA

Table A. Success rates by gender

Gender	Succeeded in Math 55	Succeeded in Math 38	Succeeded in Math 38 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Female	1,403	116	8.3%	-5
Male	1,205	220	18.3%	5
Unknown	~	~	~	~
Total	**2,636**	**338**	**12.8%**	

Table B. Success rates by ethnicity

Ethnicity	Succeeded in Math 55	Succeeded in Math 38	Succeeded in Math 38 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
African-American	69	6	8.7%	-4
Native American	~	~	~	~
Asian	298	63	21.1%	8
Filipino	137	14	10.2%	-3
Latino	584	80	13.7%	1
Pacific Islander	~	~	~	~
White	1,275	148	11.6%	-1
Some other race	~	~	~	~
More than one race	87	10	11.5%	-1
Total	**2,636**	**338**	**12.8%**	

Table C. Success rates by disability status

Disability Status	Succeeded in Math 55	Succeeded in Math 38	Succeeded in Math 38 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
No Disability	2,457	321	13.1%	0
Person w/ Disability	179	17	9.5%	-3
Total	**2,636**	**338**	**12.8%**	

Table D. Success rates by foster youth status

Foster Youth Status	Succeeded in Math 55	Succeeded in Math 38	Succeeded in Math 38 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Foster Youth	2,601	335	12.9%	0
Foster Youth	35	3	8.6%	-4
Total	**2,636**	**338**	**12.8%**	

Table E. Success rates by low income status

Low Income Status	Succeeded in Math 55	Succeeded in Math 38	Succeeded in Math 38 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Not Low Income	1,725	226	13.1%	0
Low Income	911	112	12.3%	-1
Total	**2,636**	**338**	**12.8%**	

Table F. Success rates by veterans status

Veteran Status	Succeeded in Math 55	Succeeded in Math 38	Succeeded in Math 38 Rate	Percentage Point Gap
	Cohort Count	Success Count	Success Rate	
Non-Veteran	2,528	318	12.6%	0
Veteran	108	20	18.5%	6
Total	**2,636**	**338**	**12.8%**	

Notes:
- 'More than one race' category was introduced to the IR Dataset in Fall 2011. Race-Ethnicity data does not include 'unknown' category.
- Cohort: All transfer-seeking students who succeeded in Intermediate Algebra (Math 55, 55B, or 55Y) in the Fall or Spring semester.
- Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	MATH 55 Students (All Cohorts)	# of AY Cohorts	Gap (decimal)	Multiply (X)	the average # of students who successfully completed MATH 55 during an AY	=	Annual Number of Students "Lost"
		A	B	C	A	x	B/C	=	D
Largest Gap	Female	-5	1,403	5.5	0.05	x	255	=	**12**
Second Largest	Foster Youth	-4	35	5.5	0.04	x	6	=	**0.3**
Third Largest	African-American	-4	69	5.5	0.04	x	13	=	**0.5**

Notes:
- Students (column B) who succeeded in MATH 55/55B/55Y in all aggregated cohorts; column "B/C" is the average number of students per academic year (headcount / # of cohorts). The annual number of students lost (D) is the number of student which, if they successfully completed MATH 38, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS
C5 AND C6. Math 55 Students' Completion Rates in Math 40 and Math 55 Students' Completion Rates in Math 38

GOAL C5 & C6. Math 55 Students' Completion Rates in Math 40 and Math 55 Students' Completion Rates in Math 38: The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

C5. Math 55 Students' Completion Rates in Math 40

Target Population(s)	Current gap, year	Goal*	Goal Year
Male	-5, 2015	No gap	2020
African American	-3, 2015	No gap	2020
Veteran	-8, 2015	No gap	2020

C6. Math 55 Students' Completion Rates in Math 38

Target Population(s)	Current gap, year	Goal*	Goal Year
Female	-5, 2015	No gap	2020
African American	-4, 2015	No gap	2020
Filipino	-3, 2015	No gap	2020
Persons with disabilities	-3, 2015	No gap	2020
Foster Youth	-4, 2015	No gap	2020

ACTIVITIES

Activities C5(a) and C6(a)

	Activity Type(s):		
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities	X	Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
C5(a). and C6(a).	Male	201
	Female	234
	African American	24
	Veteran	18
	Filipino	23

	Person with disabilities	30
	Foster Youth	6

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is looking at closing or minimizing the gap between target populations by doing the following:

- Research and evaluate instituting Math Jam to help students prepare for their upcoming Math 40/47 class or to prepare to retake the assessment exam. We would like to expand this program to include more students and secure stable funding for the program.
- Increase Direct Student Support by improving the Open Math Lab – which currently does not support Math 40 students. Currently this free, drop-in math center is staffed by math faculty using a TBA Lab Hour, which Math 40 students do not have TBA lab hour, in an hour-by-hour way. We would like to hire an Instructional Assistant to provide some consistency in staffing in the lab and to increase the student supports, as currently there are many peak times each day where the wait time is undesirable.
- Professional Development opportunities for full time and part time faculty members will be increased, such as in the area of Growth Mindset, Reading Apprenticeship, classroom engagement, etc. For further opportunities on professional development, see section B. 1&2e in this Plan.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C5(a). and C6(a).	Fall 2016 to Fall 2020	**B5(a)	

EXPECTED OUTCOMES AND EVALUATION

The activities stated above should influence the number of students who are successful in Math 40 and 38.

- We have data to show that students who attended our new "Math Jam" program improved their chances to successfully passing their math class at the Math 40/47 level. We need to find a way to secure funding for Math Jam, as grant funding is going away and to increase student access to the program.
- We would like to collect data to show that students who utilize the Open Math Lab and complete the TBA requirements are more likely to succeed in their class and data on peak usage times to improve the quality of support offered in the lab.
- Other colleges have implemented self-acceleration modes of learning and fast-track pacing with improved success and retention rates for these target populations. We would like to find the funding and reassign time to implement these models at our school.

Evaluation: We plan to collect data in the following areas:
- retention and success rates of these at risk populations;
- student perception of increased supports provided to help them to succeed; and
- course outcome data at least every 2 years to determine the efficacy of these interventions.

ACTIVITIES

Activities C5(b) and C6(b)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
C5(b). and C6(b).	Male	201
	Female	234
	African American	24
	Veteran	18
	Filipino	23
	Person with disabilities	30
	Foster Youth	6

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.

In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
C5(b). and C6(b).	8/2015-12/2016	*See B. 1/2a*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

Degree and Certificate Completion

Campus-Based Research

INDICATOR OVERVIEW

- **DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Rationale for Research Methodology

The **Proportionality Index** was used for sections addressing **Access (A)** and **Degrees and Certificate Completions (D)**. The reason we used the proportionality index for this type of data is that in these metrics we are not comparing the cohort to itself, but to a separate comparable group. The proportionality index *"compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group"; outcome percentage over the cohort percentage (2015-16 Student Equity Plan Template, Attachment C, page 5).*

D1. Degree Completion

RESULTS

> The proportionality index was used to determine whether there was disproportionate impact with regard to degree completion. According to our analysis, student groups identified as **male, African American, Latino, Pacific Islander, and not low income** were disproportionately less likely to complete a degree.

DATA

Table A. Degree completion by gender

Gender	AA/AS Degree Goal Fall 2012 and Fall 2013		Degree Completion AY 2013-14 and 2014-15		Proportionality Index
	Count	Percent	Count	Percent	
Female	3,742	51.8%	582	62.1%	1.20
Male	3,413	47.3%	346	36.9%	0.78
Unknown	66	0.9%	9	1.0%	1.05
Total	**7,221**	**100.0%**	**937**	**100.0%**	**1.00**

Table B. Degree completion by ethnicity

Ethnicity	AA/AS Degree Goal Fall 2012 and Fall 2013		Degree Completion AY 2013-14 and 2014-15		Proportionality Index
	Count	Percent	Count	Percent	
African-American	310	4.3%	27	2.9%	0.67
Native American	25	0.3%	4	0.4%	1.23
Asian	622	8.6%	100	10.7%	1.24
Filipino	316	4.4%	36	3.8%	0.88
Latino	1,965	27.2%	218	23.3%	0.85
Pacific Islander	51	0.7%		0.3%	0.45

			3		
White	3,355	46.5%	477	50.9%	1.10
Multi-ethnic	432	6.0%	53	5.7%	0.95
Unknown	145	2.0%	19	2.0%	1.01
Total	**7,221**	**100.0%**	**937**	**100.0%**	**1.00**

Table C. Degree completion by disability status

	AA/AS Degree Goal		Degree Completion		
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		**Proportionality Index**
Disability Status	Count	Percent	Count	Percent	
No Disability	6,618	91.6%	819	87.4%	0.95
Person w/ Disability	603	8.4%	118	12.6%	1.51
Total	**7,221**	**100.0%**	**937**	**100.0%**	**1.00**

Table D. Degree completion by foster youth status

	AA/AS Degree Goal		Degree Completion		
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		**Proportionality Index**
Foster Youth Status	Count	Percent	Count	Percent	
Not Foster Youth	7,086	98.1%	919	98.1%	1.00
Foster Youth	135	1.9%	18	1.9%	1.03
Total	**7,221**	**100.0%**	**937**	**100.0%**	**1.00**

Table E. Degree completion by low income status

	AA/AS Degree Goal		Degree Completion		
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		**Proportionality Index**
Low Income Status	Count	Percent	Count	Percent	
Not Low Income	4,214	58.4%	466	49.7%	0.85
Low Income		41.6%		50.3%	1.21

		3,007		471		
Total		**7,221**	**100.0%**	**937**	**100.0%**	**1.00**

Table F. Degree completion by veterans status

Veteran Status	AA/AS Degree Goal		Degree Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
Non-Veteran	6,845	94.8%	886	94.6%	1.00
Veteran	376	5.2%	51	5.4%	1.05
Total	**7,221**	**100.0%**	**937**	**100.0%**	**1.00**

Notes:
• Two populations of students are in the data: Fall 2012 and Fall 2013 students who had an informed educational goal of earning an associate degree and students who were awarded an associate degree in 2013-14 and 2014-15.
• Please note that the same students are not necessarily in both groups.
• Proportionality Index 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)
   ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Proportionality Index	Share of the Population (decimal)		All Degree-Completers (Total of All Cohorts)	Difference in Representation	Multiply (X)	the average # of all LPC students who earned a degree	=	Annual Number of Students "Lost"
			Degree-Seeking	Degree Completers						
		A/B	*A*	*B*	*C*	*|A-B|*	*x*	*C*/(2 Cohorts)	=	*D*
Largest Gap	Pacific Islander	0.45	0.01	0.003	937	0.004	x	469	=	**2**
Second Largest	African-American	0.67	0.04	0.03	937	0.01	x	469	=	**7**
Third Largest	Male	0.78	0.47	0.37	937	0.10	x	469	=	**48**

Notes:

- Column A is the student group's share in the LPC Degree-Seeking population (students who chose an AA/AS Degree as their informed educational goal). Column B is the groups share among student who completed a Degree. Column D is the annual number of students who, if they earned a degree, would have closed the equity gap.

D2. Certificate Completion

RESULTS

The proportionality index was used to determine whether there was disproportionate impact with regard to degree completion. According to our analysis, student groups identified as **male, African American, and Veteran** were disproportionately less likely to complete a certificate.

DATA
Table A. Certificate completion by gender

Gender	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
Female	251	51.4%	231	75.2%	1.46
Male	228	46.7%	72	23.5%	0.50
Unknown	~	~	~	~	~
Total	**488**	**100.0%**	**307**	**100.0%**	**1.00**

Table B. Certificate completion by ethnicity

Ethnicity	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
African-American	34	7.0%	15	4.9%	0.70
Native American	2	0.4%	-	0.0%	0.00
Asian	43	8.8%	40	13.0%	1.48
Filipino	10	2.0%	18	5.9%	2.86
Latino	140	28.7%	88	28.7%	1.00
Pacific Islander	-	0.0%	1	0.3%	-
White	231	47.3%	125	40.7%	0.86
Multi-ethnic	18	3.7%	12	3.9%	1.06
Unknown	10	2.0%	8	2.6%	1.27
Total	**488**	**100.0%**	**307**	**100.0%**	**1.00**

Table C. Certificate completion by disability status

Disability Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
No Disability	431	88.3%	273	88.9%	1.01
Person w/ Disability	57	11.7%	34	11.1%	0.95
Total	**488**	**100.0%**	**307**	**100.0%**	**1.00**

Table D. Certificate completion by foster youth status

Foster Youth Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
Not Foster Youth	477	97.7%	305	99.3%	1.02
Foster Youth	~	~	~	~	~
Total	**488**	**100.0%**	**307**	**100.0%**	**1.00**

Table E. Certificate completion by low income status

Low Income Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
Not Low Income	282	57.8%	162	52.8%	0.91
Low Income	206	42.2%	145	47.2%	1.12
Total	**488**	**100.0%**	**307**	**100.0%**	**1.00**

Table F. Certificate completion by veterans status

Veteran Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2012 and Fall 2013		AY 2013-14 and 2014-15		
	Count	Percent	Count	Percent	
Non-Veteran	459	94.1%	298	97.1%	1.03
Veteran	29	5.9%	9	2.9%	0.49
Total	**488**	**100.0%**	**307**	**100.0%**	**1.00**

Notes:
- Two populations of students are in the data: Fall 2012 and Fall 2013 students who had an informed educational goal of earning an associate degree and students who were awarded an associate degree in 2013-14 and 2014-15.
- Please note that the same students are not necessarily in both groups.
- Proportionality Index 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)
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

| Equity Gap | Student Group | Proportionality Index | Share of the Population (decimal) | | All Certificate-Completers (Total of All Cohorts) | Difference in Representation | Multiply (X) | the average # of all LPC students who earned a certificate | = | Annual Number of Students "Lost" |
			Certificate-Seeking	Certificate Completers						
		A/B	*A*	*B*	*C*	*|A-B|*	*x*	*C/(2 Cohorts)*	=	*D*
Largest Gap	Male	0.50	0.47	0.235	307	0.23	x	154	=	**36**
Second Largest	African-American	0.70	0.07	0.05	307	0.02	x	154	=	**3.2**

Notes:
- Column A is the student group's share in the LPC Certificate-Seeking population (students who chose a certificate as their informed educational goal). Column B is the groups share among student who completed a certificate. Column D is the annual number of students who, if they earned a certificate, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS
D1 & D2. Degree and Certificate Completion

GOAL D1 AND D2. Degree and Certificate Completion: The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

D1. Degree Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Male	48 students, 2015	No gap	2020
African American	7 students, 2015	No gap	2020
Latino	18 students, 2015	No gap	2020
Pacific Islander	2 students, 2015	No gap	2020
Not Low Income	40 students, 2015	No gap	2020

D2. Certificate Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Male	36 students, 2015	No gap	2020
African American	3 students, 2015	No gap	2020

ACTIVITIES

Activities D1(a) and D2(a)

	Activity Type(s):			
	Outreach			Student Equity Coordination/Planning
X	Student Services or other Categorical Program			Curriculum/Course Development or Adaptation
X	Research and Evaluation			Professional Development
	Instructional Support Activities			Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
D1(a). and D2(a).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

We currently have two types of **orientation programs** that students can complete in order to be a fully matriculated student—face-to-face "Program Planning" sessions and an online orientation. We plan to evaluate the efficacy of the in person "Program Planning" sessions and will research alternative in person orientation programs. This particular activity was included in our SSSP Plan; therefore, we will work closely with the SSSP team that is pursuing a new orientation model. According to recent research, we know that orientation programs have been associated with increased retention (Hollins, 2009) and student learning (Mayhew, Vanderlinden & Kim, 2010); therefore, we see this an essential component to improving our degree, certificate, and transfer rates. We plan to conduct research during years 1 and 2 (2015/2016-2016/2017) and plan to implement a new orientation model in years 3 through 5 (2017-2020).

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D1(a). and D2(a).	11/2015-8/2017 (research)	$5,000	

EXPECTED OUTCOMES AND EVALUATION

Because research has shown that student participation in orientation programs has led to increases in retention, student learning, and even student motivation and social integration with the institution, developing a more effective orientation model will lead to an increase in degree and certificate completion, as well as transfer rates.

Evaluation: As we research and develop a new face-to-face orientation model, we will develop an evaluation method. We would plan to evaluate collected data to determine the differences in how students who participate in the orientation compare academically to students who do not participate in the orientation. Data would be collected and analyzed on an annual basis and program changes would be made as necessary.

ACTIVITIES

Activities D1(b) and D2(b)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
X	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
D1(b). and D2(b).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

We currently offer **embedded counseling in our English 100A** (two levels below college English) sections. In this model of counseling, counselors work closely with the English instructors and visit the English 100A courses three times per semester to present student success-related workshops. In the first workshop, which occurs during the first three weeks of the term (September and February), the counselor provides information related to campus resources and she provides a resource guide and campus map. In the second workshop, which occurs at about the sixth week of the semester (October and March), the counselor focuses on issues of time management, setting priorities, and building a successful study schedule. In the third workshop, which takes place at about the 12th week of the semester (November and April), the counselor focuses on education planning—reviewing transfer pathways, AA/AS, certificate, and transfer requirements. In this workshop, the students also review their transcripts and major/degree requirements, and plan their schedule of courses for the following semester.

According to 2012 data, when students attended all three of the counseling workshops presented in their English 100A class, they were more likely to complete the class with a grade of "C" or better (78% of the students who attended all three workshops were successful in English 100A). Due to the success of our embedded counseling model, additional instructors have asked for this type of counseling for their students. This year (2015-2016), a team of counselors have completed workshops in English 100A as well as English 104 and English 105 (one level below college English). This model will allow the team of five counselors to reach over 600 students in the English 104/105 and 100A classes. Because our data show that this model is successful, we plan to expand this model to include additional sections of English, and potentially additional courses outside of

English. We plan to use years 1 and 2 (2015-2016 and 2016-2017) to explore ways to augment our embedded counseling model and implement this model in years 3 through 5 (2017-2020).

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D1(b). and D2(b).	12/2015-5/2017 (research) 8/2017 (implementation)	$5,000 (faculty time to research the augmentation of this model)	

EXPECTED OUTCOMES AND EVALUATION

Because our data have shown that this model of counseling leads to increased course completion rates, students would be more likely to complete their goal of degree and certificate completion, and transfer.

Evaluation: We will work with our office of Institutional Research and Planning to develop a method for evaluation. Data will be collected and analyzed on an annual basis and program changes would be made as necessary.

ACTIVITIES

Activities D1(c) and D2(c)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation	X	Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
D1(c). and D2(c).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

In conjunction with efforts across Las Positas College to close the achievement gaps identified throughout our Equity Plan, we will engage in **faculty and staff professional development** to address the issues contributing to the underperformance of our disproportionately impacted students. We have identified the following training opportunities: *On Course* **and the "Teaching Community College Men of Color" program** through the [Center for Organizational Responsibility and Advancement](#) (CORA), and webinars and research provided by the *Minority Male Community College Collaborative* (M^{2}C^3). In addition, we will continue to research best practices for faculty and staff development, and will provide additional training opportunities.

We identified *On Course* as an important program to bring to our campus because its strategies and methods have been evaluated and found to help with student success and retention. According to studies by individual institutions that use the On Course program, students have a significantly increased success rate. For example, at Mt. Hood Community College in Oregon, first-year students who used On Course in their freshman seminar course experienced a 27% greater retention rate than first-year students who did not use On Course (http://oncourseworkshop.com/evidence). The experience documented at Mt. Hood is similar to other two-year and four-year colleges and universities that have utilized the On Course program.

Through our analysis of disproportionate impact, we found that males and African Americans faced inequities in all five indicators. While we are planning to conduct further research and inquiry into why these inequities exist, we would like to offer faculty and staff professional development that focuses on student success among these student groups. Through the Student Equity listserv, we learned about the "Teaching Community College Men of Color" program. This program is an intensive, one-week, fully online training that includes video modules, readings, live interactive sessions, and learning assessments. Participants of this program will gain strategies for facilitating relationship building with students of color and they will be introduced to research-based practices to support classroom learning.

We plan to invite faculty to complete the [Teaching Men of Color Certificate Program](#). Through this program, learners will engage in both synchronous and asynchronous activities over the course of five days. Each day requires a 3-4 hour commitment (including lectures, discussion boards, readings, and virtual sessions). The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners will view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be required to purchase the accompanying book Teaching Men of Color in the Community College: A Guidebook . On Day 3 and 5, learners will participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore *how* to connect course content with daily practice. See the course topics below:

- Day 1 – ***Factors necessitating enhanced teaching and learning strategies for men of color***
- Day 2 – ***Theoretical and epistemological foundations for teaching men of color***
- Day 3 – ***Building relationships with college men of color*** (live session @ 4pm PST)
- Day 4 – ***Teaching and learning strategies for instructional faculty***
- Day 5 – *****Virtual discussion***** (live session @ 4pm PST)

In addition, we would like coordinate with the *Minority Male Community College Collaborative* (M^{2}C^3) to determine the best approaches for addressing the issues contributing to the underperformance of our historically underrepresented students, including men of color. The goal of the M^{2}C^3 project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M^{2}C^3 offers a variety of programs including training by Dr. J. Luke Wood and Dr. Frank Harris III, co-directors of M^{2}C^3, webinars for college faculty and staff, and assessment and evaluation tools that can be used across the campus to determine the state of achievement and educational needs by men of color.

We will bring *On Course* training to our campus during Fall 2015 (one-day introductory workshop) and Spring 2016 (three-day Workshop I). We will provide an opportunity for faculty to complete the online certificate program, "Teaching Community College Men of Color" during the January 11-15, 2016 session. We will contact the M^{2}C^3 program during Fall 2016 to determine how we can best use their programs.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D1(c). and D2(c).	11/2015 – 12/2016	*See Activity B. 3a*	N/A

EXPECTED OUTCOMES AND EVALUATION

We believe that faculty and staff professional development opportunities that are research-based and target our student groups who have the greatest achievement gaps will have an effect on closing these achievement gaps. Research has shown that student success and retention is, in large part, due to the interactions that students have with college faculty and staff (RP Group, 2014; Bensimon & Dowd, 2009). Therefore, providing faculty and staff with the tools and resources needed to help build student relationships both inside and outside of the classroom will help students reach their educational goals.

Evaluation: We will implement evaluation methods that link to each professional development program. For On Course training, we will determine which faculty will use the On Course program in their courses and/or which academic courses will be linked with our student success course, PSCN 30, Student Success and Experience. Of the students who are taught using the On Course program, we will conduct comparison studies to ascertain any

impact on their retention rates and degree, certificate, and/or transfer rates. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

For the "Teaching Community College Men of Color" program, we will use the evaluation tool that is provided with the program. We will evaluate the effectiveness of the program as faculty have implemented their strategies in the classroom. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

After determining which M^2C^3 programs that we will use on campus, we will develop appropriate evaluation tools to use in order to determine the effectiveness of these programs.

ACTIVITIES

Activities D1(d) and D2(d)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
D1(d). and D2(d).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to earn a degree or certificate are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.

In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to

assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
D1(d). and D2(d).	8/2015-12/2016	*See B. 1&2a*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The

outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVITIES

Activities D1(e) and D2(e)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
D1(e). and D2(e).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

Currently, Las Positas College has a **Puente Community College program**. The mission of Puente is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The PUENTE Community College Program is an academic, counseling and mentoring program of support for students to build the skills necessary for success in both academic and career goals while in community college. We would like to explore the option for expanding the program to add an additional cohort. Expanding Puente allow us to serve more students.

In addition to the Puente program, we would like to research the development of a **First Year Experience (FYE) program**, a **Learning Community program** that targets the success of **African American students, and a Summer Bridge Program**. These activities will be completed in conjunction with the SSSP Plan. Over the next year, we will work closely with the SSSP team in order to research the feasibility of implementing these three programs on our campus.

The additional research identified above will begin in the Fall 2015 semester. Stakeholders involved in this work may include faculty and staff from the Student Success Committee, the current Puente co-coordinators, Counseling Faculty, the Basic Skills Committee, and members of the Black Student Union. The projected end date for the period of research and inquiry is Spring 2017. The period of program development is expected to take place

during year 3 (2017/2018), with program implementation during years 4 (2018/2019) and 5 (2019-2020). The estimated budget allocated to this activity includes a portion of salaries for key stakeholders to research and document the findings, and present to relevant individuals and groups.

We also plan to send faculty and staff to key conferences and training on the topics of FYE and Learning Communities. One conference will be the 35th Annual Conference on The First Year Experience taking place on February 20-23 in Orlando, Florida. Another training opportunity is at the Washington Center "National Summer Institute," which will be held July 11-15, 2016 at The Evergreen State College in Olympia, Washington.

In order to successfully implement these new Learning Community programs, we also plan to research the feasibility of hiring a "Learning Community Coordinator." It is essential for the long-term sustainability of an FYE, Summer Bridge, and our Learning Communities on campus (Puente and possibly a Ujima Community) that we have a coordinator who can manage the administration and success of these programs.

    Estimated Costs:
    Additional Puente Cohort- $ 10,000
    First Year Experience Program- $ 10,000
    Ujima Learning Community Program- $10,000
    Summer Bridge Program- $10,000
    FYE Conference (February 20-23, 2016)- $10,000
    Washington Center National Summer Institute- $10,000

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
D1(e). and D2(e).	8/2015-5/2017 (research) 8/2017-5/2018 (development) 8/2018 (implementation)	$50,000	SSSP:$15,000

EXPECTED OUTCOMES AND EVALUATION

Augmenting and developing new learning communities will provide support that students need to complete their courses and ultimately reach their goal of degree, certificate and transfer.

Evaluation: We will implement evaluation methods for each program that targets the student groups with disproportionate impact. Currently, the Puente program analyzes course completion and transfer data, and compares Puente students with non-Puente students. We will continue to collect and analyze this data, and will expand the data

collection for the FYE and additional learning communities that we implement. We will ensure that an appropriate evaluation method is developed alongside development of the programs. The evaluations will then be implemented after each program. Results of the evaluation will be reviewed to determine the effectiveness of the program, and program changes will be made as necessary.

ACTIVITIES

Activites D1(f) and D2(f)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected:		
ID	Target Group(s)	# of Students Affected
D1(f). and D2(f).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is currently planning to implement **multiple measures for our English assessment process**, starting in Fall 2016. Our current assessment process is out of compliance with Title V guidelines, which state, "When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures." Our current procedures only use multiple measures to assess a small number of students whose scores are borderline between placement levels. Studies have shown tests such as *Accuplacer* to be particularly ineffective for English placement, with 27-33% incidence of "severe" misplacements (Belfield & Crosta, 2012). Based on these findings, the use of *Accuplacer* alone is not only non-compliant with Educational Code, but also an inaccurate way to assess the proper course for English students.

In addition, our local college data show that our placement instrument disproportionately places students in developmental levels of English instruction and Learning Skills coursework.

Fall 2014 Incoming Students who participated in assessment/ placement & enrolled in any course	All Assessed/ Placed		Eligible for transfer level English		Eligible for 1 level below in English		Eligible for 2 levels below in English		Eligible for 3 levels below in English (LRNS 116)		Placed into Separate ESL curriculum (any level)	
	%	#	%	#	%	#	%	#	%	#	%	#
All	100.0%	1,407	34.5%	485	55.6%	782	5.3%	75	2.8%	39	1.8%	26
African American	100.0%	69	21.7%[kh1]	15	62.3%	43	7.2%	5	8.7%	6	0.0%	0
Asian American	100.0%	205	32.2%[kh2]	66	53.2%	109	7.8%	16	2.9%	6	3.9%	8
Hispanic	100.0%	457	26.0%[kh3]	119	60.4%	276	6.3%	29	3.5%	16	3.7%	17
White	100.0%	556	43.5%	242	51.4%	286	3.1%	17	1.8%	10	0.2%	1
Multi-Ethnic	100.0%	107	33.6%	36	58.9%	63	6.5%	7	0.9%	1	0.0%	0
Other/ Unknown	100.0%	13	53.8%	7	38.5%	5	7.7%	1	0.0%	0	0.0%	0

Disproportionate impact:
- African Americans' access to 1A is 50% of white students' access.
- Asian Americans' access to 1A is 74% of white students' access.
- Hispanics' access to 1A is 60% of white students' access.
- Multi-Ethnic students' access to 1A is 77% of white students' access.

We will complete our research as to best practices for multiple measures assessment early in Spring 2016, guided by our Director of Institutional Research and Planning, Rajinder Samra, as well as national leaders in the study of student equity, John Hetts of Educational Results Partnership and Katie Hern of the California Acceleration Project. We are also participating in the Research and Planning Group's Multiple Measures Assessment Project. We will set our placement criteria according to researched best practices in multiple-measures assessment.

This change in our assessment process will shift our student populations, most notably in English 104/105 (one level below transfer) and 1A (first-semester transfer). We will require training for our faculty, particularly part-time faculty, in best practices for teaching these slightly altered populations and in recognizing their own biases about who is ready for college-level work. This training would take place in Spring 2016, Fall 2016, and Spring 2017.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
D1(f). and D2(f).	1/2016-12/2017	*See B4(b)*	

EXPECTED OUTCOMES AND EVALUATION

High school GPA and English grades have been proven to be better predictors of success than standardized test scores. Correct placement of students will result in more students completing transfer-level English (1A). When multiple measures assessment was piloted at Long Beach in Fall 2012, the pilot group doubled their rate of completion of a transfer-level English course within two years (from 24-52%), compared to those assessed just using a standardized test the year before (http://lbcc.edu/promisepathways/). Indicators of behavioral intent to transfer also increased dramatically, from 31% to 54%. We expect to see similar increases in success at LPC after multiple measures is implemented. Because assessment scores have been shown to disproportionately underestimate the skills of students of color and other impacted groups (women, first-time college students, students with learning disabilities), multiple measures assessment is crucial for closing the gap in placement and success for these students and the overall student population.

It is important to note that success rates in individual courses (English 104/105, English 1A) may initially decrease as students are given more accurate placement. Under our current assessment practices, many students who are prepared for college-level work are placed into basic skills English courses. Removing these over-prepared students from the basic skills courses may have the initial effect of lowering basic skills course success rates. Likewise, English 1A might potentially see a small drop in success as a wider range of students are admitted. Ideally, if our placement procedures are effective, English 1A success rates should remain rather constant from before and after the change, but they would not be expected to improve. Rather, success rates will be increased for cohorts of students. Students who place directly into English 1A have the opportunity to complete their first transfer-level English course (a key predictor of degree-completion and/or

transfer) in one semester rather than two (or more, if they don't take their English courses during adjacent semesters).

Evaluation: We will work with our Office of Institutional Research and Planning and the RP Group to collect data and evaluate the effectiveness of our new assessment procedures and their impact on student completion and transfer rates.

ACTIVITIES

Activity D1(g) and D2(g)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
D1(g). and D2(g).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

As supported through documentation in the English 2013 program review, one of the goals of the English department is to provide **Reading Apprenticeship (RA) training** for all full-time and part-time English faculty. Because RA strategies have been proven to have an impact on student success, we would like to provide opportunities for RA training to full-time and part-time faculty across the college.

Based on data and observations collected from over 200 community college instructors over the past five years, Reading Apprenticeship has been seen to have the following impact on student success:

- Increased retention and course completion
- Increased depth in reading comprehension and written work
- Increased willingness to persist through difficult texts

While a few faculty have been trained in RA techniques (training last was offered in Spring 2012), we plan to acquire training for more English instructors so that RA is a core technique of our instruction. In addition, we want to have two faculty, perhaps one English

and one ESL, receive leadership training through Reading Apprenticeship. The trained LPC faculty leaders could offer staff development opportunities for teachers outside of English on campus at very little cost.

The Campus Coach for Reading Apprenticeship course has the dual focus of deepening participants' own classroom practice of Reading Apprenticeship and fostering campus-level faculty inquiry into Reading Apprenticeship that helps instructors understand the ways in which they, as disciplinary experts, can "apprentice" students into proficient academic reading in their subject area. In this course, instructors will learn:
- How to deepen their own practice in Reading Apprenticeship routines
- How to bring an inquiry lens to their own instructional practices and those of the institution
- How to use key Reading Apprenticeship routines for faculty inquiry
- How to present Reading Apprenticeship theory and practice to different audiences
- How to use data to build campus community around Reading Apprenticeship
- How to build faculty and staff commitment to a focus on reading and the issue of engaging students in their disciplinary texts in ways sustainable for their campus

Course participants will try out key Reading Apprenticeship instructional, professional development, and presentation routines in their classroom, with peers, and for members of the wider campus community. Participants will regularly report back on their experiences for group discussion, feedback, and reflection.

Estimated Costs:
- Campus Coach- $1500 ($750 per person. It is preferred to have two English or one English and one ESL instructor)
- Individual faculty training- $7500 face-to-face training/$3875 online training (This estimate is for five additional faculty to be training. It is preferred to have full-time and part-time, English and ESL faculty trained in RA).

We plan to have the faculty RA training take place in Spring 2016 and Fall 2017. Beginning in Fall 2017, we will plan for a stipend to support the RA coach to train other faculty and to help with individual lesson planning.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
D1(g). and D2(g).	1/2016-12/2016	*See B3(d)*	

EXPECTED OUTCOMES AND EVALUATION

Research shows that students often do not attempt to or complete the reading for their courses, and as a result, struggle to glean the main ideas. Students also struggle to think critically about their reading assignments when they do complete the reading. Therefore, having an RA trainer not just *train*, but actively work on lesson plans and interventions with faculty across the curriculum would boost our course completion rates. This RA trainer could also partner with our Reading and Writing (RAW) Center, and other student support and academic programs that already collaborate with the RAW Center to support their students' success.

Evaluation: We will create student surveys and measure SLOs connected to reading for courses taught by Reading-Apprenticeship-trained instructors. The outcome data will be reviewed to determine the effectiveness of the program and changes will be made as necessary.

ACTIVITIES

Activities D1(h) and D2(h)

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
D1(h). and D2(h).	Male	3,641
	African American	344
	Latino	2,105
	Pacific Islander	51
	Not Low Income	3,213
	Veterans	405

IMPLEMENTATION PLAN AND FUNDING

The English department plans to develop a **co-requisite model of English 1A** that enables students placed into 104 (1-level-below college English) to enroll directly in English 1A with additional, attached support. At colleges implementing co-requisite models, there have been substantial gains across all student groups, and achievement gaps for Black and Latino students have narrowed to less than the 80% disproportionate impact level.

To develop and implement this English 1A model, "1A-plus," the English faculty would require a "Faculty Lead." This faculty member would be reassigned each semester to have time dedicated to spearhead curriculum development and approval for the "1A-plus" co-

requisite model. The English faculty would need a Faculty Lead to be reassigned for 25% full-time equivalent for the Fall 2016 and Spring 2017 semester. The Faculty Lead would primarily be responsible for spearheading the creation of the new co-requisite curriculum, in conjunction with department, curriculum chair, and articulation officer. This would include shepherding the course through the curriculum approval process; strategizing with Counseling about marketing and recruiting for newly expanded English options; working with Student Services administration to make adjustments to the course schedule, Accuplacer results message, and Banner placement and registration processes; coordinating the development of thematic teaching materials for the new courses; and organizing training for part-time faculty.

In addition, the English full-time and part-time faculty would commit to coordinating with the Faculty Lead at designated meetings, retreats, and trainings related to the new model. Finally, English faculty would participate in relevant professional conferences to share their best practices and innovative work with curriculum design.

The curriculum development and approval process for the new co-requisite course will begin in Fall 2016, with hopes to offer the new model in Fall 2017. In Spring and Summer 2017, faculty will collaborate on developing thematic units and instructional materials for the new course.

Estimated Costs
Lead Faculty Member: $15,624
Curriculum building and collaboration: $2,376
Conferences: $2,000

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
D1(h). and D2(h).	Fall 2016 – Spring 2018	*See C2(f)*	

EXPECTED OUTCOMES AND EVALUATION

Research has shown that colleges with co-requisite English curriculum models, there have been substantial gains across all student groups, and achievement gaps for Black and Latino students have narrowed to less than the 80% disproportionate impact level. Given the success of these models, developing and implementing an "English 1A-plus" course at our college would increase course completion rates, as well as degree, certificate and transfer rates. Ultimately, we would expect to see a narrowing of our own achievement gap among these specific student success indicators.

Evaluation: We will work with institutional researcher to see if the number of transfer students in these disproportionately affected groups rises after the implementation of the English 1A-plus course.

Transfer

Campus-Based Research

INDICATOR OVERVIEW

- **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Rationale for Research Methodology

We are using the **Percentage Point Gap (PPG) methodology** for all metrics which involve tracking cohorts and comparing the outcomes of these cohorts to the overall average for all students under each metric. This methodology allows us to compare all the groups to the average for all subgroups within that category. We are using this method to measure disproportionate impact for **Course Completions (B), ESL and Basic Skills Completions (C), and Transfers (E)**. We opted to use this method to replace the **80% rule methodology** used previously because it makes the reference group less arbitrary (the average is used for the PPG method) and it is easier for a wider audience to identify possible areas where there is disproportionate impact.

E. Transfer Rates

Aggregated Fall Cohorts: 2004 to 2008

RESULTS

Based on our analysis of available transfer data, student groups identified as **African American, American Indian/Native American, Filipino, Latino, Pacific Islander, and persons with disabilities** were disproportionately less likely to transfer to a four-year college or university.

DATA

Table A. Transfer rates by gender

Gender	Cohort Count	Transfer Count	Transfer Rate	Percentage Point Gap
Female	2,309	1,164	50.4%	2
Male	2,138	991	46.4%	-2
Unknown	69	42	60.9%	12
Total	**4,516**	**2,197**	**48.6%**	

Table B. Transfer rates by ethnicity

Ethnicity	Cohort Count	Transfer Count	Transfer Rate	Percentage Point Gap
African-American	123	54	43.9%	-5
American Indian/Native Am.	41	16	39.0%	-10
Asian	441	270	61.2%	13
Filipino	179	73	40.8%	-8
Latino	593	259	43.7%	-5
Pacific Islander	55	16	29.1%	-20
White	2,573	1,256	48.8%	0
Multi-Ethnicity	~	~	~	~
Unknown	508	253	49.8%	1
Total	**4,516**	**2,197**	**48.6%**	

Notes:
- Multi-Ethnicity category was first reported by the CCC Chancellor's Office in Fall 2008.

Table C. Transfer rates by disability status

Disability Status	Cohort Count	Transfer Count	Transfer Rate	Percentage Point Gap
No Disability	4,179	2,087	49.9%	1
Person w/ Disability	337	110	32.6%	-16
Total	**4,516**	**2,197**	**48.6%**	

Table D. Transfer rates by foster youth status

Foster Youth Status	Cohort Count	Transfer Count	Transfer Rate	Percentage Point Gap
Not Foster Youth	Transfer data for foster youth are not currently available from the CCC Chancellor's Office			
Foster Youth				
Total				

Table E. Transfer rates by low income status

Low-Income Status	Cohort Count	Transfer Count	Transfer Rate	Percentage Point Gap
Not Low-Income	Transfer data by income/poverty level are not currently available from the CCC Chancellor's Office			
Low-Income				
Total				

Table F. Transfer rates by veterans status

Veterans Status	Cohort Count	Transfer Count	Transfer Rate	Percentage Point Gap
Non-Veteran	Transfer data by veteran status are not currently available from the CCC Chancellor's Office			
Veteran				
Total				

- Notes:
- Source: California Community Colleges Chancellor's Office
- The transfer rates reflect students who were "transfer-directed" (i.e., completed 12 units and attempted a transfer-level English or Math course within 6 years of entering Las Positas). The transfer rate is the percentage of these transfer-directed students who transferred to any college or university in the six years after entering Las Positas College.
- Percentage Point Gap: The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-3 percentage point gap or greater' suggests that the subgroup may be disproportionally impacted.
- ~ The minimum sample size is 30. Sample sizes fewer than 30 are not shown, but are included in the total.

Table G. Number of Students "Lost"

Equity Gap	Student Group	Gap in comparison to the Average (%)	Transfer Directed Students (All Cohorts)	# of Fall Cohorts	Gap (decimal)	Multiply (X)	the average # of first-time students who enrolled in a Fall semester and became transfer directed	=	Number of Students "Lost" per Fall
		A	B	C	A	x	B/C	=	D
Largest Gap	Pacific Islander	-20	55	5	0.20	x	11	=	**2**
Second Largest	Person w/ Disability	-16	337	5	0.16	x	67	=	**11**
Third Largest	American Indian/Native Am.	-10	41	5	0.10	x	8	=	**0.8**

Notes:
- Transfer-Directed Students (B) are first-time new college students who enrolled in a given Fall semester and showed a "behavioral intent to transfer" within 6 years of their initial enrollment (completed 12 credit units and attempted transfer-level math or English). "B/C" is the average number of transfer-directed students in a given Fall semester. The number of students lost (D) is the number of students who, if they had transferred within 6 years, would have closed the equity gap.

Goals, Activities, Funding and Evaluation

BASELINE DATA AND GOALS: TRANSFER
E. Transfer Rates

GOAL E. Transfer Rates: The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-5, 2015	No gap	2020
American Indian/Native American	-10, 2015	No gap	2020
Filipino	-8, 2015	No gap	2020
Latino	-5, 2015	No gap	2020
Pacific Islander	-20, 2015	No gap	2020
Persons with disabilities	-16, 2015	No gap	2020

ACTIVITIES

Activities E1.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected:		
ID	Target Group(s)	# of Students Affected
E1.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

To better understand why disproportionate impact was found for the student groups, we plan to conduct **additional research**. First, we will determine the extent to which additional data can be obtained to get a more accurate look at our transfer rate. We hope to analyze additional data and disaggregate the data by student characteristics (e.g. gender, race/ethnicity, low income status, etc.). One example of data we may be able to analyze is reviewing the number of students who have completed a total of 60 units and who have attempted at least one transfer level math or English course. With additional data, we will be in a better position to determine where inequities exist among the student groups and how to remedy these identified inequities.

Furthermore, additional research and inquiry that we would like to focus on is a review of the current Transfer Center programs and the extent to which disproportionate impact exists among the student users of the programs. If disproportionate impact exists among the types of students who take advantage of the Transfer Center programs, then we will develop a plan to ensure that all students have access to, and are utilizing the programs.

Additional research will begin in the Spring 2016 semester with the development of a research project plan and identifying stakeholders involved in this work, such as Student Success Committee members and the Office of Institutional Research and Planning. The projected end date for the period of research and inquiry is Fall 2017. The estimated budget allocated to this activity includes a portion of salaries for key stakeholders to research and document the findings, and present to relevant individuals and groups.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E1.	1/2016 – 8/2017	$5,000	N/A

EXPECTED OUTCOMES AND EVALUATION

Conducting additional research and inquiry into the reasons that inequities exist in the transfer rate from Las Positas College to four-year colleges and universities will allow us to develop more effective interventions. With more effective interventions, we will experience greater equity among the types of students who transfer from our college.

Evaluation: The evaluation for this activity will be tied to the intervention model(s) that we develop as a result of our research findings. As we determine the best practices for increasing the transfer rate among the disproportionately impacted student groups, we will decide which intervention model(s) to implement. Each intervention model implemented will have an evaluation method to determine its effectiveness.

ACTIVITIES

Activities E2.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation	X	Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	**Target Group(s)**	**# of Students Affected**
E2.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

In conjunction with efforts across Las Positas College to close the achievement gaps identified throughout our Equity Plan, we will engage in **faculty and staff professional development** to address the issues contributing to the underperformance of our disproportionately impacted students. We have identified the following training opportunities: *On Course* **and the "Teaching Community College Men of Color" program** through the Center for Organizational Responsibility and Advancement (CORA), and webinars and research provided by the *Minority Male Community College Collaborative* (M²C³). In addition, we will continue to research best practices for faculty and staff development, and will provide additional training opportunities.

We identified *On Course* as an important program to bring to our campus because its strategies and methods have been evaluated and found to help with student success and retention. According to studies by individual institutions that use the On Course program, students have a significantly increased success rate. For example, at Mt. Hood Community College in Oregon, first-year students who used On Course in their freshman seminar course experienced a 27% greater retention rate than first-year students who did not use On Course (http://oncourseworkshop.com/evidence). The experience documented at Mt. Hood is similar to other two-year and four-year colleges and universities that have utilized the On Course program.

Through our analysis of disproportionate impact, we found that males and African Americans faced inequities in all five indicators. While we are planning to conduct further research and inquiry into why these inequities exist, we would like to offer faculty and staff professional development that focuses on student success among these student groups.

Through the Student Equity listserv, we learned about the "Teaching Community College Men of Color" program. This program is an intensive, one-week, fully online training that includes video modules, readings, live interactive sessions, and learning assessments. Participants of this program will gain strategies for facilitating relationship building with students of color and they will be introduced to research-based practices to support classroom learning.

We plan to invite faculty to complete the [Teaching Men of Color Certificate Program](). Through this program, learners will engage in both synchronous and asynchronous activities over the course of five days. Each day requires a 3-4 hour commitment (including lectures, discussion boards, readings, and virtual sessions). The program includes five-modules (one module, each day). On Days 1, 2, 3, and 4, learners will view module presentations, engage in readings, and virtual discussions on teaching and learning strategies. Learners will be required to purchase the accompanying book Teaching Men of Color in the Community College: A Guidebook . On Day 3 and 5, learners will participate in a real-time video conference with Drs. Luke Wood and Frank Harris III to further explore *how* to connect course content with daily practice. See the course topics below:

- Day 1 – ***Factors necessitating enhanced teaching and learning strategies for men of color***
- Day 2 – ***Theoretical and epistemological foundations for teaching men of color***
- Day 3 – ***Building relationships with college men of color*** (live session @ 4pm PST)
- Day 4 – ***Teaching and learning strategies for instructional faculty***
- Day 5 – **Virtual discussion** (live session @ 4pm PST)

In addition, we would like coordinate with the *Minority Male Community College Collaborative* (M^{2}C^3) to determine the best approaches for addressing the issues contributing to the underperformance of our historically underrepresented students, including men of color. The goal of the M^{2}C^3 project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M^{2}C^3 offers a variety of programs including training by Dr. J. Luke Wood and Dr. Frank Harris III, co-directors of M^{2}C^3, webinars for college faculty and staff, and assessment and evaluation tools that can be used across the campus to determine the state of achievement and educational needs by men of color.

We will bring *On Course* training to our campus during Fall 2015 (one-day introductory workshop) and Spring 2016 (three-day Workshop I). We will provide an opportunity for faculty to complete the online certificate program, "Teaching Community College Men of Color" during the January 11-15, 2016 session. We will contact the M^{2}C^3 program during Fall 2016 to determine how we can best use their programs.

Funding			
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E2.	11/2015 – 12/2016	*See Activity B. 3a*	N/A

EXPECTED OUTCOMES AND EVALUATION

We believe that faculty and staff professional development opportunities that are research-based and target our student groups who have the greatest achievement gaps will have an effect on closing these achievement gaps. Research has shown that student success and retention is, in large part, due to the interactions that students have with college faculty and staff (RP Group, 2014; Bensimon & Dowd, 2009). Therefore, providing faculty and staff with the tools and resources needed to help build student relationships both inside and outside of the classroom will help students reach their educational goals.

Evaluation: We will implement evaluation methods that link to each professional development program. For On Course training, we will determine which faculty will use the On Course program in their courses and/or which academic courses will be linked with our student success course, PSCN 30, *Student Success and Experience*. Of the students who are taught using the On Course program, we will conduct comparison studies to ascertain any impact on their retention rates and degree, certificate, and/or transfer rates. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

For the "Teaching Community College Men of Color" program, we will use the evaluation tool that is provided with the program. We will evaluate the effectiveness of the program as faculty have implemented their strategies in the classroom. The evaluation of this program will potentially occur in years 2-5 (2016-2020).

After determining which M^2C^3 programs that we will use on campus, we will develop appropriate evaluation tools to use in order to determine the effectiveness of these programs.

ACTIVITIES

Activities E3.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
E3.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

To work on closing the achievement gap with respect to transfer, we will continue to offer, and in some cases augment, the **Transfer Center's programs**. For instance, we have institutionalized "Transfer Tuesdays" where transfer counseling services are offered to all interested students. Transfer Tuesdays started in Fall 2014 and has accommodated over 500 student visits to date. During Transfer Tuesdays students can obtain information about the transfer process, receive direct assistance with completing their UC/CSU/private college and university applications, and receive feedback on their personal statement essays for transfer. Workshops that occur in the Transfer Center include Personal Statement workshops, transfer workshops for ESL students, financial aid workshops, webinars broadcast by baccalaureate campuses, and college exploration workshops via the University Transfer Planning course (PSCN 18). We also host visits by University Admissions Representatives throughout each academic year, for individual student appointments, table visits, and for our annual Transfer Day when approximately 50 colleges and universities visit campus to meet with LPC students. While we have an increasing number and variety of Universities represented, we plan to augment our program by developing relationships with HBCU, HSI, and AANAPISI colleges and invite their Admissions Representatives to host outreach events on campus or via web conferencing.

We would also like to launch two new programs to help close the transfer achievement gap. One program would be in conjunction with SSSP efforts, which is the development of a series of "Student Success Workshops." We believe that a series of workshops would tie in greatly with the success of transfer-directed students. One workshop that we hope to develop will be focused on financial aid and scholarship resources. Research has shown that historically underrepresented college students, including first-generation college students, choose not to pursue baccalaureate degrees or struggle with the transfer process because they face financial pressures (Hagedorn, 2004; Rendòn & Valdez, 1993). Students who face these financial pressures are predominately from low-income families and are typically working to pay for tuition, rent, food, transportation and other obligations (Hagedorn, 2004; Rendòn, 1993, Zell, 2010). Therefore, a workshop that introduces students to financial aid and scholarship options will provide them with the information that they may need to make transferring to a four-year university a more realistic option. Over the next year, we will work closely with the SSSP team to ensure that the workshop series is developed through the lens of closing the achievement gap. It is likely that the workshop series will be developed in years 1 and 2 (2016-2017) and implemented in years 3-5 (2018-2020).

The other new program is to develop a comprehensive college visit program. Students from disproportionally impacted groups would be especially encouraged to participate. Group college visits would be arranged for our most popular campuses within the University of California and California State University systems, as well as private/ independent colleges and universities. Included within such a program would be an "HBCU College Tour" program. We hope to expand relationships with HBCUs, including those that have a

transfer guarantee with California Community Colleges, and plan to take interested students to tour these campuses in person. Our goal is to begin the planning process in years 1 and 2 (2015/2016-2016/2017) and take the students on a tour beginning in year 2 or 3 (2016/2017-2017/2018). The goal is that a comprehensive college visit program would be operated on an annual basis. We are currently researching an HBCU tour company that operates a tour schedule in March and April 2016. Pending faculty and staff, and student interest, we may start with an HBCU college tour in Spring 2016.

Estimated Costs for Transfer Center activities:
Transfer Center "Student Success" workshops- $1500 (new program)
Expanding Transfer Center representative visits- $3500 (augmentation)
In-state College Tours- $10,000 (new program)
Out-of-state College Tours- $20,000 (new program)

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
E3.	8/2015-5/2020	$35,000	

EXPECTED OUTCOMES AND EVALUATION

The Transfer Center serves an essential role on campus for every transfer-directed student. Providing the commitment and financial support to continue to offer and augment existing programs and to develop new programs will help to remedy our areas of disproportionate impact.

Evaluation: We will implement evaluation methods for each program that targets the student groups with disproportionate impact. For example, for the Transfer-specific Student Success workshops we may develop a survey to assess the level of students' knowledge about the subject manner pre- and post- workshop. For the College Tours program, we may develop a survey to assess the likelihood that a student will apply for transfer to a four-year university, or we may even track these students to determine how many achieve their goal of transfer. We can assess how many applied to the University that they toured including HBCU, HSI, and AANAPISI colleges. An appropriate evaluation method will be developed alongside development of the programs—in years 1 and 2. The evaluations will then be implemented after each program. Results of the evaluation will be reviewed to determine the effectiveness of the program, and program changes will be made as necessary.

ACTIVITIES

Activities E4.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
E4.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

Many of the students identified as being less likely to transfer are participants of several existing programs that we have on campus; therefore, we plan to **augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.** Specifically for EOPS, Tutorial Center and the Library, we plan to purchase additional ESL, Math, and English textbooks that these programs can lend to students through a lending program. The Tutorial Center plans to purchase much needed textbooks for use by the tutors when working with students in ESL, Math and English courses.
In addition, we plan to purchase laptops and/or tablets for Puente, EOPS, the Library and the Tutorial Center to augment the services that they currently provide to their students. Specific to the Tutorial Center, faculty, staff and tutors need to be able to provide effective learning techniques to assist students. Because many of the Basic Skills math classes have online components, the Center needs to be fully supplied with computers. Having laptops and/or tablets will allow tutors to set up in any room as they work with LPC TutorLink class group sessions.

We will also enhance the outreach materials for these programs in order to target the disproportionately impacted students and ensure their participation in these supportive services. In a survey conducted by the Office of Institutional Research for accreditation, we found that 21% of LPC students taking the survey had never heard of the Tutorial Center and that 50% indicated they had not used the services. The outreach materials specific for the Tutorial Center will help close the gap so that students will know of and use the LPC Tutorial Center. By being aware of and using the Tutorial Center, students who have not received help in the past will be able to attend tutoring sessions and complete their courses.

Finally, we will purchase additional bus tickets for the EOPS program in order to augment this service and provide a longer-term transportation solution for students in need.

Estimated Costs:
Textbooks- $50,000
Laptop Computers- $60,000
Bus Tickets- $6,400
Outreach Materials- $1500

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
E4.	8/2015-12/2016	*See B1(a) and B2(a)*	

EXPECTED OUTCOMES AND EVALUATION

The existing student support programs that we have on campus have been shown time and time again to be effective programs that increase retention and success. For example, with regard to tutoring services experts writing in the *Journal of Developmental Education* and speaking at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conferences, often note that "studies indicate participation in tutoring is associated with higher GPAs and pass rates." Therefore, since among our equity plan goals is to increase course completion, which will also influence degree and certificate completion and transfer rates, we need to get our students aware of and utilizing our tutoring services. Augmenting direct services to the Tutorial Center, the Library, EOPS, Puente, and DSPS we will allow for more students to receive essential supportive services. As a result, we would expect to see greater course completion rates which will lead to greater degree, certificate and transfer rates.

Evaluation: We will work closely with each program—DSPS, EOPS, Puente, Tutorial Center and the Library—to recommend that an SAO be developed in order to analyze outcome data for the targeted student groups as a result of utilizing the additional services. The outcome data will be reviewed to determine the effectiveness of the additional services, and program changes will be made as necessary.

ACTIVTIES

Activities E5.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
E5.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

Currently, Las Positas College has a **Puente Community College program**. The mission of Puente is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The PUENTE Community College Program is an academic, counseling and mentoring program of support for students to build the skills necessary for success in both academic and career goals while in community college. We would like to explore the option for expanding the program to add an additional cohort. Expanding Puente allow us to serve more students.

In addition to the Puente program, we would like to research the development of a **First Year Experience (FYE) program**, a **Learning Community program** that targets the success of **African American students, and a Summer Bridge Program**. These activities will be completed in conjunction with the SSSP Plan. Over the next year, we will work closely with the SSSP team in order to research the feasibility of implementing these three programs on our campus.

The additional research identified above will begin in the Fall 2015 semester. Stakeholders involved in this work may include faculty and staff from the Student Success Committee, the current Puente co-coordinators, Counseling Faculty, the Basic Skills Committee, and members of the Black Student Union. The projected end date for the period of research and inquiry is Spring 2017. The period of program development is expected to take place during year 3 (2017/2018), with program implementation during years 4 (2018/2019) and 5 (2019-2020). The estimated budget allocated to this activity includes a portion of salaries for key stakeholders to research and document the findings, and present to relevant individuals and groups.

We also plan to send faculty and staff to key conferences and training on the topics of FYE and Learning Communities. One conference will be the 35th Annual Conference on The First Year Experience taking place on February 20-23 in Orlando, Florida. Another training opportunity is at the Washington Center "National Summer Institute," which will be held July 11-15, 2016 at The Evergreen State College in Olympia, Washington.

In order to successfully implement these new Learning Community programs, we also plan to research the feasibility of hiring a "Learning Community Coordinator." It is essential for the long-term sustainability of an FYE, Summer Bridge, and our Learning Communities on campus (Puente and possibly a Ujima Community) that we have a coordinator who can manage the administration and success of these programs.

Estimated Costs:
Additional Puente Cohort- $ 10,000
First Year Experience Program- $10,000
Ujima Learning Community Program- $10,000
Summer Bridge Program- $10,000
FYE Conference (February 20-23, 2016)- $10,000
Washington Center National Summer Institute- $10,000

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
E5.	8/2015-5/2017 (research) 8/2017-5/2018 (development) 8/2018 (implementation)	*See D4.*	*See D.4*

EXPECTED OUTCOMES AND EVALUATION

Augmenting and developing new learning communities will provide support that students need to complete their courses and ultimately reach their goal of degree, certificate and transfer.

Evaluation: We will implement evaluation methods for each program that targets the student groups with disproportionate impact. Currently, the Puente program analyzes course completion and transfer data, and compares Puente students with non-Puente students. We will continue to collect and analyze this data, and will expand the data collection for the FYE and additional learning communities that we implement. We will ensure that an appropriate evaluation method is developed alongside development of the programs. The evaluations will then be implemented after each program. Results of the evaluation will be reviewed to determine the effectiveness of the program, and program changes will be made as necessary.

ACTIVITIES

Activities E6.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected:		
ID	**Target Group(s)**	**# of Students Affected**
E6.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

Las Positas College is currently planning to implement **multiple measures for our English assessment process**, starting in Fall 2016. Our current assessment process is out of compliance with Title V guidelines, which state, "When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures." Our current procedures only use multiple measures to assess a small number of students whose scores are borderline between placement levels. Studies have shown tests such as *Accuplacer* to be particularly ineffective for English placement, with 27-33% incidence of "severe" misplacements (Belfield & Crosta, 2012). Based on these findings, the use of *Accuplacer* alone is not only non-compliant with Educational Code, but also an inaccurate way to assess the proper course for English students.

In addition, our local college data show that our placement instrument disproportionately places students in developmental levels of English instruction and Learning Skills coursework.

Fall 2014 Incoming Students who participated in assessment/ placement & enrolled in any course	All Assessed/ Placed		Eligible for transfer level English		Eligible for 1 level below in English		Eligible for 2 levels below in English		Eligible for 3 levels below in English (LRNS 116)		Placed into Separate ESL curriculum (any level)	
	%	#	%	#	%	#	%	#	%	#	%	#
All	100%	1,407	34.5%	485	55.6%	782	5.3%	75	2.8%	39	1.8%	26
African American	100%	69	21.7%[kh1]	15	62.3%	43	7.2%	5	8.7%	6	0.0%	0
Asian American	100%	205	32.2%[kh2]	66	53.2%	109	7.8%	16	2.9%	6	3.9%	8
Hispanic	100%	457	26.0%[kh3]	119	60.4%	276	6.3%	29	3.5%	16	3.7%	17
White	100%	556	43.5%	242	51.4%	286	3.1%	17	1.8%	10	0.2%	1
Multi-Ethnic	100%	107	33.6%	36	58.9%	63	6.5%	7	0.9%	1	0.0%	0
Other Unknown	100%	13	53.8%	7	38.5%	5	7.7%	1	0.0%	0	0.0%	0

Disproportionate impact:
- African Americans' access to 1A is 50% of white students' access.
- Asian Americans' access to 1A is 74% of white students' access.
- Hispanics' access to 1A is 60% of white students' access.
- Multi-Ethnic students' access to 1A is 77% of white students' access.

We will complete our research as to best practices for multiple measures assessment early in Spring 2016, guided by our Director of Institutional Research and Planning, Rajinder Samra, as well as national leaders in the study of student equity, John Hetts of Educational Results Partnership and Katie Hern of the California Acceleration Project. We are also participating in the Research and Planning Group's Multiple Measures Assessment Project. We will set our placement criteria according to researched best practices in multiple-measures assessment.

This change in our assessment process will shift our student populations, most notably in English 104/105 (one level below transfer) and 1A (first-semester transfer). We will require training for our faculty, particularly part-time faculty, in best practices for teaching these slightly altered populations and in recognizing their own biases about who is ready for college-level work. This training would take place in Spring 2016, Fall 2016, and Spring 2017.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
E.6	1/2016-12/2017	*See B.4b*	

EXPECTED OUTCOMES AND EVALUATION

High school GPA and English grades have been proven to be better predictors of success than standardized test scores. Correct placement of students will result in more students completing transfer-level English (1A). When multiple measures assessment was piloted at Long Beach in Fall 2012, the pilot group doubled their rate of completion of a transfer-level English course within two years (from 24-52%), compared to those assessed just using a standardized test the year before (http://lbcc.edu/promisepathways/). Indicators of behavioral intent to transfer also increased dramatically, from 31% to 54%. We expect to see similar increases in success at LPC after multiple measures is implemented. Because assessment scores have been shown to disproportionately underestimate the skills of students of color and other impacted groups (women, first-time college students, students with learning disabilities), multiple measures assessment is crucial for closing the gap in placement and success for these students and the overall student population.

It is important to note that success rates in individual courses (English 104/105, English 1A) may initially decrease as students are given more accurate placement. Under our current assessment practices, many students who are prepared for college-level work are placed into basic skills English courses. Removing these over-prepared students from the basic skills courses may have the initial effect of lowering basic skills course success rates. Likewise, English 1A might potentially see a small drop in success as a wider range of students are admitted. Ideally, if our placement procedures are effective, English 1A success rates should remain rather constant from before and after the change, but they would not be expected to improve. Rather, success rates will be increased for cohorts of students. Students who place directly into English 1A have the opportunity to complete their first transfer-level English course (a key predictor of degree-completion and/or

transfer) in one semester rather than two (or more, if they don't take their English courses during adjacent semesters).

Evaluation: We will work with our Office of Institutional Research and Planning and the RP Group to collect data and evaluate the effectiveness of our new assessment procedures and their impact on student completion and transfer rates.

ACTIVITIES

Activities E.7

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation
X	Research and Evaluation		Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
E.7	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

As supported through documentation in the English 2013 program review, one of the goals of the English department is to provide **Reading Apprenticeship (RA) training** for all full-time and part-time English faculty. Because RA strategies have been proven to have an impact on student success, we would like to provide opportunities for RA training to full-time and part-time faculty across the college.

Based on data and observations collected from over 200 community college instructors over the past five years, Reading Apprenticeship has been seen to have the following impact on student success:

- Increased retention and course completion
- Increased depth in reading comprehension and written work
- Increased willingness to persist through difficult texts

While a few faculty have been trained in RA techniques (training last was offered in Spring 2012), we plan to acquire training for more English instructors so that RA is a core technique of our instruction. In addition, we want to have two faculty, perhaps one English and one ESL, receive leadership training through Reading Apprenticeship. The trained LPC faculty leaders could offer staff development opportunities for teachers outside of English on campus at very little cost.

The Campus Coach for Reading Apprenticeship course has the dual focus of deepening participants' own classroom practice of Reading Apprenticeship and fostering campus-level faculty inquiry into Reading Apprenticeship that helps instructors understand the ways in which they, as disciplinary experts, can "apprentice" students into proficient academic reading in their subject area. In this course, instructors will learn:
- How to deepen their own practice in Reading Apprenticeship routines
- How to bring an inquiry lens to their own instructional practices and those of the institution
- How to use key Reading Apprenticeship routines for faculty inquiry
- How to present Reading Apprenticeship theory and practice to different audiences
- How to use data to build campus community around Reading Apprenticeship
- How to build faculty and staff commitment to a focus on reading and the issue of engaging students in their disciplinary texts in ways sustainable for their campus

Course participants will try out key Reading Apprenticeship instructional, professional development, and presentation routines in their classroom, with peers, and for members of the wider campus community. Participants will regularly report back on their experiences for group discussion, feedback, and reflection.

Estimated Costs:
- Campus Coach- $1500 ($750 per person. It is preferred to have two English or one English and one ESL instructor)
- Individual faculty training- $7500 face-to-face training/$3875 online training (This estimate is for five additional faculty to be training. It is preferred to have full-time and part-time, English and ESL faculty trained in RA).

We plan to have the faculty RA training take place in Spring 2016 and Fall 2017. Beginning in Fall 2017, we will plan for a stipend to support the RA coach to train other faculty and to help with individual lesson planning.

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
E7.	1/2016-12/2016	*See B3(d)*	

EXPECTED OUTCOMES AND EVALUATION

Research shows that students often do not attempt to or complete the reading for their courses, and as a result, struggle to glean the main ideas. Students also struggle to think critically about their reading assignments when they do complete the reading. Therefore, having an RA trainer not just *train*, but actively work on lesson plans and interventions with faculty across the curriculum would boost our course completion rates. This RA trainer could also partner with our Reading and Writing (RAW) Center, and other student support and academic programs that already collaborate with the RAW Center to support their students' success.

Evaluation: We will create student surveys and measure SLOs connected to reading for courses taught by Reading-Apprenticeship-trained instructors. The outcome data will be reviewed to determine the effectiveness of the program and changes will be made as necessary.

ACTIVITIES

Activities E8.

Activity Type(s):			
	Outreach		Student Equity Coordination/Planning
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation
X	Research and Evaluation	X	Professional Development
	Instructional Support Activities		Direct Student Support

Target Student Group(s) and Number of Each Affected*:		
ID	Target Group(s)	# of Students Affected
E8.	African American	31
	American Indian/Native American	10
	Filipino	45
	Latino	148
	Pacific Islander	14
	Persons with disabilities	84

IMPLEMENTATION PLAN AND FUNDING

The English department plans to develop a **co-requisite model of English 1A** that enables students placed into 104 (1-level-below college English) to enroll directly in English 1A with additional, attached support. At colleges implementing co-requisite models, there have been substantial gains across all student groups, and achievement gaps for Black and Latino students have narrowed to less than the 80% disproportionate impact level.

To develop and implement this English 1A model, "1A-plus," the English faculty would require a "Faculty Lead." This faculty member would be reassigned each semester to have time dedicated to spearhead curriculum development and approval for the "1A-plus" co-

requisite model. The English faculty would need a Faculty Lead to be reassigned for 25% full-time equivalent for the Fall 2016 and Spring 2017 semester. The Faculty Lead would primarily be responsible for spearheading the creation of the new co-requisite curriculum, in conjunction with department, curriculum chair, and articulation officer. This would include shepherding the course through the curriculum approval process; strategizing with Counseling about marketing and recruiting for newly expanded English options; working with Student Services administration to make adjustments to the course schedule, Accuplacer results message, and Banner placement and registration processes; coordinating the development of thematic teaching materials for the new courses; and organizing training for part-time faculty.

In addition, the English full-time and part-time faculty would commit to coordinating with the Faculty Lead at designated meetings, retreats, and trainings related to the new model. Finally, English faculty would participate in relevant professional conferences to share their best practices and innovative work with curriculum design.

The curriculum development and approval process for the new co-requisite course will begin in Fall 2016, with hopes to offer the new model in Fall 2017. In Spring and Summer 2017, faculty will collaborate on developing thematic units and instructional materials for the new course.

Estimated Costs
Lead Faculty Member: $15,624
Curriculum building and collaboration: $2,376
Conferences: $2,000

Funding			
ID	Timeline(s)	Student Equity Funds	Other Funds**
E8.	Fall 2016 – Spring 2018	*See C2(f)*	

EXPECTED OUTCOMES AND EVALUATION

Research has shown that colleges with co-requisite English curriculum models, there have been substantial gains across all student groups, and achievement gaps for Black and Latino students have narrowed to less than the 80% disproportionate impact level. Given the success of these models, developing and implementing an "English 1A-plus" course at our college would increase course completion rates, as well as degree, certificate and transfer rates. Ultimately, we would expect to see a narrowing of our own achievement gap among these specific student success indicators.

Evaluation: We will work with institutional researcher to see if the number of transfer students in these disproportionately affected groups rises after the implementation of the English 1A-plus course.

Summary Budget

See Attached Budget Plan

Summary Evaluation

For each of the five student success indicators, (Access, Course Completion, ESL and Basic Skills Course Completion, Degree and Certificate Completion, and Transfer), the Office of Institutional Research and Planning will work closely with the programs coordinating the equity activities to evaluate the effectiveness of these activities, as described throughout this plan. The Office of Institutional Research and Planning, on an annual basis, will summarize the data to evaluate the progress the College is making toward closing the achievement among the students who are currently disproportionately impacted. This summary data will be shared with all campus constituent groups including staff, faculty, administrators, and students. Further, through our shared governance process, conversations regarding these data and the College's progress will take place monthly where changes will be proposed if necessary. If changes to the planned equity activities need to be made, these will be discussed at the Student Success Committee and will be reflected in the year-end Student Equity Plan and/or the subsequent year's Student Equity Plan.

The College plans to coordinate our student equity evaluation process with our Integrated Planning and Budget Cycle, on an annual basis. This cycle includes the Program Review process, College Planning process, Resource Allocation process, and the Budget Development process. Within each of these areas is ongoing assessments by the Institutional Effectiveness Committee.

Attachments

ATTACHMENT A: Academic/Progress Probation and Disqualification Status

Las Positas College
Academic/Progress Probation and Disqualification Status
Fall 2014

Status	Number	Percent
Good Standing	5,463	61%
Academic/Progress Probation	917	10%
Disqualification	166	2%
No Status	2,463	27%
Total	9,009	100%

<u>Description of Las Positas College Academic/Progress Probation and Disqualification Procedures</u>

Students on probation and/or dismissal are given special attention through workshops and individual appointments. A specifically designated Student Interventions Developer-Counselor coordinates this program. In addition, all general Counselors work with probation students on drop-in appointments and workshops.

At the beginning of each term, the CLPCCD's Information Technology Services (ITS) Department sends a list of students on probationary status (academic and progress) to the Student Interventions Developer-Counselor. In order to address the needs of students on probation, the Student Interventions Developer-Counselor immediately sends an email to probation students informing them of their academic status, the fact they are blocked from registration for the following term, and the next steps they must complete to clear their registration block. Students are required to attend a probation workshop which are led by Counselors. The information provided includes:
- What the probationary status means- how students reached this status;
- Steps to get on track to good academic/progress standing (repeat classes, withdraw, no grade of record etc.);
- Resources on campus to help student improve their standing (tutoring, study skills classes, etc.); and
- An abbreviated SEP is provided at the conclusion of the workshop.

The Probation Clearance Form identifies the following support services available to students on campus:
- Study Habits—enroll in Psychology Counseling 15 – College Study Skill
- Tutoring Center – students are encouraged to sign up for tutoring
- Integrated Learning Center (ILC) – faculty tutors for ESL and Math

- Reading and Writing Center (RAW) – faculty tutors for English Career/Transfer Development
- Enroll in Psychology Counseling 10 – Career Planning
- Enroll in Psychology Counseling 18 – University Transfer Planning Class

Further, students on probation are encouraged to continue meetings with the Counseling Center. At the Counseling Center, students are helped with:
- Education planning
- Personal, academic, and career counseling
- Referral to DSPS, Financial Aid, EOPS, CalWORKs

Students in categorical programs (EOPS, CalWORKs, DSPS) have the option to complete academic probation/dismissal forms with their program counselor allowing for an individualized experience for these at-risk students.

Finally, at the end of each semester, the Student Interventions Developer-Counselor receives a list from ITS indicating who is on dismissed status. Letters are sent out immediately to the students indicating their status and next steps. Students who are on academic and/or progress dismissed status are required to submit a Petition for Readmission from Dismissed Status form if they wish to appeal their dismissal. Students are required to meet with a Counselor to review their academic history and to discuss possible conditions for their readmission. The petition is then forwarded to the Dean of Student Services for a decision to admit or dismiss the student. Further, the Dean of Student Services may support the Counselor's recommendation for a unit restriction and a Readmit Contract as a condition for readmission. Once the decision is rendered, a copy of the form is sent to Admissions and Records for unit limitation adjustment on the student's registration account. For students on unit restrictions, every semester a Readmit Contract is required (which outlines the unit limit) and two progress reports (signed by instructors) are required to be submitted to the counselor so that an appropriate intervention can be advised.

Las Positas College Student Characteristics
Spring 2015 Final Census

Overall	Num.	Pct.
Total Students	8,751	100%

Gender	Num	Pct
Female	4,336	50%
Male	4,302	49%
Unknown	113	1%

Race-ethnicity	Num	Pct
African-American	374	4%
Asian-American	1,098	13%
Filipino	354	4%
Latino	2,450	28%
Native American	16	<1%
Pacific Islander	44	1%
White	3,714	42%
Multi-Ethnic	573	7%
Unknown	128	1%

Citizenship	Num	Pct
U.S. Citizen	7,784	89%
Permanent Resident	581	7%
Student Visa	257	3%
Other	125	1%
Unknown	4	<1%

Age	Num	Pct
19 or younger	2,463	28%
20-21	2,031	23%
22-24	1,460	17%
25-29	1,043	12%
30-39	838	10%
40-49	523	6%
50 or older	393	4%

Student Type	Num	Pct
Full-time		
12 or more units	3,218	37%
Part-time		
6 to 11.5 units	3,291	38%
.5 to 5.5 units	2,242	26%

Enrollment Status	Num	Pct
First time any college	437	5%
First time transfer	655	7%
Returning transfer	460	5%
Returning	48	1%
Continuing	6,962	80%
In High School	188	2%
Unknown	1	<1%

Student Educational Level	Num	Pct
In High School	231	3%
Freshman (< 30 units)	4,330	49%
Sophomore (30-59 un.)	1,974	23%
Other undergraduate	1,224	14%
AA/AS degree	312	4%
BA/BS or higher deg.	680	8%

Official residence	Num	Pct
District Resident	5,398	62%
Other CA Districts	3,144	36%
Other States	52	1%
Other Countries	157	2%

Note: Cities in the District include Dublin, Livermore, Pleasanton, Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.

Enrollment Pattern	Num	Pct
Day only	3,780	43%
Both Day and Eve/Sat	2,682	31%
Evening or Eve/Sat	1,598	18%
Saturday only	30	<1%
Independently Scheduled	661	8%

Educational Goal	Num	Pct
Transfer (with/without AA/AS)	5,526	63%
AA/AS only (not transfer)	569	7%
Occupational certificate or job training	1,044	12%
Improve Eng/Math Basic Skills	188	2%
Personal development (intellectual/cultural)	219	3%
Other	57	1%
Undecided	1,091	12%
Unknown	57	1%

New Students: High school districts	Num	Pct
LPC Districts:	138	35%
Dublin	22	6%
Livermore	75	19%
Pleasanton	41	10%
Chabot College Districts	23	6%
Other Alameda County	9	2%
Other Bay Area	55	14%
Other California	107	27%
Other States	17	4%
Other Countries	42	11%
Unknown	46	12%
Total new students:	437	100%

Local residence: Cities with over 100 students					
Livermore	2,564	29%	Hayward	220	3%
Tracy	1,421	16%	Danville	156	2%
Pleasanton	1,276	15%	San Leandro	180	2%
Dublin	755	9%	Brentwood	123	1%
Castro Valley	443	5%	Manteca	105	1%
San Ramon	427	5%	Other local cities	1,081	12%

Transfer students: Previous college	Num	Pct
CA Community College	564	51%
California State Univ.	142	13%
University of California	46	4%
CA private colleges	102	9%
Out of state	118	11%
Out of country	82	7%
Unknown	61	5%
Total transfers:	1,115	100%

SOURCE: Chabot-Las Positas Institutional Research Dataset, Spring Census, Final count.

Las Positas College Office of Institutional Research and Planning   Updated: 7/16/2015