



LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC Planning Priorities

- ❖ Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.
- ❖ Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
- ❖ Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Classified Senate 2025-2026

Governing Council:

Aubrie Ross – *President*
Suzanne Kohler – *VP of Communications*
Lilibeth Mata Juarez – *VP of Activities*
Jennifer Tonn – *VP of Fundraising*
Noël Fagerhaugh – *Secretary*
Jennifer Farber – *Treasurer*

Ambassadors:

Andrea Anderson
Sharon Davidson
Amy Rel
Savannah Richardson

Past President:

Jean O'Neil-Opipari

SEIU Representative:

Jason Maxwell – *LPC Site VP*

LPCSG Representative:

TBD

Classified Senate Meeting Minutes

November 6, 2025 | 1:00 pm – 2:15 pm | Zoom

Agenda Item

1. **Call to Order:** 1:02 pm
2. **Review and Approval of Agenda:** Motion to approve by Paula Rose, seconded by Jason Maxwell/All in favor - approved
3. **Review and Approval of October 2nd Minutes:** Change “agenda” on page headers to “minutes”/motion to approve with correction by Jennifer Farber, seconded by Paula Rose/All in favor with one abstention - approved
4. **SEA Committee Updates** -Dr. Sidela (see attachment for full details)
A student equity plan is submitted as a college every three years and acts as a confirmation for how we will support our students, ensure practices are in alignment with goals, and provide examples of ample opportunities for capturing voices. The Office of Research, Planning and Institutional Effectiveness (R-PIE) created a student equity research dashboard showing disproportionate impact (DI) and attributes like access, persistence and transfer rates by demographic. The three populations identified as needing more intensive focus are Hispanic/Latine, Black and African American, and first-generation students. The recommendations for supporting these student bodies include peer mentoring, proactive registration support, and holistic engagement. The overall strategies identified for all student groups include physical campus structure changes (e.g., improved signage) and student-centered onboarding processes.

Questions

- How will this information be disseminated to classified professionals whose efforts are needed to comply with recommendations? Deans will provide information to their teams. Classified professionals should speak with their dean and gather concerns and suggestions from peers. The SEA committee welcomes recommendations.
- Who should we reach out to if we have questions about the new data worksheet? Reach out to R-PIE for assistance with data interpretation.

5. **Consent Items:** None

6. **Old Business**

6.1 Divestment Resolution

Suzanne shared the most recently available annual report from the Retirement Board of Authority's website (data is for FY 23-24).

Of the approximately \$13 million being managed, BlackRock is not represented as an investor, although residual dividends are still showing as coming in. This is significant since the divestment resolution predominantly calls out BlackRock. Suzanne provided a correction from her last presentation that this fund is used for employees who were *hired* prior to 2013 (not for those who *retired* prior to 2013, as previously stated) so a larger than initially expected group of individuals are affected. If the district were to divest from companies involved in war activities, they would be responsible for ensuring these funds are maintained. In the unlikely case of a serious fiscal crash, the district may need to dip into other sources as they are obligated to maintain a base level of funds.

While the resolution is merely a statement of concern about ethics in partnerships, it is important to determine if this is the “right” one to make. All three Chabot constituent bodies signed the resolution. Suzanne expressed concerns about wanting to maintain positive relationships with our counterparts and shared that one Chabot classified senate member was surprised upon hearing our senate’s hesitance.

Question for what LPC’s Academic Senate is planning to do? Suzanne shared what was discussed at the October 22nd senate meeting. Senators will take the resolution back to their divisions to get feedback. We may consider waiting for our Academic Senate to weigh in or brainstorm possible recommended solutions to present to the board alongside the resolution.

Aubrie requested that attendees consider the resolution and give feedback. It is important to be informed and have discussions before signing anything to avoid having to later retract.

6.2 Behind-the-Scenes Star Department

Maintenance and Operations was selected as our first star department and February 10, 2026 was identified as the celebratory day since it is the week after Winter Wonderland, which will require tremendous M&O efforts. Additional details will be provided later.

Aubrie also shared that she spoke with Dr. Foster about ensuring M&O is included in the End of Year Breakfast, including those who work swing or night shifts. He fully supports this initiative.

6.3 AI Professional Development

Administrators and administrative assistants have completed this training. Aubrie will discuss additional training dates and cohorts with Chancellor Gerhard. We have identified two tiers/cohorts of classified professionals who could benefit from the training. We hope that this training will eventually become part of the on-boarding process. Attendees shared experiences; Maria Glidden expressed concerns for the ecological impacts of AI and other concerns that still have her feeling cautious about usage; Sabrina Tom shared similar sentiments but included that she appreciated the ability to personalize the AI assistant to specific needs and create templates. It was noted that the provided ChatGPT accounts are district-owned so we must be mindful of privacy. David Rodriguez shared additional concerns about privacy and FERPA protections. Jason shared that SEIU is working on language regarding AI. We want to be sure to have hold harmless language and that the district is clear that AI usage is a supportive tool and not a replacement for personnel. While SEIU supports the professional development opportunities, we need to maintain mindfulness when using district-owned products. Paula Rose provided an example of negative effects of

AI hallucinations.

7. New Business

7.1 [APs/BPs](#)

Review policies and share thoughts with Aubrie prior to Chancellor's Council on Tuesday.

7.2 Shared Governance with Compressed Calendar Block Schedule

Town Hall may start later but will be fully addressed as we get more details.

8. Informational Items

8.1 New Classified Hires/Promotions/Reclassifications/Transfers

- Rafaela Echeverria - Receptionist
- Refugio Franco Jr. – Financial Aid Outreach Specialist
- Sabrina Tom –Senior Administrative Assistant
- Elizabeth Mayo –Admissions & Records Assistant III
- Nalan Smith – Financial Aid Systems Coordinator

9. Updates

9.1 Committee Reports – All

RAC: David reminded the group that IERs were already due but CAP requests can be submitted until November 12th. The committee will not receive and score requests until December. He put in a request for a list of all vacant positions.

Professional Development: Aubrie addressed the concerns from the Flex Day keynote speaker, which was generally not well received. The vetting process will be improved.

9.2 Student Government – TBD: None

9.3 President's Report – Aubrie: None

9.4 Caring Campus - Jean

Are Basic Needs grocery carts still in use? The mini market is still not fully operational so grocery carts will continue for now. There is an updated flyer. There was concern about classified professional involvement in these efforts and if it has added uncompensated workload. Clarification that Caring Campus/classified professionals were not tasked with this duty, rather it was volunteer-based.

9.5 Fundraising – Jennifer T.

Jennifer T. came up with a winter-themed fundraiser. More details will be provided after more work has been completed. Reminder of continuous fundraiser for t-shirts/swag via Bonfire. We are waiting to hear back from Jean if we can start a See's Candy fundraiser.

9.6 Activities – Lilibeth: None

Friendsgiving will take place on Tuesday, November 11th.

9.7 Treasurer's Report – Jennifer F.

Jennifer still does not have access to reports so she relies on the budget reports provided to her.

Suzanne provided background regarding payroll deductions being allocated to the incorrect account(s)

so all funds besides awards are very low.

9.8 SEIU – Jason

Jason shared information that was provided at an earlier general membership meeting. Ten articles have been passed between the district and SEIU, with three reaching tentative agreements. SERP is being discussed. The next negotiation meeting will be November 13th before a pause until the new year. Question from Noël regarding how members can support the negotiation team during the pause? Continue bringing topics of concern and ideas to the leadership team. During the pause, the team will continue to meet and strategize. Elections are on hold until after negotiations have commenced. There will be a bylaws committee and participants are needed.

How did the district determine who is most likely to accept the SERP option? They made an educated approximation. They are aware that not all who are offered the option will take it. SEIU will request a plan for what will happen to the vacated positions if SERP is offered.

9.9 Board of Trustees Meeting – Suzanne: None

9.10 College and District Updates – Aubrie: None

10. Announcements/Good of the Order: None

11. Adjourned: 2:30 pm

Next Meeting: December 4, 2025

Classified Senate Meetings 2025-2026

- December 4, 2025
- January 8, 2026
- February 5, 2026
- March 5, 2026
- April 2, 2026
- May 7, 2026

Classified Senate Goals & Priorities 2025-2026

- Support classified peers during the transition to a new compressed calendar and winter intersession
- Foster relationships to build classified professionals' network of support by:
 - Prioritizing and celebrating behind-the-scenes star departments, offices, and individuals
 - Identifying needs and providing resources and support to single-staffed departments
 - Encouraging peer mentorship and round table conversations with Classified Senate

LPC's 2025-28 Student Equity Plan

Dr. Cristine Sidela, Kristy Woods (SEA Co-Chairs)

Overview of Student Equity & Achievement (SEA) Equity Plan

- This year's submission of the SEA Plan is our campus commitment to student equity strategic planning and goals for 2025-2028
- What's new about this cycle is the heavy emphasis on narrative and qualitative feedback from each campus, particularly for disproportionately impacted student populations
- We are engaging our campus to ensure all voices have the opportunity to be included

SCAN ME





LAS POSITAS

COLLEGE

Student Equity Dashboard:

OVERVIEW of DI Groups

Main Page

DI Overview

Full Equity

Equity Metrics

Dashboard Tips: For optimal viewing, use a desktop monitor. Hover over data points for more details, and click the Info icon below to reference key terms.

Disproportionate Impact



Access (Local Data)

Successful Enrollment in the First Year (Locally Defined)

Hist.

Base

Yr1

Persistence

Persisted First Primary Term to Subsequent Primary Term

Hist.

Base

Yr1

Transfer Math & English

Completed Both Transfer-Level Math and English within the District in the First Y..

Hist.

Base

Yr1

Completion (3 years)

Attained the Vision for Success Definition of Completion within Three Years

Hist.

Base

Yr1

Transfer (3 years)

Transferred to a Four-Year Institution within Three Years

Hist.

Base

Yr1

				Hist.	Base	Yr1	Hist.	Base	Yr1	Hist.	Base	Yr1	Hist.	Base	Yr1	Hist.	Base	Yr1
Primary Demographic	Primary Disaggregation	Gender (Intersectional) 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	DI	DI	DI				DI		DI						DI
	Male	All	3					DI					DI	DI				
DSPS	DSPS	Female	1							DI								
Economically..	Economically Dis..	Male	2										DI	DI				
Ethnicity	American Indian ..	Female	1			DI												
	Asian	All	5			DI										DI	DI	DI
		Female	5	DI		DI										DI	DI	DI
	Black or African American	All	9	DI	DI	DI		DI	DI	DI	DI	DI	DI					
		Male	1													DI		
	Hispanic	All	6				DI		DI	DI	DI	DI		DI				
		Male	4					DI					DI	DI		DI		
First Generation	White	All	1									DI						
	First Generation	All	14	DI	DI	DI	DI	DI	DI	DI	DI	DI		DI	DI	DI	DI	DI
		Female	2			DI						DI						
Foster Youth		Male	3					DI					DI	DI				
	Foster Youth	All	1												DI			
Homeless	Homeless	All	1												DI			
LGBT	LGBT	All	6				DI	DI	DI	DI					DI			DI
		Female	1												DI			
		Male	1											DI				
Veterans	Veteran	All	1													DI		

FOCUS OF EQUITY REPORT

Key Milestones

- Successful Enrollment
- Completion
- Transfer
- Persistence
- Completion of transfer-level Math & English

Intensive Population Focus

- Hispanic/Latine
- Black & African American
- First Generation

Today's activity will focus on key strategies to advance equity goals for each of these.

CROSSWALK ACTIVITY DIRECTIONS



- 1) What is your feedback?
- 2) Are there ways we currently supporting these equity goals and/or student populations that should be called out?^{*}
- 3) What additional ways should we consider supporting?^{*}

^{*}Please include relevant contact information in case we have follow-up questions.

SUCCESSFUL ENROLLMENT EQUITY GOALS. There are two related goals for Successful Enrollment:

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

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

KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS

Identified DI Populations:

- Black or African American
- First Generation

Key strategies to address the disproportional impact will be:

- 1. Monitor & Proactive Registration Support.** Pending from our previous report, regular collaboration with A&R, to monitor our registration process and reach out to Black or African American and First-Generation students who become stuck or stop out and guide them through the process. We hope to use our Ellucian products to do this and leverage our Ambassador program for outreach. Prioritization of outreach will center on all disproportionately impacted students, including First-Generation, Latinx, and Black or African American students.
- 2. Family & Student Holistic Engagement.** Intentional outreach that involves the inclusion of family and promotes intergenerational learning. This includes reaching out to local high schools and adult schools to build the bridge to LPC early in students’ academic journeys. Co-hosting events such as College Application Night, Financial Aid Completion Nights, etc.. We hope to find funding to offer Black Family Night again and include a First Generation event.
- 3. Peer Mentoring.** Leveraging current peer to peer support as a best practice, including outreach ambassadors in strategic student facing departments, such as Admissions and Records, Financial Aid, Black Cultural Resource Center, Cultural Community Center. Existing mentorship programs on campus that directly support our disproportionately impacted student populations also include Puente’s Mentor program.

Overall Strategy for ALL students:

- 1. 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.
- 2. Market Student-Centered Onboarding Processes.** Pending from our previous report, continue to create "how to" guides, digital, physical, audio, and video, detailing our onboarding process, with clear information about some of the sticking points and how to navigate around them. Intentionally develop these supports in a framework familiar to new students. Distribute these materials widely throughout support areas on campus. Tailored outreach will occur, especially where our disproportionately impacted students congregate or are likely to seek support, such as the Black Resource Center, the Puente Center within the Cultural Community Center, HSI (Hispanic Serving Institutions) Center, and all support areas within the 1600 Building.

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

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

KEY STRATEGIES TO ADVANCE COMPLETION EQUITY GOALS

Identified DI Populations:

- First Generation
- Hispanic/Latine
- PELL Eligible no receipt (male)

Key strategies to address the disproportional impact will be:

- 1. Navigating College Workshops.** Pending from our previous report, we continue to develop and offer workshops devoted to navigating college systems as economically disadvantaged students, including offering multiple "navigating financial aid" sessions throughout the semester.
- 2. Support Student Parents.** Many of our economically disadvantaged students, EDS, have to work to contribute to their households. Developing and offering support courses or workshops for EDS support ecosystems (e.g. families and caregivers). To further support our DI population of first generation, Latinx, and economically disadvantaged students, we intend to partner with departments, such as the Foundation Office, to potentially provide specific grants to offset the expense of child care, including for our Child Development Center
- 3. 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.
- 4. 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”; A frames, reminding students of deadlines - degree/certificates; clarifying with students they are not required to participate in commencement.
- 5. Enhanced Academic Support:** Expand proactive engagement and support for underserved students, including embedded tutoring, bilingual counseling, and targeted learning communities (Puente, HSI-funded projects).
- 6. Community Collaboration.** Strengthen partnerships with local K–12 districts, UC Merced, and other Hispanic-Serving Institutions (HSIs) to align pipelines and ease transfer. Establishing strong referral pathways; points of contacts for different processes and departments that will support students. Emphasizing connection and wraparound care.

TRANSFER EQUITY GOALS. There are two related goals for Transfer:

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

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

KEY STRATEGIES TO ADVANCE TRANSFER EQUITY GOALS

Identified DI Populations:

- First Generation
- Asian (all)
- Asian (Female)

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

Strategies to address the disproportional impact will be:

- 1. Increase CSEP Completion.** Increase the number of students completing comprehensive Student Education Plans (CSEPs). With our new Ambassador Program, we hope to call every student who does not have a CSEP to tell them about what they are, how it can benefit them, and book them an appointment right now. Prioritization of CSEP calls will center on all disproportionately impacted students and new students who attended or registered but did not attend New Hawk’s (Saturday event dedicated to orientation, abbreviated SEPs, and enrollment in first semester classes). Tailored ongoing outreach via our learning community counselors that specifically serve our DI student populations (including Movement API, Puente, Umoja) and targeted inreach to First Generation students.
- 2. Enhance Transfer Day.** Lean into our Transfer Day, where more than 300 colleges come to our campus in the Fall to table in our quad. Encourage more employees to talk about transfer programs, wear transfer logo gear on transfer day.
- 3. Expand Campus Tour Opportunities.** Increase the number of school-sponsored college campus tours for our Movement API, Umoja, Puente, and Mesa students. Ideally these campus tours include connecting with cultural community center and supports at the transfer institutions. Increase college visits with reps to our campus and students to transfer institutions, and specifically ask reps to bring learning and cultural community opportunities on their campus.
- 4. Increase Transfer Knowledge.** Increase opportunities for students to learn about transfer agreements and transfer opportunities for financial assistance (ex: UC Blue and Gold Plan), such as through more Smart Shop presentations leading up to application deadlines, tabling to raise awareness of supports, 2 x semester drop-in Q&A sessions so students can ask questions in a manner that is non-stigmatizing. To further tailor support specifically for our DI students, we will partner to host a transfer workshop that will convene EOPS, Movement API, and our learning community students, which all include our First generation, and Asian disproportionately impacted students.

PERSISTENCE EQUITY GOALS. There are two related goals for Persistence

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

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

KEY STRATEGIES TO ADVANCE PERSISTENCE EQUITY GOALS

Identified DI Populations:

- First Generation
- Hispanic/Latine (male)

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

Key strategies to address the disproportional impact will be:

- Proactive Communications and Outreach:** Pending from our previous report, continue collaborating across our district to create automatic key milestone communications, providing proactive communication as students reach pivotal moments. Examples of this include increased/streamlined communications/information for our students regarding opportunities, such as: grants, scholarships, internships, on-campus community building opportunities. Prioritization of personalized outreach will center on all disproportionately impacted students, especially from areas that specifically support our DI student populations of First Generation and Latine males (including HSI ambassadors and the Puente learning community).
- Targeted Professional Development:** Lean into the Caring Campus training for employees, and encourage more classified and faculty to adopt top behavioral commitments to increase student belonging and persistence and success, as identified by the Institute for Evidence-Based Change. These are behaviors that we hope to really institutionalize through professional development (such as new employee orientation, timely faculty reminders throughout the semester, and cultural and equity proven training such as Teaching Men of Color, Puente, FLEX and College Days, etc).

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

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

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

COMPLETE TRANSFER_LEVEL MATH AND ENGLISH EQUITY GOALS.Regarding transfer level Math and English, there are two goals:

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

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

KEY STRATEGIES TO COMPLETE TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS

Identified DI Populations:

- Hispanic/Latine
- Black or African American
- First Generation

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

Key Strategies to address the disproportional impact will be:

1. **Dedicated Math & English Sections:** Offer dedicated Cultural Learning Community, including Puente, Umoja, Mesa, API, sections for English, and each semester 2 Statistics and 1 Precalculus and Calculus sections in Math, with faculty trained in equity and inclusion pedagogy and embedded tutors.
2. **Increase Student Contact Time with Faculty:** Collaborate across campus to increase student engagement through activities such as increasing the number of faculty holding at least one office hour in a public campus space, such as the Black Cultural Resource Center, MESA and Puente Learning Centers, Cultural Community Center, and additional campus spaces where disproportionately impacted students are congregating, clearly encouraging students to know about academic and holistic supports around campus, and providing proactive and timely communications with their students. This will involve having professional development about leading key indicators for success, and data-driven differentiated instruction/intervention, with key strategies to address.
3. **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.
4. **Proactive Peer In-reach:** 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.
5. **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.

INTENSIVE FOCUS – HISPANIC/LATINE STUDENT EQUITY ACTION PLAN

Current Challenges/Barriers

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:

- Access and Enrollment: Latine students enroll at lower-than-expected rates relative to their population share despite having the highest community college-going rate (47%)
- First-Generation and Low-Income Challenges: 76% of Latinx students are first-generation, and a large share are low-income, creating barriers related to college navigation, academic readiness, and affordability.
- 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

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.

Summary

LPC's Latine equity plan integrates district-wide and college-specific frameworks to eliminate disproportionate impact. Its focus areas—early outreach, culturally responsive instruction, cross-departmental collaboration, and targeted support—are designed to produce measurable gains in enrollment, retention, and completion, with success defined as equity parity across all five Student Success Metrics by 2026.

INTENSIVE FOCUS – BLACK & AFRICAN AMERICAN STUDENT EQUITY ACTION PLAN

Current Challenges/Barriers

Las Positas College (LPC) data indicate that Black and African American students are increasing in enrollment, yet they continue to experience disproportionate impact (DI) across metrics such as enrollment, transfer, and degree completion. Barriers include:

- Access and Enrollment: Black and African American students enroll at lower-than-expected rates relative to their population (___%)
- First-Generation and Low-Income Challenges: ___% of Black and African American students are first-generation, and ___% are low-income, creating barriers related to college navigation, academic readiness, and affordability.
- 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

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. Specific Strategies and Success Indicators

- 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. Resources, Structures, and Support

- 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.

INTENSIVE FOCUS – FIRST GENERATION STUDENT EQUITY ACTION PLAN

Current Challenges/Barriers

Las Positas College (LPC) data indicate that ___% of our students are First Generation students, increasing in enrollment, 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: ___% First Generation students are also low-income, creating barriers related to college navigation, academic readiness, and affordability.
- 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

1. Addressing Challenges/Barriers: LPC's Student Equity and Achievement (SEA) Plan and Educational Master Plan (EMP) both prioritize dismantling structural barriers through:

- 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. Specific Strategies and Success Indicators

- 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. Resources, Structures, and Support

- 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.

Questions?



Our Student Equity & Achievement Committee meets every 3rd Thursday of the month via Zoom from 2:30pm to 4:30pm. We invite you to join us and continue to engage in this work alongside us!

Kristy Woods

kwoods@laspositascollege.edu

Dr. Cristine Sidela

csidela@laspositascollege.edu



Workshop Evaluation

Student Equity Plan Data – Definitions and Metrics

Understanding Disproportionate Impact (DI)

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

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

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

We use whichever threshold is larger.

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

Access – Successful Enrollment in the First Year

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

How we calculate it:

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

Completed Transfer Math and English in the First Year

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

How we calculate it:

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

Persistence – First Primary to Secondary Primary Term

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

How we calculate it:

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

Completion: Attained Vision Goal Within 3 Years

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

How we calculate it:

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

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

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

How we calculate it:

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

Additional notes about this metric:

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

**Availability of Summary Baseline Year Data by Metric for 2023 SEP Report
Year for 2025-28 SEP for 2023-24**

Metrics	Available data for each cohort					
Starting Academic Year of First Time Cohorts	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Successful Enrollment in the First Year	☑	☑	☑	☑	2025-28 SEP Baseline	2025-28 SEP Progress
Completed Both Transfer-Level Math and English in the First Year	☑	☑	☑	☑	2022 SEP Baseline	2025-28 SEP Progress
Persisted from First Primary Term to Subsequent Primary Term	☑	☑	☑	2025-28 SEP Baseline	2025-28 SEP Progress	
Attained Vision Goal Definition of Completion within Three Years	☑	2025-28 SEP Baseline	2025-28 SEP Progress			
Transferred to a Four-Year Institution within Three Years	2025-28 SEP Baseline	2025-28 SEP Progress				

References:

1. California Community Colleges Chancellor's Office. *2025–28 Student Equity Plan: Planning Resources and Development Template*. Data Vista, 28 Jan. 2025. [Data Vista: 2025-28 Student Equity Plan](#)
2. California Community Colleges Chancellor's Office. *2025–28 Student Equity Plan (SEP) Data and Disproportionate Impact Files FAQ*. Data Vista, 12 Mar. 2025. <https://datavista.cccco.edu/resources/37>
3. Cal-PASS Plus. *Student Success Metrics: Metric Definition Dictionary (SSM 5.0 Dashboard)*. California Community Colleges Chancellor's Office and WestEd, <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-MDD>. . Accessed 3 Nov. 2025.