



2017 -2019 UNIFIED PLAN:
BASIC SKILLS INITIATIVE, STUDENT EQUITY, AND
STUDENT SUCCESS AND SUPPORT PROGRAM



MISSION STATEMENT

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.

VALUES STATEMENT

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Foreword

Faculty, students, classified professionals, and administrators worked collaboratively to develop our Unified Plan for Basic Skills, Student Equity, and Student Success and Support Program. Early in our process, we opted to refer to this plan as a Unified Plan to signify our commitment and our shared responsibility for student success and student equity.



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Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
SSSP - Orientation	
Research and develop orientation programs for ongoing improvement of the orientation process and increase unmet need	<ul style="list-style-type: none"> ● Currently use Comevo for online orientations and data is linked directly to Banner. Previous data indicates that orientations were very successful for most students. ● Program specific orientations are conducted in-person for EOPS, Puente, Umoja, International, Veterans, ESL.
Include student government representation in orientation sessions and increase student led campus tours	<ul style="list-style-type: none"> ● ASLPC leaders led campus tours up until Summer 2017. Students lead weekly tours for high school student groups, prospective students and their parents, and community organizations such as the Girl Scouts. Tours were tailored to group interests such as majors and careers. The Coordinator of Outreach collaborated with various departments to tailor needs of student groups. Some tours culminated in counseling visits and assessment services. ● The ASLPC distributed handouts and brochures highlighting resources available for students during campus tours as well as during Welcome Week
Develop an orientation that includes college “survival skills” topics	<ul style="list-style-type: none"> ● Math Jam lunch sessions - Counselors and Faculty provided a series of workshops on topics such as: Financial aid, Resume basics and job interview tips, Growth Mindset and Brain Research, Time-Management, Campus Resources for Academic Assistance, Co-curricular involvement, and study skills ● Puente Orientation “Noche de Familia” - Counselors covered topics such as college terminology, college expectations, high school/college cultural differences, family needs and time management, college tour, navigating college and available resources ● HSI - “Flight of the Hawk” Orientation - Counselors covered topics such as college terminology, college expectations, high



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	<p>school/college cultural differences, family needs and time management, college tour, navigating college, and available resources</p> <ul style="list-style-type: none"> ● Pilot integrating assessment, orientation, and Ed Planning in PSCN 25 course with Amador High School (concurrent enrollment) based off of workgroup research on regional best practices
<p>Offer a “Math Jam” style orientation for college readiness topics.</p>	<ul style="list-style-type: none"> ● Continue exploration of college readiness workshops.
<p>Conduct workshops and orientations the week before school begins.</p>	<ul style="list-style-type: none"> ● Additional in-person orientations conducted for new International Students, EOPS, Puente, Umoja, ESL, and Veterans ● Program Planning sessions offered students the opportunity to learn about programs and services and complete an abbreviated Education Plan
<p>Offer a “Math Jam” that follows the best practices of the successful “Math Jam” currently being offered</p>	<ul style="list-style-type: none"> ● Math Jam Sessions were held prior to the start of fall and spring semesters for the past 3 years. A total of 659 students participated over the past 5 Math Jams. Overall, success rate for Math Jam students in their math course is 62%, while non-Math Jam students have a success rate (over the same period of time) of 56%. Also the withdrawal rate for Math Jam participants is lower than non-participants, at 21% compared to 25%. Significant improvement with Pre-Algebra (Math 107) success: MJ Participants 73%; non-participants 59% Pre-Algebra (Math 107) withdrawals: MJ Participants 7%; non-participants 18%
SSSP - Assessment	
<p>Continue to work towards including multiple measures in the placement process, using High School transcripts and other local measures</p>	<ul style="list-style-type: none"> ● Data indicates that multiple measures in math should be successful. A prospective study was completed of students who were placed through the long standing placement rules to the assessment test. The study compared actual student placements into math course levels with how they would have places if the new Multiple Measures rules were to have been already implemented. For example, while 3.6% of students were placed into Calculus I in the past, using the new Multiple Measures methods would increase that share to 9.7% of students assessed multiple measures by October 2017 and will begin studying the success and outcomes at



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	<p>the conclusion of Spring 2018.</p> <ul style="list-style-type: none"> Multiple Measures in English was piloted in Fall 2016 and data confirms what earlier studies indicated, more students were placed in College-Level English based on high school GPA. Data also confirms that students who were placed based on GPA had increased success rates in multiple categories including race/ethnicity.
Include information about assessment and multiple measures at events such as Mega Day and Math Jam	<ul style="list-style-type: none"> During outreach activities, information about assessment services and processes are addressed and handouts are made available to students. Math Jam participants have a one hour workshop on the assessment process and what to expect while taking the test, as well as information about studying prior to the test.
Create themed orientations that include specific assessment information tailored for specific student population groups	<ul style="list-style-type: none"> Orientation and assessments for learning communities and ESL students, International students, EOPS, Puente, Veterans, and Umoja Program planning sessions are offered after assessment and students complete an abbreviated education plan.
Explore best practices and options for conducting assessments at the local high school sites	<ul style="list-style-type: none"> Assessments are available only on campus only due to limited staffing. We will explore options to expand assessment off campus as was done in past years. Pilot integrating assessment, orientation, and Ed Planning in PSCN 25 course with Amador High School (concurrent enrollment) based off of Counseling workgroup research on regional best practices for orientation
SSSP – Counseling, Advising, and Other Education Planning Services	
Develop a student handbook and calendar that includes topics such as career information, study skills, academic calendar, to be used in PSCN 30 and in a variety of orientations	<ul style="list-style-type: none"> Counseling produced a student handbook which includes information for core services, policies, campus resource information, and an academic calendar. It is distributed to students enrolled in the PSCN course and to students during the first week of classes at the Welcome Tents. Over 2500 handbooks are distributed annually. EOPS Student Handbook includes information about program services, and obligations
Create a workgroup to continuously gather data and establish criteria for in-reach and outreach and the creation of projects like the First Year Experience and learning	<ul style="list-style-type: none"> Outreach Specialist routinely meets with campus groups, District groups, and community groups to discuss outreach and inreach activities. CRM Recruit system in conjunction with Ellucian is a new system used to help track enrollment process. Outreach Specialist consistently meets with Student Services and Academic Deans and Administrators to discuss outreach



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<p>communities</p>	<p>projects.</p> <ul style="list-style-type: none"> ● Outreach Specialist meets with Learning Community Directors and Faculty ● Researched First Year Experience but concluded that the focus would be geared towards learning communities for specific populations such as HSI, Puente, and Umoja
<p>Pursue involving community resources such as the Student Health Center in creating and disseminating information about the core services and contacting students who are at-risk in order to address unmet need</p>	<ul style="list-style-type: none"> ● Developed Online Mental Health Resource webpages for Students, Staff, Faculty ● Developed Behavioral Health Intervention Resource webpage and program ● Crisis TextLine – Campus-wide Marketing Campaign ● Developed and Implemented Peer Support “Chill and Chat” ● Developed Behavioral Health Intervention Monthly Workshops “13 Reasons Why Not” ● Offered Flex Day workshops – How to recognize a student in distress and how to refer ● Helping Hands program and manual for staff/faculty – how to help a student in need and refer out ● Attend Middle College and other classrooms for overview of services
<p>SSSP – Follow-up for At-Risk Students</p>	
<p>Purchase MBTI/SII assessments and interpret them for EOPS students</p>	<ul style="list-style-type: none"> ● MBTI and Strong Inventory assessments are administered in PSCN courses and for students in Puente, EOPS, and HSI. ● Counselors (full-time, part-time) participated in additional training for Meyers-Briggs, and Strong Interest Inventory
<p>Embed orientations and abbreviated SEP workshop services into ECD 50/56 classes to assure the core services are available and completed for Teacher Certification/AST for ECE students</p>	<ul style="list-style-type: none"> ● Counseling partnered with Early Childhood Development to provide information about core services including orientation and assessment. In addition, students in courses completed abbreviated Education Plans.
<p>Work with the Career Center to develop internships and job shadow days</p>	<ul style="list-style-type: none"> ● Outreach Specialist meets with CTE Program Advocates, CTE Program Manager, Tri-Valley One-Stop to coordinate events and employer activity on campus and assists with managing College Central Network
<p>Develop alternate methods and career tools for students to identify their educational goals</p>	<ul style="list-style-type: none"> ● In addition to the MBTI and SII, the Career Center hosts a library of resources for career and workforce information, College Central Network website, Eureka Career Information Systems



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	<ul style="list-style-type: none"> ● Reassigned time for a Counselor to coordinate the Career Center. The Counselor is developing programs and services in conjunction with SWP, Tri-Valley One Stop, and Guided Pathways
Create career brochures with links to the career center and YouTube resources (nursing, business, communications, engineering, biology)	<ul style="list-style-type: none"> ● EOPS Counselor developed list of top paying AA/AS degrees by salary and location. ● EOPS Counselors developed list of careers open to students with a criminal record ● Reassigned time for a Counselor to coordinate the Career Center. The Counselor is developing programs and services in conjunction with SWP, Tri-Valley One Stop, and Guided Pathways
Create and post “job journey” videos about people working on campus and post online in conjunction with campus public relations coordinator	<ul style="list-style-type: none"> ● Outreach Specialist coordinates with LPC TV and District Office to post videos highlighting students’ internship experiences.
Include training on the soft skills needed overall for jobs	<ul style="list-style-type: none"> ● Counselors held a number of workshops for students such as MBTI, StrengthsQuest, Resume Building ● Counseling partnership with other departments on expansion of SmartShop Workshop Series
Subscribe to “Road Trip Nation” that helps undecided majors with exploration of careers and trainings related to CTE and other kinds of careers	<ul style="list-style-type: none"> ● Counseling determined to forego this initiative due to lack of Career/Counselor Coordinator. With the new reassigned Career Counseling Coordinator we will re-examine program opportunities for career exploration
Continue to develop early alert systems in relation to the core services through collaboration with faculty	<ul style="list-style-type: none"> ● A/R - Banner, Financial Aid, Counseling sends emails to students on Academic Progress Probation to attend a workshop to clear probation
Explore and develop early alert systems to serve populations such as veterans, foster youth, and other categorical programs	<ul style="list-style-type: none"> ● Counseling Intervention Specialist has developed a system to track probation and petitions. ● Counselors have attended the Online Education Conference to explore possible software systems such as Starfish that serves as an Early Alert Program. We are currently looking into the feasibility of implementing an Early Alert Program.
Equity - Access	
Hire an Outreach	<ul style="list-style-type: none"> ● The Outreach Specialist was hired in April 2016. The



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Specialist	specialist is responsible for coordination of outreach activities including campus tours, Spotlight Series, presentations, outreach materials and literature. In addition, the Outreach Specialist coordinates in-reach efforts and collaborates with campus partners to highlight campus programs and services available to students and the community.
Hire a SSSP/Equity Coordinators	<ul style="list-style-type: none"> The Student Equity and Success Director was hired in April 2017 and is responsible for oversight of the SSSP and Equity plans and budgets. The Director chairs the Student Success Committee and coordinates with persons responsible for activities associated with core services and activities aimed at closing the achievement gap for disproportionately impacted student groups.
Equity – Course Completion	
Improve outreach to targeted student populations.	<ul style="list-style-type: none"> Outreach Specialist attends local high school events and provides information to students about enrolling at LPC. Outreach Specialist conducts targeted outreach to students such as focusing on STEM for HSI; learning communities such as Umoja and Puente Counselors regularly promote involvement in learning communities such as HSI, Puente, Umoja and other programs such as EOPS, Veterans to students during counseling sessions. In addition, a website was created to track student interest in joining a learning community. Outreach is also done during tabling events on campus as well as during student club meetings. Counselors conduct outreach and promote applying to LPC, and involvement in learning communities during visits to assigned high schools Major Exploration Fair - conducted in spring Spotlight Series Summer 2017 – Hosted four open house events during Summer 2017 to highlight four academic divisions
Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions	<ul style="list-style-type: none"> Office of Institutional Research & Planning regularly supports initiatives, goals and activities aimed and closing the achievement gap. OIRP provides data on activities such as implementing multiple measures in math and English, changes in enrollment, etc. Data on disproportionate impact lead to discussion on designing better interventions.
Explore the development	<ul style="list-style-type: none"> Decision made to forego this initiative and support existing



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<p>of a Summer Bridge Program.</p>	<p>learning communities.</p>
<p>Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.</p>	<ul style="list-style-type: none"> ● Tutorial programs: Reading and Writing Center (RAW) has a dedicated Puente/Umoja tutor; Students in EOPS are eligible for additional tutoring in the Tutorial Center ● Puente participated in campus tours to UCs ● Hiring of additional part-time Counselors led to increase in number of students served ● Supported Library extended hours (nights & weekends) and purchase of additional books ● DSPS - Support of DSPS assessment specialist, DSPS software, and hiring of full-time Counselor ● EOPS - Support for additional counseling hours, additional bookstore funding, math lab codes, supplies, laptops, calculators, textbook loan, transportation vouchers ● Created Program Coordinator position for Cal-WORKs
<p>Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning.</p>	<ul style="list-style-type: none"> ● Faculty and Administrators participated in the Umoja Summer Learning Institute ● Attended and participated in the Umoja Student Conference for the first time ● Faculty participated in the Online Teaching Conference ● Teaching Men of Color creators Dr. Harris and Dr. Wood presented a plenary session during the spring 2017 Flex Day ● Faculty continue to provide ongoing professional development for the <i>Teaching Men of Color</i> program during Flex Days ● BSI funded Teaching Institute 2016-2017 ● Las Positas College signed up to be a member institution for the Community College Equity Assessment Lab (CCEAL) and sent faculty members to attend the Equity Assessment Institute in summer 2017 ● Faculty, Classified Professionals, and Administrators attended the Asian Pacific Americans in Higher Education (APAHE) Conference in spring 2017 ● Faculty attended the Great Teachers Conference Summer 2017 ● Faculty members attended the American Association of Colleges & Universities (AAC&U) Conference for BSI ● CCEAL Equity Assessment Lab - Faculty members attended the annual convening summer 2017 ● Classified Professional attended the Ellucian Conference for Degree Audit in spring 2017



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	<ul style="list-style-type: none"> ● OnCourse Training was offered to the campus community
Create targeted Learning Communities, such as for African American students.	<ul style="list-style-type: none"> ● Launched the inaugural cohort for the Umoja Learning Community during Fall 2017 ● Puente Learning Community - Counselor ● Support EOPS, CalWORKs, DSPS, HSI, Veterans ● Looking into creation of an API Learning Community
Develop a Reading Apprenticeship program.	<ul style="list-style-type: none"> ● Faculty participated in training on the Reading Apprenticeship program and are currently exploring next steps.
Augment our embedded counseling program.	<ul style="list-style-type: none"> ● Counselors embed workshops in Basic Skills courses. Workshops include time management and study schedules, campus resources, education planning services including transfer and degree/certificate completion
Implement multiple measures for the English assessment process	<ul style="list-style-type: none"> ● Implementation of Multiple Measures in English launched during Spring 2016; new placement and outcomes data confirms earlier prospective study results. More students were placed in College-Level English based on high school GPA. Students placed into College-level English based on HS GPA, who otherwise would have been placed lower, have success rates which are more on par with the comparison groups. This is seen even when broken down by multiple subcategories, including race-ethnicity
Augment our English and Math contextualized program for the Early Childhood Development learning community.	<ul style="list-style-type: none"> ● Explored opportunity to augment the program by funding textbooks, calculators, tutorial support. There is a need to revisit this goal.
Augment our current Math Jam program	<ul style="list-style-type: none"> ● Spots held for students in learning communities and categorical programs
Research curriculum development or adaptation changes to our Math courses	<ul style="list-style-type: none"> ● Co-requisite support courses are planned to start Fall 2018 for the Elementary Algebra and Intermediate Algebra courses. ● Math department is interested in a “Fast-Track” model, offering two math courses back-to-back in one semester (8 weeks for each course) ● Currently, courses are being developed specifically for two CTE programs, Automotive Technology and Welding Technology, at the same level as Elementary and Intermediate Algebra, to give these students contextual alternatives to the general algebra courses if these students are interested in pursuing an AA/AS degree. These courses would also fulfill the math requirement for the welding



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	certificate, once updated and approved.
Augment our Math lab programs	<ul style="list-style-type: none"> The Math Department holds monthly professional development workshops to improve math lab assignments, infuse Growth Mindset concepts, and reenvision the meaning and purpose of the Open Math Lab.
Equity – Basic Skills and Course Completion	
Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions.	<ul style="list-style-type: none"> Office of Institutional Research & Planning regularly supports initiatives, goals and activities aimed at closing the achievement gap. OIRP provides data on activities such as implementing multiple measures in math and English, changes in enrollment, etc. Data on disproportionate impact lead to discussion on designing better interventions.
Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning.	<ul style="list-style-type: none"> Faculty and Administrators participated in the Umoja Summer Learning Institute Attended and participated in the Umoja Student Conference for the first time Faculty participated in the Online Teaching Conference Teaching Men of Color creators Dr. Harris and Dr. Wood presented a plenary session during the spring 2017 Flex Day Faculty continue to provide ongoing professional development for the <i>Teaching Men of Color</i> program during Flex Days BSI funded Teaching Institute 2016-2017 Las Positas College signed up to be a member institution for the Community College Equity Assessment Lab (CCEAL) and sent faculty members to attend the Equity Assessment Institute in summer 2017 Faculty, Classified Professionals, and Administrators attended the Asian Pacific Americans in Higher Education (APAHE) Conference in spring 2017 Faculty attended the Great Teachers Conference Summer 2017 Faculty members attended the American Association of Colleges & Universities (AAC&U) Conference for BSI CCEAL Equity Assessment Lab - Faculty members attended the annual convening summer 2017 Classified Professional attended the Ellucian Conference for Degree Audit in spring 2017 OnCourse Training was offered to the campus community
Create targeted Learning Communities, such as for	<ul style="list-style-type: none"> Launched the inaugural cohort for the Umoja Learning Community during Fall 2017



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African American students.	<ul style="list-style-type: none"> ● Puente Learning Community - Counselor ● Support EOPS, CalWORKs, DSPS, HSI, Veterans ● Looking into creation of an API Learning Community
Develop a Reading Apprenticeship program	<ul style="list-style-type: none"> ● Faculty received training and are currently exploring next steps.
Implement multiple measures for the English assessment process.	<ul style="list-style-type: none"> ● Implementation of Multiple Measures in English launched during Spring 2016; new placement and outcomes data confirms earlier prospective study results. More students were placed in College-Level English based on high school GPA. Students placed into College-level English based on HS GPA, who otherwise would have been placed lower, have success rates which are more on par with the comparison groups. This is seen even when broken down by multiple subcategories, including race-ethnicity
Augment our all-veterans English 1A course	<ul style="list-style-type: none"> ● Veterans Office promoted course during Operation Gateway Orientation. In addition, Veterans Coordinator and Counselors presented to students in class on various topics.
Develop a co-requisite model of English 1A.	<ul style="list-style-type: none"> ● This goal was put on hold when multiple measures placement was implemented.
Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.	<ul style="list-style-type: none"> ● Tutorial programs: Reading and Writing Center (RAW) has a dedicated Puente/Umoja tutor; Students in EOPS are eligible for additional tutoring in the Tutorial Center ● Puente participated in campus tours to UCs ● Hiring of additional part-time Counselors led to increase in number of students served ● Supported Library extended hours (nights & weekends) and purchase of additional books ● DSPS - Support of DSPS assessment specialist, DSPS software, and hiring of full-time Counselor ● EOPS - Support for additional counseling hours, additional bookstore funding, math lab codes, supplies, laptops, calculators, textbook loan, transportation vouchers, Pilot use of Degree Works ● Created Program Coordinator position for Cal-WORKs
Augment our English and Math contextualized program for the Early Childhood Development learning community	<ul style="list-style-type: none"> ● The contextualized ECD math sequence (Pre-Algebra, Elementary Algebra, Intermediate Algebra) continues. It is open to general enrollment.
Augment our current Math Jam program	<ul style="list-style-type: none"> ● Spots held for students in learning communities and categorical programs
Research curriculum	<ul style="list-style-type: none"> ● Co-requisite support courses are planned to start Fall 2018



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<p>development or adaptation changes to our Math courses</p>	<p>for the Elementary Algebra and Intermediate Algebra courses.</p> <ul style="list-style-type: none"> ● Math department is interested in a “Fast-Track” model, offering two math courses back-to-back in one semester (8 weeks for each course) ● Currently, courses are being developed specifically for two CTE programs, Automotive Technology and Welding Technology, at the same level as Elementary and Intermediate Algebra, to give these students contextual alternatives to the general algebra courses if these students are interested in pursuing an AA/AS degree. These courses would also fulfill the math requirement for the welding certificate, once updated and approved.
<p>Augment our Math lab programs.</p>	<ul style="list-style-type: none"> ● The Math Department holds monthly professional development workshops to improve math lab assignments, infuse Growth Mindset concepts, and re-envision the meaning and purpose of the Open Math Lab. Elementary Algebra courses have a TBA lab and lab assignments; this course is part of the workshop series.
<p>Equity – Degree and Certificate Completion</p>	
<p>Research best practices for in-person orientation models, and develop a new orientation program</p>	<ul style="list-style-type: none"> ● Pilot integrating assessment, orientation, and Ed Planning in PSCN 25 course with Amador High School (concurrent enrollment) based off of workgroup research on regional best practices
<p>Augment our embedded counseling program</p>	<ul style="list-style-type: none"> ● Counselors embed workshops in Basic Skills courses. Workshops include time management and study schedules, campus resources, education planning services including transfer and degree/certificate completion
<p>Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning</p>	<ul style="list-style-type: none"> ● Faculty and Administrators participated in the Umoja Summer Learning Institute ● Attended and participated in the Umoja Student Conference for the first time ● Faculty participated in the Online Teaching Conference ● Teaching Men of Color creators Dr. Harris and Dr. Wood presented a plenary session during the spring 2017 Flex Day ● Faculty continue to provide ongoing professional development for the <i>Teaching Men of Color</i> program during Flex Days ● BSI funded Teaching Institute 2016-2017 ● Las Positas College signed up to be a member institution for the Community College Equity Assessment Lab (CCEAL) and sent faculty members to attend the Equity Assessment



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	<p>Institute in summer 2017</p> <ul style="list-style-type: none"> ● Faculty, Classified Professionals, and Administrators attended the Asian Pacific Americans in Higher Education (APAHE) Conference in spring 2017 ● Faculty attended the Great Teachers Conference Summer 2017 ● Faculty members attended the American Association of Colleges & Universities (AAC&U) Conference for BSI ● CCEAL Equity Assessment Lab - Faculty members attended the annual convening summer 2017 ● Classified Professional attended the Ellucian Conference for Degree Audit in spring 2017 ● OnCourse Training was offered to the campus community
<p>Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.</p>	<ul style="list-style-type: none"> ● Tutorial programs: Reading and Writing Center (RAW) has a dedicated Puente/Umoja tutor; Students in EOPS are eligible for additional tutoring in the Tutorial Center ● Puente participated in campus tours to UCs ● Hiring of additional part-time Counselors led to increase in number of students served ● Supported Library extended hours (nights & weekends) and purchase of additional books ● DSPS - Support of DSPS assessment specialist, DSPS software, and hiring of full-time Counselor ● EOPS - Support for additional counseling hours, additional bookstore funding, math lab codes, supplies, laptops, calculators, textbook loan, transportation vouchers, Pilot use of Degree Works ● Created Program Coordinator position for Cal-WORKs
<p>Explore augmenting the current Puente Program, developing a First Year Experience program, and developing a Summer Bridge program</p>	<ul style="list-style-type: none"> ● Set a timeline for second Puente cohort ● Researched First Year Experience but concluded that the focus would be geared towards learning communities for specific populations such as HSI, Puente, and Umoja
<p>Create targeted Learning Communities, such as for African American students</p>	<ul style="list-style-type: none"> ● Launched the inaugural cohort for the Umoja Learning Community during Fall 2017 ● Puente Learning Community - Counselor ● Support EOPS, CalWORKs, DSPS, HSI, Veterans ● Looking into creation of an API Learning Community
<p>Implement multiple measures for the English assessment process.</p>	<ul style="list-style-type: none"> ● Implementation of Multiple Measures in English launched during Spring 2016; new placement and outcomes data confirms earlier prospective study results. More students



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	<p>were placed in College-Level English based on high school GPA. Students placed into College-level English based on HS GPA, who otherwise would have been placed lower, have success rates which are more on par with the comparison groups. This is seen even when broken down by multiple subcategories, including race-ethnicity</p>
<p>Develop a Reading Apprenticeship program</p>	<ul style="list-style-type: none"> ● Faculty received training and are currently exploring next steps.
<p>Develop a co-requisite model of English 1A</p>	<ul style="list-style-type: none"> ● This goal was put on hold when multiple measures placement was implemented.
<p>Equity - Transfer</p>	
<p>Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions.</p>	<ul style="list-style-type: none"> ● Office of Institutional Research & Planning regularly supports initiatives, goals and activities aimed at closing the achievement gap. ● OIRP provides data on activities such as implementing multiple measures in math and English, changes in enrollment, etc. Data on disproportionate impact lead to discussion on designing better interventions.
<p>Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning</p>	<ul style="list-style-type: none"> ● Faculty and Administrators participated in the Umoja Summer Learning Institute ● Attended and participated in the Umoja Student Conference for the first time ● Faculty participated in the Online Teaching Conference ● Teaching Men of Color creators Dr. Harris and Dr. Wood presented a plenary session during the spring 2017 Flex Day ● Faculty continue to provide ongoing professional development for the <i>Teaching Men of Color</i> program during Flex Days ● BSI funded Teaching Institute 2016-2017 ● Las Positas College signed up to be a member institution for the Community College Equity Assessment Lab (CCEAL) and sent faculty members to attend the Equity Assessment Institute in summer 2017 ● Faculty, Classified Professionals, and Administrators attended the Asian Pacific Americans in Higher Education (APAHE) Conference in spring 2017 ● Faculty attended the Great Teachers Conference Summer 2017 ● Faculty members attended the American Association of Colleges & Universities (AAC&U) Conference for BSI ● CCEAL Equity Assessment Lab - Faculty members attended the annual convening summer 2017



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	<ul style="list-style-type: none"> ● Classified Professional attended the Ellucian Conference for Degree Audit in spring 2017 ● OnCourse Training was offered to the campus community
Augment the Transfer Center's current programs	<ul style="list-style-type: none"> ● Outreach Specialist developed outreach materials for guaranteed transfer programs and transfer rates
Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs	<ul style="list-style-type: none"> ● Tutorial programs: Reading and Writing Center (RAW) has a dedicated Puente/Umoja tutor; Students in EOPS are eligible for additional tutoring in the Tutorial Center ● Puente participated in campus tours to UCs ● Hiring of additional part-time Counselors led to increase in number of students served ● Supported Library extended hours (nights & weekends) and purchase of additional books ● DSPS - Support of DSPS assessment specialist, DSPS software, and hiring of full-time Counselor ● EOPS - Support for additional counseling hours, additional bookstore funding, math lab codes, supplies, laptops, calculators, textbook loan, transportation vouchers, Pilot use of Degree Works ● Created Program Coordinator position for Cal-WORKs
Explore augmenting the current Puente Program, developing a First Year Experience program, and developing a Summer Bridge program	<ul style="list-style-type: none"> ● Set a timeline for second Puente cohort ● Researched First Year Experience but concluded that the focus would be geared towards learning communities for specific populations such as HSI, Puente, and Umoja
Create targeted Learning Communities, such as for African American students.	<ul style="list-style-type: none"> ● Launched the inaugural cohort for the Umoja Learning Community during Fall 2017 ● Puente Learning Community - Counselor ● Support EOPS, CalWORKs, DSPS, HSI, Veterans ● Looking into creation of an API Learning Community
Implement multiple measures for the English assessment process.	<ul style="list-style-type: none"> ● Implementation of Multiple Measures in English launched during Spring 2016; new placement and outcomes data confirms earlier prospective study results. More students were placed in College-Level English based on high school GPA. Students placed into College-level English based on HS GPA, who otherwise would have been placed lower, have success rates which are more on par with the comparison groups. This is seen even when broken down by multiple subcategories, including race-ethnicity
Develop a Reading Apprenticeship program.	<ul style="list-style-type: none"> ● Faculty received training and are currently exploring next steps.



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Develop a co-requisite model of English 1A.	<ul style="list-style-type: none"> This goal was put on hold when multiple measures placement was implemented.
Basic Skills	
Support Student Support/Tutorial Center and encourage full institutionalization	<ul style="list-style-type: none"> 15-16 \$45K to Tutorial Center; committee agreed to reduce allocation by \$5K per year to encourage full institutionalization 15-16\$ 40K to Tutorial Center; committee agreed to reduce allocation by \$5K per year to encourage full institutionalization Raw Center funded at\$ 6K
Support Reading and Writing (RAW) Center and encourage full institutionalization	<ul style="list-style-type: none"> 2015-16 Allocated \$6K 2016 -17 Allocated \$6K and encouraged full institutionalization
Provide additional support to the Library to assist Basic Skills students	<ul style="list-style-type: none"> Equity - Funded night/weekend hours Equity – Funded additional books BSI - \$7000 books & \$5000 staff
Support improvements to the ESL program	<ul style="list-style-type: none"> 2015-16 \$3K allocated for coordination and research 2016-17 \$3K allocated for coordination and research
Identify and promote professional development opportunities	<ul style="list-style-type: none"> 2015 -16 allocated \$6K, spent \$9K 2016-17 \$6K allocated for Basic Skills related professional development

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Overall Success

- SSSP/Equity/BSI coordination to develop an integrated vision and plan to address student equity and student success
- Awarded \$1.4M in BSSOT funds for math and English
- Implementation of Multiple Measures in English and math
- Support for professional development
- Support of learning communities
- Hiring of key personnel to provide direct services to students and oversight of plans

Areas of improvement

- Institute a process to institutionalize projects in alignment with College Priorities and budget

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19



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plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Augment existing Math Jam program to increase course completion.	Provide counseling for SEPs, led workshops on placement; provide reassessment at end of week; provide research assistance with pre/post surveys and analysis Multiple measures assessment in math.	Provide resources and supplies for students to encourage participation and ongoing attendance	Provide faculty training and funding for teaching the basic skills levels of Math Jam; provide student tutors for the basic skills levels

- Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

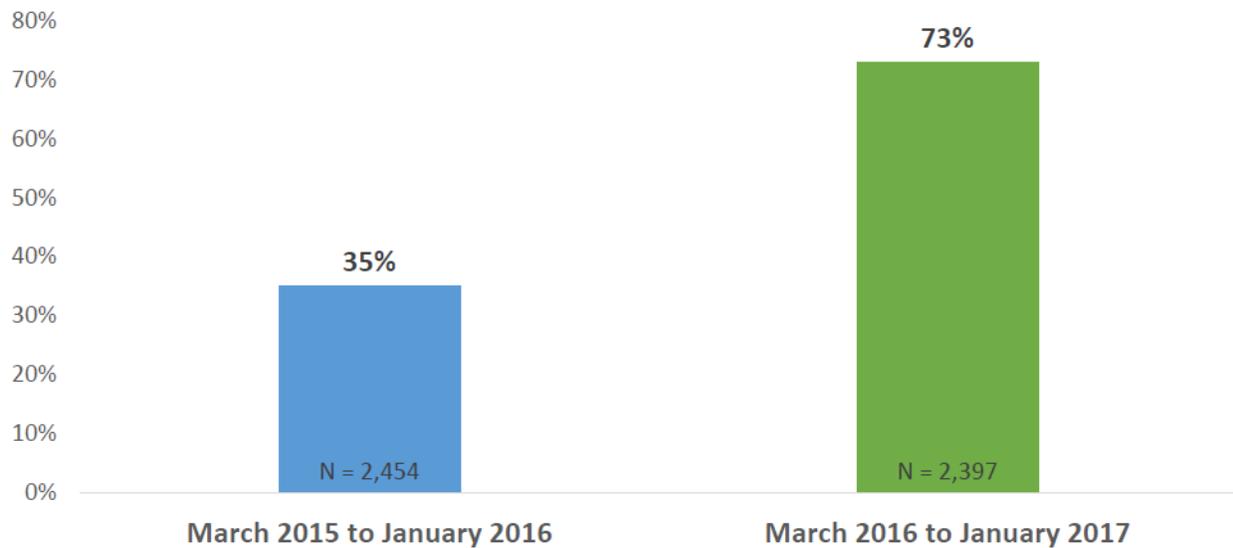
Las Positas College participated in the Multiple Measures Assessment Project (MMAP) to more accurately place students into appropriate levels of English and math by using multiple measures along with assessment instruments. As a pilot college, LPC launched multiple measures in English during fall 2016. Faculty in English, Counselors, the Assessment Specialist, and Institutional Research & Planning were involved in the process to implement multiple measures.

Multiple measures are any non-test measures to determine readiness for a course. The criteria used for placing students into transfer-level English were as follows: graduated from an American high school within ten years; and high school GPA of 2.5 or above. Based on the data, there was a 38% increase (from 35% in March 2015 - January 2016 to 73% in the same timeframe the following year) in students assessing into English 1A as a result of implementing multiple measures.



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Las Positas College
Assessed into English 1A (College-Level English)
2015-16 vs 2016-17



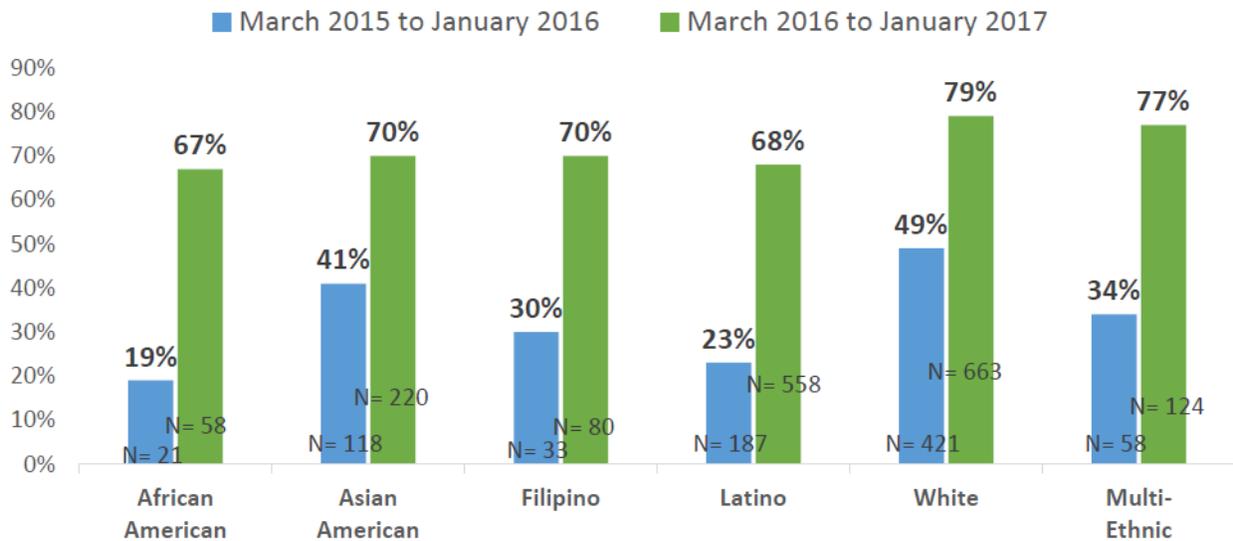
When broken down by gender, females succeeded at a rate of 76% which is an approximately 43% increase from the previous year. Males succeeded at a rate of 70%, which was a 33% increase from the previous year. For males that assessed into English 1A based on multiple measures (high school GPA) and subsequently completed English 4 and English 7, 80% of females and 81% of males successfully completed.

When broken down by race-ethnicity, there was an increase in the amount of students who assessed into transfer-level English based on the implementation of multiple measures. The increased percentages are as follows: African Americans 48%; Asian Americans 29%; Filipino 40%; Latino 45%; White 30%; and Multi-Ethnic 43%.



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Las Positas College
Assessed into English 1A by Race-Ethnicity
2015-16 vs. 2016-17



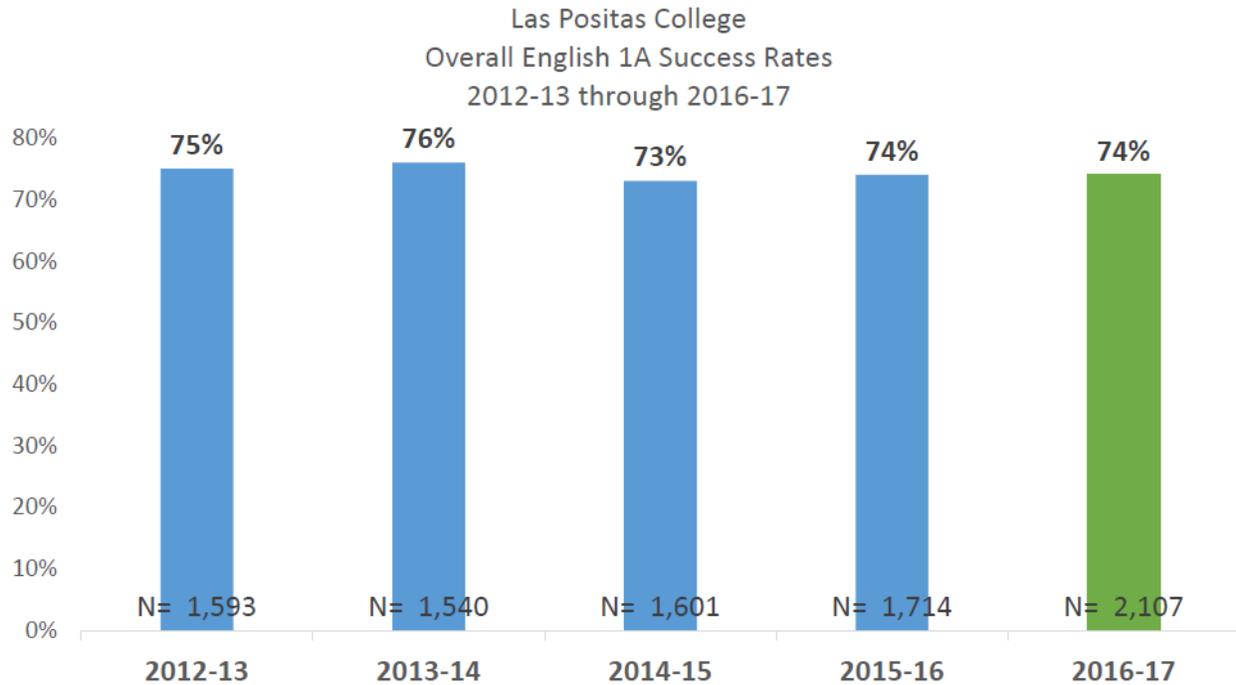
For students who completed English 1A and progressed into English 4 and 7, the overall success rate was 86%. When broken down by students who entered via test scores and high school GPA, the success rate was 93% while the students who entered via high school GPA alone, succeeded at a rate of 80%.

When broken down by Assessment Test Entry Method, students who assessed based on both test and high school GPA succeeded by rates of 84%, while students who entered via high school GPA alone succeeded by rates of 76%, and those who assessed via test scores only succeeded by rates of 67%.

When reviewing the data of success for students who assessed via high school GPA only and broken down by race/ethnicity, success rates were as follows: 72% Asian American; 88% Filipino; 72% Latino; and 84% White. Data for African Americans were too low with less than 20 students. Of these students who then progressed into English 4 and 7, success rates for Latino's was 78%.



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Overall course success rates in English 1A have remained consistent from 2012 to 2017. More students are assessing into transfer-level English with the implementation of multiple measures. Overall, implementation of multiple measures in English led to increased student success rates in all categories, and specifically for groups identified as disproportionately impacted.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g.,



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CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Las Positas College's Unified Plan are in alignment with the goals outlined in the California Community Colleges Vision for Success. In particular, the Las Positas Unified Plan goals are in direct alignment with the following system-wide goals:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

The alignment of our Unified Plan goals with the California Community Colleges Vision for Success are outlined in the table below, along with our current Disproportionate Impact Study.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Las Positas College Unified Goals Linked to Applicable [CCCCO's Vision for Success Goals](#)

Completion Goals of Las Positas College Unified Plan	California Community Colleges Vision for Success Goals			
	Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.	Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.	Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate's degrees typically require 60 units.)
Increase Transfer and Degree Completion	<u>LPC Targets/Goals</u> Degrees: Overall: 678 to 814	<u>LPC Targets/Goals</u> Transfer: Overall: 672 to 907	<u>LPC Targets/Goals</u> Degrees: African Am: 16 to 29 Pacific Isl: 2 to 4 Foster Youth: 7 to 11 Transfer: African Am: 21 to 32 Disabled: N/A Low Income: N/A Veteran: N/A	<u>LPC Targets/Goals</u> Total Earned Units of Associate Degree Recipients Overall: 81 to 79 Female: 81 to 79 Male: 82 to 79 Asian: 81 to 79 Filipino: 88 to 79 Multi-Ethnic: 84 to 79 White: 81 to 79 Low Income: 82 to 79 Not Low Income: 81 to 79 Non-Veteran: 82 to 79
Increase completion and persistence for Disproportionately Impacted Students	<u>LPC Targets/Goals</u> Certificates Overall: 138 to 166		<u>LPC Targets/Goals</u> Certificates Males: 34 to 55 African Am: 4 to 9 Disability: 11 to 16	

STUDENT EQUITY DATA

Disproportionate Impact at Las Positas College (2017)

Demographic Subgroups	Total DI Areas	Access			Course Completion														ESL/Basic Skills Completion					Institutional Outcomes					
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer [^]	
METRIC TYPE >>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG	
Overall Rate		X	X	X	71%	61%	71%	75%	48%	54%	52%	57%	67%	73%	70%	63%	82%	80%	72%	64%	52%	53%	40%	13%	75%	X	X	31%	
Gender																													
Female	0																												
Male	4					D						D			D													D	
Race-Ethnicity																													
African-American	13			*	D		D	D	D	D	D	*	*	*	*	*	*	D	D		D			*	D	D	D		
Asian	1			D																									
Filipino	0	X	X	X		*						*	*	*	*	*	*				*				*		*		
Latino	5					D						D			D		D							D					
Native American	2	*	*	*	D	*	*	*	*	*	D	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	6	*	*	*	D	*	*	D	*		D	*	*	*	*	*	*	*	*	D	*		D		*	D	*	*	
White	2	D	D														*	*	*					*					
Multi-Ethnic	4					D	D		D			*	*	*	*	*	*	D						*			*		
Other Groups																													
Person w/ Disability	11						D	D	D	D	D	*	*	D	D	*	*	D						*			D	D	
Foster Youth	4	X	X	X		*	D		D		D	*				*	*							*	D	*			
Low Income	4															D	D	D										D	
Veteran	5		D	D								*	*	*	*	*	*	*	D				D	*		*	D		

NOTES: A 'D' denotes that the subgroup is found to be disproportionately impacted for the associated success indicator. An '*' indicates the sample size is fewer than 20. The minimum sample size is 20. Sample sizes fewer than 20 are not shown, but are included in the total.

Access: Data represents access for populations served in the Las Positas College Service Area which includes the following cities: Dublin, Livermore, and Pleasanton.

All other Success Indicators represent students enrolled at Las Positas College which may include students residing in cities outside of the College's service area

[^]Transfer Rates are calculated differently: In 2015, data are 6-year cohorts Transfer Velocity from the CCCO Data Mart. While in 2017, data are 4-year cohorts, locally calculated.

Percentage Point Gap (PPG) The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome.

A '-6 percentage point gap or greater' suggests that the subgroup may be disproportionately impacted.

Proportionality Index (PI) 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). A '0.80 PI or less' suggests that the subgroup may be disproportionately impacted.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Increase completion and persistence through the English Developmental Sequence	<p>Support Smart Shop Workshops Basic Skills English, including non-credit</p> <p>Continue support of Tutorial Center software to assist student tutors</p>	<p>Support professional expert in DSPS to assist with assessment</p> <p>Support Reading Apprenticeship professional development program</p> <p>Continue research on impact of multiple measures in English for DI groups</p> <p>Explore opportunity to conduct targeted outreach to DI groups to participate in peer tutoring</p> <p>Continue support of learning communities such as Umoja, Puente, HSI, as well as Veterans, EOPS, and DSPS</p>	<p>Create reading apprenticeship professional development Program that can support English, ESL, and Math</p> <p>Support basic skills BSSOT grant related initiatives past the life of the grant</p> <p>Support reassign time for BSSOT grant coordinators in year 4</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
Increase completion and persistence through the Math Developmental Sequence	<p>Support implementation of multiple measures in math</p> <p>Continue support of Tutorial Center software to assist student tutors</p>	<p>Continue research on impact of multiple measures in math and DI</p> <p>Explore opportunity to conduct targeted outreach to DI groups to participate in peer tutoring, Math Jam, learning communities, workshops</p>	<p>Provide opportunities for professional development around best practices in teaching basic skills math</p> <p>Continue support of Math Jam</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
Increase completion and persistence for	Continue support of Counseling, Admissions and	Explore creation of a Learning Community to support our Asian	Support tutoring for persistence of DI groups	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p>



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<p>Disproportionately Impacted Students</p> <p><u>Certificates:</u> (CCCCO Vision #1) Overall: 138 to 166</p> <p>Certificates: (CCCCO Vision #5) Males: 34 to 55 African American: 4 to 9 Disability: 11 to 16</p>	<p>Records, and Assessment in providing core services</p> <p>Continue embedded counseling in English and basic skills</p> <p>Continue support of Counselor coordination for Learning Communities</p>	<p>/ Pacific Islander student population</p> <p>Continue support of existing learning communities and explore opportunities for expansion</p> <p>Continue support services for veterans, EOPS, Cal-WORKs, foster youth, DSPS</p>	<p>Support training and funding of DI specialized Smart Shop instructors</p>	<p>✓ <i>ESL/Basic Skills Completion</i></p> <p>✓ <i>Degree & Certificate Completion</i></p> <p>✓ <i>Other:</i> <u>CCCCO Vision for Success Goals 1, 2, 3, & 5</u></p>
<p>Increase completion and persistence for students in ESL</p>	<p>Revamp ESL assessment and orientation process.</p> <p>Explore targeted coordination between ESL Department and Student Services in providing core services</p> <p>-orientation: Counselor specialized orientation - outreach: materials in community, multiple formats and languages</p> <p>-counseling: embedded counseling in courses</p> <p>-follow-up: embedded counseling</p> <p>Continue support of software licenses for assessment</p>	<p>Explore Student mentorship opportunities (Tutoring, Learning Communities pipeline)</p> <p>Explore book assistance programs</p>	<p>Support ESL Smart Shop workshop development</p> <p>Support study of ESL/Smart Shops Success</p> <p>Support library cataloging project for ESL program</p>	<p>✓ <i>Access</i></p> <p>✓ <i>Retention</i></p> <p><input type="checkbox"/> <i>Transfer</i></p> <p>✓ <i>ESL/Basic Skills Completion</i></p> <p><input type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p><input type="checkbox"/> <i>Other: _____</i></p>



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<p>Increase Transfer and Degree Completion</p> <p><u>Degrees: (CCCCO Vision #1)</u> Overall: 678 to 814</p> <p><u>Degrees: (CCCCO Vision #5)</u> African Americans: 16 to 29 Pacific Islanders: 2 to 4 Foster Youth: 7 to 11</p> <p><u>Transfer (CCCCO Vision #2)</u> Overall: 672 to 907</p> <p><u>Transfer (CCCCO Vision #5)</u> African Americans: 21 to 32 Disability: N/A Low Income: N/A Veteran: N/A</p> <p><u>Total Earned Units of Associate Degree Recipients (CCCCO Vision #3)</u> Overall: 81 to 79 Female: 81 to 79 Male: 82 to 79 Asian: 81 to 79 Filipino: 88 to 79 Multi-Ethnic: 84 to 79 White: 81 to 79 Low Income: 82 to 79 Not Low Income: 81 to 79 Non-Veteran: 82 to 79</p>	<p>Continue support of Counseling by opening up additional program planning sessions for Education Planning; additional counseling hours to provide support for core services</p> <p>Support full implementation of DegreeWorks program</p> <p>Support full implementation of Online and DE Counseling via Cranium Cafe</p> <p>Support Career and Transfer Center activities and programs such as counseling, campus tours, career and transfer fairs, assessment inventories</p>	<p>Support Career and Transfer Center activities and programs such as counseling, campus tours, career and transfer fairs, assessment inventories</p> <p>Support college tours in conjunction with Umoja, Puente, and EOPS</p> <p>Explore creation of a Learning Community to support our Asian / Pacific Islander student population</p> <p>Support Smart Shop series</p>	<p>Continue support of Smart Shops workshops</p>	<ul style="list-style-type: none"> ✓ Access ✓ Retention ✓ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion ✓ Other: <u>CCCCO Vision for Success Goals 1, 2, 3, & 5</u>
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Las Positas College will accomplish integration of matriculation, instruction, and student support services in order to accomplish our student success and student equity goals through our participatory governance processes and collaboration between Administrative, Academic, and Student Services Divisions.

Las Positas strives to empower institutional leaders from all constituent groups to participate in decision making processes through the shared governance process. The Basic Skills Committee and the Student Success Committees are charged with carrying out goals and activities associated with the Integrated Plan. The BSI Committee is comprised of faculty and administrators and reports to the Academic Senate. The Student Success Committee is comprised of faculty, administrators, classified professionals, and students, and reports to both the Academic Senate and the College Council. The College Council is the main shared governance council for the College. Members represent different constituent groups and various divisions across the College which allows for collaboration and integration of goals to meet the needs of our students.

In addition to the committees, the Institutional Planning and Effectiveness Committee is charged with reviewing the effectiveness of metrics used to analyze student success and disproportionate impact. The IPEC will review the goals, activities, and data as part of their process to develop College-wide planning priorities in alignment with our mission and vision.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

The noncredit course TUTR 200 is currently being used to enroll students in Math Jam, the intention of Math Jam being to help students achieve their goals of preparing for their upcoming math course or to retake the placement test, as well as introducing students to the free resources available during the semester.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Las Positas College identified needs to coordinate available resources for professional development in support of our educational master plan as a planning priority for the 2018 academic year. Funds from BSI/SSSP/SE and other resources will be leveraged to support



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both on and off-campus professional development opportunities. We will continue institutional memberships, implement a Reading Apprenticeship program, and support participation at conferences, workshops, and webinars focused on student success and closing the achievement gap for disproportionately impacted groups. Faculty, Classified Professionals, and Administrators are encouraged to conduct Flex Day presentations and workshops to share information from professional development opportunities.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Student success goals will be evaluated on an annual basis with the assistance of the Office of Institutional Research and Planning. We will analyze impact of multiple measures in English and Math, analyze SSSP Core Service completion for all students and disaggregate data for DI groups, and we will analyze success indicators for DI groups. The Basic Skills Committee and Student Success Committees will also track progress on goals and activities annually. Funded projects and initiatives will be required to submit an annual report on progress and related outcomes.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Leadership from both campuses (Chabot College & Las Positas College) participate in District-wide committees to facilitate coordination and communication on integrated planning and budgeting. In addition, leaders overseeing BSI/SE/SSSP communicate with our counterparts at Chabot College to discuss our goals, activities, and progress associated with our Integrated Plan. We share information on best practices and our progress made towards closing the achievement gap and improving student success.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

summary below:

[2017 - 2019 Unified Plan Equity Executive Summary](#)

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Meaningful scorecard data -- not label students underprepared based on standardized testing; add use of HS GPA
- Access to currently restricted CCC Apply data (sexual and gender identity)
- Allocation specifically for professional development funds

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Nessa Julian

Title Director, Student Equity & Success

Email Address njulian@laspositascollege.edu

Phone 925-424-1418

Alternate Point of Contact:

Name Ashley McHale

Title Mathematics Faculty; BSI Co-chair

Email Address amchale@laspositascollege.edu

Phone 925-424-1351

Part III – Approval and Signature Page

College: Las Positas College District: Chabot-Las Positas Community College District

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

California Community College Chancellor's Office.

Chancellor/President	Date	<u>rbennie@laspositascollege.edu</u> Email Address
Chief Business Officer	Date	<u>dbrady@laspositascollege.edu</u> Email Address
Chief Instructional Officer	Date	<u>dmiller@laspositascollege.edu</u> Email Address
Chief Student Services Officer	Date	<u>wgarcia@laspositascollege.edu</u> Email Address
President, Academic Senate	Date	<u>mkorber@laspositascollege.edu</u> Email Address
Vice President of Communications, Classified Senate	Date	<u>jthornburg@laspositascollege.edu</u> Email Address

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 52,334	\$ 230,000	\$ 600,000	\$ 858,597	\$ -	\$ -	
2000	Classified and Other Nonacademic Salaries	\$ 41,600	\$ 220,000	\$ 425,000	\$ 754,253	\$ -	\$ -	
3000	Employee Benefits	\$ 9,167	\$ 165,000	\$ 385,000	\$ 751,604	\$ -	\$ -	
4000	Supplies & Materials	\$ 4,500	\$ 1,000	\$ 12,000	\$ -	\$ -	\$ -	
5000	Other Operating Expenses and Services	\$ 5,000	\$ 47,682	\$ 62,805	\$ -	\$ -	\$ -	
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Program Totals	\$ 112,601	\$ 663,682	\$ 1,484,805	\$ 2,364,454	\$ -	\$ -	
					Match		Match	
		BSI, SE, & SSSP Budget Total						\$ 2,261,088

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Integrated Plan 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 paraprofessional workforce.

As of the spring 2017 semester, the College had a total of 9,193 students. Based on this spring 2017 data, the student population was made up of 50% female, 48% male, 1% unknown; 60% students of color, and 39% 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.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2017-2018 Planning Priorities (related to student equity)

- Curriculum: Provide necessary institutional support for curriculum development and maintenance.
- Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses
- Professional Development: Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals.

Campus Based Research

The Las Positas College Office of Institutional Research and Planning (OIRP) 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 the Integrated 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. The Las Positas College Unified Plan focuses only on disproportionately impacted groups with a sample size of 20 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.

Asian, White, and Veteran students 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.

ESL 24 Successful Course Completion Rates - According to our analysis of ESL data, we found that the following student group is less likely to complete ESL 24: Low-Income.

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: Latino, and Low-Income.

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: Male, Latino, and Other.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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: African-American, Other, Foster Youth, and Person with Disability.

Math 107 Successful Course Completion Rates - According to our analysis of math completion data, we found that the following student groups are less likely to complete Math 107: African-American, Other, Foster Youth, and Person with Disability.

Math 65 Successful Course Completion Rates - According to our analysis of math completion data, we found that the following student groups are less likely to complete Math 65: African American, Multi-Ethnic, and Person with Disability.

Math 55 Successful Course Completion Rates - With regard to math completion, student groups identified as Males, African American, Multi-Ethnic, Persons with Disabilities, and Foster Youth 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.

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.

English 102/104/105 Students' Completion Rates in English 1A - According to our analysis, student groups who represent African Americans, Pacific Islanders, Other, and Veterans were less likely to successfully complete ENG 1A within one year of succeeding in English 102/104/105.

Math 107 Students' Completion Rates in Math 65 - According to our analysis, the population/sample sizes were too small to determine groups who would be less likely to successfully complete Math 65/65B/65Y within one year and a half of successfully completing Math 107/107B/107Y.

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



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Math 55 Students' Completion Rates in Math 40 - According to our analysis, student groups who represented Pacific Islanders and Veterans were less likely to successfully complete Math 40 within one year and a half of successfully completing Math 55/55B/55Y.

Math 55 Students' Completion Rates in Math 38 - According to our analysis, student groups who represented *Other* 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:

Degree Completion - According to our analysis, student groups identified as African American were disproportionately less likely to complete a degree.

Certificate Completion - According to our analysis, student groups identified as male, persons with disabilities 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.

Based on our analysis of available transfer data, student groups identified as African American, Persons with Disability, Low-Income, and Veterans were disproportionately less likely to transfer to a four-year college or university.

A summary of our disproportionate impact study is listed in the chart below.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

STUDENT EQUITY DATA

Disproportionate Impact at Las Positas College (2017)

Demographic Subgroups	Total DI Areas	Access			Course Completion													ESL/Basic Skills Completion					Institutional Outcomes						
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer [^]	
METRIC TYPE >>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG	
Overall Rate		X	X	X	71%	61%	71%	75%	48%	54%	52%	57%	67%	73%	70%	63%	82%	80%	72%	64%	52%	53%	40%	13%	75%	X	X	31%	
Gender																													
Female	0																												
Male	4					D						D			D													D	
Race-Ethnicity																													
African-American	13			*	D		D	D	D	D	D	*	*	*	*	*	*	D	D		D				*	D	D	D	
Asian	1			D																									
Filipino	0	X	X	X		*						*	*	*	*	*	*				*				*		*		
Latino	5					D						D			D		D							D					
Native American	2	*	*	*	D	*	*	*	*	*	D	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	6	*	*	*	D	*	*	D	*		D	*	*	*	*	*	*	*	D	*		D		*	D	*	*		
White	2	D	D													*	*	*						*					
Multi-Ethnic	4					D	D		D			*	*		*	*	*	D						*		*			
Other Groups																													
Person w/ Disability	11						D	D	D	D	D	*	*	D	D	*	*	D						*		D	D		
Foster Youth	4	X	X	X		*	D		D	D		*				*				*				*	D	*			
Low Income	4														D	D	D											D	
Veteran	5		D	D								*	*	*	*	*	*	*	D				D	*		*	D		

NOTES: A 'D' denotes that the subgroup is found to be disproportionately impacted for the associated success indicator. An '*' indicates the sample size is fewer than 20. The minimum sample size is 20. Sample sizes fewer than 20 are not shown, but are included in the total.

Access: Data represents access for populations served in the Las Positas College Service Area which includes the following cities: Dublin, Livermore, and Pleasanton.

All other Success Indicators represent students enrolled at Las Positas College which may include students residing in cities outside of the College's service area

[^]Transfer Rates are calculated differently: In 2015, data are 6-year cohorts Transfer Velocity from the CCCO Data Mart. While in 2017, data are 4-year cohorts, locally calculated.

Percentage Point Gap (PPG) The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-6 percentage point gap or greater' suggests that the subgroup may be disproportionately impacted.

Proportionality Index (PI) 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). A '0.80 PI or less' suggests that the subgroup may be disproportionately impacted.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Student Equity Goals 2017-2019

Based on our recent disproportionate impact study, our equity goals and activities are listed in the table below. In addition, we have identified how these goals align with the California Community Colleges Vision for Success.

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<p>Increase completion and persistence through the English Developmental Sequence</p> <p><u>Disproportionate Impact Study:</u></p> <p>English 100A Completion: Male, Latino, and Other.</p> <p>English 102/104/105 Completion: African-American, Other, Foster Youth, and Person with Disability</p> <p>English 102/104/105 Students' Completion Rates in English 1A: African Americans, Pacific Islanders, Other, and Veterans</p>	<p>Support Smart Shop Workshops Basic Skills English, including non-credit</p> <p>Continue support of Tutorial Center software to assist student tutors</p>	<p>Support professional expert in DSPS to assist with assessment</p> <p>Support Reading Apprenticeship professional development program</p> <p>Continue research on impact of multiple measures in English for DI groups</p> <p>Explore opportunity to conduct targeted outreach to DI groups to participate in peer tutoring</p> <p>Continue support of learning communities such as Umoja, Puente,</p>	<p>Create reading apprenticeship professional development Program that can support English, ESL, and Math</p> <p>Support basic skills BSSOT grant related initiatives past the life of the grant</p> <p>Support reassign time for BSSOT grant coordinators in year 4</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		HSI, as well as Veterans, EOPS, and DSPS	
<p>Increase completion and persistence through the Math Developmental Sequence</p> <p><u>Disproportionate Impact Study:</u></p> <p>Math 107 Completion: African-American, Other, Foster Youth, and Person with Disability</p> <p>Math 65 Completion: African American, Multi-Ethnic, and Persons with Disability</p> <p>Math 55 Completion: Males, African American, Multi-Ethnic, Person with Disabilities, and Foster Youth</p> <p>Math 65 Students' Completion Rates in Math 55: African Americans</p> <p>Math 55 Students' Completion Rates in Math 40: Pacific Islanders and veterans</p> <p>Math 55 Students' Completion Rates in Math 38: Other</p>	<p>Support implementation of multiple measures in math</p>	<p>Continue research on impact of multiple measures in math and DI</p> <p>Explore opportunity to conduct targeted outreach to DI groups to participate in peer tutoring, Math Jam, learning communities, workshops</p>	<p>Provide opportunities for professional development around best practices in teaching basic skills math</p> <p>Continue support of Math Jam</p>
<p>Increase completion and persistence for Disproportionately Impacted Students</p> <p>CCCCO Vision for Success Goals1, 2, 3, & 5</p>	<p>Continue support of Counseling, Admissions and Records, and Assessment in</p>	<p>Explore creation of a Learning Community to support our Asian / Pacific Islander student population</p>	<p>Support tutoring for persistence of DI groups</p> <p>Support training and funding of DI</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p><u>Certificates</u></p> <p>Overall: 138 to 166 Males: 34 to 55 African American: 4 to 9 Disability: 11 to 16</p>	<p>providing core services</p> <p>Continue embedded counseling in English and basic skills</p> <p>Continue support of Counselor coordination for Learning Communities</p>	<p>Continue support of existing learning communities and explore opportunities for expansion</p> <p>Continue support services for veterans, EOPS, Cal-WORKs, foster youth, DSPS</p>	<p>specialized Smart Shop instructors</p>
<p>Increase completion and persistence for students in ESL</p> <p><u>Disproportionate Impact Study:</u></p> <p>ESL 24 Successful Course Completion Rates: Low-income</p> <p>ESL 25 Successful Course Completion Rates: Latino, and low-income.</p> <p>ESL 25 Students' Completion Rates in English 1A: Latino</p> <p>English 102/104/105 Students' Completion Rates in English 1A: African Americans, Pacific Islanders, Other, and Veterans.</p>	<p>Revamp ESL assessment and orientation process.</p> <p>Explore targeted coordination between ESL Department and Student Services in providing core services</p> <p>-orientation: Counselor specialized orientation - outreach: materials in community, multiple formats and languages</p> <p>-counseling: embedded counseling in courses</p> <p>-follow-up: embedded counseling</p>	<p>Explore Student mentorship opportunities (Tutoring, Learning Communities pipeline)</p> <p>Explore book assistance programs</p>	<p>Support ESL Smart Shop workshop development</p> <p>Support study of ESL/Smart Shops Success</p> <p>Support library cataloging project for ESL program</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	Continue support of software licenses for assessment		
<p>Increase Transfer and Degree Completion</p> <p><u>Disproportionate Impact Study:</u></p> <p>Transfer: African American, Person with Disability, Low-Income, and Veteran</p> <p>Degree Completion: African American</p> <p>Certificate Completion: Male, Persons with Disability</p> <p>CCCCO Vision for Success Goals1, 2, 3, & 5 Degrees</p> <p>Overall: 578 to 814 African Americans: 16 to 29 Pacific Islanders: 2 to 4 Foster Youth: 7 to 11</p> <p><u>Transfer</u></p> <p>Overall: 672 to 907 African Americans: 21 to 32 Disability: N/A Low Income: N/A Veteran: N/A</p>	<p>Continue support of Counseling by opening up additional program planning sessions for Education Planning; additional counseling hours to provide support for core services</p> <p>Support full implementation of DegreeWorks program</p> <p>Support full implementation of Online and DE Counseling via Cranium Cafe</p> <p>Support Career and Transfer Center activities and programs such as counseling, campus tours, career and transfer fairs, assessment inventories</p>	<p>Support Career and Transfer Center activities and programs such as counseling, campus tours, career and transfer fairs, assessment inventories</p> <p>Support college tours in conjunction with Umoja, Puente, and EOPS</p> <p>Explore creation of a Learning Community to support our Asian / Pacific Islander student population</p> <p>Support Smart Shop series</p>	<p>Continue support of Smart Shops workshops</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Student Equity Progress (2014 - 2017)

Over the last three years, Las Positas College has received a state allocation totaling \$1,585,609 to support equity initiatives. The allocation amounts were as follows:

2014-2015	\$250,000
2015-2016	\$655,644
2016-2017	\$679,965

Based on our recent Disproportionate Impact study, we have made progress in closing the achievement gap for the groups listed below since the implementation of Equity initiatives in 2014. Data indicates that the following groups are no longer disproportionately impacted in the five success indicator areas in comparison to the study conducted in 2014.

Access: African Americans

Course Completion:

English 100A: African Americans, Other, Multi-Ethnic, Foster Youth, and Veterans

English 102/104/105: Other

Math 107: Other

Math 65: Foster Youth

Math 55: Pacific Islanders

ESL 120: Foster Youth, and Low Income

ESL 120B: African Americans, and Foster Youth

ESL 102/104/105 to English 1A: Other, and Multi-Ethnic

Math 107 to Math 65: Veterans

Math 55 to Math 38: Other

Degree Completion: Males, and Veterans

Certificate Completion: African Americans, Pacific Islanders

Transfer: Native Americans, Filipinos, and Pacific Islanders

The summary of our data can be found on the charts below.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

STUDENT EQUITY DATA Disproportionate Impact at Las Positas College (2015)

Demographic Subgroups	Total DI Areas	Access			Course Completion													ESL/Basic Skills Completion					Institutional Outcomes					
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer [^]
METRIC TYPE >>>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG	
Overall Rate		X	X	X	71%	67%	74%	77%	51%	54%	54%	57%	54%	64%	68%	70%	81%	81%	69%	64%	48%	49%	41%	13%	75%	X	X	49%
Gender																												
Female	0																											
Male	5					D						D						D								D	D	
Race-Ethnicity																												
African-American	13	D			D	D	D	D	D	D	D	*	*		D	*	*					D			*	D	D	
Asian	1			D																								
Filipino	1	X	X	X									*	*	*	*	*	*			*				*	*	*	D
Latino	2																							D				
Native American	3	*	*	*		*	*	D	*	*	*	D	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	D
Pacific Islander	8	*	*	*	D	*	*	D	*		D	D	*	*	*	*	*	*	*	D	*		D	*	D	*	*	D
White	1		D														*							*				
Multi-Ethnic	3					D						*	*	*	*	*	*	D	D	*			*	*	*	*	*	*
Other Groups																												
Person w/ Disability	9					D	D		D	D		D	*	D	D	*	*	*	D					*				D
Foster Youth	8	X	X	X	D		D		D	D		D	*		D	D	*	*	D		*			*	*	*		
Low Income	3														D	D	D											
Veteran	8		D	D		D						*	*	*	*	*	*	D	D	D		D		*		D		

NOTES: A 'D' denotes that the subgroup is found to be disproportionately impacted for the associated success indicator. An '*' indicates the sample size is fewer than 20. The minimum sample size is 20. Sample sizes fewer than 20 are not shown, but are included in the total.

Access: Data represents access for populations served in the Las Positas College Service Area which includes the following cities: Dublin, Livermore, and Pleasanton. All other Success Indicators represent students enrolled at Las Positas College which may include students residing in cities outside of the College's service area

[^]Transfer Rates are calculated differently: In 2015, data are 6-year cohorts Transfer Velocity from the CCCO Data Mart. While in 2017, data are 4-year cohorts, locally calculated.

Percentage Point Gap (PPG) The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-6 percentage point gap or greater' suggests that the subgroup may be disproportionately impacted.

Proportionality Index (PI) 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). A '0.80 PI or less' suggests that the subgroup may be disproportionately impacted.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

STUDENT EQUITY DATA Progress Since 2015 Data

Demographic Subgroups	Total DI Areas	Access			Course Completion													ESL/Basic Skills Completion					Institutional Outcomes						
		Dublin	Livermore	Pleasanton	All LPC Courses	ENG 100A	ENG 102/104/105	Overall ENGLISH	MATH 107	MATH 65	MATH 55	Overall MATH	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	Overall ESL	ENG 102/104/105 → ENG 1A	MATH 107 → MATH 65	MATH 65 → MATH 55	MATH 55 → MATH 40	MATH 55 → MATH 38	ESL 25 → ENG 1A	Degrees	Certificates	Transfer [^]	
METRIC TYPE >>		PI	PI	PI	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PPG	PI	PI	PPG	
Overall Rate		X	X	X	71%	61%	71%	75%	48%	54%	52%	57%	67%	73%	70%	63%	82%	80%	72%	64%	52%	53%	40%	13%	75%	X	X	31%	
Gender																													
Female	0																												
Male	5				=							=						↑								↑	↑		
Race-Ethnicity																													
African-American	13	↑			=	↑	↑	↓	↓	↓	=	↓									↑					↓	↓		
Asian	1			↑																									
Filipino	1	×	×	×																									↑
Latino	2												=												↑				
Native American	3																												
Pacific Islander	8				=		↑				↑	↑							↓				↑			↓			
White	1		=																										
Multi-Ethnic	3				↓													↑	↑										
Other Groups																													
Person w/ Disability	9					↑	↓		↑	=		=			↑				↓										↑
Foster Youth	8	×	×	×	↑		=	↓	↑		↑			↑	↑				↑										
Low Income	3																												
Veteran	8		=	↓		↑																							

NOTES: Measure of improvement is identified for metrics which changed at least 1 Percentage Point Gap or (0.033) in the Proportionality Index since 2015. A green "↑" indicates a decreasing gap, a red "↓" an increasing gap, and "=" change less than threshold. Blanks are subgroups that were not disproportionately impacted for those areas in 2015.

Access: Data represents access for populations served in the Las Positas College Service Area which includes the following cities: Dublin, Livermore, and Pleasanton.

All other Success Indicators represent students enrolled at Las Positas College which may include students residing in cities outside of the College's service area

[^]Transfer Rates are calculated differently: In 2015, data are 6-year cohorts Transfer Velocity from the CCCO Data Mart. While in 2017, data are 4-year cohorts, locally calculated.

Percentage Point Gap (PPG) The difference between the success rate of the disaggregated subgroup compared to the success rate of all students for a specific outcome. A '-6 percentage point gap or greater' suggests that the subgroup may be disproportionately impacted.

Proportionality Index (PI) 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). A '0.80 PI or less' suggests that the subgroup may be disproportionately impacted.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

The equity allocation has allowed us to implement activities to meet our goals to close the achievement gap by reducing disproportionate impact for targeted student groups. We were able to invest in personnel by allocating funds to support key positions in Outreach, Counseling, DSPS, Veterans, EOPS, CalWORKs, and Student Success and Equity. As a result, we have targeted outreach to the communities we serve, provided additional counseling for students, supported the creation of the Umoja - a learning community for our African American students, augmented services for students in DSPS, Veterans, EOPS, and Puente. In addition, we have supported extended library hours, purchased reserve library books, and provided textbook support, a laptop loan and calculator loan for students. We have supported professional development efforts aimed at understanding the effects of inequities and methods to address and improve outcomes for disproportionately impacted students. In particular, we are institutional members for the Community College Equity Assessment Lab (CCEAL), partner with the Center for Organizational Responsibility and Advancement (CORA) to offer the Supporting Men of Color in the Community College program, broadcast the public Black Minds Matter course, and have supported the campus community in attending several conferences.

Although we have made tremendous progress, we will continue our efforts to close the achievement gap for all groups and reduce disproportionate impact across all success indicators.