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.

2017-2018 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 (OIR&P) collected the data related to student equity and assisted in the analysis for the development of this plan. For each of the five indicators (Access, Course Completion, Basic Skills and Course Completion, Degree and Certificate Completion, and Transfer), data within 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 Integrated 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.

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.

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 havP 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.

Note the table below is a DRAFT

STUDENT EQUITY DATA
Disproportionate Impact at Las Positas College (2017)

Demographic Subgroups	Dublin	Livermore	Pleasanton	Overall ENGLISH	ENG 100A	ENG 102/104/105	Overall MATH	MATH 107	MATH 65	MATH 55	Overall ESL	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	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	X	X	X	71%	75%	61%	71%	57%	48%	54%	52%	72%	67%	73%	70%	63%	82%	80%	64%	52%	53%	40%	13%	75%	X	X	31%
Gender																										
Female																										
Male					D							D			D											D	
Ethnicity																										
African-American			*	D		D	D	D	D	D	D	*	*	*	*	*	*	D		D			*	D		D
Asian		D																	*	*	*	*				
Filipino	*	*	*		*						*	*	*	*	*	*	*						*		*	
Latino				D							D			D	D				*				D			
Native American	*	*	*	D	*	*	*	*	*	*	*	*	*	*	*	*	*	*					*	*	*	*
Pacific Islander	*	*	*	D	*	*	D	*			*	*	*	*	*	*	*	D	*			D	*	*	*	*
White	D	D															*						*			
Other					D	D		D			D	*	*		*	*	*	D	*			D	*		*	
Multi-Ethnic	*	*	*		*	*		*	D	D	D	*	*	*	*	*	*						*		*	*
Other Groups																										
Person w/ Disability					D	D	D	D	D	D	D	*	*	D	D	*	*						*		D	D
Foster Youth	*	*	*		*	D		D		D	*					*	*		*				*			
Low Income														D	D	D										D
Veteran		D	D								*	*	*	*	*	*	*	D				D	*		*	D

NOTES: A 'D' denotes that the subgroup is found to be disproportinately 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 - Enrollment - 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

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 disproportionally 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.

Student Equity Goals 2017-2019

Based on our recent disproportionate impact study, our equity goals and activities are listed in the table below:

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase completion and persistence through the English Developmental Sequence Disproportionate Impact Study: English 100A Completion: Male, Latino, and Other. English 102/104/105 Completion: African-American, Other, Foster Youth, and Person with Disability English 102/104/105 Students' Completion Rates in English 1A: African Americans, Pacific Islanders, Other, and Veterans	Support professional expert in DSPS to assist with assessment Support workshops for Basic Skills English, including non-credit Continue support of Tutorial Center software to assist student tutors	Support Reading Apprenticeship professional development program Continue research on impact of multiple measures in English for DI groups Explore opportunity to conduct targeted outreach to DI groups to participate in peer tutoring Continue support of learning communities such as Umoja, Puente, HSI, as well as Veterans, EOPS, and DSPS	Create reading apprenticeship professional development Program that can support English, ESL, and Math Support basic skills BSSOT grant related initiatives past the life of the grant Support reassign time for BSSOT grant coordinators in year 4
Increase completion and persistence through the Math Developmental Sequence Disproportionate Impact Study: Math 107 Completion: African-American, Other, Foster Youth, and Person with Disability Math 65 Completion: African American, Multi-Ethnic, and Persons with Disability	Support implementation of multiple measures in math	Continue research on impact of multiple measures in math and DI Explore opportunity to conduct targeted outreach to DI groups to participate in peer tutoring, Math Jam, learning communities, workshops	Provide opportunities for professional development around best practices in teaching basic skills math Continue support of Math Jam

Math 55 Completion: Males, African American, Multi-Ethnic, Person with Disabilities, and Foster Youth Math 65 Students' Completion Rates in Math 55: African Americans Math 55 Students' Completion Rates in Math 40: Pacific Islanders and veterans Math 55 Students' Completion Rates in Math 38: Other			
Increase completion and persistence for Disproportionately Impacted Students	Continue support of Counseling to provide core services Continue embedded counseling in English and basic skills Continue support of Counselor coordination for Learning Communities	Explore creation of a Learning Community to support our Asian / Pacific Islander student population Continue support of existing learning communities and explore opportunities for expansion Continue support services for veterans, EOPS, Cal-WORKs, foster youth, DSPS	Support tutoring for persistence of DI groups Support training and funding of DI specialized Smart Shop instructors
Increase completion and persistence for students in ESL Disproportionate Impact Study: ESL 24 Successful Course Completion Rates: Low-income ESL 25 Successful Course Completion Rates: Latino, and low-income. ESL 25 Students' Completion Rates in English 1A: Latino	Revamp ESL assessment and orientation process. Explore targeted coordination between ESL Department and Student Services in providing core services -orientation: Counselor specialized	Explore Student mentorship opportunities (Tutoring, Learning Communities pipeline) Explore book assistance programs	Support ESL Smart Shop workshop development Support study of ESL/Smart Shops Success Support library cataloging project for ESL program

English 102/104/105 Students' Completion Rates in English 1A: African Americans, Pacific Islanders, Other, and Veterans.	orientation - outreach: materials in community, multiple formats and languages -counseling: embedded counseling in courses -follow-up: embedded counseling Continue support of software licenses for assessment		
Increase Transfer and Degree Completion Disproportionate Impact Study: Transfer: African American, Person with Disability, Low-Income, and Veteran Degree Completion: African American Certificate Completion: Male, Persons with Disability	Continue support of Counseling by opening up additional program planning sessions for Education Planning; additional counseling hours to provide support for core services Support full implementation of DegreeWorks program Support full implementation of Online and DE Counseling via Cranium Cafe Support Career and Transfer Center activities and programs such as counseling, campus tours, career and transfer fairs, assessment inventories	Support Career and Transfer Center activities and programs such as counseling, campus tours, career and transfer fairs, assessment inventories Support college tours in conjunction with Umoja, Puente, and EOPS Explore creation of a Learning Community to support our Asian / Pacific Islander student population Support Smart Shop series	Continue support of Smart Shops workshops

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

The equity allocation has allowed us to implement activities to meet our goals in 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, and Student Success & Equity. As a result, we have targeted outreach initiatives, provided additional counseling for students, supported the creation of 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've supported professional development efforts aimed at understanding the effects of inequities and methods to address and improve outcomes for disproportionately impacted students.

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

Note the table below is a DRAFT. OIRP is updating the table to include degrees of improvement

STUDENT EQUITY DATA

Disproportionate Impact at Las Positas College (2015)

Demographic Subgroups	Dublin (Access)	Livermore (Access)	Pleasanton (Access)	All LPC Courses	Overall ENGLISH	ENG 100A	ENG 102/104/105	Overall MATH	MATH 107	MATH 65	MATH 55	Overall ESL	ESL 130A/131A	ESL 130B/131B	ESL 120A/121A	ESL 120B/121B	ESL 24	ESL 25	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	–	–	–	71%	77%	67%	74%	57%	51%	54%	54%	69%	54%	64%	68%	70%	81%	81%	64%	48%	49%	41%	13%	75%	–	–	49%
GENDER																											
Female																											
Male						D						D	D												D	D	
RACE-ETHNICITY																											
African-American	D			D	D	D	D	D	D	D	D		*	*		D	*	*			D			*	D	D	
Native American	*	*	*		D	*	*	D	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		D
Asian			D																								
Filipino	*	*	*									*	*	*	*	*	*	*		*				*	*		D
Latino													D													D	
Pacific Islander	*	*	*	D	D	*	*	D	*		D	*	*	*	*	*	*	*	D	*		D		*	*	D	D
White		D																*									
Other	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*	*	*	*
Multi-Ethnic						D						D	*		*	*	*	*	D	*				*	*		*
Other Groups																											
Person w/ Disability						D	D	D	D	D		D	*	D	D	*	*	*						*			D
Foster Youth	*	*	*	D			D	D	D	D		D	*		D	D	*	*		*				*	*		*
Low Income															D	D	D										*
Veteran		D	D	D								D	*	*	*	*	*	*	D	D			D	*	D		*

NOTES: A 'D' denotes that the subgroup is found to be disproportinately 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 - Enrollment - 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

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 disproportionally 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.