

Las Positas College - Integrated Plan

Description

COLLEGE: Las Positas College

READ DEADLINES AND IMPORTANT INFORMATION: Yes

UPLOADED SIGNATURE PAGE: Las Positas College 2017-19 Unified Plan Signature Page.pdf (date: Jan 26 2018 8:55 AM)

EXECUTIVE SUMMARY: http://lpcazure.laspositascollege.edu/gv/ssc/assets/docs/2017_12019_unified_plan/unified_plan_executive_summary.pdf

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Previous Efforts

Assess Previous Effort 1a

GOAL #1: (SSSP - Orientation) Research and develop orientation programs for ongoing improvement of the orientation process and increase unmet need

PROGRESS #1: (SSSP - Orientation) • 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.

GOAL #2: (SSSP - Orientation) Include student government representation in orientation sessions and increase student led campus tours

PROGRESS #2: (SSSP - Orientation) • 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

GOAL #3: (SSSP - Orientation) Develop an orientation that includes college “survival skills” topics

PROGRESS #3: (SSSP - Orientation) • 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 school/college cultural differences, family needs and time management, college tour, navigating college, and available resources • 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

GOAL #4: (SSSP - Orientation) Offer a “Math Jam” style orientation for college readiness topics.

PROGRESS #4: (SSSP - Orientation) • Continue exploration of college readiness workshops.

GOAL #5: (SSSP - Orientation) Conduct workshops and orientations the week before school begins.

PROGRESS #5: (SSSP - Orientation) • 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

GOAL #6: (SSSP - Orientation) Offer a “Math Jam” that follows the best practices of the successful “Math Jam” currently being offered

PROGRESS #6: (SSSP - Orientation) • 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%

GOAL #7: SSSP - Assessment Continue to work towards including multiple measures in the placement process, using High School transcripts and other local measures

PROGRESS #7: (SSSP - Assessment) • 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 placed 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 the conclusion of Spring 2018. • 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.

GOAL #8: (SSSP - Assessment) Include information about assessment and multiple measures at events such as Mega Day and Math Jam

PROGRESS #8: (SSSP - Assessment) • 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.

GOAL #9: (SSSP - Assessment) Create themed orientations that include specific assessment information tailored for specific student population groups

PROGRESS #9: (SSSP - Assessment) • 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.

GOAL #10: (SSSP - Assessment) Explore best practices and options for conducting assessments at the local high school sites

PROGRESS #10: (SSSP - Assessment) • 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

GOAL #11: (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

PROGRESS #11: (SSSP – Counseling, Advising, and Other Education Planning Services) • 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

GOAL #12: (SSSP – Counseling, Advising, and Other Education Planning Services) 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 Communities

PROGRESS #12: (SSSP – Counseling, Advising, and Other Education Planning Services) • 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 projects. • 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

GOAL #13: (SSSP – Counseling, Advising, and Other Education Planning Services) 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

PROGRESS #13: (SSSP – Counseling, Advising, and Other Education Planning Services) • 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

GOAL #14: (SSSP – Follow-up for At-Risk Students) Purchase MBTI/SII assessments and interpret them for EOPS students

PROGRESS #14: (SSSP – Follow-up for At-Risk Students) • 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

GOAL #15: (SSSP – Follow-up for At-Risk Students) 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

PROGRESS #15: (SSSP – Follow-up for At-Risk Students) • 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.

GOAL #16: (SSSP – Follow-up for At-Risk Students) Work with the Career Center to develop internships and job shadow days

PROGRESS #16: (SSSP – Follow-up for At-Risk Students) • 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

GOAL #17: (SSSP – Follow-up for At-Risk Students) Develop alternate methods and career tools for students to identify their educational goals

PROGRESS #17: (SSSP – Follow-up for At-Risk Students) • 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 • 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

GOAL #18: (SSSP – Follow-up for At-Risk Students) Create career brochures with links to the career center and YouTube resources (nursing, business, communications, engineering, biology)

PROGRESS #18: (SSSP – Follow-up for At-Risk Students) • 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

GOAL #19: (SSSP – Follow-up for At-Risk Students) Create and post “job journey” videos about people working on campus and post online in conjunction with campus public relations coordinator

PROGRESS #19: (SSSP – Follow-up for At-Risk Students) • Outreach Specialist coordinates with LPC TV and District Office to post videos highlighting students’ internship experiences.

GOAL #20: (SSSP – Follow-up for At-Risk Students) Include training on the soft skills needed overall for jobs

PROGRESS #20: (SSSP – Follow-up for At-Risk Students) • 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

GOAL #21: (SSSP – Follow-up for At-Risk Students) Subscribe to “Road Trip Nation” that helps undecided majors with exploration of careers and trainings related to CTE and other kinds of careers

PROGRESS #21: (SSSP – Follow-up for At-Risk Students) • 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

GOAL #22: (SSSP – Follow-up for At-Risk Students) Continue to develop early alert systems in relation to the core services through collaboration with faculty

PROGRESS #22: (SSSP – Follow-up for At-Risk Students) • A/R - Banner, Financial Aid, Counseling sends emails to students on Academic Progress Probation to attend a workshop to clear probation

GOAL #23: (SSSP – Follow-up for At-Risk Students) Explore and develop early alert systems to serve populations such as veterans, foster youth, and other categorical programs

PROGRESS #23: (SSSP – Follow-up for At-Risk Students) • 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.

GOAL #24: (Equity - Access) Hire an Outreach Specialist

PROGRESS #24: (Equity - Access) • The Outreach Specialist was hired in April 2016. The 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.

GOAL #25: (Equity - Access) Hire a SSSP/Equity Coordinators

PROGRESS #25: (Equity - Access) • 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.

GOAL #26: (Equity – Course Completion) Improve outreach to targeted student populations.

PROGRESS #26: (Equity – Course Completion) • 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

GOAL #27: (Equity – Course Completion) Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions

PROGRESS #27: (Equity – Course Completion) • 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.

GOAL #28: (Equity – Course Completion) Explore the development of a Summer Bridge Program.

PROGRESS #28: (Equity – Course Completion) • Decision made to forego this initiative and support existing learning communities.

GOAL #29: (Equity – Course Completion) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.

PROGRESS #29: (Equity – Course Completion) • 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

GOAL #30: (Equity – Course Completion) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning.

PROGRESS #30: (Equity – Course Completion) • 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 Teaching Men of Color 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

GOAL #31: (Equity – Course Completion) Create targeted Learning Communities, such as for African American students.

PROGRESS #31: (Equity – Course Completion) • 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

GOAL #32: (Equity – Course Completion) Develop a Reading Apprenticeship program.

PROGRESS #32: (Equity – Course Completion) • Faculty participated in training on the Reading Apprenticeship program and are currently exploring next steps.

GOAL #33: (Equity – Course Completion) Augment our embedded counseling program.

PROGRESS #33: (Equity – Course Completion) • 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

GOAL #34: (Equity – Course Completion) Implement multiple measures for the English assessment process

PROGRESS #34: (Equity – Course Completion) • 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

GOAL #35: (Equity – Course Completion) Augment our English and Math contextualized program for the Early Childhood Development learning community.

PROGRESS #35: (Equity – Course Completion) • Explored opportunity to augment the program by funding textbooks, calculators, tutorial support. There is a need to revisit this goal.

GOAL #36: (Equity – Course Completion) Augment our current Math Jam program

PROGRESS #36: (Equity – Course Completion) • Spots held for students in learning communities and categorical programs

GOAL #37: (Equity – Course Completion) Research curriculum development or adaptation changes to our Math courses

PROGRESS #37: (Equity – Course Completion) • 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 certificate, once updated and approved.

GOAL #38: (Equity – Course Completion) Augment our Math lab programs

PROGRESS #38: (Equity – Course Completion) • 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.

GOAL #39: (Equity – Basic Skills and Course Completion) Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions.

PROGRESS #39: (Equity – Basic Skills and Course Completion) • 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.

GOAL #40: (Equity – Basic Skills and Course Completion) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning.

PROGRESS #40: (Equity – Basic Skills and Course Completion) • 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 Teaching Men of Color 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

GOAL #41: (Equity – Basic Skills and Course Completion) Create targeted Learning Communities, such as for African American students.

PROGRESS #41: (Equity – Basic Skills and Course Completion) • 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

GOAL #42: (Equity – Basic Skills and Course Completion) Develop a Reading Apprenticeship program

PROGRESS #42: (Equity – Basic Skills and Course Completion) • Faculty received training and are currently exploring next steps.

GOAL #43: (Equity – Basic Skills and Course Completion) Implement multiple measures for the English assessment process.

PROGRESS #43: (Equity – Basic Skills and Course Completion) • 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

GOAL #44: (Equity – Basic Skills and Course Completion) Augment our all-veterans English 1A course

PROGRESS #44: (Equity – Basic Skills and Course Completion) • Veterans Office promoted course during Operation Gateway Orientation. In addition, Veterans Coordinator and Counselors presented to students in class on various topics.

GOAL #45: (Equity – Basic Skills and Course Completion) Develop a co-requisite model of English 1A.

PROGRESS #45: (Equity – Basic Skills and Course Completion) This goal was put on hold when multiple measures placement was implemented.

GOAL #46: (Equity – Basic Skills and Course Completion) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.

PROGRESS #46: (Equity – Basic Skills and Course Completion) • 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

GOAL #47: (Equity – Basic Skills and Course Completion) Augment our English and Math contextualized program for the Early Childhood Development learning community

PROGRESS #47: (Equity – Basic Skills and Course Completion) • The contextualized ECD math sequence (Pre-Algebra, Elementary Algebra, Intermediate Algebra) continues. It is open to general enrollment.

GOAL #48: (Equity – Basic Skills and Course Completion) Augment our current Math Jam program

PROGRESS #48: (Equity – Basic Skills and Course Completion) • Spots held for students in learning communities and categorical programs

GOAL #49: (Equity – Basic Skills and Course Completion) Research curriculum development or adaptation changes to our Math courses

PROGRESS #49: (Equity – Basic Skills and Course Completion) • 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 certificate, once updated and approved.

GOAL #50: (Equity – Basic Skills and Course Completion) Augment our Math lab programs.

PROGRESS #50: (Equity – Basic Skills and Course Completion) • 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.

GOAL #51: (Equity – Degree and Certificate Completion) Research best practices for in-person orientation models, and develop a new orientation program

PROGRESS #51: (Equity – Degree and Certificate Completion) • 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

GOAL #52: (Equity – Degree and Certificate Completion) Augment our embedded counseling program

PROGRESS #52: (Equity – Degree and Certificate Completion) • 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

GOAL #53: (Equity – Degree and Certificate Completion) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning

PROGRESS #53: (Equity – Degree and Certificate Completion) • 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 Teaching Men of Color 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

GOAL #54: (Equity – Degree and Certificate Completion) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.

PROGRESS #54: (Equity – Degree and Certificate Completion) • 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

GOAL #55: (Equity – Degree and Certificate Completion) Explore augmenting the current Puente Program, developing a First Year Experience program, and developing a Summer Bridge program

PROGRESS #55: (Equity – Degree and Certificate Completion) • 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

GOAL #56: (Equity – Degree and Certificate Completion) Create targeted Learning Communities, such as for African American students

PROGRESS #56: (Equity – Degree and Certificate Completion) • 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

GOAL #57: (Equity – Degree and Certificate Completion) Implement multiple measures for the English assessment process.

PROGRESS #57: (Equity – Degree and Certificate Completion) • 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

GOAL #58: (Equity – Degree and Certificate Completion) Develop a Reading Apprenticeship program

PROGRESS #58: (Equity – Degree and Certificate Completion) • Faculty received training and are currently exploring next steps.

GOAL #59: (Equity – Degree and Certificate Completion) Develop a co-requisite model of English 1A

PROGRESS #59: (Equity – Degree and Certificate Completion) This goal was put on hold when multiple measures placement was implemented.

GOAL #60: (Equity – Transfer) Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions.

PROGRESS #60: (Equity – Transfer) • 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.

GOAL #61: (Equity – Transfer) Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning

PROGRESS #61: (Equity – Transfer) • 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 Teaching Men of Color 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

GOAL #62: (Equity – Transfer) Augment the Transfer Center's current programs

PROGRESS #62: (Equity – Transfer) • Outreach Specialist developed outreach materials for guaranteed transfer programs and transfer rates

GOAL #63: (Equity – Transfer) Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs

PROGRESS #63: (Equity – Transfer) • 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

GOAL #64: (Equity – Transfer) Explore augmenting the current Puente Program, developing a First Year Experience program, and developing a Summer Bridge program

PROGRESS #64: (Equity – Transfer) • 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

GOAL #65: (Equity – Transfer) Create targeted Learning Communities, such as for African American students.

PROGRESS #65: (Equity – Transfer) • 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

GOAL #66: (Equity – Transfer) Implement multiple measures for the English assessment process.

PROGRESS #66: (Equity – Transfer) • 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

GOAL #67: (Equity – Transfer) Develop a Reading Apprenticeship program.

PROGRESS #67: (Equity – Transfer) • Faculty received training and are currently exploring next steps.

GOAL #68: (Equity – Transfer) Develop a co-requisite model of English 1A.

PROGRESS #68: (Equity – Transfer) This goal was put on hold when multiple measures placement was implemented.

GOAL #69: (Basic Skills) Support Student Support/Tutorial Center and encourage full institutionalization

PROGRESS #69: (Basic Skills) • 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

GOAL #70: (Basic Skills) Support Reading and Writing (RAW) Center and encourage full institutionalization

PROGRESS #70: (Basic Skills) • 2015-16 Allocated \$6K • 2016 -17 Allocated \$6K and encouraged full institutionalization

GOAL #71: (Basic Skills) Provide additional support to the Library to assist Basic Skills students

PROGRESS #71: (Basic Skills) • Equity - Funded night/weekend hours • Equity – Funded additional books • BSI - \$7000 books & \$5000 staff

GOAL #72: (Basic Skills) Support improvements to the ESL program

PROGRESS #72: (Basic Skills) • 2015-16 \$3K allocated for coordination and research • 2016-17 \$3K allocated for coordination and research

GOAL #73: (Basic Skills) Identify and promote professional development opportunities

PROGRESS #73: (Basic Skills) • 2015 -16 allocated \$6K, spent \$9K • 2016-17 \$6K allocated for Basic Skills related professional development

Assess Previous Effort 1b

GOAL: 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

Assess Previous Effort 1c

GOAL: Augment existing Math Jam program to increase course completion.

SSSP ACTIVITIES THAT SERVE THE GOAL: 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.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Provide resources and supplies for students to encourage participation and ongoing attendance

BSI ACTIVITIES THAT SERVE THE GOAL: Provide faculty training and funding for teaching the basic skills levels of Math Jam; provide student tutors for the basic skills levels

Share A Success

GOAL: 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. 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%. 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 succeed 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%. 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 Goals

Integrated Goal #1

GOAL: Increase Transfer and Degree Completion

GOAL AREA: Retention, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: Support Smart Shop Workshops Basic Skills English, including non-credit Continue support of Tutorial Center software to assist student tutors

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Support professional expert in DSPS to assist with assessment 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

BSI ACTIVITIES THAT SERVE THE GOAL: 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

Integrated Goal #2

GOAL: Increase completion and persistence through the Math Developmental Sequence

GOAL AREA: Retention, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: Support implementation of multiple measures in math Continue support of Tutorial Center software to assist student tutors

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: 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

BSI ACTIVITIES THAT SERVE THE GOAL: Provide opportunities for professional development around best practices in teaching basic skills math Continue support of Math Jam

Integrated Goal #3

GOAL: Increase completion and persistence for Disproportionately Impacted Students Certificates: (CCCCO Vision #1) Overall: 138 to 166 Certificates: (CCCCO Vision #5) Males: 34 to 55 African American: 4 to 9 Disability: 11 to 16

GOAL AREA: Access, Retention, Transfer, Degree & Certificate Completion, Other

SSSP ACTIVITIES THAT SERVE THE GOAL: Continue support of Counseling, Admissions and Records, and Assessment in providing core services Continue embedded counseling in English and basic skills Continue support of Counselor coordination for Learning Communities

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: 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

BSI ACTIVITIES THAT SERVE THE GOAL: Support tutoring for persistence of DI groups Support training and funding of DI specialized Smart Shop instructors

Integrated Goal #4

GOAL: Increase completion and persistence for students in ESL

GOAL AREA: Access, Retention, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: Revamp ESL assessment and orientation process. Explore targeted coordination between ESL Department and Student Services in providing core services -orientation: Counselor specialized 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

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Explore Student mentorship opportunities (Tutoring, Learning Communities pipeline) Explore book assistance programs

BSI ACTIVITIES THAT SERVE THE GOAL: Support ESL Smart Shop workshop development Support study of ESL/Smart Shops Success Support library cataloging project for ESL program

Integrated Goal #5

GOAL: Increase Transfer and Degree Completion Degrees: (CCCCO Vision #1) Overall: 678 to 814 Degrees: (CCCCO Vision #5) African Americans: 16 to 29 Pacific Islanders: 2 to 4 Foster Youth: 7 to 11 Transfer (CCCCO Vision #2) Overall: 672 to 907 Transfer (CCCCO Vision #5) African Americans: 21 to 32 Disability: N/A Low Income: N/A Veteran: N/A Total Earned Units of Associate Degree Recipients (CCCCO Vision #3) 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

GOAL AREA: Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion, Other

SSSP ACTIVITIES THAT SERVE THE GOAL: 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

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: 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

BSI ACTIVITIES THAT SERVE THE GOAL: Continue support of Smart Shops workshops

Integration & Coordination

INTEGRATION AND COORDINATION: 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.

NONCREDIT: 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.

PROFESSIONAL DEVELOPMENT: 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 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.

EVALUATING PROGRESS: 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.

MULTI-COLLEGE DISTRICT COORDINATION: 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.

Support

CHANCELLOR'S OFFICE SUPPORT: • 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

Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
Integrated Plan Goals linked to CCCCO Vision for Success	Unified Success Goals linked to Applicable CCCCO Vision for Success Goals.pdf	This document outlines specific goals identified in the Las Positas College Unified (Integrated) Plan that are linked to the applicable California Community Colleges Chancellor's Office Vision for Success.	Jan 26 2018 9:02 AM
Las Positas College Student Equity DI Data	StudentEquityData_DISummary_2017Unified Impact Study for 2017 and our progress since our last study in 2015.	The document provides information on our Disproportionate Impact Study for 2017 and our progress since our last study in 2015.	Jan 26 2018 8:59 AM
Question 2 - Strategy resulting in significant gains	Question2 - Multiple Measures.pdf	The document provides information for question two of the plan that relates to a strategy we have implemented that is resulting in significant gains. This document provides graphs of the data discussed in our response.	Jan 26 2018 10:43 AM

Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	\$52,334	\$230,000	\$600,000	\$600,000		
2000 - Non-Instructional Salaries	\$41,600	\$220,000	\$425,000	\$500,000		
3000 - Employee Benefits	\$9,167	\$165,000	\$385,000	\$384,805		
4000 - Supplies and Materials	\$4,500	\$1,000	\$12,000			
5000 - Other Operating Expenses and Services	\$5,000	\$47,682	\$62,805			
PROGRAM TOTALS	\$112,601	\$663,682	\$1,484,805	\$1,484,805		
				MATCH		MATCH
					BSI, SE, & SSSP BUDGET TOTAL	\$3,745,893



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