

Las Positas College

Student Equity Plan

November 2014

Las Positas College Student Equity Plan

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District: Chabot-Las Positas Community College Dist.

Date Approved by Board of Trustees: 12.09.14

College President: _____
Barry A. Russell, Ph.D.

Vice President of Student Services: _____
Diana Z. Rodriguez

Vice President of Instruction: _____
Renee Kilmer, Ph.D. (interim)

Academic Senate President: _____
Thomas Orf, Ph.D.

Student Equity Coordinator/Contact Person: _____
Diana Z. Rodriguez

Executive Summary

EXECUTIVE SUMMARY

Las Positas College (LPC) is located in Livermore, California and serves residents primarily from the cities of Livermore, Pleasanton, and Dublin. The College offers curriculum for those seeking an Associate Degree or Certificate of Achievement, transfer to a four-year college or university, and career preparation and/or basic skills education. The mission of LPC is to be an inclusive learning-centered institution providing educational opportunities and support for the completion of students' transfer, degree, basic skills, career-technical, and retraining goals. According to Spring 2014 data, the College's student headcount was 8969 students.

The California Community College Chancellor's Office intends for the goal of the Student Equity Plan to be for Colleges to conduct a self-evaluation to determine the extent to which all students have "equal opportunity for access, success, and transfer to a four-year college or university." In order to update Las Positas College's Student Equity Plan, the college took a collaborative approach. The Student Equity Plan workgroup was comprised of representatives from faculty, staff, administrators, and students. Using the guidelines set forth by the California Community College Chancellor's Office, the Office of Institutional Research compiled and analyzed the Campus Based Research. The primary findings are summarized in the *Campus Based Research* section of this report; however, the College found several areas of disproportionate impact. In particular, specific student groups lagged behind their peers in the areas of access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer.

The Student Equity Plan workgroup reviewed the Campus Based Research and collaboratively developed goals, activities, expected outcomes, and identified the responsible parties for implementation. For example, to address the student groups who may have trouble accessing the College, one activity that the workgroup proposed was the hiring of an Outreach Specialist who could improve the College's marketing materials and develop targeted marketing campaigns. In addition, to address the disproportionate impact that the College had with ESL and basic skills completion rates among the various student groups, the workgroup proposed the hiring of additional instructional aids and enhancing the embedded tutoring that the College is already doing. In another area, to address the finding that African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders and individuals with disabilities were disproportionately less likely to transfer to a four-year college or university, the workgroup proposed further research into the feasibility of implementing new Learning Communities and expanding current programs on campus that could support these students in reaching the transfer goals. The complete list of proposed activities is detailed in the *Goals and Activities* section of this report.

The Student Equity Plan workgroup coordinated its efforts to develop the goals and activities with the Student Success and Support Program (SSSP) committee, the Program Review committee, and the Basic Skills committee. In addition, the Student Equity Plan was considered and intentionally linked with the SSSP Plan, as well as in the development of the College's Educational Master Plan. The final Student Equity Plan was presented through Las Positas College's shared governance process and the Board of Trustees.

Moving forward, the Student Success workgroup will monitor implementation of the activities under the Student Equity Plan. The Student Success workgroup will meet once per month to review progress and discuss new developments. This workgroup will frequently review the Campus Based data to ensure that progress is being made to remedy the College's areas of disproportionate impact. Each spring a status report will be developed and presented to the workgroup, and the workgroup will develop an updated Student Equity Plan to be presented through the shared governance process and submitted to the state Chancellor's Office

Campus-Based Research

CAMPUS-BASED RESEARCH

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

The three major cities served by Las Positas College are Dublin, Livermore, and Pleasanton. To determine equitable access to Las Positas College, we compared the composition of student attending Las Positas College to those of the overall population, by city of residence. The results were reported by the following groups: gender, race-ethnicity, disability status, low-income status, and veteran status. Access data for Foster Youth is not yet available and will be included in the 2015-16 Equity Plan.

Table A1. Access: Gender

Gender					
	Las Positas		City		Proportionality
	Number	Percent	Number	Percent	Index
DUBLIN					
Female	367	50%	20,235	52%	0.95
Male	366	49%	18,437	48%	1.04
Unknown	<u>7</u>	<u>1%</u>	<u>0</u>	<u>0%</u>	--
Total	740	100%	38,672	100%	
LIVERMORE					
Female	1,414	52%	33,387	50%	1.04
Male	1,286	47%	33,891	50%	0.94
Unknown	<u>30</u>	<u>1%</u>	<u>0</u>	<u>0%</u>	--
Total	2,730	100%	67,278	100%	
PLEASANTON					
Female	659	49%	27,655	48%	1.01
Male	672	50%	29,381	52%	0.97
Unknown	<u>18</u>	<u>1%</u>	<u>0</u>	<u>0%</u>	--
Total	1,349	100%	57,036	100%	

Source: Chabot-Las Positas Institutional Research Dataset, Fall 2013 Student Characteristics;

Economic Modeling Specialists, Intl., 2013 Population Estimates for Cities (EMSI 2014.1).

Note: Data includes only the population that is 15 years or older.

Table A2. Access: Race-Ethnicity

Race-Ethnicity					
	Las Positas		City		Proportionality
	Number	Percent	Number	Percent	Index
DUBLIN					
African-American	34	5%	3,353	9%	0.53
Asian	196	26%	11,203	29%	0.91
Latino	141	19%	5,549	14%	1.33
Native American	1	<1%	103	<1%	0.51
Pacific Islander	5	1%	225	1%	1.16
White	301	41%	16,915	44%	0.93
Other	<u>62</u>	<u>8%</u>	<u>1,317</u>	<u>3%</u>	2.46
Total	740	100%	38,665	100%	--
LIVERMORE					
African-American	62	2%	1,246	2%	1.23
Asian	267	10%	5,924	9%	1.11
Latino	753	28%	13,335	20%	1.39
Native American	5	<1%	153	<1%	0.81
Pacific Islander	15	1%	178	<1%	2.08
White	1,430	52%	44,725	66%	0.79
Other	<u>198</u>	<u>7%</u>	<u>1,722</u>	<u>3%</u>	2.83
Total	2,730	100%	67,283	100%	--
PLEASANTON					
African-American	26	2%	872	2%	1.26
Asian	234	17%	13,798	24%	0.72
Latino	262	19%	5,430	10%	2.04
Native American	4	<1%	87	<1%	1.94
Pacific Islander	6	<1%	93	<1%	2.73
White	703	52%	35,237	62%	0.84
Other	<u>114</u>	<u>8%</u>	<u>1,513</u>	<u>3%</u>	3.19
Total	1,349	100%	57,030	100%	--

Source: Chabot-Las Positas Institutional Research Dataset, Fall 2013 Student Characteristics;

Economic Modeling Specialists, Intl., 2013 Population Estimates for Cities (EMSI 2014.1).

Note: Data includes only the population that is 15 years or older.

Table A3. Access: Disability Status

Disability Status					
	Las Positas		City		Proportionality
	Number	Percent	Number	Percent	Index
DUBLIN					
Not Disabled	674	91%	27,899	96%	0.95
Disabled	<u>66</u>	<u>9%</u>	<u>1,133</u>	<u>4%</u>	2.29
Total	740	100%	29,032	100%	--
LIVERMORE					
Not Disabled	2,479	91%	52,425	95%	0.96
Disabled	<u>251</u>	<u>9%</u>	<u>2,898</u>	<u>5%</u>	1.76
Total	2,730	100%	55,323	100%	--
PLEASANTON					
Not Disabled	1,177	87%	44,134	96%	0.91
Disabled	<u>172</u>	<u>13%</u>	<u>1,924</u>	<u>4%</u>	3.05
Total	1,349	100%	46,058	100%	--

Source: Chabot-Las Positas Institutional Research Dataset; U.S. Census Bureau, 2008-2012 American Community Survey

Note: U.S. Census data includes only the population that is 18 to 64 years old.

Table A4. Access: Low-Income Status

Low-Income Status					
	Las Positas		City		Proportionality
	Number	Percent	Number	Percent	Index
DUBLIN					
Not Low Income	557	75%	29,932	96%	0.79
Low Income	<u>183</u>	<u>25%</u>	<u>1,393</u>	<u>4%</u>	5.56
Total	740	100%	31,325	100%	--
LIVERMORE					
Not Low Income	2076	76%	57,840	95%	0.80
Low Income	<u>654</u>	<u>24%</u>	<u>3,042</u>	<u>5%</u>	4.79
Total	2,730	100%	60,882	100%	--
PLEASANTON					
Not Low Income	1140	85%	49,196	96%	0.88
Low Income	<u>209</u>	<u>15%</u>	<u>2,285</u>	<u>4%</u>	3.49
Total	1,349	100%	51,481	100%	--

Source: Chabot-Las Positas Institutional Research Dataset; U.S. Census Bureau, 2008-2012 American Community Survey.

Notes: Data includes only the population that is 18 years old or older. For LPC data, low income was defined as those receiving Pell grants. For US Census Data, low income was based on poverty threshold levels nationwide, taking into consideration household income and size.

Table A5. Access: Veteran Status

Veteran Status					
	Las Positas		City		Proportionality
	Num	Pct	Num	Pct	Index
DUBLIN					
Non Veteran	721	97%	33,419	94%	1.03
Veteran	19	3%	1,982	6%	0.46
Total	740	100%	35,401	100%	--
LIVERMORE					
Non Veteran	2667	98%	55,691	91%	1.07
Veteran	63	2%	5,323	9%	0.26
Total	2,730	100%	61,014	100%	--
PLEASANTON					
Non Veteran	1328	98%	48,116	93%	1.06
Veteran	21	2%	3,504	7%	0.23
Total	1,349	100%	51,620	100%	--

Source: Chabot-Las Positas Institutional Research Dataset; U.S. Census Bureau, 2008-2012 American Community Survey

Note: Veteran city data includes only individuals 18 or older. Non-veteran city data includes only individuals 16 or older.

Assessment of Disproportionate Impact Regarding Access

The proportionality Index method was used to determine whether there was disproportionate impact. Based on the numbers, it appears that African Americans and Native Americans from Dublin and Asians from Pleasanton were disproportionately less likely to attend Las Positas College compared to other race-ethnicity groups from the same cities. In addition, veterans appear to be disproportionately impacted; however, the disproportionate impact appears to be due to age—about two-thirds of the veterans in our three cities are 55 or older; this age group is generally less likely to attend college.

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete (successfully) by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course completion is a critical component of student success because with each successful course completed, a student increases the likelihood of achieving his or her educational goal. Course completion rates were assessed by gender, race-ethnicity, and disability status for the following courses: ESL 25 (Advanced Reading and Writing); English 100A (Integrated Reading and Writing I); English 102, 104, and 105 (Integrated Reading and Writing II); Math 107, 107X, and 107Y (Pre-Algebra); Math 65, 65A, 65B, 65X, and 65Y (Elementary Algebra); Math 55, 55A, 55B, 55X, and 55Y (Intermediate Algebra).

ESL 25 Successful Course Completion Rates

Aggregated Data for Academic Years 2011-12, 2012-13 and 2013-14

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	111	94	84.7%	100.0%
Male	52	39	75.0%	88.6%
Unknown	~	~	~	~
Total	172	139	80.8%	

Race-Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	~	~	~	~
Native American	~	~	~	~
Asian	79	66	83.5%	100.0%
Filipino	~	~	~	~
Latino	59	45	76.3%	91.3%
Pacific Islander	~	~	~	~
White	22	18	81.8%	97.9%
Multi-ethnic	~	~	~	~
Unknown	~	~	~	~
Total	172	139	80.8%	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	169	138	81.7%	100.0%
Person w/ Disability	~	~	~	~
Total	172	139	80.8%	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	167	134	80.2%	80.2%
Foster Youth	~	~	~	~
Total	172	139	80.8%	

Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	120	96	80.0%	96.7%
Low Income	52	43	82.7%	100.0%
Total	172	139	80.8%	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	172	139	80.8%	100.0%
Veteran	NO VETERANS TOOK ESL 25			
Total	172	139	80.8%	

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2011-12, 2012-13, and 2013-14.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the 80-Percent Index.

Assessment of Disproportionate Impact Regarding ESL 25

There is no disproportionate impact.

English 100A Successful Course Completion Rates

Aggregated Data for Academic Years 2011-12, 2012-13 and 2013-14

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	345	257	74.5%	100.0%
Male	376	245	65.2%	87.5%
Unknown	~	~	~	~
Total	726	505	70.0%	

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	57	36	63.2%	76.4%
Native American	~	~	~	~
Asian	98	81	82.7%	100.0%
Filipino	31	22	71.0%	85.9%
Latino	231	158	68.4%	82.8%
Pacific Islander	~	~	~	~
White	241	169	70.1%	84.8%
Multi-ethnic	53	31	58.5%	70.8%
Unknown	11	7	63.6%	77.0%
Total	726	505	69.6%	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	578	414	71.6%	100.0%
Person w/ Disability	148	91	61.5%	85.8%
Total	726	505	69.6%	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	693	479	69.1%	87.7%
Foster Youth	33	26	78.8%	100.0%
Total	726	505	69.6%	

Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	392	267	68.1%	95.6%
Low Income	334	238	71.3%	100.0%
Total	726	505	69.6%	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	706	488	69.1%	81.3%
Veteran	20	17	85.0%	100.0%
Total	726	505	69.6%	

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2011-12, 2012-13, and 2013-14.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the 80-Percent Index.

Assessment of Disproportionate Impact Regarding English 100A

African Americans and multi-ethnic students were disproportionately less likely to succeed in English 100A.

English 102/104/105 Successful Course Completion Rates

Aggregated Data for Academic Years 2011-12, 2012-13 and 2013-14

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	1,619	1,262	77.9%	100.0%
Male	1,791	1,252	69.9%	89.7%
Unknown	28	18	64.3%	82.5%
Total	3,438	2,532	73.6%	

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	138	83	60.1%	75.2%
Native American	~	~	~	~
Asian	355	284	80.0%	100.0%
Filipino	189	148	78.3%	97.9%
Latino	1,144	800	69.9%	87.4%
Pacific Islander	21	10	47.6%	59.5%
White	1,350	1,033	76.5%	95.6%
Multi-ethnic	193	139	72.0%	90.0%
Unknown	41	30	73.2%	91.5%
Total	3,438	2,532	73.6%	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	3,100	2,314	74.6%	100.0%
Person w/ Disability	338	218	64.5%	86.4%
Total	3,438	2,532	73.6%	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	3,359	2,475	73.7%	100.0%
Foster Youth	79	57	72.2%	97.9%
Total	3,438	2,532	73.6%	

Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	2,123	1,588	74.8%	100.0%
Low Income	1,315	944	71.8%	96.0%
Total	3,438	2,532	73.6%	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	3,324	2,443	73.5%	94.1%
Veteran	114	89	78.1%	100.0%
Total	3,438	2,532	73.6%	

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2011-12, 2012-13, and 2013-14.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the 80-Percent Index.

Assessment of Disproportionate Impact Regarding English 102/104/105

African Americans and Pacific Islanders were disproportionately less likely to succeed in English 102/104/105.

Math 107/107X/107Y Successful Course Completion Rates

Aggregated Data for Academic Years 2011-12, 2012-13 and 2013-14

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	701	407	58.1%	100.0%
Male	520	252	48.5%	83.5%
Unknown	~	~	~	~
Total	1,229	663	53.9%	

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	70	30	42.9%	65.4%
Native American	~	~	~	~
Asian	87	57	65.5%	100.0%
Filipino	37	18	48.6%	74.3%
Latino	426	213	50.0%	76.3%
Pacific Islander	~	~	~	~
White	516	303	58.7%	89.6%
Multi-ethnic	18	10	55.6%	84.8%
Unknown	68	30	44.1%	67.0%
Total	1,229	663	53.9%	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	1,008	561	55.7%	100.0%
Person w/ Disability	221	102	46.2%	82.9%
Total	1,229	663	53.9%	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	1,178	646	54.8%	100.0%
Foster Youth	51	17	33.3%	60.8%
Total	1,229	663	53.9%	

Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	645	362	56.1%	100.0%
Low Income	584	301	51.5%	91.8%
Total	1,229	663	53.9%	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	1,146	610	53.2%	83.4%
Veteran	83	53	63.9%	100.0%
Total	1,229	663	53.9%	

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2011-12, 2012-13, and 2013-14.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the 80-Percent Index.

Assessment of Disproportionate Impact Regarding Math 107/107X/107Y

African American, Filipino, Latino students and Foster Youth were disproportionately less likely to succeed in Math 107/107X/107Y.

Math 65/65A/65B/65X/65Y Successful Course Completion Rates

Aggregated Data for Academic Years 2011-12, 2012-13 and 2013-14

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	1,740	980	56.3%	100.0%
Male	1,694	832	49.1%	87.2%
Unknown	31	19	61.3%	108.8%
Total	3,465	1,831	52.8%	

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	175	72	41.1%	66.9%
Native American	14	9	64.3%	104.5%
Asian	234	141	60.3%	97.9%
Filipino	123	71	57.7%	93.8%
Latino	1,083	542	50.0%	81.3%
Pacific Islander	26	16	61.5%	100.0%
White	1,540	850	55.2%	89.7%
Multi-ethnic	211	100	47.4%	77.0%
Unknown	59	30	50.8%	82.6%
Total	3,465	1,831	52.8%	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	3,010	1,623	53.9%	100.0%
Person w/ Disability	455	208	45.7%	84.8%
Total	3,465	1,831	52.8%	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	3,388	1,795	53.0%	100.0%
Foster Youth	77	36	46.8%	88.2%
Total	3,465	1,831	52.8%	

Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	2,089	1,124	53.8%	100.0%
Low Income	1,376	707	51.4%	95.5%
Total	3,465	1,831	52.8%	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	3,304	1,733	52.5%	86.2%
Veteran	161	98	60.9%	100.0%
Total	3,465	1,831	52.8%	

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2011-12, 2012-13, and 2013-14.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

Assessment of Disproportionate Impact Regarding Math 65/65A/65B/65X/65Y

African American and multi-ethnic students were disproportionately less likely to succeed in Math 65/65A/65B/65X/65Y.

Math 55/55A/55B/55X/55Y Successful Course Completion Rates

Aggregated Data for Academic Years 2011-12, 2012-13 and 2013-14

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	2,408	1,362	56.6%	100.0%
Male	2,248	1,111	49.4%	87.4%
Unknown	49	27	55.1%	97.4%
Total	4,705	2,500	53.1%	

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	138	59	42.8%	69.8%
Native American	13	4	30.8%	50.2%
Asian	439	269	61.3%	100.0%
Filipino	251	145	57.8%	94.3%
Latino	1,340	682	50.9%	83.1%
Pacific Islander	33	14	42.4%	69.2%
White	2,163	1,149	53.1%	86.7%
Multi-ethnic	248	139	56.0%	91.5%
Unknown	80	39	48.8%	79.6%
Total	4,705	2,500	53.1%	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	4,232	2,262	53.4%	100.0%
Person w/ Disability	473	238	50.3%	94.1%
Total	4,705	2,500	53.1%	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	4,625	2,455	53.1%	94.4%
Foster Youth	80	45	56.3%	100.0%
Total	4,705	2,500	53.1%	

Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	3,017	1,613	53.5%	98.3%
Low Income	1,688	887	52.5%	100.0%
Total	4,705	2,500	53.1%	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	4,567	2,419	53.0%	90.2%
Veteran	138	81	58.7%	100.0%
Total	4,705	2,500	53.1%	

Cohort: Students enrolled in the Fall and Spring semesters in academic years 2011-12, 2012-13, and 2013-14.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

Assessment of Disproportionate Impact Regarding Math 55/55A/55B/55X/55Y

African American, Native American, and Pacific Islander students were disproportionately less likely to succeed in Math 55/55A/55B/55X/55Y.

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

ESL and basic skills completion rates help track the progress students are making within the same or related disciplines. By completing the sequence of courses in the examined disciplines, students are able to meet key requirements for earning an associate degree or becoming transfer ready. The following sequence of courses are displayed in the tables below by gender, race-ethnicity, and disability status: ESL 25 (Advanced Reading and Writing) to English 1A (Critical Reading and Composition); English 102/104/105 (Integrated Reading and Writing II) to English 1A; and Math 65/65B/65Y (Elementary Algebra) to Math 55/55A/55X (Intermediate Algebra).

ESL 25 Students' Completion Rates in English 1A (ENG 1A)

The ratio of students who successfully completed ENG 1A within one year of succeeding in ESL 25

Aggregated Data: Spring 2008 to Spring 2013 (11 Cohorts)

	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	
Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	74	54	73.0%	100.0%
Male	41	33	80.5%	110.3%
Unknown	~	~	~	~
Total	116	87	75.0%	

	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	
Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	10	8	80.0%	94.8%
Native American	~	~	~	~
Asian	64	54	84.4%	100.0%
Filipino	~	~	~	~
Latino	22	11	50.0%	59.3%
Pacific Islander	~	~	~	~
White	13	9	69.2%	82.1%
Middle Eastern	~	~	~	~
Other	~	~	~	~
Multi-ethnic	~	~	~	~
Unknown	~	~	~	~
Total	116	87	75.0%	

	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	
Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	115	86	74.8%	100.0%
Person w/ Disability	~	~	~	~
Total	116	87	75.0%	

	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	
Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	111	84	75.7%	100.0%
Foster Youth	~	~	~	~
Total	116	87	75.0%	

	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	
Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	89	64	71.9%	84.4%
Low Income	27	23	85.2%	100.0%
Total	116	87	75.0%	

	Succeeded in ESL 25	Succeeded in ENG 1A	Succeeded in ENG 1A Rate	
Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	116	87	75.0%	100.0%
Veteran	NO VETERANS TOOK ESL 25			
Total	116	87	75.0%	

Cohort: All degree-seeking students who succeeded in ESL 25 in the fall or spring semester.

Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the 80-Percent Index.

Assessment of Disproportionate Impact

Latino students were disproportionately less likely to successfully complete English 1A after taking ESL 25 compared to other race-ethnicity groups.

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

The ratio of students who successfully completed English 1A within one year of succeeding in English 102/104/105 (Basic Skills)

Aggregated Data: Spring 2008 to Spring 2013 (11 Cohorts)

	Succeeded in English 102/104/105	Succeeded in English 1A	Succeeded in English 1A Rate	
Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	1,531	1,035	67.6%	100.0%
Male	1,447	921	63.6%	94.2%
Unknown	36	22	61.1%	90.4%
Total	3,014	1,978	65.6%	

	Succeeded in English 102/104/105	Succeeded in English 1A	Succeeded in English 1A Rate	
Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	106	66	62.3%	78.5%
Native American	15	9	60.0%	75.7%
Asian	314	249	79.3%	100.0%
Filipino	189	125	66.1%	83.4%
Latino	773	471	60.9%	76.8%
Pacific Islander	30	18	60.0%	75.7%
White	1,344	875	65.1%	82.1%
Middle Eastern	~	~	~	~
Other	27	21	77.8%	98.1%
Multi-ethnic	78	43	55.1%	69.5%
Unknown	130	94	72.3%	91.2%
Total	3,014	1,978	65.6%	

	Succeeded in English 102/104/105	Succeeded in English 1A	Succeeded in English 1A Rate	
Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	2,801	1,826	65.2%	91.4%
Person w/Disability	213	152	71.4%	100.0%
Total	3,014	1,978	65.6%	

	Succeeded in English 102/104/105	Succeeded in English 1A	Succeeded in English 1A Rate	
Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	2,966	1,945	65.6%	95.4%
Foster Youth	48	33	68.8%	100.0%
Total	3,014	1,978	65.6%	

	Succeeded in English 102/104/105	Succeeded in English 1A	Succeeded in English 1A Rate	
Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	956	500	52.3%	96.0%
Low Income	422	230	54.5%	100.0%
Total	1,378	730	53.0%	

	Succeeded in English 102/104/105	Succeeded in English 1A	Succeeded in English 1A Rate	
Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	2,950	1,942	65.8%	100.0%
Veteran	64	36	56.3%	85.4%
Total	3,014	1,978	65.6%	

Cohort: All degree-seeking students who succeeded in ESL 25 in the fall or spring semester.

Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the 80-Percent Index.

Assessment of Disproportionate Impact

Of the students who successfully completed English 1A after taking English 102/104/105, disproportionate impact was observed for African American, Native American, Latino, Pacific Islander, and multi-ethnic students.

Math 65/65B/65Y Students' Completion Rates in Math 55/55B/55Y

The ratio of students who successfully completed Math 55/55B/55Y within a year and a half of successfully completing Math 65/65B/65Y

Aggregated Data: Fall 2007 to Spring 2013 (11 Cohorts)

	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	
Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	1,143	592	51.8%	100.0%
Male	863	391	45.3%	87.5%
Unknown	25	10	40.0%	88.3%
Total	2,031	993	48.9%	

	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	
Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African-American	84	36	42.9%	65.6%
Native American	24	11	45.8%	70.2%
Asian	147	96	65.3%	100.0%
Filipino	98	48	49.0%	75.0%
Latino	468	238	50.9%	77.9%
Pacific Islander	25	12	48.0%	73.5%
White	1,026	473	46.1%	70.6%
Middle Eastern	11	4	36.4%	55.7%
Other	31	14	45.2%	69.2%
Multi-ethnic	24	14	58.3%	89.3%
Unknown	93	47	50.5%	77.4%
Total	2,031	993	48.9%	

	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	
Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
No Disability	1,862	910	48.9%	99.5%
Person w/ Disability	169	83	49.1%	100.0%
Total	2,031	993	48.9%	

	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	
Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Foster Youth	2,012	980	48.7%	100.0%
Foster Youth	19	13	68.4%	140.5%
Total	2,031	993	48.9%	

	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	
Low Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Not Low Income	547	281	51.4%	93.9%
Low Income	245	134	54.7%	100.0%
Total	792	415	52.4%	

	Succeeded in Math 65	Succeeded in Math 55	Succeeded in Math 55 Rate	
Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Non-Veteran	1,969	957	48.6%	81.4%
Veteran	62	37	59.7%	100.0%
Total	2,031	994	48.9%	

Cohort: All degree-seeking students who succeeded in ESL 25 in the fall or spring semester.

Outcome: Succeeded (grade of 'A', 'B', 'C', 'CR', or 'P') in English 1A within a year

80-Percent Index: Ratio of the success rate a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup's access may be disproportionately impacted.

Reference Group: The reference subgroup is typically the subgroup with the highest achievement.

Assessment of Disproportionate Impact

Of the students who successfully completed Math 55 after taking Math 55/55B/55Y, disproportionate impact was observed for African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders, Middle Easterners, and Other ethnic groups.

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Completion of a degree or certificate is the ultimate goal for some students and has many positive benefits; these benefits include an increased lifetime earning potential and lower likelihood of unemployment.

The tables below show the degree and certificate completion rates by gender, race-ethnicity, and disability status.

D1. Degree Completion

Gender	AA/AS Degree Goal		Degree Completions		Proportionality Index
	Fall 2011 and Fall 2012		AY 2012-13 and 2013-14		
	Count	Percent	Count	Percent	
Female	3,616	52.10%	534	59.50%	1.14
Male	3,237	46.70%	341	38.00%	0.81
Unknown	82	1.20%	23	2.60%	2.17
Total	6,935	100.00%	898	100.00%	1.00

Ethnicity	AA/AS Degree Goal		Degree Completions		Proportionality Index
	Fall 2011 and Fall 2012		AY 2012-13 and 2013-14		
	Count	Percent	Count	Percent	
African-American	311	4.50%	27	3.00%	0.67
Native American	32	0.50%	~	~	0.72
Asian	576	8.30%	97	10.80%	1.3
Filipino	283	4.10%	46	5.10%	1.26
Latino	1,775	25.60%	210	23.40%	0.91
Pacific Islander	54	0.80%	~	~	0.86
White	3,318	47.80%	437	48.70%	1.02
Multi-ethnic	391	5.60%	36	4.00%	0.71
Unknown	195	2.80%	36	4.00%	1.43
Total	6,935	100.00%	898	100.00%	1.00

Disability Status	AA/AS Degree Goal		Degree Completions		Proportionality Index
	Fall 2011 and Fall 2012		AY 2012-13 and 2013-14		
	Count	Percent	Count	Percent	
No Disability	6,330	91.30%	799	89.00%	0.97
Person w/ Disability	605	8.70%	99	11.00%	1.26
Total	6,935	100.00%	898	100.00%	1.00

Foster Youth Status	AA/AS Degree Goal		Degree Completions		Proportionality Index
	Fall 2011		AY 2012-13		
	Count	Percent	Count	Percent	
Not Foster Youth	3,358	98.24%	449	98.68%	1.00
Foster Youth	60	1.76%	~	~	0.75
Total	3,418	100.00%	455	100.00%	1.00

Low Income Status	AA/AS Degree Goal		Degree Completions		Proportionality Index
	Fall 2011		AY 2012-13		
	Count	Percent	Count	Percent	
Not Low Income	2,405	70.36%	249	54.73%	0.78
Low Income	1,013	29.64%	206	45.27%	1.53
Total	3,418	100.00%	455	100.00%	1.00

Veteran Status	AA/AS Degree Goal		Degree Completions		Proportionality Index
	Fall 2011		AY 2012-13		
	Count	Percent	Count	Percent	
Non-Veteran	3,325	97.28%	437	96.47%	0.99
Veteran	93	2.72%	16	3.53%	1.30
Total	3,418	100.00%	453	100.00%	1.00

Notes:

Two populations of students are in the data: Fall 2011 and Fall 2012 students who had an informed educational goal of earning an associate degree and students who were awarded an associate degree in 2012-13 and 2013-14. Please note that the same students are not necessarily in both groups.

Proportionality Index compares the percentage of a subgroup in a cohort (e.g., those who wanted to earn a degree) to its own percentage in a resultant outcome group (e.g., those who earned a degree).

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the Proportionality Index.

Assessment of Disproportionate Impact Regarding Degree Completion

The proportionality Index method was used to determine whether there was disproportionate impact with regard to degree completion. Based on the numbers, it appears that Male, African American, Native American, multi-ethnic and foster youth students were disproportionately less likely to complete an Associate Degree.

D2. Certificate Completions

Gender	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2011 and Fall 2012		AY 2012-13 and 2013-14		
	Count	Percent	Count	Percent	
Female	262	53.60%	220	68.30%	1.28
Male	210	42.90%	95	29.50%	0.69
Unknown	17	3.50%	~	~	0.63
Total	489	100.00%	322	100.00%	1.00

Ethnicity	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2011 and Fall 2012		AY 2012-13 and 2013-14		
	Count	Percent	Count	Percent	
African-American	32	6.50%	12	3.70%	0.57
Native American	~	~	~	~	~
Asian	46	9.40%	41	12.70%	1.35
Filipino	15	3.10%	13	4.00%	1.32
Latino	131	26.80%	93	28.90%	1.08
Pacific Islander	~	~	~	~	~
White	234	47.90%	137	42.50%	0.89
Multi-ethnic	15	3.10%	10	3.10%	1.01
Unknown	11	2.20%	12	3.70%	1.66
Total	489	100.00%	322	100.00%	1.00

Disability Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2011 and Fall 2012		AY 2012-13 and 2013-14		
	Count	Percent	Count	Percent	
No Disability	434	88.80%	287	89.10%	1.00
Person w/ Disability	55	11.20%	35	10.90%	0.97
Total	489	100.00%	322	100.00%	1.00

Foster Youth Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2011		AY 2012-13		
	Count	Percent	Count	Percent	
Not Foster Youth	225	99.12%	186	98.94%	1.00
Foster Youth	~	~	~	~	~
Total	227	100.00%	188	100.00%	1.00

Low Income Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2011		AY 2012-13		
	Count	Percent	Count	Percent	
Not Low Income	163	71.81%	124	65.96%	0.92
Low Income	64	28.19%	64	34.04%	1.21
Total	227	100.00%	188	100.00%	1.00

Veteran Status	Certificate Goal		Certificate Completion		Proportionality Index
	Fall 2011		AY 2012-13		
	Count	Percent	Count	Percent	
Non-Veteran	222	97.80%	181	96.28%	0.98
Veteran	~	~	~	~	~
Total	227	100.00%	188	100.00%	1.00

Notes:

Two populations of students are in the data: Fall 2011 and Fall 2012 students who had an informed educational goal of achieving a certificate and students who were awarded a certificate in 2012-13 and 2013-14. Please note that the same students are not necessarily in both groups.

Proportionality Index compares the percentage of a subgroup in a cohort (e.g., those who wanted to earn a certificate) to its own percentage in a resultant outcome group (e.g., those who earned a certificate).

~ Groups with fewer than 10 in the cohort and Unknown are excluded from the Proportionality Index.

Assessment of Disproportionate Impact Regarding Certificate Completion

The proportionality Index method was used to determine whether there was disproportionate impact with regard to certificate completion. Based on the numbers, it appears that Males, African Americans, and possibly Native Americans (low sample size) were disproportionately less likely to complete a certificate.

CAMPUS-BASED RESEARCH

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

The goal of the majority of students at Las Positas College is to transfer to a four-year college or university. The tables below show transfer rates by gender, race-ethnicity, and disability status.

E. Transfer Rates

Aggregated Fall Cohorts: 2003 to 2007

Gender	Cohort Count	Transfer Count	Transfer Rate	80-Percent Index
Female	2,155	1,090	50.6%	100.0%
Male	1,987	960	48.3%	95.5%
Unknown	56	31	55.4%	109.4%
Total	4,198	2,081	49.6%	

Ethnicity	Cohort Count	Transfer Count	Transfer Rate	80-Percent Index
African-American	111	46	41.4%	67.3%
Native Americans	36	16	44.4%	72.2%
Asian	380	234	61.6%	100.0%
Filipino	154	62	40.3%	65.4%
Latino	518	228	44.0%	71.5%
Pacific Islander	48	15	31.3%	50.7%
White	2,496	1,250	50.1%	81.3%
Unknown	455	230	50.5%	82.1%
Total	4,198	2,081	49.6%	

Disability Status	Cohort Count	Transfer Count	Transfer Rate	80-Percent Index
No Disability	3,894	1,986	51.0%	100.0%
Person w/ Disability	304	95	31.3%	61.3%
Total	4,198	2,081	49.6%	

Foster Youth Status	Cohort Count	Transfer Count	Transfer Rate	80-Percent Index
Not Foster Youth	Foster Youth data are not currently available from the California Community Colleges Chancellor's Office			
Foster Youth				
Total				

Low Income Status	Cohort Count	Transfer Count	Transfer Rate	80-Percent Index
Not Low Income	3,524	1,789	50.8%	100.0%
Low Income	674	292	43.3%	85.3%
Total	4,198	2,081	49.6%	

Veteran Status	Cohort Count	Transfer Count	Transfer Rate	80-Percent Index
Non-Veteran	Veteran data are not currently available from the California Community Colleges Chancellor's Office			
Veteran				
Total				

Source: California Community Colleges Chancellor's Office

Notes: The transfer rates reflect students who were "transfer-directed" (i.e., completed 12 units and attempted a transfer-level English or Math course within 6 years of entering Las Positas). The transfer rate is the percentage of these transfer-directed students who transferred to any college or university in the six years after entering Las Positas College.

Assessment of Disproportionate Impact Regarding Transfers

African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders and individuals with disabilities were disproportionately less likely to transfer to a four-year college or university.

Goals and Activities

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

The proportionality Index method was used to determine whether there was disproportionate impact. Based on the numbers, it appears that African Americans and Native Americans from Dublin and Asians from Pleasanton were disproportionately less likely to attend Las Positas College compared to other race-ethnicity groups from the same cities. In addition, veterans appear to be disproportionately impacted; however, the disproportionate impact appears to be due to age—about two-thirds of the veterans in our three cities are 55 or older; this age group is generally less likely to attend college. Access data for Foster Youth is not yet available and will be included in the 2015-16 Equity Plan.

GOAL A. Increase the number of enrolled students in the disproportionately affected groups. These groups include African-Americans, Native Americans, and Asians.			
Activities	Responsible Party	Expected Outcome	Completion Date
Faculty and Staff Development Activity A.1 Hire an outreach specialist to coordinate outreach efforts. Research places for targeted outreach.	<ul style="list-style-type: none"> • VPSS • Dean of Student Services 	Access to LPC will improve for African Americans and Native Americans from Dublin and Asians from Pleasanton. We will determine if Veteran’s 55 and older want to attend LPC. We will determine if Foster Youth are being disproportionately impacted regarding access to LPC.	June 2015
Faculty and Staff Development Activity A.2 Explore hiring a Student Equity and SSSP Coordinator.	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • Dean, Enrollment Services 	Having a coordinator will provide improved coordination and implementation of these plans.	June 2016
Improve Communication Activity A.3 Target outreach to the affected populations. Create an outreach packet including but	<ul style="list-style-type: none"> • Student Services • Counseling • EOPS/CARE • CalWORKSs • Faculty • VPSS • A & R 	Access to LPC will improve for African Americans and Native Americans from Dublin and Asians from Pleasanton.	August 2015

<p>not limited to college majors and programs of study, financial aid information, campus programs and resources, application and early admission processes.</p>	<ul style="list-style-type: none"> • Deans • VPI 		
<p>Improve Communication Activity A.4 Purchase and fully implement Financial Aid TV, an insightful, easy-to-use technology that makes the large body of financial aid information comprehensible and digestible to students through online video.</p>	<ul style="list-style-type: none"> • Dean, Enrollment Services 	<p>Access to LPC will improve for African Americans and Native Americans from Dublin and Asians from Pleasanton, especially those who are also low-income and require financial assistance to attend college.</p>	<p>June 2015</p>
<p>Improve Communication Activity A.5 Link student equity plan with student success and support plan to ensure once access is achieved, students in affected populations are being supported. In particular, track the targeted students through outreach, application, orientation, assessment, and student education plan.</p>	<ul style="list-style-type: none"> • VPSS • EOPS/CARE • CalWORKS • Student Services 	<p>Access to LPC will improve for African Americans and Native Americans from Dublin and Asians from Pleasanton.</p>	<p>Ongoing</p>
<p>Expand Learning Communities and Student Support Services Activity A.6 Consider programs like Umoja and TRIO grants to recruit the target populations. Use funds to augment and enhance existing programs like EOPS/CARE and</p>	<ul style="list-style-type: none"> • EOPS/CARE, • A & R • Academic Services • Student Services 	<p>Access to LPC will improve for African Americans and Native Americans from Dublin and Asians from Pleasanton.</p>	<p>June 2015</p>

CalWORKs that already serve the target populations.			
<p>Expand Learning Communities and Student Support Services Activity A.7 Recruit more foster youth into EOPS, when appropriate. Use A & R data to collect info about potential foster youth students.</p>	<ul style="list-style-type: none"> • Dean, Enrollment Services • EOPS 	<p>Access will increase for Foster Youth leading to more success for Foster Youth and Former Foster Youth.</p>	<p>August 2015</p>

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

B1. ESL/ English 100A/ English 102/104/105 Successful Course Completion Rates

No disproportionate impact was found in ESL 25. Based on the data, African Americans and multi-ethnic students were disproportionately less likely to succeed in English 100A. Furthermore, African Americans and Pacific Islanders were disproportionately less likely to succeed in English 102/104/105.

GOAL B1. Increase the number of African-Americans and multi-ethnic students successfully completing ENG 100A. Increase the number of African-Americans and Pacific Islanders successfully completing English 102/104/105.			
Activities	Responsible Party	Expected Outcome	Completion Date
Faculty and Staff Development Activity B.1a Develop a comprehensive training on cultural competence and diversity. Have speakers come to flex day to give pedagogical ideas on teaching these populations. Also more flex training opportunities in subjects like educating ESL students.	<ul style="list-style-type: none"> • Staff development committee • Academic Services • Dean, Student Services 	Faculty will be better equipped to support students from the disproportionately impacted populations, thus leading to more success in completion of English courses.	Dec 2015
Faculty and Staff Development Activity B.1b Research hiring a full-time learning center faculty coordinator and additional staff to support the tutorial center.	<ul style="list-style-type: none"> • VPSS • Dean, Student Services 	Students in the targeted populations will receive additional tutorial support leading to increasing success in English courses.	August 2015
Improve Communication Activity B.1c Survey students in the affected courses to find out what they feel that they need to be more	<ul style="list-style-type: none"> • discipline faculty • OIR 	By conducting research, specific services can be targeted to the impacted populations, providing more efficient levels of	May 2015

successful, or, survey students who are struggling to find out what the problem areas are.		service.	
Improve Communication Activity B.1d Continue to strengthen faculty relationships with high school teachers to align expectations and content.	<ul style="list-style-type: none"> • Dean, Student Services 	Strengthened relationships between faculty at the two institutions will lead to a more streamlined and seamless entry to college level coursework.	Ongoing
Improve Communication Activity B.1e Work with faculty in the English discipline to ensure that assessment tests are reflective of students' abilities and consider multiple measures in course placement. Ensure consistent use of testing for placement such as EAP and EPT.	<ul style="list-style-type: none"> • Counseling Faculty Instructional Faculty • Dean, Student Services 	Better placement in the English pathway leads to higher levels of success for all students.	Ongoing
Improve Communication Activity B.1f Purchase and fully implement Financial Aid TV, an insightful, easy-to-use technology that makes the large body of financial aid information comprehensible and digestible to students through online video.	<ul style="list-style-type: none"> • Dean, Enrollment Services 	Increased access to knowledge regarding Financial Aid and Financial Aid policies will help to support low-income students in the affected populations, leading to fewer students dropping out.	June 2015
Expand Learning Communities and Student Support Services Activity B.1g Expand imbedded counseling to additional English classes. This counseling provides	<ul style="list-style-type: none"> • Counseling Faculty English faculty VPSS • VPI • Dean, Student Services • Deans of STEMPS and ALSS 	Students will have more knowledge of college resources, make a connection to a counselor, and receive a partial SEP. Students will be better educated regarding academic	June 2015

student education plans, introduction to campus services and time management/study skills strategies.		policies and best educational practices.	
Expand Learning Communities and Student Support Services Activity B.1h Increase the number of workshops offered on topics such as study skills, time management, stress reduction, financial aid and career major exploration.	<ul style="list-style-type: none"> • Counseling Faculty • Instructional Faculty 	Workshops provide additional support and guidance to students, thereby increasing course success in the impacted student populations.	June 2015
Expand Learning Communities and Student Support Services Activity B.1i Target these groups as early as Early Admission to ensure that they are enrolled in all campus resources they are entitled to. Consider reaching out to them as a group. For example, EOPS plans on seeking Early Admission Students that are potentially eligible for our services in advance of priority registration.	<ul style="list-style-type: none"> • OIR • A & R • EOPS/CARE Counseling Faculty 	Targeted outreach will lead to greater access, retention and course/series success for the impacted students.	June 2016
Expand Learning Communities and Student Support Services Activity B.1j Research bringing programs to campus that target the affected groups. Also, augment existing programs that already serve these students so that they can serve a larger	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • EOPS/CARE • DSPS • CalWORKs Veteran's Program 	Programs that serve students and provide resources to succeed at college level work support success for all students, particularly those at risk. The impacted student populations will experience greater success if enrolled in these programs.	Ongoing

population.			
<p>Expand Learning Communities and Student Support Services Activity B.1k Develop mentorship programs that target these and other at-risk student populations. Model on programs like Puente who already use mentoring successfully.</p>	<ul style="list-style-type: none"> • Work group of interested Administrators, faculty and staff 	<p>Research has shown that mentoring programs help college students become more engaged, connected, and directed. Pairing students from our targeted demographic with involved faculty members will provide the foundation for students to feel nurtured and valued. As a result, student mentees will receive the support they need to increase course completion rates.</p>	June 2016
<p>Expand Learning Communities and Student Support Services Activity B.1l Explore embedded tutoring and/or hiring instructional aides.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Tutorial center • English Faculty 	<p>Increased support in and out of class will lead to better outcomes for the impacted students.</p>	June 2015
<p>Expand Learning Communities and Student Support Services Activity B.1m Consider cohort learning with contextualized English courses to promote learning and success.</p>	<ul style="list-style-type: none"> • Dean ALSS • Dean Student Services 	<p>Contextualized courses strengthen subject knowledge and can lead to higher success for the impacted populations.</p>	June 2017
<p>Expand Learning Communities and Student Support Services Activity B.1n *Purchase access to the Learning Express database, which provides resources for students to improve skills such as math, reading comprehension,</p>	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • Dean Enrollment Services • Instructional Deans 	<p>Increased access to tutorial resources and textbooks will lead to increased course/series success for the impacted students.</p>	June 2015

<p>writing and grammar skills as well as college placement exams such as Accuplacer, as well as other areas of learning.</p> <p>*Textbooks: make sure there is at least one copy of each math and English textbook available on reserve at the library.</p>			
<p>Expand Learning Communities and Student Support Services Activity B.1o Explore option of creating and implementing a Math Jam type of activity to promote preparation for English classes.</p>	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • Dean, STEMPS • Math Faculty 	<p>Better preparation would lead to more course success for English students, particularly disproportionately impacted students.</p>	<p>August 2015</p>

**B.2 Math 107/107X/107Y Math 65/65A/65B/65X/65Y Math 55/55A/55B/55X/55Y
Course Completion Rates**

With regard to math completion, Former Foster Youth, African American, Filipino, and Latino students were disproportionately less likely to succeed in Math 107/107X/107Y. African American and multi-ethnic students were disproportionately less likely to succeed in Math 65/65A/65B/65X/65Y. African American, Native American, and Pacific Islander students were disproportionately less likely to succeed in Math 55/55A/55B/55X/55Y.

GOAL B2. Increase the number of Former Foster Youth, African American, Filipino, and Latino students succeeding in Math 107. Increase the number of African American and multi-ethnic students succeeding in Math 65. Increase the number of African American, Native American, and Pacific Islander students succeeding in Math 55.			
Activities	Responsible Party	Expected Outcome	Completion Date
Faculty and Staff Development Activity B.2a Research hiring a full-time learning center faculty coordinator and additional staff to support the tutorial center.	<ul style="list-style-type: none"> • VPSS • Dean, Student Services 	Students in the targeted populations will receive additional tutorial support leading to increasing success in math courses.	August 2015
Improve Communication Activity B.2b Work with faculty in math discipline to ensure that assessment tests are reflective of students' abilities and consider multiple measures in course placement. Ensure consistent use of testing for placement such as ELM and EAP.	<ul style="list-style-type: none"> • Counseling Faculty • Math Faculty • Assessment Specialist • Dean, Student Services 	Better placement in the math pathway leads to higher levels of success for all students.	Ongoing
Improve Communication Activity B.2c Conduct more research into why students are dropping out of math classes and discover when they are dropping out.	<ul style="list-style-type: none"> • Math Faculty • OIR 	By conducting research, specific services can be targeted to the impacted populations, providing more efficient levels of service.	December 2015
Improve Communication Activity B.2d Continue to strengthen	<ul style="list-style-type: none"> • All Faculty • VPSS • VPI 	Strengthened relationships between faculty at the two institutions will lead to a more streamlined and	Ongoing

faculty relationships with high school teachers to align expectations and content. Continue meeting with Chabot to consider creation of a class at the high school or LPC to address the group of students who test just below college level math.		seamless entry to college level coursework.	
Improve Communication Activity B.1e Purchase and fully implement Financial Aid TV, an insightful, easy-to-use technology that makes the large body of financial aid information comprehensible and digestible to students through online video.	<ul style="list-style-type: none"> • Dean, Enrollment Services 	Increased access to knowledge regarding Financial Aid and Financial Aid policies will help to support low-income students in the affected populations, leading to fewer students dropping out.	June 2015
Expand Learning Communities and Student Support Services Activity B.2f Expand imbedded counseling to math classes. This counseling provides student education plans, introduction to campus services and time management/study skills strategies	<ul style="list-style-type: none"> • Counseling Faculty Math Faculty • VPSS • Dean, Student Services Deans, STEMPS and ALSS 	Students will have more knowledge of college resources, make a connection to a counselor, and receive a partial SEP. Students will be better educated regarding academic policies and best educational practices.	June 2015
Expand Learning Communities and Student Support Services Activity B.2g Increase the number of workshops offered on topics such as study skills, time management, stress reduction, financial aid and career major exploration.	<ul style="list-style-type: none"> • Counseling Faculty • Instructional Faculty 	Workshops provide additional support and guidance to students, thereby increasing course success in the impacted student populations.	June 2015
Expand Learning	<ul style="list-style-type: none"> • Staff 	Targeted outreach will lead	On going

<p>Communities and Student Support Services Activity B.2h Target these groups as early as Early Admission to ensure that they are enrolled in all campus resources they are entitled to. Consider reaching out to them as a group. For example, EOPS plans on seeking Early Admission Students that are potentially eligible for our services in advance of priority registration.</p>	<p>Development Committee</p> <ul style="list-style-type: none"> • Counseling Faculty 	<p>to greater access, retention and course/series success for the impacted students.</p>	
<p>Expand Learning Communities and Student Support Services Activity B.2i Research bringing programs to campus that target the affected groups. Also, augment existing programs that already serve these students so that they can serve a larger population For foster youth, ensure that as many as possible are enrolled in EOPS and DSPS if appropriate.</p>	<ul style="list-style-type: none"> • OIR • Dean, Enrollment Services • A & R • EOPS/CARE Counseling Faculty 	<p>Programs that serve students and provide resources to succeed at college level work support success for all students, particularly those at risk. The impacted student populations will experience greater success if enrolled in these programs.</p>	<p>On going</p>
<p>Expand Learning Communities and Student Support Services Activity B.2j Develop mentorship programs that target these and other at-risk student populations. Model on programs like Puente who already use mentoring successfully.</p>	<ul style="list-style-type: none"> • VPSS • Dean, Enrollment Services • Dean, Student Services EOPS/CARE, • DSPS CalWORKS, Veteran's 	<p>Research has shown that mentoring programs help college students become more engaged, connected, and directed. Pairing students from our targeted demographic with involved faculty members will provide the foundation for students to feel nurtured and valued. As a result, student mentees will receive the support they need to improve course completion rates.</p>	<p>June 2016</p>
<p>Expand Learning Communities and</p>	<ul style="list-style-type: none"> • VPSS 	<p>Increased support in and out of class will lead to better</p>	<p>On going</p>

<p>Student Support Services Activity B.2k Explore embedded tutoring and/or hiring instructional aides.</p>	<ul style="list-style-type: none"> • Dean, Student Services 	<p>outcomes for the impacted students.</p>	
<p>Expand Learning Communities and Student Support Services Activity B.2l Refer students to Math Jam, a 30 hour math review designed to get math students ready for their current level of math or advance them to the next level.</p>	<ul style="list-style-type: none"> • Tutorial center • Math faculty 	<p>Statistics show that Math Jam students are better prepared to take their math courses, leading to more course success. The disproportionately impacted students completing Math Jam will have better success in their math courses.</p>	<p>August 2015</p>
<p>Expand Learning Communities and Student Support Services Activity B.2m Explore increasing the number of math sections offered to make it more likely that successful students will be able to move to the next level of math.</p>	<ul style="list-style-type: none"> • VPI • Dean, STEMPS • Math Faculty 	<p>Moving more quickly on the math pathway will improve outcomes for the impacted students.</p>	<p>December 2016</p>
<p>Expand Learning Communities and Student Support Services Activity B.2n Explore cohort learning, contextualized math courses to promote learning and success.</p>	<ul style="list-style-type: none"> • Dean, STEMPS • Math Faculty 	<p>Contextualized courses strengthen subject knowledge and can lead to higher success for the impacted populations.</p>	<p>June 2017</p>
<p>Expand Learning Communities and Student Support Services Activity B.2o Explore having more seats available to concurrently enrolled high school students.</p>	<ul style="list-style-type: none"> • VPSS • VPI • Dean, Enrollment Services 	<p>High school students will be better prepared to take college level math courses. Encouraging students in the disproportionately impacted groups to concurrently enroll in LPC math courses will improve their course outcomes.</p>	<p>December 2015</p>
<p>Expand Learning Communities and</p>	<ul style="list-style-type: none"> • VPSS • Deans, Student 	<p>Increased access to tutorial resources and textbooks will</p>	<p>June 2015</p>

<p>Student Support Services Activity B.2p *Purchase access to the Learning Express database, which provides resources for students to improve skills such as math, reading comprehension, writing and grammar skills as well as college placement exams such as Accuplacer, as well as other areas of learning.</p> <p>*Textbooks: make sure there is at least one copy of each math and English textbook available on reserve at the library.</p>	<p>Services and Instruction</p>	<p>lead to increased course/series success for the impacted students.</p>	
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GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

C1. ESL Students’ Completion Rates in English 1A

Latino students were disproportionately less likely to successfully complete English 1A within one year after succeeding in ESL 25 compared to other race-ethnicity groups.

Goal C1. Increase the number of Latino students successfully completing English 1A within one year of successfully completing ESL 25.			
Activities	Responsible Party	Expected Outcome	Completion Date
Faculty and Staff Development Activity C.1a The assessment center specialist will be trained on how to determine which assessment an ESL student should take.	<ul style="list-style-type: none"> • ESL Faculty • Assessment Specialist • Dean, Student Services 	Better placement in either the ESL or regular English pathway will improve outcomes for the impacted students.	June 2015
Improve Communication Activity C.1b Conduct more research into why Latino ESL students do not successfully complete English 1A. Find out where the most common areas of attrition exist in the ESL program.	<ul style="list-style-type: none"> • OIR • ESL Faculty 	By conducting research, specific services can be targeted to the impacted population, providing more efficient levels of service.	Ongoing
Improve Communication Activity C.1c Purchase and fully implement Financial Aid TV, an insightful, easy-to-use technology that makes the large body of financial aid information comprehensible and	<ul style="list-style-type: none"> • Dean, Enrollment Services 	Increased access to knowledge regarding Financial Aid and Financial Aid policies will help to support low-income students in the affected populations, leading to fewer students dropping out.	June 2015

digestible to students through online video.			
Expand Learning Communities and Student Support Services Activity C.1d Expand embedded counseling to ESL 25.	<ul style="list-style-type: none"> • Counseling Faculty • ESL Faculty • Dean, Student Services 	Students will have more knowledge of college resources, make a connection to a counselor, and receive a partial SEP. Students will be better educated regarding academic policies and best educational practices.	June 2015
Expand Learning Communities and Student Support Services Activity C.1e Explore embedded tutoring and/or hiring instructional aides.	<ul style="list-style-type: none"> • Coord. Tutorial Center ESL faculty • VPSS • Dean, Student Services 	Increased support in and out of class will lead to better outcomes for the impacted students.	June 2015
Expand Learning Communities and Student Support Services Activity C.1f Encourage and actively recruit Latinos to programs like EOPS and Puente that already serve the population. Also, use grant and other funds to augment and enhance these already existent services.	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • Dean, Enrollment Services • EOPS/CARE • Puente 	Programs that serve students and provide resources to succeed at college level work support success for all students, particularly those at risk. The impacted student populations will experience greater success if enrolled in these programs.	December 2015
Expand Learning Communities and Student Support Services Activity C.1g Become a HSI and use grant funds to augment services to this population.	<ul style="list-style-type: none"> • VPSS, • Dean, Student Services • Dean, Enrollment Services 	These funds will provide additional support for the impacted students, leading to increased success in the ESL to English pathway.	December 2015
Expand Learning Communities and Student Support Services Activity C.1h As part of student	<ul style="list-style-type: none"> • Counseling Faculty • OIR • Dean, Student Services, • Dean, Enrollment 	Participation in the college processes leads to better priority registration, making more likely that the impacted students get the classes that they lead.	December 2015

<p>success and support plan, require all new students to complete orientation, assessment and student education plan. Conduct research to determine if the affected populations are accessing services provided by the student success and support plan.</p>	<p>Services</p>	<p>Furthermore, they are accessing counseling services, which leads to increased access of college resources, making course series success more likely.</p>	
<p>Expand Learning Communities and Student Support Services Activity C.1i Explore creating a cohort program for students to take ESL 25 and then English 1A together.</p>	<ul style="list-style-type: none"> • ESL faculty • Dean, ALSS 	<p>Cohort programs provide more support for impacted students, making series completion more likely.</p>	<p>December 2015</p>
<p>Expand Learning Communities and Student Support Services Activity C.1j *Purchase access to the Learning Express database, which provides resources for students to improve skills such as math, reading comprehension, writing and grammar skills as well as college placement exams such as Accuplacer, as well as other areas of learning.</p> <p>*Textbooks: make sure there is at least one copy of each math and English textbook available on reserve at the library.</p>	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • Dean, Enrollment Services 	<p>Increased access to tutorial resources and textbooks will lead to increased course/series success for the impacted students.</p>	<p>June 2015</p>

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

Of the students who successfully completed English 1A after taking English 102/104/105, disproportionate impact was observed for African American, Native American, Latino, Pacific Islander, and multi-ethnic students.

Goal C2. Increase the number of African American, Native American, Latino, Pacific Islander and multi-ethnic students successfully completing English 1A after completing English 102/104/105.			
Activities	Responsible Party	Expected Outcome	Completion Date
Faculty and Staff Development Activity C.2a The assessment center specialist will be trained on how to determine which assessment a student, whether regular English or ESL, should take.	<ul style="list-style-type: none"> • ESL Faculty, English Faculty, Assessment Specialist • Dean, Student Services 	Better placement in either the ESL or regular English pathway will improve outcomes for the impacted students.	June 2015
Faculty and Staff Development Activity C.2b Research hiring a full time learning center faculty coordinator and additional staff support for the tutorial center to promote English sequence completion.	<ul style="list-style-type: none"> • VPSS • Dean, Student Services 	Students in the targeted populations will receive additional tutorial support leading to increasing success in English courses/series.	August 2015
Improve Communication Activity C.2c Conduct more research into why students do not successfully complete English 1A. Find out where the most common areas of attrition exist in the English program.	<ul style="list-style-type: none"> • OIR • English Faculty 	By conducting research, specific services can be targeted to the impacted populations, providing more efficient levels of service.	December 2015
Improve Communication Activity C.2d Work with faculty in English discipline to ensure that assessment tests are reflective of students' abilities and consider multiple measures in course placement. Ensure	<ul style="list-style-type: none"> • English Faculty • Dean, ALSS • Dean, Student Services • Assessment Specialist 	Better placement in the English pathway leads to higher levels of success for all students, especially those impacted.	December 2015

consistent use of testing for placement such as EAP and EPT.			
<p>Improve Communication Activity C.2e Purchase and fully implement Financial Aid TV, an insightful, easy-to-use technology that makes the large body of financial aid information comprehensible and digestible to students through online video.</p>	<ul style="list-style-type: none"> • Dean, Enrollment Services 	Increased access to knowledge regarding Financial Aid and Financial Aid policies will help to support low-income students in the affected populations, leading to fewer students dropping out.	June 2015
<p>Expand Learning Communities and Student Support Services Activity C.2f Expand embedded counseling to all English classes.</p>	<ul style="list-style-type: none"> • Counseling Faculty • ESL Faculty • Dean, Student Services 	Students will have more knowledge of college resources, make a connection to a counselor, and receive a partial SEP. Students will be better educated regarding academic policies and best educational practices.	December 2015
<p>Expand Learning Communities and Student Support Services Activity C.2g Explore embedded tutoring and/or hiring instructional aides.</p>	<ul style="list-style-type: none"> • Coord. Tutorial Center ESL Faculty • Dean, Student Services 	Increased support in and out of class will lead to better outcomes for the impacted students.	June 2015
<p>Expand Learning Communities and Student Support Services Activity C.2h Encourage and actively recruit targeted populations to programs like EOPS and Puente. Also, use grant and other funds to augment and enhance these already existent services.</p>	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • EOPS/CARE • Puente 	Programs that serve students and provide resources to succeed at college level work support success for all students, particularly those at risk. The impacted student populations will experience greater success if enrolled in these programs.	December 2015
<p>Expand Learning Communities and Student Support</p>	<ul style="list-style-type: none"> • Counseling Faculty • OIR 	Participation in the college processes leads to better	December 2015

<p>Services Activity C.2i As part of student success and support plan, require all new students to complete orientation, assessment and student education plan. Conduct research to determine if the affected populations are accessing services provided by the student success and support plan</p>	<ul style="list-style-type: none"> • Admissions and Records Dean, Student Services • Dean, Enrollment Services 	<p>priority registration, making more likely that the impacted students get the classes that they lead. Furthermore, they are accessing counseling services, which leads to increased access of college resources, making course series success more likely.</p>	
<p>Expand Learning Communities and Student Support Services Activity C.2j Consider cohort learning with contextualized English courses to promote learning and success.</p>	<ul style="list-style-type: none"> • English Faculty • Dean, ALSS 	<p>Contextualized courses strengthen subject knowledge and can lead to higher success for the impacted populations.</p>	<p>June 2017</p>
<p>Expand Learning Communities and Student Support Services Activity C.3k *Purchase access to the Learning Express database, which provides resources for students to improve skills such as math, reading comprehension, writing and grammar skills as well as college placement exams such as Accuplacer, as well as other areas of learning. *Textbooks: make sure there is at least one copy of each math and English textbook available on reserve at the library.</p>	<ul style="list-style-type: none"> • Dean, Student Services • VPSS 	<p>Increased access to tutorial resources and textbooks will lead to increased course/series success for the impacted students.</p>	<p>June 2015</p>

C3. Math 65/65B/65Y Students' Completion Rates in Math 55/55B/55Y

Of the students who successfully completed Math 55 after taking Math 65/65B/65Y, disproportionate impact was observed for African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders, Middle Easterners, and Other ethnic groups.

Goal C3. Increase the number of African American, Native American, Filipino, Latino, Pacific Islander, Middle Easterner, and Other ethnic group students successfully completing Math 55 after taking Math 65/65B/65Y.			
Activities	Responsible Party	Expected Outcome	Completion Date
Faculty and Staff Development Activity C.3a Research hiring a full time learning center faculty coordinator and additional staff for the tutorial center to promote success in the math pathway.	<ul style="list-style-type: none"> • Dean, Student Services • VPSS 	Students in the targeted populations will receive additional tutorial support leading to increasing success in math courses/series.	August 2015
Faculty and Staff Development Activity C.3b The assessment center specialist will be trained on how to determine which assessment a math student should take.	<ul style="list-style-type: none"> • Math Faculty • Assessment specialist • Dean Student Services 	Better placement in the math pathway will improve outcomes for the impacted students.	June 2015
Improve Communication Activity C.3c Purchase and fully implement Financial Aid TV, an insightful, easy-to-use technology that makes the large body of financial aid information comprehensible and digestible to students through online video.	<ul style="list-style-type: none"> • Dean, Enrollment Services 	Increased access to knowledge regarding Financial Aid and Financial Aid policies will help to support low-income students in the affected populations, leading to fewer students dropping out.	June 2015
Expand Learning Communities and Student Support Services Activity C.3d Expand embedded counseling to math courses.	<ul style="list-style-type: none"> • Counseling Faculty • Math Faculty • Dean, Student Services 	Students will have more knowledge of college resources, make a connection to a counselor, and receive a partial SEP. Students will be better educated regarding academic policies and best	June 2015

		educational practices.	
<p>Expand Learning Communities and Student Support Services Activity C.3e Explore embedded tutoring and/or hiring instructional aides.</p>	<ul style="list-style-type: none"> • Tutorial Center • Dean, Student Services • Dean, ALSS • Dean, STEMPS 	Increased support in and out of class will lead to better outcomes for the impacted students.	June 2015
<p>Expand Learning Communities and Student Support Services Activity C.3f Encourage and actively recruit targeted students to programs like EOPS and Puente that already serve the population. Also, use grant and other funds to augment and enhance these already existent services.</p>	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • EOPS/CARE • Puente 	Programs that serve students and provide resources to succeed at college level work support success for all students, particularly those at risk. The impacted student populations will experience greater success if enrolled in these programs.	December 2015
<p>Expand Learning Communities and Student Support Services Activity C.3g As part of student success and support plan, require all new students to complete orientation, assessment and student education plan. Conduct research to determine if the affected populations are accessing services provided by the student success and support plan</p>	<ul style="list-style-type: none"> • Dean, Student Services • Dean, Enrollment Services 	Participation in the college processes leads to better priority registration, making more likely that the impacted students get the classes that they lead. Furthermore, they are accessing counseling services, which leads to increased access of college resources, making course series success more likely.	December 2015
<p>Expand Learning Communities and Student Support Services Activity C.3h Consider cohort learning, contextualized math courses to promote learning and success.</p>	<ul style="list-style-type: none"> • Counseling Faculty • Math Faculty • OIR • Admissions and Records • Dean of Student Services • Dean, 	Contextualized courses strengthen subject knowledge and can lead to higher success for the impacted populations.	June 2017

	STEMPS		
<p>Expand Learning Communities and Student Support Services Activity C.3i Explore increasing the number of math sections offered to make it more likely that successful students will be able to move to the next level of math</p>	<ul style="list-style-type: none"> • Dean, STEMS • Math Faculty • VPI 	Moving more quickly on the math pathway will improve outcomes for the impacted students.	December 16
<p>Expand Learning Communities and Student Support Services Activity C.3j Refer students to Math Jam, a 30 hour math review designed to get math students ready for their current level of math or advance them to the next level.</p>	<ul style="list-style-type: none"> • Coord. Tutorial Center • Math Faculty 	Statistics show that Math Jam students are better prepared to take their math courses, leading to more course success. The disproportionately impacted students completing Math Jam will have better success in their math courses.	August 2015
<p>Expand Learning Communities and Student Support Services Activity C.3k *Purchase access to the Learning Express database, which provides resources for students to improve skills such as math, reading comprehension, writing and grammar skills as well as college placement exams such as Accuplacer, as well as other areas of learning. *Textbooks: make sure there is at least one copy of each math and English textbook available on reserve at the library.</p>	<ul style="list-style-type: none"> • VPSS • Dean, Student Services • Dean, Enrollment Services 	Increased access to tutorial resources and textbooks will lead to increased course/series success for the impacted students.	June 2015

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

D.2 Certificate Completion

The proportionality Index method was used to determine whether there was disproportionate impact with regard to certificate completion. Based on the numbers, it appears that Males, African Americans, and possibly Native Americans were disproportionately less likely to complete a certificate.

Goal D2. For male, African American, and Native American students who declare a Certificate of Achievement as an educational goal, LPC will increase the rate at which these student groups earn a Certificate of Achievement.

Activities	Responsible Party	Expected Outcome	Completion Date
Improve Communication Activity D.2a: Strengthen communication between counseling and academic divisions/CTE programs by transitioning “generalist” counselors to “specialists.” Counselors serve as liaisons between academic divisions/CTE programs, counseling services, and students.	<ul style="list-style-type: none"> • All Deans 	Communication between academic divisions and counseling will improve and become more effective. As a result, students from the targeted group will be better supported in their goal to earn an AA degree.	December 2015
Improve Communication Activity D.2b: Make better use of technology to improve how information is disseminated to students. For example	<ul style="list-style-type: none"> • Dean, Student Services • Dean, Enrollment Services 	Allowing students to set their communication preferences with the college will improve efficiencies at the college. In addition, students will receive	December 2015

utilizing a “communication preferences program” that allows students to establish how information is received.		information in a manner that is best suited for them.	
Improve Communication Activity D.2c: Develop targeted marketing campaigns to share important information to students, such as eligibility requirements for support services such as EOPS, CalWORKs, DSPS; Financial Aid deadlines and eligibility changes; 3SP priority registration changes, etc.	<ul style="list-style-type: none"> • Dean, Student Services • Dean, Enrollment Services • VPSS 	Targeted marketing will ensure that the right information is being communicated to students in a manner that is easily understood. As a result, students are supported in reaching their certificate goals.	December 2015
Expand Learning Communities and Student Support Services Activity D.2d: Work with the Inter-Club Council and ASLPC to start student club(s) dedicated to the academic and social support of all students, such as a Black Student Union, Latino Student Alliance, or a Native American Student Union.	<ul style="list-style-type: none"> • Student Life Coord. 	Research has shown that student involvement leads to higher rates of student success. A vibrant student life community on campus can lead to an improvement in the rate of certificate attainment for students in the targeted demographic.	June 2016
Expand Learning Communities and Student Support Services Activity D.2e: Research Best Practices and the feasibility of implementing a First	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	A student success program that focuses on the educational success for all students, including students in the targeted demographic, will lead to an	December 2015

<p>Year Experience or Summer Bridge program to include student groups in our targeted demographic. Pilot a FYE or Summer Bridge program and evaluate before expanding.</p>		<p>improvement in the rate of certificates awarded.</p>	
<p>Expand Learning Communities and Student Support Services Activity D.2f: Develop a “College Success Workshop” program. For example, workshops would cover topics such as Time Management, Overcoming Test Anxiety, and Writing Personal Statements. Workshops would be conducted by interested Faculty. Workshops would be conducted during the day and at night.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty • Instructional Faculty 	<p>Students participating in student success workshops would gain the skills needed to reach their academic goals. As a result, students will be more connected with the college, which will lead to an improvement in the rate of certificates awarded.</p>	<p>June 2015</p>
<p>Expand Learning Communities and Student Support Services Activity D.2g: Review Orientation best practices. Implement a new or enhanced version of our current online Orientation. One example might be offering a .5 unit mandatory orientation course.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	<p>An orientation to provide all students, including those in the targeted demographic, with the necessary tools to navigate the higher education system will help students become more directed and focused. As a result, the college will experience a greater rate of certificates awarded.</p>	<p>December 2015</p>
<p>Expand Learning Communities and Student Support Services</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	<p>Research has shown that mentoring programs help college students</p>	<p>June 2015</p>

<p>Activity D.2h: Research best practices for mentoring programs. Explore feasibility for a college-wide mentoring program for all students including students identified as having disproportionate impact.</p>		<p>become more engaged, connected, and directed. Pairing students from our targeted demographic with involved faculty members will provide the foundation for students to feel nurtured and valued. As a result, student mentees will receive the support they need to reach their academic goals.</p>	
<p>Faculty & Staff Development Activity D.2i: Additional faculty and staff training and flex days devoted to student success factors from the student groups that are underrepresented. For example, training can focus on the “Six Success Factors that Support Student Achievement.”</p>	<ul style="list-style-type: none"> • All Deans 	<p>Providing faculty and staff with the necessary knowledge and tools to help support students from the targeted demographic will lead to better degree outcomes for these students.</p>	<p>December 2015</p>

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders and individuals with disabilities were disproportionately less likely to transfer to a four-year college or university.

Goal E. Increase the rate at which African Americans, Native Americans, Filipinos, Latinos, Pacific Islanders and students with disabilities transfer to a four-year college or university.

Activities	Responsible Party	Expected Outcome	Completion Date
<p>Strengthen Partnerships Activity E1: Strengthen relationships with four-year colleges and universities that predominantly serve students from our targeted populations. For example, develop relationships with Asian American and Native American Pacific Islander-serving Institutions (AANAPISI) and the Hispanic Association of Colleges and Universities (HACU).</p>	<ul style="list-style-type: none"> • VPSS • VPI • All Deans 	<p>Stronger relationships with four-year colleges and universities that predominantly serve students from our targeted populations will provide greater opportunities for students to be exposed to these colleges, and as a result, choose them as possible transfer institutions. In addition, greater exposure to colleges and universities might motivate students to choose transfer who might otherwise not have viewed transfer as a viable option.</p>	June 2017
<p>Strengthen Partnerships Activity E2: Expand visits by transfer representatives from in-state and out-of-state colleges. For example, invite transfer reps from</p>	<ul style="list-style-type: none"> • Deans, Student Services • Transfer Counselor 	<p>Expanding visits from college representatives from four-year colleges and universities that predominantly serve students from our targeted populations will provide greater opportunities for</p>	December 2015

<p>HBCU and HSI colleges to visit LPC.</p>		<p>students to be exposed to these colleges, and as a result, choose them as possible transfer institutions. In addition, greater exposure to colleges and universities might motivate students to choose transfer who might otherwise not have viewed transfer as a viable option.</p>	
<p>Improve Communication Activity E3: Strengthen communication between counseling and academic divisions by transitioning “generalist” counselors to “specialists.” Counselors serve as liaisons between academic divisions, counseling services, and students.</p>	<ul style="list-style-type: none"> • All Deans 	<p>Communication between academic divisions and counseling will improve and become more effective. As a result, students from the targeted group will be better supported in their goal to earn an AA degree.</p>	<p>December 2015</p>
<p>Improve Communication Activity E4: Make better use of technology to improve how information is disseminated to students. For example utilizing a “communication preferences program” that allows students to establish how information is received.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Dean, Enrollment Services 	<p>Allowing students to set their communication preferences with the college will improve efficiencies at the college. In addition, students will receive information in a manner that is best suited for them.</p>	<p>December 2015</p>
<p>Improve Communication</p>	<ul style="list-style-type: none"> • Dean, Student Services 	<p>Students at risk of academic or</p>	<p>June 2015</p>

<p>Activity E5: Review Early Alert Program (EAP) best practices and implement a pilot program. The EAP should incorporate Financial Aid status for students who are receiving financial aid.</p>	<ul style="list-style-type: none"> • Dean, Enrollment Services 	<p>progress probation; or financial aid disqualification will be informed of their academic status in a timely manner. Proactive intervention strategies can be implemented, helping a greater number of students to remain in good standing.</p>	
<p>Improve Communication Activity E6: Augment the dissemination of financial aid and scholarship information. For example, deliver Financial Aid workshops targeted to impacted student groups, or LRNS classes. Proactive dissemination of scholarships, such as the Asian and Pacific Islander American Scholarship Fund (APIASF).</p>	<ul style="list-style-type: none"> • Dean, Enrollment Services • Dir. Financial Aid 	<p>Targeted communication and outreach will ensure that the right information is being disseminated to the students in a manner that is easily understood. As a result, students are informed about policies (such as financial aid) and opportunities (such as scholarships) in a timely manner.</p>	December 2015
<p>Improve Communication Activity E7: Target outreach to these identified student groups to increase participation in transfer events. For example, speaking at Club Meetings, LRNS classes to encourage students to attend transfer events such as Transfer Day.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	<p>Targeted outreach will ensure that the right information is being communicated to the students in a manner that is easily understood. As a result, students are informed and encouraged to participate in activities that will support them in their transfer goals.</p>	December 2015
<p>Improve Communication</p>	<ul style="list-style-type: none"> • Dean, Student Services 	<p>Targeted outreach will ensure that the</p>	December 2015

<p>Activity E8: Target outreach to these identified student groups to increase participation in University Transfer Planning course (PSCN 18).</p>	<ul style="list-style-type: none"> • Counseling Faculty 	<p>right information is being communicated to the students in a manner that is easily understood. As a result, students are informed and encouraged to participate in activities that will support them in their transfer goals.</p>	
<p>Improve Communication Activity E9: Expand the use of Virtual College visits.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Transfer Counselor 	<p>Expanding visits from college representatives—even virtually—will provide greater opportunities for students to be exposed to these colleges, and as a result, choose them as possible transfer institutions. In addition, greater exposure to colleges and universities might motivate students to choose transfer who might otherwise not have viewed transfer as a viable option.</p>	<p>June 2015</p>
<p>Expand Learning Communities and Student Support Services Activity E10: Research the feasibility of implementing a student success program that focuses on the educational success of African American and other students, such as the Umoja Community program.</p>	<ul style="list-style-type: none"> • VPSS • Student Life Coord. • Counseling Faculty 	<p>A student success program that focuses on the educational success of African American and other students will improve the College's transfer rate.</p>	<p>June 2016</p>

<p>Expand Learning Communities and Student Support Services Activity E11: Explore the Puente Program to include additional cohort classes.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Puente Coords. 	<p>A student success program that focuses on the educational success of Latino/a and other students will improve the College's transfer rate.</p>	<p>June 2017</p>
<p>Expand Learning Communities and Student Support Services Activity E12: Work with the Inter-Club Council and ASLPC to start student club(s) dedicated to the academic and social support of all students, such as a Black Student Union, Latino Student Alliance, or a Native American Student Union.</p>	<ul style="list-style-type: none"> • Student Life Coord. 	<p>Research has shown that student involvement leads to higher rates of student success. A vibrant student life community on campus can lead to an improvement in the transfer rate for students in the targeted demographic.</p>	<p>June 2016</p>
<p>Expand Learning Communities and Student Support Services Activity E13: Research Best Practices and the feasibility of implementing a First Year Experience or Summer Bridge program to include student groups in our targeted demographic. Pilot a FYE or Summer Bridge program and evaluate before expanding.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	<p>A student success program that focuses on the educational success for all students, including students in the targeted demographic, will lead to an improvement in the transfer rate.</p>	<p>June 2016</p>
<p>Expand Learning Communities and Student Support Services Activity E14:</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling/Instructional Faculty 	<p>Students participating in student success workshops would gain the skills</p>	<p>June 2015</p>

<p>Participate in the development of a “College Success Workshop” program. Transfer center workshops would focus on topics related to successful transfer strategies. Workshops would be conducted by interested Faculty. Workshops would be conducted during the day and at night.</p>		<p>needed to reach their academic goals. As a result, students will be more connected with the college, which will lead to an improvement in the transfer rate.</p>	
<p>Expand Learning Communities and Student Support Services Activity E15: Apply for an HSI grant. Research the feasibility of applying for an HSI STEM grant.</p>	<ul style="list-style-type: none"> • OIR • VPSS • VPI • Grants Coord. 	<p>A student success program that focuses on the educational success for all students, including students in the targeted demographic, will lead to an improvement in the transfer rate.</p>	<p>December 2015</p>
<p>Expand Learning Communities and Student Support Services Activity E16: Research the feasibility of applying for a TRIO and/or a MESA grant.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Dean, STEMPS 	<p>A student success program that focuses on the educational success for all students, including students in the targeted demographic, will lead to an improvement in the transfer rate.</p>	<p>December 2015</p>
<p>Expand Learning Communities and Student Support Services Activity E17: Review Orientation best practices. Implement a new or enhanced version of our current online Orientation. One example might be offering a .5 unit</p>	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	<p>An orientation to provide all students, including those in the targeted demographic, with the necessary tools to navigate the higher education system will help students become more directed and focused. As a result, the college will</p>	<p>December 2015</p>

mandatory orientation course.		experience a greater transfer success rate.	
Expand Learning Communities and Student Support Services Activity E18: Increase the use of embedded counseling, and add individual transfer appointments to students in basic skills math and English courses.	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	Embedded counseling will provide students with additional opportunities to interact with counselors. As a result, students will develop a Student Education Plan that will allow them to have a directed focus on transfer.	June 2015
Expand Learning Communities and Student Support Services Activity E19: Explore one-hour individual counseling appointments. Consider transitioning “generalist” counselors to “specialists” and exploring a case management style of counseling such as EOPS and CalWORKs.	<ul style="list-style-type: none"> • Counseling Faculty • Dean, Student Services • VPSS 	Providing students with the opportunity to have one hour appointments allows for greater connections with the students. As a result, students will feel valued and engaged, and supported in their educational goals.	June 2015
Expand Learning Communities and Student Support Services Activity E20: Research best practices for mentoring programs. Explore feasibility for a college-wide mentoring program for all students including students identified as having disproportionate impact.	<ul style="list-style-type: none"> • Dean, Student Services • Counseling Faculty 	Research has shown that mentoring programs help college students become more engaged, connected, and directed. Pairing students from our targeted demographic with involved faculty members will provide the foundation for students to feel nurtured and	June 2015

		valued. As a result, student mentees will receive the support they need to reach their transfer goals.	
<p>Expand Learning Communities and Student Support Services Activity E21: Explore developing Transfer Center activities that would help connect students with the college and build motivation and support for transfer. For example, reinstate Transfer Night to honor transfer students' accomplishments.</p>	<ul style="list-style-type: none"> • Dean, Student Services • Transfer Counselor 	Activities that focus on the educational success for all students, including students in the targeted demographic, will lead to an improvement in the transfer rate.	December 2015
<p>Expand Learning Communities and Student Support Services Activity E22: Additional research to better understand the reasons students from the impacted groups do not transfer as often.</p>	<ul style="list-style-type: none"> • OIR • VPSS • Counseling Faculty 	Gaining a better understanding as to the reasons why students from the impacted groups do not transfer as often will enable the College to develop intervention programs and activities that will have a greater impact on the transfer success rates among these students.	December 2015
<p>Faculty & Staff Development Activity E23: Additional faculty and staff training and flex days devoted to student success factors from the student groups that are underrepresented. For example, training can focus on</p>	<ul style="list-style-type: none"> • All Deans 	Providing faculty and staff with the necessary knowledge and tools to help support students from the targeted demographic will lead to better educational achievement outcomes for these	December 2015

the “Six Success Factors that Support Student Achievement.”		students.	
Faculty & Staff Development Activity E24: Hire a classified staff person for the Transfer Center to identify, contact, and provide transfer support services to the students identified in this area as having disproportionate impact.	<ul style="list-style-type: none"> • VPSS • Dean, Student Services 	An adequately staffed Transfer Center will allow faculty and staff to serve students in a supportive and engaged manner. As a result, students will feel more valued and nurtured, and will be more likely to reach their transfer goals.	December 2015

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

To be determined by the newly formed Student Services Workgroup.