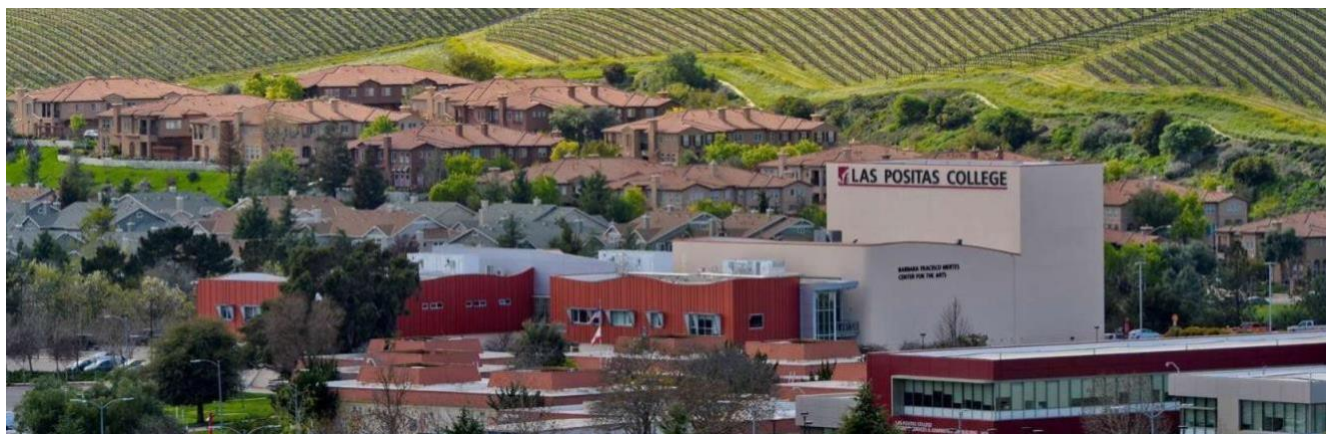




STUDENT EQUITY & ACHIEVEMENT (SEA) PROGRAM 2025-2028 STUDENT EQUITY PLAN EXECUTIVE SUMMARY



Introduction

Las Positas College (LPC) is one of two accredited community colleges in the Chabot-Las Positas Community College District. Las Positas College currently enrolls nearly 8,500 day and evening students. The College is located in the San Francisco East Bay region of Northern California and, as such, is situated amidst one of the State's fastest growing areas for business, science, and technology. Las Positas College primarily serves residents from the communities of Dublin, Livermore, and Pleasanton, and several unincorporated areas including Sunol and north Livermore. The College offers curriculum for those seeking transfer to a four-year college or university, career preparation, or personal enrichment. The College provides university transfer classes, retraining classes for those in need of employment or career advancement, a first-time educational opportunity for many adults, and career and technical training for those entering the technical and paraprofessional workforce. Las Positas College is a learning-centered institution focused on excellence and student success, and is fully committed to supporting all Tri-Valley residents in their quest for education and advancement.

Equity Statement

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition

Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Student Equity and Achievement Program

The California Community Colleges Chancellor's Office through the Vision for Success, calls on our system to achieve bold goals to improve student outcomes, including increased attainment of degrees and certificates, reducing excess unit accumulation, securing gainful employment, and closing achievement gaps. In July 2018, the Chancellor's Office sent memorandums to inform colleges of the new Student Equity and Achievement (SEA) Program. SEA established in Education Code (EC) 78222, consolidates the Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Program (SSSP) with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps. As a condition of receiving funds, a district shall comply with the following: maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705); and provide all students with an educational plan.

Campus Based Research

The Las Positas College Office of Research, Planning and Institutional Effectiveness (R-PIE) assisted in the analysis of the data from the Student Success Metrics for the development of this plan. To ensure educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges shall maintain a student equity plan that includes a Disproportionate Impact (DI) study. Disproportionate impact occurs where "access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group." (§ 55502 (e)).

Student Success Metrics

The 2025-2028 Student Equity plan has been aligned to the California Community College System's new Student Success Metrics. Colleges were instructed to use the [Student Success Metrics \(SSM\) Dashboard](#) to access their data for their overall student population. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:

1. Access – Successful enrollment in the first year
2. Persistence – Retention from the first primary term to the subsequent primary term
3. Transfer Math & English – Completion of transfer-level math and English in the first year
4. Completion – Achievement of the Vision for Success definition of completion

within three years

5. Transfer Completion – Transfer to a four-year institution within three years
6. Comprehensive Education Plan Completion (new for 2025-28 SEP)

Methodology

The Chancellor's Office approved the use of two methodologies for measuring disproportionate impact: Percentage Point Gap (PPG), and Proportionality Index (PI). PPG refers to the percentage difference of the focal group's performance compared to the performance of the overall students minus the focal group. PI refers to the ratio comparison of the focal group's representation among all outcomes over the focal group's representation among overall students considered for that particular metric. PPG was used for the following metrics: Access, Retention, and completion of transfer-level math and English (Readiness). PPI was used for both completion metrics: Transfer to a four-year institution, and the vision goal completion.

The data presented below helps identify disproportionate impact (DI) at Las Positas College as part of the 2025-2028 Student Equity Plan (SEP). The goal is to foster campus-wide dialogue and support efforts to remove barriers to student success. Based on these insights, the college develops targeted strategies to close achievement gaps and promote equity.

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

**2025-2028 Student Equity Plan (SEP) Data:
Disproportionately Impacted (DI) Student Groups**

				Access (Local Data)			Persistence			Transfer Math & English			Completion (3 years)			Transfer (3 years)			
Primary Demographic	Primary Disaggregation	Gender Disaggregation	DI Count	2021-22	2022-23	2023-24	2020-21	2021-22	2022-23	2021-22	2022-23	2023-24	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	
Gender	Female	All	6	D	D	D				D		D						D	
	Male	All	3					D					D	D					
DSPS	DSPS	Female	1							D									
Economically Disadvantaged	Economically Disadvantaged	Male	0																
Ethnicity	American Indian or Alaska Native	Female	1		D														
	Asian	All	5		D	D											D	D	D
		Female	5	D		D											D	D	D
	Black or African American	All	9	D	D	D		D	D	D	D	D	D						
		Male	1														D		
	Hispanic	All	6				D		D	D	D	D		D					
		Male	4					D						D	D		D		
	White	All	1									D							
First Generation		All	14	D	D	D	D	D	D	D	D	D		D	D	D	D	D	
	First Generation	Female	2			D						D							
		Male	3					D						D	D				
Foster Youth	Foster Youth	All	1												D				
Homeless	Homeless	All	1												D				
LGBT	LGBT	All	6				D	D	D	D					D			D	
		Female	1												D				
		Male	1											D					
Veterans	Veteran	All	1													D			

Summary of Disproportionately Impacted (DI) Populations: Baseline Year for SEP 2025-28 Report

DI Student Population	Baseline Year		Goal 1		Goal 2	
	Percent (%) of Students Who Achieved the Metric	Number (#) of Students Who Achieved the Metric	Eliminate Disproportionate Impact Increase in % Needed to Eliminate DI	# of Students Needed to Eliminate DI	Fully Close Equity Gap Increase in % Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Access (Local Data): Successful Enrollment in the First Year						
Female (All)	47.8%	1,392	2.6%	77	4.6%	135
American Indian/Alaska Native (Female)	33.3%	12	1.4%	1	16.8%	7
Asian (All)	47.6%	708	0.7%	10	3.2%	47
Black or African American (All)	36.1%	121	9.6%	33	14.7%	50
First Generation (All)	42.8%	594	6.9%	96	9.5%	132
Persistence: Persistence from First Primary Term to Subsequent Term						
Male (All)	68.1%	583	0.0%	1	3.2%	27
Black or African American (All)	57.6%	38	0.7%	1	12.6%	9
Hispanic (Male)	62.7%	126	1.3%	3	8.0%	17
First Generation (All)	60.4%	275	8.0%	37	12.5%	57
First Generation (Male)	54.2%	103	3.6%	23	10.7%	36
LGBT (All)	59.9%	82	2.5%	4	10.7%	15
Math & English: Completed Transfer Level Math and English in the First Year						
Black or African American (All)	12.5%	7	6.8%	4	15.5%	9
Hispanic (All)	23.7%	134	2.0%	12	5.5%	31
First Generation (All)	18.7%	88	8.2%	39	11.7%	56
Completion: Attained the Vision for Success Definition of Completion metric Within Three Years						
Male (All)	10.8%	115	4.0%	43	6.0%	64
Econ Disadvantaged (Male)	12.1%	113	1.0%	10	3.1%	29
Hispanic (All)	10.8%	69	2.0%	13	4.4%	28
Hispanic (Male)	4.9%	15	9.0%	25	11.4%	32
First Generation (All)	10.6%	67	2.2%	14	4.6%	29
First Generation (Male)	5.1%	13	6.7%	20	9.4%	27
LGBT (Male)	6.4%	3	0.7%	1	7.7%	4
Transfer: Transferred to a Four-year Institution Within Three Years						
Asian (All)	24.5%	60	7.5%	19	12.8%	32
Asian (Female)	20.0%	28	3.9%	15	10.5%	25
First Generation (All)	28.9%	69	1.3%	4	7.0%	17

2025-2028 Student Equity & Achievement Planning Priorities & Initiatives

Student Populations of Intensive Focus & Goals

1) Hispanic/Latine Students

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.

Barriers include:

- 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.

2) African American and/or Black Students

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.

3) First-Generation Students

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.

Equity Plan Priorities & Institutional Goals

- **Equity:** Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- **Student Success & Completion:** Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Addressing Barriers: Action Plan

- Use continuous equity data review and Equity Audits (course, program, service levels) to identify and eliminate disproportionate impact.
- Provide timely and proactive communication and support to students along their academic and career pathways.
- Embed culturally responsive, anti-racist practices across instruction, student services, governance, and hiring. Provide ongoing professional development in culturally responsive pedagogy, linguistic justice, and anti-racist practices.

- Expand academic and career pathway supports, such as through increased pathway & student-centered comprehensive education plans, student-centered scheduling, and pathway success teams. Ensure all new students receive clear pathway guides to support navigation and milestone awareness. Offer SMART Shops to demystify college processes (DegreeWorks, scholarships, MyPathway tasks).
- Increase proactive academic and belonging supports such as through designated cultural community learning sections in Math and English (including Puente, Umoja, MESA, and Movement API for Asian American, Native Hawaiian, and Pacific Islander communities), increased and embedded tutoring in communal and cultural spaces, bilingual counseling, developing case management tools. Host culturally relevant programs and celebrations to increase belonging and holistic support.
- Expand peer mentoring through our student ambassador program that intentionally provides proactive and timely support around key pathway milestones and barriers to success, and have ambassadors reflect our diverse student body, including Latine, Black/African American, and First-Generation identities.
- Strengthen K–12, CSU/UC, HSI (Hispanic-Serving Institution), and HBCU (Historically Black Colleges and Universities) partnerships to build aligned pipelines, dual enrollment pathways, and outreach.

Budgeted Resources

Las Positas College continues to prioritize the strategic alignment of Student Equity and Achievement (SEA) funding in partnership with categorical grant funds, district general funds, and external grant opportunities in our local communities in efforts to maintain a sustainable yearly budget that will best support our campus Student Equity and Achievement plan goals and institutional priorities. Budgeted resources will include funding for:

- Learning communities (including Umoja, Puente, and Movement API) that provide tailored, wrap-around holistic support for our SEA student populations of intensive focus, including Hispanic/Latine, African American and/or Black Students, and First-Generation Students.
- Counseling expansion to include additional counseling hours for increased proactive follow-up and priority engagement
- Staffing for physical Centers that are centered on celebrating the diversity and intersectional backgrounds of our most minoritized students (including the Black Cultural Resource Center and the Cultural Community Center) and faculty Office Hours
- Campus-wide equity programs, cultural celebrations, History and Heritage Month activities to honor the rich diversity of traditions, Student Life, and cultural celebrations that are centered on the experiences of our intensive focus populations that directly contribute to increasing student success rates in the areas of access, transfer, persistence, completion, and transfer level Math and English
- Expansion and improvement of proactive outreach and communication with students, including software such as ConexEd, College Source, Career America Software, etc.
- Academic Support, including funding staffing for the Tutoring Center, accessible student office supplies within the Library Homework Supply Center

Assessment of Progress from Goals/Outcomes of 2022-2025 Student Equity Plan

- 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.
- 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

Student Equity Expenditures (2022 - 2025)

Over the last three years, Las Positas College has received a state allocation totaling \$7,762,901.42 to support equity initiatives. The allocation amounts and expenditures from 2022-2025 are listed below.

Las Positas College Equity Fund Allocations (2022-2025)

YEAR	EQUITY FUND ALLOCATION AMOUNT
2022-2023	\$2,587,653
2023-2024	\$2,587,624
2024-2025	\$2,587,624

Las Positas College Equity Fund Expenditures (2022-2025)

Object Code	2022-2023 Expenditures	2023-2024 Expenditures	2024-2025 Expenditures
<i>1000 – Academic Salaries</i>	\$847,842.34	\$1,065,469.69	\$971,695.69
<i>2000 – Classified Salaries</i>	\$807,282.08	\$589,658.51	\$364,789.46
<i>3000 – Employee Benefits</i>	\$722,769.71	\$607,820.05	\$485,077.59
<i>4000 – Supplies and Materials</i>	\$49,165.86	\$37,455.57	\$27,053.21
<i>5000 – Other Operating Expenses and Services</i>	\$150,231.27	\$287,220.58	\$72,612.76
<i>6000 – Capital Outlay</i>	\$6,170.67	\$0	\$1,683.00
<i>7000 – Other Outgo</i>	\$4,191.09	\$0	\$0
GRAND TOTAL	\$ 2,587,653.02	\$ 2,587,624.40	\$1,922,911.71

Moving Forward in Collective Unity

Las Positas College strives to empower leaders from all constituent groups to participate in decision making through the governance process. To ensure coordination across student equity-related categorical and campus-based programs, we will work through our participatory governance processes and collaborate between Administrative, Academic, and Student Services Divisions, as well as with the four constituent groups: Administrators, Classified Senate, Academic Senate, and Student Senate. The Student Equity and Achievement Committee is charged with implementing, coordinating, and reviewing goals and activities outlined in our Equity Plan. The committee is comprised of faculty, administrators, classified professionals, and students. The College Council is the main participatory governance council for the College. Members represent all divisions across the College which allows for collaboration and integration of goals to meet the needs of our students, especially our disproportionately impacted students.

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