

Equity Report 2025 - 2028 Intensive Focus Group Action Plan

Las Positas College has worked to identify disproportionate impact (DI) at our college as part of the 2025-2028 Student Equity Plan (SEP). The goal in writing this plan was to continue campus-wide dialogue and support efforts to remove barriers to student success. Based on these insights, the college has developed targeted strategies to close achievement gaps and promote equity.

The California Community Colleges Chancellor's Office provides disaggregated data across multiple student demographics, including gender, race/ethnicity, foster youth status, veteran status, income level, disability status, first-generation status, LGBT status, and economic disadvantage.

Disproportionate impact (DI) is evaluated across six (6) **key metrics**:

1. **Access** – Successful enrollment in the first year
2. **Persistence** – Retention from the first primary term to the subsequent primary term
3. **Transfer Math & English** – Completion of transfer-level math and English in the first year
4. **Completion** – Achievement of the Vision for Success definition of completion within three years
5. **Transfer Completion** – Transfer to a four-year institution within three years
6. **Comprehensive Education Plan Completion** (new for 2025-28 SEP)

Our Las Positas College Student Equity Data Dashboards can be found [here](#).

Our Actions Plans to address each of these six key metrics are in this document.

Understanding Disproportionate Impact (DI)

Determining disproportionate impact: We use the **Proportionality Index (PPG-1) method** to compare how well a specific student group performs against all other students combined (not the overall average). For example, we look at how Hispanic students' success rates compare to non-Hispanic students' success rates—the comparison group is everyone except Hispanic students.

Substantive disproportionate impact means: A significant gap (“Substantive DI”) exists when the difference between the focus group and the “all other students” reference group is greater than either:

- 2 percentage points, OR
- A threshold calculated based on group size (using a 95% confidence interval approach)

We use whichever threshold is larger.

What “full equity” means: The gap is completely closed—the focus group performs just as well as the “all other students” reference group (not the overall student population average).

SUCCESSFUL ENROLLMENT EQUITY GOALS

There are two related goals for Successful Enrollment:

- Goal 1: a baseline goal of eliminating disproportional impact
- Goal 2: a goal of fully closing equity gaps

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	50.0%	2,778/5561	N/A	N/A	N/A	N/A
DI: Black or African American	36.1%	121/335	9.6%	33+	17.7%	50+
DI: First Generation	42.8%	594/1387	6.9%	96+	9.5%	132+

Access – Successful Enrollment in the First Year

Among all new first-time applicants, what percentage actually enrolled at LPC?

How we calculate the data:

- Numerator: Applicants who enrolled at LPC as new first-time college students
- Denominator: All first-time Las Positas College applicants (excluding special admit, transfer-in, and fraudulent applications)

Key strategies to address the disproportional impact will be:

- 1) **Monitor & Proactive Registration Support.** Pending from our previous report, regular collaboration with A&R, to monitor our registration process and reach out to Black or African American and First Generation students who become stuck or stop out and guide them through the process. We hope to use our Ellucian products to do this and leverage our Ambassador program for outreach. Prioritization of outreach will center on all disproportionately impacted students, including First-Generation, Latinx, and Black or African American students.
- 2) **Supporting Financial Support for Students.** Highlight the FAFSA/Dream ACT Process for students and provide information and support for students to connect with many options related to cost of education.
- 3) **Family & Student Holistic Engagement.** Intentional outreach that involves the inclusion of family and promotes intergenerational learning. This includes reaching out to local high schools and adult schools to build the bridge to LPC early in students' academic journeys. Co-hosting events such as College Application Night, Financial Aid Completion Nights, etc.. We hope to find funding to offer Black Family Night again and

include a First Generation event. Highlight child care resources and share with prospective students - movement towards intentional support for student parents (Cal Works). Introducing our child care center resource opportunity as part of onboarding process for student parents.

- 4) **Peer Mentoring.** Leveraging current peer to peer support as a best practice, including outreach ambassadors in strategic student facing departments, such as Admissions and Records, Financial Aid, Black Cultural Resource Center, Cultural Community Center. Existing mentorship programs on campus that directly support our disproportionately impacted student populations also include Puente's Mentor program.

Overall Strategy for ALL students:

- 1) **Streamline and Improve Steps to Register and Online Orientation.** Our current registration process is lengthy and confusing. Work with District to improve the application and registration process for all students. Our Online Orientation needs to be updated to include Academic & Career Pathways and key milestones students should be doing along their academic pathway.
- 2) **Physical Campus Structuring and Student Facing Information.** There will be an intentional effort to better position signage on campus, with clear direction for how to find critical student resources on campus, including our Basic Needs mini market, Cultural Community Center, etc.
- 3) **Marketing Student-Centered Onboarding Processes.** Pending from our previous report, continue to create "how to" guides, digital, physical, audio, and video, detailing our onboarding process, with clear information about some of the sticking points and how to navigate around them. Intentionally develop these supports in a framework familiar to new students. Distribute these materials widely throughout support areas on campus. Tailored outreach will occur, especially where our disproportionately impacted students congregate or are likely to seek support, such as the Black Resource Center, the Puente Center within the Cultural Community Center, HSI (Hispanic Serving Institutions) Center, and all support areas within the 1600 Building.

PERSISTENCE EQUITY GOALS

There are two related goals for Persistence

- 1) A baseline goal of eliminating disproportional impact
- 2) The goal of fully closing equity gaps

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	69.8%	1250/1792	N/A	N/A	N/A	N/A
DI: First Generation	60.4%	275/455	8%	37+	12.5%	57+
DI: Hispanic (MALE)	62.7%	126/201	1.3%	3+	8%	17+

Persistence – First Primary to Secondary Primary Term

Among new first-time college students, what percentage returned for a second primary term at any California Community College?

How we calculate it:

- Numerator: Students who enrolled in a second primary (Fall or Spring) term at any CCC
- Denominator: All first-time, non-special admit students at LPC

Increasing persistence is an ongoing focus of LPC. After a Leading from the Middle and Classified Professionals leading the charge to be a Caring Campus, conversations about warm welcomes, soft handshakes, and holistic support of our students inside and outside the classroom have been part of grassroots efforts. We recognize that persistence requires supporting students as “whole people” and needing to build community so they feel like they belong, and are likely to know how to find resources and feel safe to ask for them.

Key strategies to address the disproportional impact will be:

1. **Proactive Communications and Outreach:** Pending from our previous report, continue collaborating across our district to create automatic key milestone communications, providing proactive communication as students reach pivotal moments. Examples of this include increased/streamlined communications/information for our students regarding opportunities, such as: grants, scholarships, internships, on-campus community building opportunities. Prioritization of personalized outreach will center on all disproportionately impacted students, especially from areas that specifically support our DI student

populations of First Generation and Latine males (including HSI ambassadors and the Puente learning community).

2. **Targeted Professional Development:** Lean into the Caring Campus training for employees, and encourage more classified and faculty to adopt top behavioral commitments to increase student belonging and persistence and success, as identified by the Institute for Evidence-Based Change. These are behaviors that we hope to really institutionalize through professional development (such as new employee orientation, timely faculty reminders throughout the semester, and cultural and equity proven training such as Teaching Men of Color, Puente, FLEX and College Days, etc).

Professional development activities for faculty members will include having faculty look at their classroom data disaggregated by disproportionately impacted groups and discuss what we find in our own data and brainstorm about what needs/resources/supports can serve as positive engagements to increase student success and retention. These faculty professional development activities will provide opportunities for peers to support each other and have some coaching with an equity focus.

Negotiations are currently underway to reflect equity-based pedagogy to support disproportionately impacted students in our classrooms.

3. **Proactive Peer Inreach:** With our new Ambassador Program, we hope to provide mid-semester call “check-ins” of students to see how they are doing and connect them to resources. Prioritization of personalized “check-ins” will center on all disproportionately impacted students.

COMPLETE_TRANSFER_LEVEL_MATH_AND_ENGLISH_EQUITY_GOALS

Regarding transfer level Math and English, there are two goals:

- 1) Baseline goal of eliminating disproportional impact
- 2) The goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer- Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer- Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	27.5%	529/1924	N/A	N/A	N/A	N/A
DI: Hispanic/Latine	23.7%	134/566	25.7%	12+	29.2%	31+
DI: Black or African American	12.5%	7/56	19.3%	4+	28%	9+
First Generation	18.7%	88/471	8.2%	39+	11.7%	56+

Completed Transfer Math and English in the First Year

Among new first-time college students, what percentage completed both transfer-level English and math courses within their first year?

How we calculate it:

- Numerator: Students who successfully completed both transfer-level English courses (TOPS codes: 1501.00, 1520.00) AND transfer-level Math (TOPS code: 1701.00) by the end of their second major term (Fall or Spring)
- Denominator: All first-time, non-special admit students at LPC

Increasing completion of transfer-level English and Math has been a focus of LPC for many years, partnering with RP Group to run District-specific “Through the Gate Data”. In addition to Caring Campus driving conversations about warm welcomes, soft handshakes, and holistic support of our students inside and outside the classroom, AB 1705 and SEA monies have been spent increasing academic supports in these areas, such as funding faculty communities of practice, subject specific professional development, and student support programs such as Math Jam, Concurrent Support, Reading and Writing (RAW) and tutoring.

Key Strategies to address the disproportional impact will be

1. **Dedicated Math & English Sections:** Offer dedicated Cultural Learning Community, including Puente, Umoja, MESA, API, sections for English, and each semester 2 Statistics and 1 Precalculus and Calculus sections in Math, with faculty trained in equity and inclusion pedagogy and embedded tutors.
2. **Increase Student Contact Time with Faculty:** Collaborate across campus to increase student engagement through activities such as increasing the number of faculty holding at least one office hour in a public campus space, such as the Black Cultural Resource Center, MESA and Puente Learning Centers, Cultural Community Center, and additional campus spaces where disproportionately impacted students are congregating, clearly encouraging students to know about academic and holistic supports around campus, and providing proactive and timely communications with their students. This will involve having professional development about leading key indicators for success, and data-driven differentiated instruction/intervention, with key strategies to address.
3. **Dedicated Workshops Effective Learning Strategies.** Provide students with regular Smart Shops during the semester on how to study effectively, prepare for assessments and time management. Continue offering Math Jam, week-long free bootcamp for students before the Fall and Spring semesters start.
4. **Integrating AI Effectively:** Research and implement AI tools that help first-generation students learn better while maintaining their critical thinking and problem-solving skills. Inquiry, development, and implementation of how to integrate AI into student best practices to enhance understanding and provide support without reducing critical thinking and problem-solving, specifically to increase success and retention of our disproportionately impacted students.
5. **Proactive Peer Inreach:** With our new Student Ambassador Program, we hope to provide mid-semester call “check-ins” of students to see how they are doing and connect them to resources as needed. Prioritization of personalized outreach will center on all disproportionately impacted students.
6. **Collaboration with Local High Schools:** Collaborate across our service area, especially to local high schools and community partners, to change the mindset of incoming students on how to transition into community college and increase utilization of our campus resources. We hope to make it more transparent where academic support is located and when, such as using a common calendar that can be easily disseminated.

COMPLETION EQUITY GOALS

There are two related goals for Completion:

- 1) A baseline goal of eliminating disproportional impact
- 2) A goal of fully closing equity gaps. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Vision 2030 Outcomes:

- 1) Increase with equity, the number of California community college students who complete a meaningful educational outcome
- 2) Increase with equity, the number of California community college students who earn an associate degree for transfer.

Benchmark:

- 1) By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%
- 2) By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	13.9%	315/2260	N/A	N/A	N/A	N/A
First Generation	10.6%	67/630	2.2%	14+	4.6%	29+
DI: Hispanic	10.8%	69/639	2%	13+	4.4%	28+
DI: PELL Eligible no receipt (MALE)	12.1%	113/932	1%	10+	3.1%	29+

Completion: Attained Vision Goal Within 3 Years

What percentage of new first-time college students at LPC who earned a certificate, associate degree within 3 years in the District?

How we calculate it:

- Numerator: Students who completed at least one certificate, associate degree, or CCC bachelor's degree within 3 years AND
- were enrolled in our district during the year they earned it
- Denominator: All first-time, non-special admit students enrolled in the district

Key strategies to address the disproportional impact will be:

- 1) **Navigating College Workshops.** Pending from our previous report, we continue to develop and offer workshops devoted to navigating college systems as economically disadvantaged students, including offering multiple "navigating financial aid" sessions throughout the semester.
- 2) **Ambassador Resource Carting.** To provide more student-to-student interactions and take the luck out of students knowing about what resources exist, have trained student ambassadors push an "Ask me" cart around campus with information about resources, support, and campus life opportunities. This will extend the "Welcome Back Week" efforts to continuous all-semester-long interactions.
- 3) **Support Student Parents.** Many of our economically disadvantaged students, EDS, have to work to contribute to their households. Developing and offering support courses or workshops for EDS support ecosystems (e.g. families and caregivers). To further support our DI population of first generation, Latinx, and economically disadvantaged students, we intend to partner with departments, such as the Foundation Office, to potentially provide specific grants to offset the expense of child care, including for our Child Development Center.
- 4) **Proactive Economically Disadvantaged Student In-reach.** Intentional effort to identify Pell eligible students and engage in outreach to encourage increased applications, thus increasing funding that should support student completion. In partnership with the Office of Financial Aid, additional outreach messages will be tailored specifically to our first generation, Latinx, and economically disadvantaged students to offer options for support with completing their Pell applications.
- 5) **Near Completion In-Reach.** Proactive outreach to all students near completion in collaboration and partnership with faculty. Have campus-wide promotion "Apply now for Your Degree or Certificate"; important upcoming deadlines communicated in Canvas, LPC-Events calendar, campus-wide a-frames, etc. reminding students of deadlines - degree/certificates; clarifying with students they are not required to participate in commencement.
- 6) **Enhanced Academic Support:** Expand proactive engagement and support for underserved students, including embedded tutoring, bilingual counseling, and targeted learning communities (Puente, HSI-funded projects).
- 7) **Community Collaboration.** Strengthen partnerships with local K–12 districts, UC Merced, and other Hispanic-Serving Institutions (HSIs) to align pipelines and ease transfer. Establishing strong referral pathways; points of contacts for different processes and departments that will support students. Emphasizing connection and wraparound care.

TRANSFER EQUITY GOALS

There are two related goals for Transfer:

- 1) A baseline goal of eliminating disproportional impact
- 2) The goal of fully closing equity gaps

Vision 2030 Outcomes:

- 1) Increase with equity the number of California community college students who transfer to CSU or UC.
- 2) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population. **Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population?**

Example) In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our overall student population from 34% to 45% by Spring 2028.

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	34.2%	349/1019	N/A	N/A	N/A	N/A
DI: First Generation	28.9%	69/239	1.3%	4+	7.0%	17+
DI: Asian (All)	24.5%	60/245	7.5%	19+	12.8%	32+
DI: Asian (Female)	20.0%	28/140	3.9%	15+	10.5%	25+

Completion: Transfer to a Four-Year Institution Within 3 Years

Among students who earned at least 12 units and left the community college system, what percentage enrolled at a four-year institution?

How we calculate it:

- Numerator: Students who enrolled at a four-year institution anytime through the end of the fourth year*
- Denominator: First-time, non-special admit students who BOTH:
 - Earned at least 12 units at any California Community College, AND
 - Left the community college system

Additional notes about this metric:

- The "3-year cohort" tracks transfer outcomes through the end of the fourth year to allow students who start in spring terms adequate time to transfer
- Only students with valid Social Security Numbers can be tracked for transfer
- All colleges where a student was enrolled in the year prior to transfer receive credit for that transfer. Meaning that the students in the numerator are not necessarily a subset of the population defined in the denominator; different than all other metrics.

Increasing transfer rates is an ongoing focus of LPC. Our Guided Pathways work has led to program maps for every degree and certificate and our top transfer maps are linked with our local CSU, our learning communities (both cultural and academic) have personalized tours of transfer institutions and soft handshakes when possible to similar resources at those campuses. We recognize that transfer requires supporting students as “whole people” and needing to build community so they see themselves as transfer ready, can see how to afford to earn a bachelors, and can access and utilize resources to support their education.

Strategies to address the disproportional impact will be:

1. **Increase CSEP Completion.** Increase the number of students completing comprehensive Student Education Plans (CSEPs). Send automatic messaging to students who have not completed CSEP or Financial Aid with information and resources for how to do so. With our new Ambassador Program, we hope to call every student who does not have a CSEP to tell them about what they are, how it can benefit them, and book them an appointment right now. Prioritization of CSEP calls will center on all disproportionately impacted students and new students who attended or registered but did not attend New Hawk’s (Saturday event dedicated to orientation, abbreviated SEPs, and enrollment in first semester classes). Tailored ongoing outreach via our learning community counselors that specifically serve our DI student populations (including Movement API, Puente, Umoja) and targeted inreach to First Generation students.
2. **Enhance Transfer Day.** Lean into our Transfer Day, where more than 300 colleges come to our campus in the Fall to table in our quad. Encourage more employees to talk about transfer programs, wear transfer logo gear on transfer day.
3. **Expand Campus Tour Opportunities.** Increase the number of school-sponsored college campus tours for our Movement API, Umoja, Puente, and MESA students. Ideally these campus tours include connecting with cultural community center and supports at the transfer institutions. Increase college visits with reps to our campus and students to transfer institutions, and specifically ask reps to bring learning and cultural community opportunities on their campus.
4. **Increase Transfer Knowledge.** Increase opportunities for students to learn about transfer agreements and transfer opportunities for financial assistance (ex: UC Blue and

Gold Plan), such as through more Smart Shop presentations leading up to application deadlines, tabling to raise awareness of supports, 2 x semester drop-in Q&A sessions so students can ask questions in a manner that is non-stigmatizing. To further tailor support specifically for our DI students, we will partner to host a transfer workshop that will convene EOPS, Movement API, and our learning community students, which all include our First generation, and Asian disproportionately impacted students.