Las Positas College - Student Equity Plan (2025-28) CERTIFIED

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

✓ I have read the legislation Education Code 78220 and Education Code 78222 am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

✓ I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

✓ I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Las Positas College prioritizes a campus culture that embeds active participation from all groups — including the academic senate, faculty, classified professionals, students, and community members, thus ensuring that decisions are made collaboratively and with transparency. Through our Student Equity and Achievement Committee, we have created an ongoing, meaningful structure that allows each group to contribute its expertise: faculty in pedagogy and instruction, classified professionals in program operation and student services, students in the learning experience, and community members in their embodiment of local partnership opportunities and potential bridges. Active involvement promotes a sense of belonging and shared purpose. leading to higher morale and greater institutional unity. Inclusive engagement ensures that student needs and diverse experiences are reflected in policies and programs. Faculty and staff can coordinate efforts across instruction and support services, aligning initiatives around student-centered outcomes. This approach is particularly important for addressing equity gaps and ensuring that underrepresented voices are prioritized.

The following are further examples of how our campus is ensuring active involvement of all groups

- Highlighting the Student Equity & Achievement Plan for 2025-2028 in campus-wide town halls to reaffirm and center the plan on institutional priorities, DEI initiatives, and emphasizing that the data is a foundation and compass for where we are centering our efforts

- Campuswide presentations, such as during Flex Day, an all day professional development session bringing together all divisions on critical training topics and professional development workshops

- Engaging with and presenting at all three Senate's, including Academic Senate, Classified Senate, and LPCSG Student Senate

- Ensuring active student representation on decision-making committees (e.g., SEA, curriculum, facilities).

- Publishing accessible summaries of committee decisions and governance actions on the college website.

- Aligning engagement activities with strategic priorities (e.g., equity, student success, workforce development).

- Ensuring that data from governance discussions informs program planning, resource allocation, and assessment.

- Encouraging ongoing dialogue, discussion, and reconvening to review progress towards institutional SEA Plan and goals

✓ I have read the legislation Education Code 78220 and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

Race consciousness recognizes that race continues to shape student experiences and outcomes, and it calls on the college to confront structural conditions rather than attribute disparities to individual students. In this Student Equity Plan, the college centers student identities by grounding decisions in disaggregated data, elevating initiatives that are specifically tailored to support the intersectionality of student identities and racially diverse backgrounds, and investing in identity-affirming programs such as Umoja, Puente, Movement API, and EOPS/CARE/CalWORKs/NextUp. The plan advances race-conscious strategies through culturally responsive professional learning, policy and procedure review for disparate racial impact, strengthened basic-needs and student-life structures, and intentional coordination between instruction and student services. By embedding accountability, representation, and continuous evaluation throughout its practices, the college commits to creating conditions where students of all racial and ethnic backgrounds can thrive, persist, and complete their goals. Las Positas College is committed to innovatively and collaboratively lead Student Equity and Achievement efforts to ensure that our most disproportionately impacted student communities are intentionally supported in achieving their academic goals and aspirations. In partnership with our Office of Research, Planning, and Institutional Effectiveness, we will thoroughly analyze our student equity data to serve as a compass as we plan sustainable interventions, inform pedagogy, and strive to be a racially and culturally responsive institution.

✓ I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

* SEA Committee monthly meeting to ensure progress towards equity goals and to check in with each of the leads within our identified equity plan priorities and strategies

*Yearly flex workshops and strategic campus-wide convenings, including the monthly Las Positas College Town Hall, etc.

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College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Dr. Jeanne Wilson	Approver: Chief Student Services Officer	n/a	jdwilson@laspositascollege.edu	(925) 424-1405
Ashley Young	Approver: Academic Senate President	n/a	ayoung@laspositascollege.edu	
Nadiyah Taylor	Approver: Guided Pathways Coordinator/Lead	n/a	ntaylor@laspositascollege.edu	(925) 424-1175
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Student Equity Plan Reflection

Reflection

For reference: your most recent SEA Annual Report

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

Key outcomes and learning from the 2022-2025 Student Equity Plan include:

- Greater campus-wide accountability fostered our College Planning Priorities around Equity and increase student success and completion through change in college practices and processes.

- District-wide buy-in and collaboration on implementing a student case-management system, with pathway data dashboards that are equity-focused and identify in real-time students based on key milestones and barriers. Significant collaborative progress was started to develop these data dashboards with the future goal of automating and triggering proactive communication and support interventions.

- Enhanced Academic & Career Pathway supports, this includes assigning all counselors to a pathway and contract required 2.5 hours each week of proactive pathway inreach, clear program maps with recommended math course and supports, developed MyPathway checklist around key unit milestones, career information by pathway.
- Piloted a new peer student ambassador program to proactively provide outreach and inreach to students, including calling campaigns around comprehensive student education plan completion, transfer-level Math and English course completion, and semester check-ins.

Plan Continuity *

- In progress institutional shift from program-based equity work to structural transformation via our new Black Cultural Resource Center, MESA Center, Cultural Community Center that includes space for Puente, undocumented students, Movement API for Asian American, Native Hawaiian, and Pacific Islander, Muslim Student Association (MSA), and Pride Center, dedicated learning community sections for transfer-level Math and English, increased and enhanced embedded tutoring, and more.
- Work continues to focus on moving the needle around access, persistence, completion and transfer to increase student success and reduce and eliminate disproportionate impact.
- Continue and expand use of equity data review and Equity Audits (course, program, service levels) to identify and eliminate disproportionate impact.
- Continue collaboration across the District and using new case management software to provide timely and proactive communication and support to students along their academic and career pathways.

Executive Summary

URL and PDF Upload

Executive Summary URL *

https://www.laspositascollege.edu/equityprogram/equity.php

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

SEA Executive Summary 2025 2028.pdf

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for 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
Successful Enrollment - DI Student Populations						
Black or African American	14.6%	38	9.6%	25	13.9%	37
White	23.2%	481	5.6%	118	7.6%	159
Completed Both Transfer-Level Math & English - DI Student Populations						
First Generation	18.8%	88	8.1%	39	11.6%	55
Hispanic	23.7%	134	1.9%	11	5.5%	31
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	57.6%	38	0.8%	1	12.7%	9
First Generation	60.4%	275	8.1%	37	12.5%	58
Hispanic Male	63%	126	0.9%	2	7.6%	16
LGBT	59.9%	82	2.5%	4	10.8%	15
Completion - DI Student Populations						
Econ Disadvantaged Male	12.1%	113	1%	10	3.1%	29
First Generation	10.6%	67	2.2%	14	4.6%	29
Hispanic	10.8%	69	2%	13	4.4%	29
Male	10.8%	115	4%	44	6%	65
Transferred to a Four-Year - DI Student Populations						
Asian	24.5%	60	7.4%	19	12.8%	32
First Generation	28.9%	69	1.3%	4	7%	17

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	% 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	27.9%	1524	N/A	N/A	N/A	N/A
Black or African American	14.6%	38	9.6%	25	13.9%	37
White	23.2%	481	5.6%	118	7.6%	159

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. (Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) *Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.*
1	**Monitor & Proactive Registration Support:** 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 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 involving family and promotes intergenerational learning. Engage 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, Black Family Night and offer First Generation events. Highlight child care resources, student parental supports (Cal Works), and our child care center resource 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.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

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.

Marketing Student-Centered Onboarding Processes. 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 and 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.

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.

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	% 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	N/A	N/A	N/A	N/A
First Generation	18.8%	88	8.1%	39	11.6%	55
Hispanic	23.7%	134	1.9%	11	5.5%	31

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled

students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: <u>Data Vista: Data View - Single Metric – First-Time NSA Cohort</u>.
Note: Add Additional Student Population(s) (optional)
Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion</u>)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)
Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) *Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.*
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:** Collaborate to increase student engagement, (ex. increasing the number of faculty holding 1+ office hours in public spaces/centers such as Black Cultural Resource, MESA & Puente, and Cultural Community Center). Employees encourage students to know about academic and holistic supports and provide proactive, timely communications. Training around leading key indicators for success, 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.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

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 as needed. Prioritization of personalized outreach will center on all disproportionately impacted students.

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
			Goal 1: Eliminate Disproportionate Impact		**Goal 2: Fully Close Equity Gap**	
Student Population	**% of Students for 2021-22** (Baseline Year)	**# of Students for 2021-22** (Baseline Year)	**% 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	N/A	N/A	N/A	N/A
Black or African American	57.6%	38	0.8%	1	12.7%	9
First Generation	60.4%	275	8.1%	37	12.5%	58
Hispanic Male	63%	126	0.9%	2	7.6%	16
LGBT	59.9%	82	2.5%	4	10.8%	15

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)
Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy)
	Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.
1	**Proactive Communications and Outreach**: Collaborate across our district to create automatic key milestone communications, providing proactive communication as students reach pivotal moments.Ex: 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 DI students
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. Professional development activities for faculty members will include having faculty look at their classroom data disaggregated by DI groups. Negotiations are currently underway to reflect equity-based pedagogy.
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.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completion

Data Review/Establishing Equity and Student Populations Goals

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	% 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	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	12.1%	113	1%	10	3.1%	29
First Generation	10.6%	67	2.2%	14	4.6%	29
Hispanic	10.8%	69	2%	13	4.4%	29
Male	10.8%	115	4%	44	6%	65

Table title: **Completion Data**

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Completion - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy)
	Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.
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, work to contribute to their households. Develop and offer support courses/workshops for EDS support ecosystems. 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.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description

of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	% 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	N/A	N/A	N/A	N/A
Asian	24.5%	60	7.4%	19	12.8%	32
First Generation	28.9%	69	1.3%	4	7%	17

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment)

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%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Transfer - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy)
	Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.
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. Have peer ambassadors call students without 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.
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. Partner with DI communities to cohost workshops.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population
(500 character max)
Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.
Increase opportunities for students to learn about transfer agreements, such as through more Smart Shop presentations leading up to application deadlines, tabling to raise awareness of supports, and increased college visits with reps to our campus and students to transfer institutions.

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". *(California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1).*

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

As a whole, our identified transfer strategies as an institution will work to remove barriers, address student needs, and create clear pathways to improve transfer through:

Increasing the Number of Students Completing Comprehensive Student Education Plans (CSEPs)

- Impact on Transfer Success: Comprehensive Student Education Plans (CSEPs) provide students with a clear academic roadmap aligned with transfer requirements and degree completion goals. When students understand what courses to take, when to take them, and how each course connects to their desired university and major, they are far more likely to persist and transfer efficiently.
- Addressing Disproportionate Impact: The new Ambassador Program directly targets equity gaps by proactively reaching out to students who do not yet have a CSEP—especially those from disproportionately impacted groups. These strategies ensures that those who may otherwise fall through the cracks receive the personalized support and information they need to stay on track. Early intervention and relationship-building through peer contact can significantly improve engagement, retention, and eventual transfer success.

Increasing Opportunities for Students to Learn About Transfer Agreements and Supports

- Impact on Transfer Success: Students often face confusion about how transfer works—what courses count, which universities accept certain majors, and how to meet deadlines. By expanding Smart Shop presentations, tabling events, and college representative visits, students receive clear, timely, and accessible information that demystifies the process. Frequent, multi-channel communication—before and during critical application periods—ensures students know about key programs such as: Associate Degrees for Transfer (ADTs), UC Transfer Admission Guarantees (TAGs), & Private university articulation agreements.

Together, these strategies create a holistic, equity-focused transfer ecosystem that:

- Proactively connects students to academic planning resources (CSEPs) early and consistently
- Builds a visible culture of transfer through campus-wide engagement and celebration.
- Expands access to transfer information and opportunities in multiple, student-centered format

By centering outreach and programming on disproportionately impacted populations, these strategies not only increase transfer rates overall but also ensure that California's vision for equitable access and completion is realized across all student groups.

*Vision 2030: A Roadmap for California Community Colleges; Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Hispanic

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Las Positas College (LPC) data indicate that Latine/Latinx students remain one of the largest and fastest-growing populations in the college's service area, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion.

- First-Generation and Low-Income Challenges: 63% of Hispanic/Latine students are first-generation, 55% are low-income (Pell/College Promise), and of those 40% classified as both, creating barriers related to college navigation, academic readiness, and affordability.
- Among new first-time college students, Latine students persisted to return for a second primary term at any California Community College at significantly lower-than expected rates (70.5% compared to 72.4% LPC average).
- Among new first-time college students, Latine students completed both transfer-level English and math courses within their first year at significantly lower-than expected rates (22.9% compared to 27.2% LPC average).
- Institutional Barriers: Limited culturally relevant pedagogy, inconsistent equity audits, and underrepresentation of Latine faculty and staff inhibit belonging and persistence.
- Structural Obstacles: Policies and processes (e.g., placement, counseling access, transfer pathways) are not always culturally responsive or fully integrated across Student and Academic Affairs.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

    1. How will your college address and overcome the challenges and/or barriers shared above?
    2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
    3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

1. Addressing Challenges/Barriers

LPC's Student Equity and Achievement (SEA) Plan and Educational Master Plan (EMP) both prioritize dismantling structural barriers through:

- Continuous evaluation of equity data and institutional practices to eliminate disproportionate impact.
- Implementing Equity Audits at the course, program, and service level to ensure culturally responsive pedagogy.
- Integrating anti-racist practices and culturally relevant supports across governance and instructional systems.
- Expand the peer mentoring to include a focus on Hispanic and Latine students, including intentionally hiring student ambassadors that reflect this population.

2. Specific Strategies and Success Indicators

LPC's five EMP goals drive its Latine equity action plan:

- Educational Excellence: Expand proactive engagement and support for underserved students, including embedded tutoring, bilingual counseling, and targeted learning communities (Puente, HSI-funded projects).
- Community Collaboration: Strengthen partnerships with local K–12 districts, UC Merced, and other Hispanic-Serving Institutions (HSIs) to align pipelines and ease transfer.
- Equity and Anti-Racism: Institutionalize anti-racist training for all employees, and prioritize representation and belonging in faculty hiring and curriculum design.
- Success Metrics: Increased Latine enrollment, improved retention/persistence, higher transfer and degree completion rates, and reduced equity gaps in course success and completion of transfer-level math and English.

3. Resources, Structures, and Support

- Guided Pathways Framework: Student-facing academic maps, Success Teams, and integrated Career and Academic Communities designed to ensure navigation and milestone completion.
- HSI and SEA Funding: Continued leveraging of federal HSI grants to build capacity for culturally relevant student services and academic supports.
- Institutional Committees: Student Equity and Achievement Committee, Guided Pathways Steering Committee, and IPEC for continuous improvement and resource alignment.

DI Student Population

Black or African American

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Las Positas College (LPC) data indicate that African American student population is significantly increasing, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion.

- First-Generation and Low-Income Challenges: 50% of Black and African American students are first-generation, 68% are low-income (Pell/College Promise), and of those 41% classified as both, creating barriers related to college navigation, academic readiness, and affordability.
- Access and Enrollment: Among new first-time students who apply to LPC, Black and African American students enroll at significantly lower-than-expected rates (33.7% compared to 46.5% LPC average).
- Among new first-time college students, Black and African American students persisted to return for a second primary term at any California Community College at significantly lower-than expected rates (57.1% compared to 72.4% LPC average).
- Among new first-time college students, Black and African American students completed both transfer-level English and math courses within their first year at significantly lower-than expected rates (18.2% compared to 27.2% LPC average).
- Among new first-time college students, the rate of Black and African American students at LPC who earned a certificate, associate degree within 3 years in the District is significantly lower-than expected (2.6% compared to 13.6% LPC average).
- Institutional Barriers: Limited culturally relevant pedagogy, inconsistent equity audits, and underrepresentation of Black faculty and staff inhibit belonging and persistence.
- Structural Obstacles: Policies and processes (e.g., placement, counseling access, transfer pathways) are not always culturally responsive or fully integrated across Student and Academic Affairs.
- Social Isolation: The Black and African-American student population is growing, but from a small base. This can lead to a feeling of isolation on campus and in the classroom, threatening persistence and success. This also applies to Black faculty and classified professionals. This limits demand of and visibility for professional development opportunities tailored to teaching and supporting Black students as well.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

> 1. How will your college address and overcome the challenges and/or barriers shared above?
> 2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
> 3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

1. Addressing Challenges/Barriers

LPC's Student Equity and Achievement (SEA) Plan and Educational Master Plan (EMP) both prioritize dismantling structural barriers through:

- Continuous evaluation of equity data and institutional practices to eliminate disproportionate impact.
- Implementing Equity Audits at the course, program, and service level to ensure culturally responsive pedagogy.
- Integrating anti-racist practices and culturally relevant supports across governance and instructional systems.
- Expand the peer mentoring to include a focus on Black and African American students, including intentionally hiring student ambassadors that reflect this population, mentoring programs such as A2mend, Sister-to-Sister, Brother-to-Brother.
- Strengthen partnerships with local K–12 districts, CSU and UCs, and other Historically Black-Serving Institutions (HBCUs) to align pipelines and ease transfer. Potential intentional outreach to Black and African American high school students and dual enrollment

2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?

- Expand proactive engagement and support for Black and African American students, including embedded tutoring and targeted learning communities, such as Umoja.
- Outreach - exploring opportunities for joining outreach opportunities at local schools, etc.
- Forward-facing visibility and representation to build a sense of belonging and encourage retention for Black or African American students. Examples include positions of leadership through LPCSG (Las Positas College Student Government) and Umoja and/or the Black Cultural Resource Center
- Host culturally relevant programs and celebrations to honor the milestones of our Black and African American students, including Black Graduation and partnership large scale programs such as One Love Festival
- Orientation/info night for BCRC - sharing marketing materials with the outreach team to share the word; using student ambassadors as well

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

- Existing networks: BEA (Black Education Association)
- Potentially reviving programs such as Black Family Night
- Close partnerships and collaborations with existing programs that are designed to support Black and African American student success, including Umoja, the Black Cultural Resource Center, A2mend, Brother to Brother, Sister to Sister, and ConnectUp.

DI Student Population

First Generation

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Las Positas College (LPC) data indicate that around 45% of our students are first-generation, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion.

- First-Generation and Low-Income Challenges: 43% of our overall student body is first-generation and of those 26% are also low-income, creating barriers related to college navigation, academic readiness, and affordability.
- Access and Enrollment: Among new first-time students who apply to LPC, First-Generation students enroll at significantly lower-than-expected rates (40.4% compared to 46.5% LPC average).
- Among new first-time college students, First-Generation students persisted to return for a second primary term at any California Community College at significantly lower-than expected rates (65.3% compared to 72.4% LPC average).
- Among new first-time college students, First-Generation students completed both transfer-level English and math courses within their first year at significantly lower-than expected rates (17.1% compared to 27.2% LPC average).
- Among new first-time college students, the rate of First-Generation students at LPC who earned at least 12 units and left the community college system, and enrolled at a four-year institution within 3 years is significantly lower-than expected (27.9% compared to 136.7% LPC average).
- Structural Obstacles: Policies and processes (e.g., placement, counseling access, transfer pathways) are not always transparent or fully integrated across Student and Academic Affairs.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

> 1. How will your college address and overcome the challenges and/or barriers shared above?
> 2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
> 3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

1. How will your college address and overcome the challenges and/or barriers shared above?

- Continue to celebrate and encourage First Generation students with student life events. As 76% of our LPC students are first generation, we will strategically support campus committees that already prioritize and serve our Latine student success efforts, including CLEA, the Chicano Latino Education Association, Puente, the Cultural Community Center, and the UndocuAlly taskforce.
- Continue to ensure all new students receive an illustrated Pathway guide that walks them through the many opportunities and key milestones by units students should be completing to enhance their college experience.
- Raise visibility of the Student Resource Guide both on our website and developing a printed version which will then be accessible in departments that receive the most student foot traffic, including Admissions and Records, Financial Aid, the Welcome Center, the Library, etc.
- Tell the success stories of our employees and students on social media and around campus. (Short clips) Personal success stories can be the first way to reach a student. Have a visible database of who our success stories are.

2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?

- Intentionally partner with the Marketing department and the Foundation Office on a campaign to highlight First Generation employees and students. Increase the number of name tag flags and door tags that identifies employees that are First Generation.
- Professional development for faculty for students who are first generation and the nature of their need Language bias/linguistic justice training for faculty to minimize language bias and increase sense of belonging.
- SMART Shops to demystify the different semester and pathway milestones that happen outside of the classroom, such as how to use DegreeWorks, how to apply to scholarships, and other key MyPathway Checklist items.

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

- Funding for SMART Shops
- What are the trends that related to our First Generation students and finding the intersections, resources, and timely proactive communications and supports we need to provide
- We need technology to know who our First Generation students are, where they are along their pathway, and contact and case management capabilities.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term
Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. *(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).*

Note: **The following is a newly proposed 2025 MIS definition for comprehensive education plans:** *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,362	341	25%	470	35%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	266	33	12%	52	20%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,717	568	33%	774	45%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	259	46	18%	60	23%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

- DI for Fall 2022:
  - Male, Multi-Ethnic Male
  - White, All students and White, Male students
  - First Generation Male students

- DI for Fall 2023;
  - All Male
  - All Latine and Male Latine
  - All First Generation and all Male first generation students

- DI by end of Spring 2024:
  - All first generation
  - All White males

Comprehensive Education Plan Implementation for DI Student Populations *

Structural Strategies

- Counseling and educational planning remain mandatory components of orientation and onboarding. Automated messaging through CRM Advise will prompt SEPC completion in the first term.
- Summer Ed Planning continues to expand, with counseling resources diverted prior to fall start to deliver SEPs earlier in the student journey.

Targeted Interventions

- Student assistants, student ambassadors, and counseling staff will conduct in-reach to DI students to initiate appointments and provide education planning reminders
- Proactive follow-up time is built into counselor schedules to directly contact DI students flagged as not having a current plan
- Partnerships with PRMG are enhancing DI flagging in the student CRM, enabling earlier identification and priority outreach for at-risk groups.

Integrated Activities

- Education planning is embedded in Special Programs and learning communities (e.g., Umoja, Puente, Movement, Veterans, etc.) to increase DI student completion and reduce equity gaps.
- Group and individual education planning workshops are offered during key registration and mid-semester periods, with evening and online access to remove barriers.
- Student Success Teams are being developed to track progress and improve first-year planning rates.

Continuous Improvement

- Faculty and staff will receive professional development in equity-minded counseling and in using CRM data to drive interventions
- Disaggregated data is being made accessible to encourage in-reach, with an explicit aim of closing equity gaps.
- Through these combined measures, the college ensures education planning for DI students is timely, structured, and sustained, with accountability mechanisms that align with state equity and student success mandates.

Comprehensive Education Plan Implementation for ALL Students *

In addition to the work being done for DI students, the college will ensure all students receive a comprehensive education plan (SEPC) early in their academic journey. These efforts are designed to support equitable outcomes, transfer, employment, and long-term economic mobility.

Structural Strategies

- Education planning is embedded in onboarding; orientation, assessment, and SEP completion are required.
- Automated CRM Advise reminders prompt timely SEP completion.
- Expanded Summer Ed Planning diverts counseling resources before fall to accelerate access.

Initiatives and Action Steps

- Student assistants, ambassadors, and counselors conduct in-reach and reminders to increase SEP completion.
- Proactive counselor follow-up ensures students without SEPs are contacted directly.

Integrated Activities

- Individual and group planning workshops are held during registration and mid-semester checkpoints.
- Online and evening counseling increases access for working students
- Student Success Teams are being developed to monitor progress and address barriers to first-year planning.

Continuous Improvement

- Disaggregated dashboards track SEP completion to identify gaps and drive improvements.
- Student feedback informs ongoing adjustments to outreach and delivery.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

- **Comprehensive Program Mapping Through Guided Pathways:** Program Maps have been created for all programs for the past few years. Recently, Guided Pathways applied for, and received, the Program Pathways Mapper grant from the State Chancellor's office to help sustain and maintain Program Mapper. We are using these funds to document the mapping process from a faculty perspective (public) and for staff using the Program mapper platform.
- **Holistic Student Onboarding:** Guided Pathways led the effort to revise how students select their major in Banner. This along with other actions resulted in the number of Undecided students reduced approximately in half. Guided Pathways collaborated to bring Program Maps and Career Coach software to the college which aided students in major exploration and course selection. Guided Pathways leads added a non-credit career exploration course. In addition to the 7 Academic & Career Pathways (meta majors), Guided Pathways developed an Undecided Pathway with designated counselors and faculty. New Hawk day introduces new and potential faculty to college processes and resources.
- **Proactive Advising and Support:** Guided Pathways has collaborated with the District and Chabot to use Ellucian software for creating data dashboards and messaging systems for students. This approach will help us get just-in-time information that is personalized for students. We created a Communication Plan that details which automated messages will be sent out through Ellucian and when a student reaches, or doesn't reach, a milestone. Program Mapper provides predictable, general course sequencing information. We applied for and received a $3 million HSI grant designed to enhance case management support for low-income and Latine students. The HSI grant provided for two dedicated counselors specific to these populations. The SEA committee is also tracking data on the Latinx/Hispanic student population and has identified friction points. Work continues to provide just-in-time messaging as well as student ambassadors doing peer outreach.
- **Commitment to Equity in Teaching and Learning:** Once or twice a year we offer a professional development session for faculty and staff to learn more about Guided Pathways services. On the Guided Pathways website we have equitable syllabus templates and a template Welcome Letter to students
- **Commitment to Equity in Holistic Supports:** Student parent website creation to remove barriers for students with dependents

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Las Positas College's Financial Aid Office takes a holistic and equity-driven approach to maximizing financial aid receipt and increasing FAFSA and California Dream Act Application completion, particularly among disproportionately impacted student populations. The office connects students to a broad range of resources, including federal Pell Grants, state Cal Grants, the California College Promise Grant, the Las Positas Promise Grant, Foundation scholarships, emergency aid, and specialized support for student parents and CalWORKs recipients.

Students receive one-on-one counseling, workshops, and online guidance to navigate eligibility requirements and secure aid. To improve FAFSA and CADAA completion, the office provides in-person and virtual workshops, pre-recorded videos, and social media outreach, along with targeted communication that prioritizes disproportionately impacted groups.

Beyond financial aid, the office collaborates with campus departments and community partners to address food, housing, and other basic needs, ensuring students can focus on their education. Guided by equity, transparency, and empathy, the Financial Aid Office empowers students to access resources and achieve their goals.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Las Positas College DSPS will proactively support the Student Equity Plan by embedding accessibility and equity throughout the student journey. Through approved Academic Accommodation Plans and timely accommodation provisions, DSPS ensures disproportionately impacted students (including first-generation, Black/African American, and Hispanic/Latinx) can enroll, persist, and complete courses at equitable rates. DSPS partners with faculty to expand universal design, access, and inclusive pedagogy, addressing survey findings that students often face barriers with accommodation awareness. DSPS also fosters a caring campus and belonging by aligning with learning communities and equity centers, while promoting student self-advocacy and integration consistent with Title 5 and the Educational Master Plan. By combining legal compliance with culturally responsive practices, DSPS helps eliminate disproportionate impact and advance collegewide equity goals.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

As retention, student success, and equity programs, Extended Opportunity Programs and Services (EOPS), and Cooperative Agencies Resources for Education (CARE) strive to promote all of the vision for success goals for our student participants. All of our EOPS & CARE students are low-income; many are first-generation and thus fall into at least two of the DI categories. A good proportion of our students are also in the Hispanic, Asian and Black or African American populations.

In reference to the effort to proactively support efforts to eliminate disproportionate impact and meet goals set by Las Positas College (LPC), we are undertaking several activities. With regard to access, we work closely with our financial aid department to do concentrated in-reach to LPC applicants who appear to be eligible for our programs. Further, our financial aid outreach specialist represents our programs when they do both community and college-specific outreach. Whenever possible, we participate in college and community events to target potential students. One of our most effective outreach events has been our high school counselor breakfast. High school counselors know their students best and can directly refer students to our programs. Finally, our staff and counselors help students apply for our programs, help complete FAFSA and CADAA, and assist students in signing up for classes. We strongly feel that these above and beyond efforts bring in students and support them in enrolling in and continuing at the college.

Both EOPS and CARE, as retention and success programs, have at their core the next four goals of persistence, completing transferable math and English in the first year, and transferring and/or completing within three years. EOPS has specifically set a goal of students transferring and/or completing their educational goal within 70 units. To reach this goal, counselors build student education plans (SEPS) that take each student's individual objectives into consideration. Whenever feasible, students are encouraged to take transferable math and English courses early, and register for a full-time course load each semester. Counselors also advise students on good study habits, available campus and community resources, and celebrate successes. All program staff and counselors support students by being warm and friendly. Our program suite lends itself well to students hanging out, getting help with forms and applications, and grabbing a snack or cup of coffee.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Las Positas College is committed to eliminating disproportionate impact for current and former foster youth through the continued growth and strengthening of the NextUp program. While significant progress has already been made, the NextUp

Coordinator recognizes the need to expand on successful practices and deepen integration with campus and community partners to ensure foster youth have equitable access, persistence, completion and transfer outcomes.

Internal program best practices demonstrate that immediate outreach following application submission is critical to foster youth engagement. Currently, automated CCCApply alerts allow staff to identify applicants who indicate foster youth status. Moving forward, the NextUp team will strengthen and expand this practice to ensure all identified applicants receive outreach within the first 48 hours. This rapid engagement significantly increases the likelihood of students completing onboarding steps and formally connecting with NextUp. Strengthening capacity in this area will help close equity gaps at the earliest stages of enrollment, ensuring foster youth are not lost in the transition from application to active student.

The NextUp team has already established a strong collaborative model between NextUp, EOPS/CARE, and CalWORKs. Co-located services and shared processes have reduced duplication and created more seamless access to resources. We will continue to refine and strengthen this model by aligning intake processes, expanding cross-program training for staff, and developing additional shared outreach and retention strategies. This integrated approach ensures that foster youth entering through any of the four programs receive consistent, comprehensive support that adapts to their evolving needs.

Case management is at the core of NextUp's success, and the program will strengthen this practice by ensuring earlier and more frequent points of contact with foster youth. Every student will continue to complete a comprehensive education plan within their first counseling session or, at the latest, within their first semester. Follow-up practices will be expanded to include proactive outreach to students flagged as academically at risk. NextUp counseling services already provide critical support in helping foster youth navigate transfer requirements and connect with resources at their transfer institutions.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The Veterans First Program at Las Positas College works tireless to reduce structural barriers by offering priority registration to veterans, assess transferrable college credit through the military joint service transcript and credit for prior learning initatives, and personal academic counseling. We champion the Department of Education's "8 keys to Veterans Success" in offering services that embody trust, empathy, connection, and wrap around services for veterans. Our office enforces the Department of Veterans Administration compliance requirements by ensuring that veterans are enrolled in courses that meet degree requirements in order to receive the VA education benefits.   Our office also partners with VA community organizations, such as the VA Palo Alto Health Services and local veterans service organization, to offer "lunch and learn" sessions that build connection and reduce stigma as an older returning student who may have hidden disabilities.

We also partner with various student services at Las Positas College such as the Disability Resource Center, Financial Aid, Reading and Writing Faculty, to name a few, that understand the unique challenges that veterans bring to the college campus, and offer workshops or office hours in the Veterans Resource Center to aid in veterans' transition to college. Above all, the Veterans First Program has a dedicated space called the Veterans Resource Center where non-traditional students - veterans have a physical and social place where they feel a sense of belonging, a place where like minded individuals who have experienced boot camp and recited the oath of office, can come together for support, connection and camaraderie.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Through the Rising Scholars Network, the college is expanding access and success for justice-impacted students by addressing barriers unique to incarceration and reentry. Structural changes focus on ensuring that students in county jails, juvenile detention

centers, and federal correctional facilities receive direct support with enrollment, matriculation, and financial aid, while eliminating documentation requirements that cannot reasonably be met due to incarceration. These students are guaranteed parity of academic services with their on-campus peers, including counseling, advising, tutoring, library access, and transcript processing.

A dedicated Rising Scholars program coordinator provides leadership and continuity across facilities, acting as the primary liaison for students, faculty, and correctional partners. Academic programming is designed to be both rigorous and equitable. Faculty deliver in-person courses, career and goal-setting workshops, and counseling tailored to justice-impacted students' educational and transition needs. Because many incarcerated students lack internet access, part-time librarians curate and deliver research and learning materials, ensuring equity in academic preparation. Guided Pathways principles are embedded in curriculum development so that the courses offered align directly with transfer and career pathways, creating continuity for students who continue their studies post-release.

To further remove barriers, the program funds instructional materials, providing books and supplies at no cost to students. Wraparound and transition supports are a critical component of the program. Students are provided with transitional resources and guided pathways into Rising Scholars programs on campus upon release, helping them navigate reentry into higher education. Faculty and staff will receive annual professional development specifically focused on serving incarcerated and formerly incarcerated students, which strengthens institutional capacity and promotes inclusive practices. Faculty also receive orientation, ongoing debriefing, and peer support to address the unique challenges of teaching in correctional facilities. Disaggregated analysis identifies where equity gaps persist for disproportionately impacted subgroups within justice-impacted populations, ensuring that interventions remain responsive and targeted.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Housing Justice Scholars Program: For low-income students who have identified as homeless or that have income levels at or below the CalFresh threshold, which means under 200% of the federal poverty line (2025 threshold is under $2620 in gross income for a single person household). This can include EBT card, public benefit enrollment document
- Up to $500 Housing Justice grant per academic year
- Up to $500 in gift cards per academic year
- Campus and community referral action plan
- Basic Needs Department backpack and school supply kit

Food Justice Scholars Program: For low-income students whose income is at or below CalFresh income thresholds, whether or not student is enrolled in CalFresh. For example, undocumented students or international students who are excluded from CalFresh due to state and federal rules can enroll in FJ Scholars if they meet income criteria.
- Up to $100 in gift cards per month
- Campus and community referral action plan
- Basic Needs Department school supply kit

Resource Navigation Services: For all students who have self-reported a basic needs insecurity but not qualifying for Food Justice or Housing Justice Scholars program.
- Up to $100 in gift cards per academic year
- Campus and community referral action plan

Las Positas College has also applied to be a Fresh Success Campus, with the Foundation for California Community Colleges, which will only further expand resources in support of low-income adult students. If granted, the Basic Needs Department (BND) will administer all Fresh Success operations, including case management, supportive services, eligibility verification, the budget,

and reporting. The priorities will be to identify barriers, and develop a referral plan to targeted campus or community resources. In the first year, these supports will include $100 monthly transportation gift cards, hygiene supplies, and up to $1,000 per academic year to cover mobile service payments, required textbooks, and emergency housing costs for students experiencing homelessness.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

LPC recognizes that learning occurs in many forms – military service, OJT, industry certifications and other non-traditional work experiences. Credit for Prior Learning (CPL) is designed to validate these experiences, particularly with impacted populations such as veterans, working adults, and returning learners. LPC will establish a CPL Task Force composed of representatives from the Veterans Resource Center (VRC), Admissions and Records (A&R), Counseling, and Academic Services. Aligning with Vision 2030 goals, this cross-functional group's charge is to develop and implement a plan to equitably institutionalize CPL opportunities. Key services, resources and strategies include:

Structural Changes & Procedures
· Student Services Departments of Counseling and A&R to provide oversight of the CPL Task Force. A dedicated CPL Counselor and Coordinator to be assigned.
· Integrate CPL with existing articulations: AP, IB, CLEP, and CBE.
· Administrative Procedure 4235 to undergo evaluation for potential revisions designed to guide a more student centered and accessible CPL experience.
· Working with District ITS to update MIS to include new CPL data elements.

Equity Focused Marketing
· Marketing to students which may include web site development, social media, and exhibiting.
· Ensuring CPL fully accessible to underserved and underrepresented students, proposed revisions to AP 4235.
· Development of a streamlined and accessible application process.

Support for Veterans
· Uploading Joint Services Transcripts into the Military Articulation Platform (MAP).
· Collaboration between VRC counselors and faculty to identify CPL opportunities.
Regional Collaborative Practices
· Partnership with the BACCC to develop a regional CPL Community of Practice.
· Funding from a SWP RJV project to fund a dedicated counselor, an A&R Evaluator, and provide professional development for faculty, staff and administrators.
Faculty Engagement
· Presentations have been made to Academic Senate, College Council, and campus-wide discussions on CPL advancement.
· Faculty to evaluate existing and new curriculum to include CPL. Currently, over 80 courses are confirmed eligible for CPL and listed on MAP.
· Leverage CPL courses with LPC's Guided Pathways initiative to include eligible CPL coursework within learning pathways.

Through these strategies, LPC strives to create an inclusive CPL framework that honors diverse experiences and empowers students to achieve their academic and career goals.

10. Dual Enrollment *

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." –

Vision 2030: A Roadmap for California Community Colleges (page 2)
Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Strengthening K-12 Partnerships
- Expansion of College and Career Access Pathways (CCAP) agreements with feeder high schools and adult schools to streamline access for first-generation, low-income, Black, and Latino/a/x students.
- Creation of summer bridge program opportunities to ensure high school students—especially those underrepresented in higher ed—are college-ready.

Structural Changes in Onboarding & Support
- Implementation of Dual Enrollment Ambassadors, as well as website handouts to help dual enrollment students navigate applications, financial aid, and enrollment.
- Holistic needs assessments and proactive counseling at the point of entry to identify barriers and provide tailored support for DI (disproportionately impacted) populations.

Equity-Centered Curriculum & Pedagogy
- Infusion of culturally relevant, anti-racist, and sustaining pedagogy into dual enrollment courses to reflect the lived experiences of Black, Latino/a/x, immigrant, and first-gen students.
- Embedding universal design for learning (UDL) strategies and open educational resources (OER) to reduce inequities in access to course materials.

Wraparound & Basic Needs Services
- Ensure dual enrollment students are aware of all of the resources available to them including Basic Needs, Tutoring, RAW Center, Career Center, Program Mapper, and more.

Data-Informed Outreach & Equity Monitoring
- Use of disaggregated data to track equity gaps in access, retention, and success for dual enrollment students from DI groups.
- Ongoing equity audits of programs, spaces, and practices to ensure environments foster belonging for DI students.

Community & Industry Partnerships
- Collaborations with local employers and agencies to embed career pathways and work-based learning opportunities into dual enrollment.
- Strengthened alignment between academic pathways and regional labor market needs, ensuring equity in workforce outcomes.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)
Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Strong Workforce Program & Perkins Initiative – Las Positas College (Vision 2030 Outcomes)

High-Demand Jobs: The programs prioritize expanding high-quality Career and Technical Education (CTE) pathways that lead to living-wage employment in high-demand sectors such as Engineering Technology, Paramedic/EMT, Fire Services, Welding, and Computer Science. Recent achievements include five LPC students hired by Lawrence Livermore National Laboratory in Cybersecurity and AI roles. Each CTE program maintains an active industry Advisory Board to ensure alignment between curriculum and labor market needs, strengthening job placement and program responsiveness to regional workforce trends.

Data-Driven Outcomes: Using Perkins Core Indicators, LPC measures student progress, completion, transfer, and post-graduation earnings. Programs that fall below standards implement improvement projects such as the JAMS Mentor Project, which advances equity in access, success, and support. The project's outcomes include:
- Enrollment growth from 178 (2023–24) to 191 (2024–25).
- Higher success rates (80.1%) than the College average (75.1%), particularly among low-income and disabled students.
- National recognition with 34 awards in 2025, up from 24 the previous year

Regional Collaboration: Faculty and employer engagement specialists foster partnerships with industry, workforce boards, and regional employers. Cross-sector collaborations have expanded employer participation in Computer Science and Networking Technology advisory boards and established new alliances with 15 healthcare organizations to strengthen job pipelines.

Student Success:
Strong Workforce and Perkins funds enhance access, equity, and economic mobility. The Career Center, funded entirely by Strong Workforce, supports equitable student access through bilingual materials and targeted events.

K–12 Integration:
For over 25 years, LPC has partnered with the Tri-Valley Educational Collaborative (TEC) and TVROP, aligning high school and college CTE programs. This partnership awards over 2,500 articulated credits annually and supports seamless secondary-to-postsecondary transitions. Projects include Green & Sustainable Pathways, Work-Based Learning, Advisory Boards & Externships, and Equity-Focused CTE Expansion, as well as Summer Career Camps that prepare students for college and careers.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.
If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered

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