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.

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.

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

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 January 31, 2018. 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.

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.

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	• 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	• 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 asd during Welcome Week
Develop an orientation that includes college "survival skills" topics	• 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
Offer a "Math Jam" style orientation for college readiness topics.	● Continue exploration of college readiness workshops.
Conduct workshops and orientations the week before school begins.	● 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
Offer a "Math Jam" that follows the best practices of the successful "Math Jam" currently being offered	● 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
Continue to work towards including multiple measures in the placement process, using High School transcripts and other local measures	● 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 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.
Include information about assessment and multiple measures at events such as Mega Day and Math Jam	● 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	● 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	● 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	● 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	● 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

and the creation of projects like the First Year Experience and learning communities	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
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	● 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
SSSP – Follow-up for At-Risk Students	
Purchase MBTI/SII assessments and interpret them for EOPS 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
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	● 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.
Work with the Career Center to develop internships and job	● 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

shadow days	College Central Network
Develop alternate methods and career tools for students to identify their educational goals	• 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
Create career brochures with links to the career center and YouTube resources (nursing, business, communications, engineering, biology)	• 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	• 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	• 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	• 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	• 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	• Counseling Intervention Specialist has developed a system to

alert systems to serve populations such as veterans, foster youth, and other categorical programs	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 Specialist	● 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.
Hire a SSSP/Equity Coordinators	● 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.	● 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	• 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 of a Summer Bridge Program.	• Decision made to forego this initiative and support existing learning communities.
Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.	• 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
Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning.	• 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
Create targeted Learning Communities, such as for African American students.	- 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.	Faculty participated in training on the Reading Apprenticeship program and are currently exploring next steps.
Augment our embedded counseling program.	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	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.	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	Spots held for students in learning communities and categorical programs

Research curriculum development or adaptation changes to our Math courses	- 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.
Augment our Math lab programs	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.	- 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.	- 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
Create targeted Learning Communities, such as for African American students.	● 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	● Faculty received training and are currently exploring next steps.
Implement multiple measures for the English assessment process.	● 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	● 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.	● 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.	● 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	The contextualized ECD math sequence (Pre-Algebra, Elementary Algebra, Intermediate Algebra) continues. It is open to general enrollment.
Augment our current Math Jam program	Spots held for students in learning communities and categorical programs
Research curriculum development or adaptation changes to our Math courses	- 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.
Augment our Math lab programs.	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.
Equity – Degree and Certificate Completion	
Research best practices for in-person orientation models, and develop a	Pilot integrating assessment, orientation, and Ed Planning in PSCN 25 course with Amador High School (concurrent enrollment) based off of workgroup research on regional

new orientation program	best practices
Augment our embedded counseling program	• 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
Provide additional faculty and staff professional development to improve multicultural competencies, and teaching and learning	• 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
Augment direct student services in our existing DSPS, EOPS, Puente, Tutorial Center and the Library programs.	• 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	- 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	- 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.	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	Faculty received training and are currently exploring next steps.
Develop a co-requisite model of English 1A	This goal was put on hold when multiple measures placement was implemented.
Equity - Transfer	
Conduct additional research to better understand the causes of disproportionate impact, and as a result, design better interventions.	- 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	Faculty and Administrators participated in the Umoja

and staff professional development to improve multicultural competencies, and teaching and learning	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
Augment the Transfer Center's current programs	● 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	● 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	● 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.	● 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.	● 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.	● Faculty received training and are currently exploring next steps.
Develop a co-requisite model of English 1A.	● This goal was put on hold when multiple measures placement was implemented.
Basic Skills	
Support Student Support/Tutorial Center and encourage full institutionalization	● 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	● 2015-16 Allocated $6K ● 2016 -17 Allocated $6K and encouraged full institutionalization

Provide additional support to the Library to assist Basic Skills students	● Equity - Funded night/weekend hours ● Equity – Funded additional books ● BSI - $7000 books & $5000 staff
Support improvements to the ESL program	● 2015-16 $3K allocated for coordination and research ● 2016-17 $3K allocated for coordination and research
Identify and promote professional development opportunities	● 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 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

2. 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.

Las Positas College
Assessed into English 1A (College-Level English)
2015-16 vs 2016-17
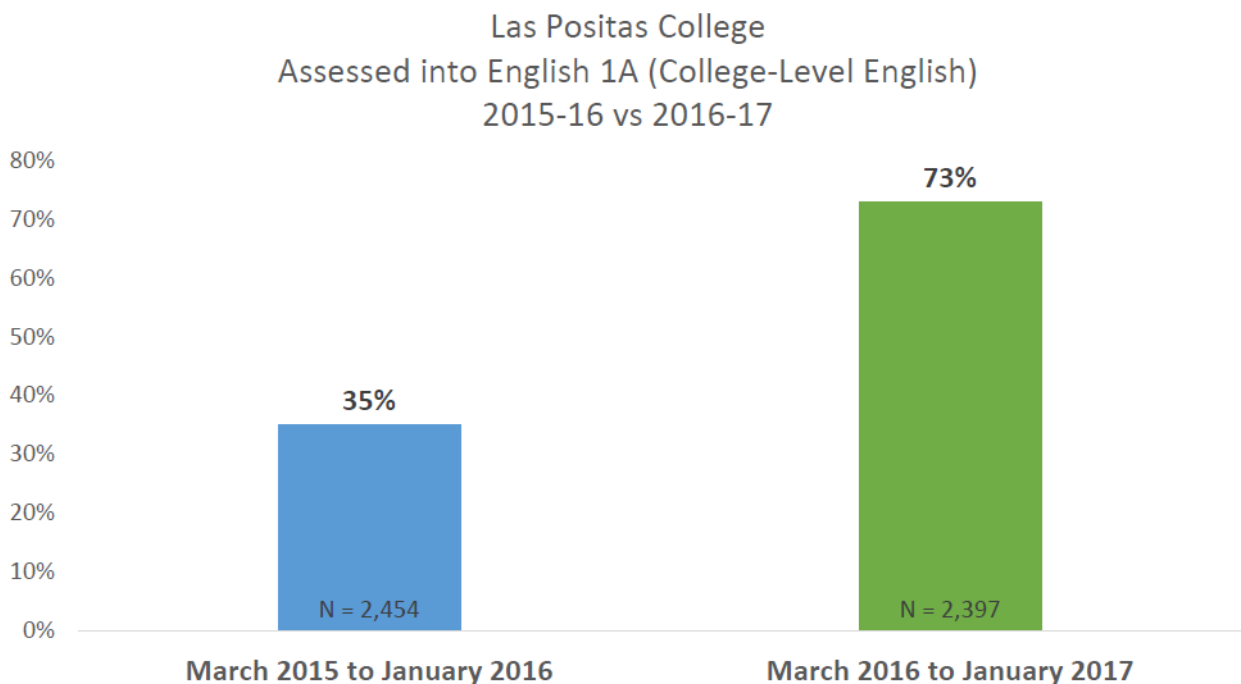
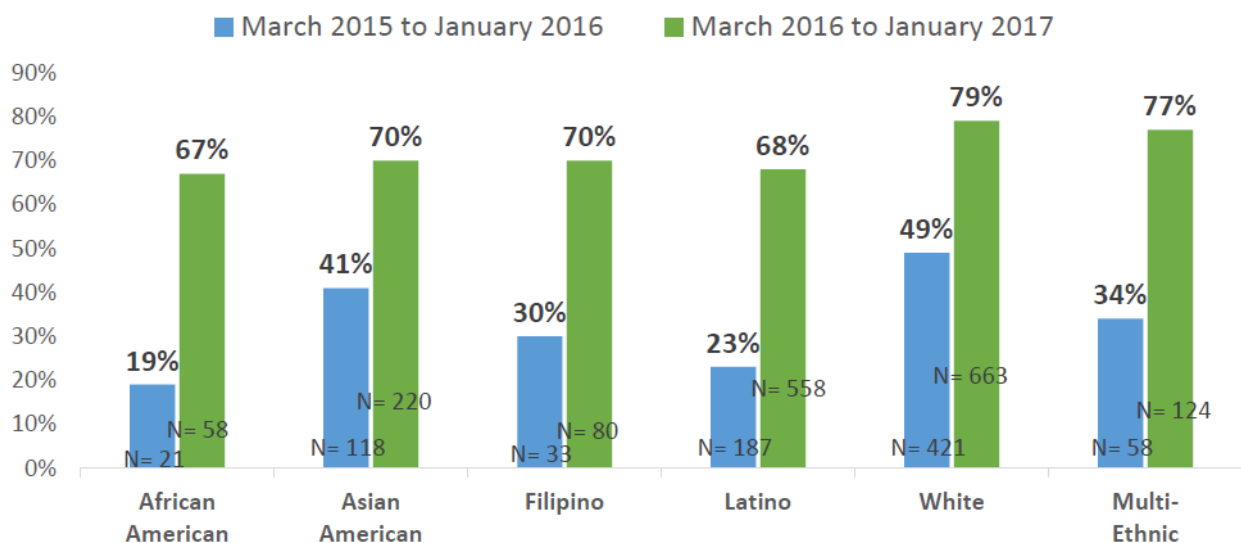When broken down by gender, females succeeded at a rate of 76% which is an approximately 43% increase from the previous year. Males succeeded at a rate of 70%, which was a 33% increase from the previous year. For males that assessed into English 1A based on multiple measures (high school GPA) and subsequently 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%.

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

■ March 2015 to January 2016   ■ March 2016 to January 2017

|	March 2015 to January 2016	March 2016 to January 2017
African American	19% (N= 21)	67% (N= 58)
Asian American	41% (N= 118)	70% (N= 220)
Filipino	30% (N= 33)	70% (N= 80)
Latino	23% (N= 187)	68% (N= 558)
White	49% (N= 421)	79% (N= 663)
Multi-Ethnic	34% (N= 58)	77% (N= 124)

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%.

Las Positas College
Overall English 1A Success Rates
2012-13 through 2016-17
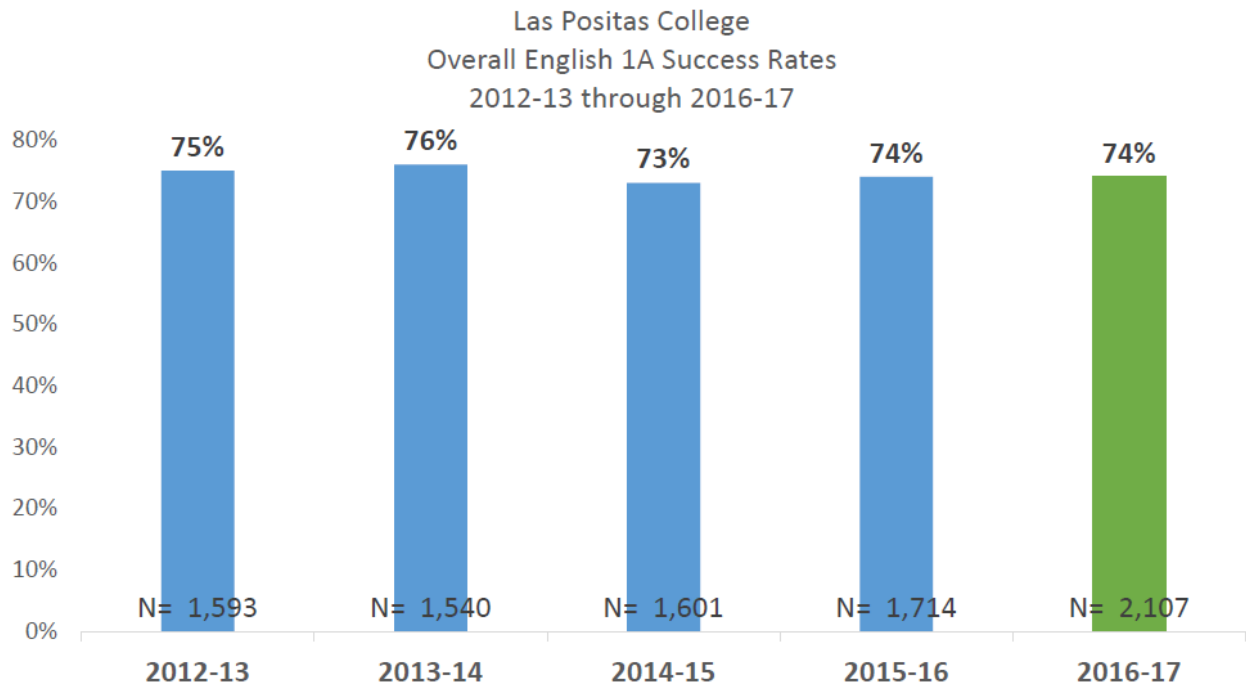
Overall course success rates in English 1A have remained consistent from 2012 to 2017. More students are assessing into transfer-level English with the implementation of multiple measures. Overall, implementation of multiple measures in English led to increased student success rates in all categories, 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., 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.

**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	**LPC Targets/Goals** **Degrees:** Overall: 678 to 814	**LPC Targets/Goals** **Transfer:** Overall: 672 to 907	**LPC Targets/Goals** **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	**LPC Targets/Goals** **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	**LPC Targets/Goals** **Certificates** Overall: 138 to 166		**LPC Targets/Goals** **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	Dublin (Access)	Livermore (Access)	Pleasanton (Access)	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	D
Asian	1		D																									
Filipino	0	✕	✕	✕		*							*	*	*	*	*	*				*			*		*	
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						*		D	D
Foster Youth	4	✕	✕	✕		*	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 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.

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	Support Smart Shop Workshops Basic Skills English, including non-credit Continue support of Tutorial Center software to assist student tutors	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	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	☐ *Access* ✓ *Retention* ☐ *Transfer* ✓ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* _____
Increase completion and persistence through the Math Developmental Sequence	Support implementation of multiple measures in math Continue support of Tutorial Center software to assist student tutors	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	☐ *Access* ✓ *Retention* ☐ *Transfer* ✓ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* _____
Increase completion and persistence for Disproportionately Impacted Students	Continue support of Counseling, Admissions and Records, and Assessment in	Explore creation of a Learning Community to support our Asian / Pacific Islander student population	Support tutoring for persistence of DI groups Support training and	✓ *Access* ✓ *Retention* ✓ *Transfer* ✓ *ESL/Basic Skills Completion*

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	providing core services Continue embedded counseling in English and basic skills Continue support of Counselor coordination for Learning Communities	Continue support of existing learning communities and explore opportunities for expansion Continue support services for veterans, EOPS, Cal-WORKs, foster youth, DSPS	funding of DI specialized Smart Shop instructors	✓ Degree & Certificate Completion ✓ Other: *CCCCO Vision for Success Goals1, 2, 3, & 5*
Increase completion and persistence for students in ESL	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	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	✓ Access ✓ Retention ☐ Transfer ✓ ESL/Basic Skills Completion ☐ Degree & Certificate Completion ☐ Other:_____ _____
Increase Transfer and Degree Completion	Continue support of Counseling by opening up	Support Career and Transfer Center activities and	Continue support of Smart Shops workshops	✓ Access ✓ Retention ✓ Transfer

	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	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		✓ *ESL/Basic Skills Completion* ✓ *Degree & Certificate Completion* ✓ *Other:* *CCCCO Vision for Success Goals1, 2, 3, & 5*
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				

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you 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 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.
Las Positas College BSI SE SSSP Unified Budget Plan 2017-2018

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	$ 600,000	$ -	$ -	
2000	Classified and Other Nonacademic Salaries	$ 41,600	$ 220,000	$ 425,000	$ 500,000	$ -	$ -	
3000	Employee Benefits	$ 9,167	$ 165,000	$ 385,000	$ 384,805	$ -	$ -	
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	$ 1,484,805	$ -	$ -	
					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.

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 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:

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
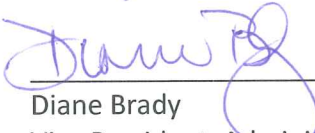
Part III – Approval and Signature Page

College: <u>Las Positas College</u>　　　District:　<u>Chabot-Las Positas Community College District</u>

Board of Trustees Approval Date: <u>January 16, 2018</u>

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 California Community College Chancellor's Office.

_____　　　　　　　rbennie@laspositascollege.edu
Roanna Bennie　　　　　　　　　Date　　　　　Email Address
Interim President / Interim Vice President, Academic Services

_____　1-25-18　　dbrady@laspositascollege.edu
Diane Brady　　　　　　　　　　Date　　　　　Email Address
Vice President, Administrative Services

_____　　　　　　　rbennie@laspositascollege.edu
Roanna Bennie　　　　　　　　　Date　　　　　Email Address
Interim President / Interim Vice President, Academic Services

_____　1/25/18　　wgarcia@laspositascollege.edu
William Garcia　　　　　　　　　Date　　　　　Email Address
Vice President, Student Services

_____　1/25/2016　mkorber@laspositascollege.edu
Melissa Korber　　　　　　　　　Date　　　　　Email Address
President, Academic Senate

_____　1/25/18　　jthornburg@laspositascollege.edu
Julie Thornburg　　　　　　　　Date　　　　　Email Address
Vice President of Communications, Classified Senate