# Student Equity and Achievement Committee Minutes

## October 17, 2024; 2:00-3:15pm

*Recorder: Jennie Graham and Kristy Woods*

| LPC Mission Statement | LPC Planning Priorities 2024 | | |
|---|---|---|---|
| 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 life-long learning. | 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: 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. | Health & Wellness: 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. |

| Co-Chairs/Non-voting | Administrators (3 of 4) | Classified Professionals (3 of 5) | |
|---|---|---|---|
| ☒ Jennie Graham (Co-Chair)<br>☐ Vacant (Co-Chair)<br>☒ Rajinder Samra (Director of IR)<br><br>☒ Kristine Woods<br>☒ Cassondra Reinsel<br>☒ Christopher Crone | ☐ Jeannie Wilson (VP Student Services)<br>☒ Joel Gagnon (Student Services)<br>☐ Amy Mattern (Academic Services)<br>☐ Vacant (Academic Services) | ☒ Lilibeth Juarez (Academic Services)<br>☒ Yvette Inahinu (Student Services)<br>☐ Evelyn Andrews (Student Services)<br>☐ Vacant (Academic Services)<br>☐ Vacant (At Large) | |

| Student Representative (0 of 2) | Faculty (3 of 5) | Guests | |
|---|---|---|---|
| ☐ Vacant<br>☐ Vacant | ☒ Justin Garoupa (A&H)<br>☒ Jin Tsubota (BSSL)<br>☒ Jill Oliveira (Counseling)<br>☐ Vacant (STEM)<br>☐ Vacant (PATH) | Paula Checchi<br>Mariia Volava (Student) | |

**Attendance: 9 (Quorum = 5)**

| Agenda Item | Information/Discussion | Action/Assigned To |
|---|---|---|
| 1. | **Call to Order:** *2:00pm* | |
| 2. | **Review & Approve Agenda**<br> *Kristy motioned; Yvette seconded* | |
| 3. | **Review & Approve Prior Minutes**<br>*Lilibeth motioned; Yvette seconded* | |
| 4. | **Action Items**<br>   a) Outcomes of Equity Plan Goals<br>      a. *TBD – Need review of NOVA*<br>   a) Deadline Date to Submit Equity Plan Update<br>      a. *Unknown – Checking.* | Dr. Wilson will look for a due date for the Equity Plan and help Jennie get access to NOVA. |
| 5. | **Old Business**<br>**Review of Equity Plan: Are we on track to meet the goals set?**<br>   a) [22-25 LPC Equity Plan Goals and Actions sign ups.xlsx](#)<br>   b) *Desire to see what was in our Equity Plan as reported to and approved by the State in NOVA. We don't know if our success metrics and activities are in NOVA or only our success metrics.*<br>      a. *Equity Plan 22-25 has been certified in Nova (so this is the plan).*<br>      b. *We need to find out how to access what is in NOVA. Need action steps in NOVA. Reach out to Dr Wilson and then maybe VP of Business Services - Sean Brooks see what is in NOVA and gain access.*<br>      c. *Rajinder presented our [LPC Student Equity Plan Data](#) and compared it to what the State has on their [dashboard](#).* | |

# Student Equity & Achievement Program Report

⬚ PDF

**REPORT YEAR**
2022 ▾

**STUDENT POPULATION** ⌃

Overall
Age
DSPS
Ethnicity
First Generation
Foster Youth

**Secondary Drilldown**
⦿ Overall
◯ Gender
☑ All

**METRIC** ⌃

Completed Transfer-Level Math and English: Aligned with Student Centered Funding Formula

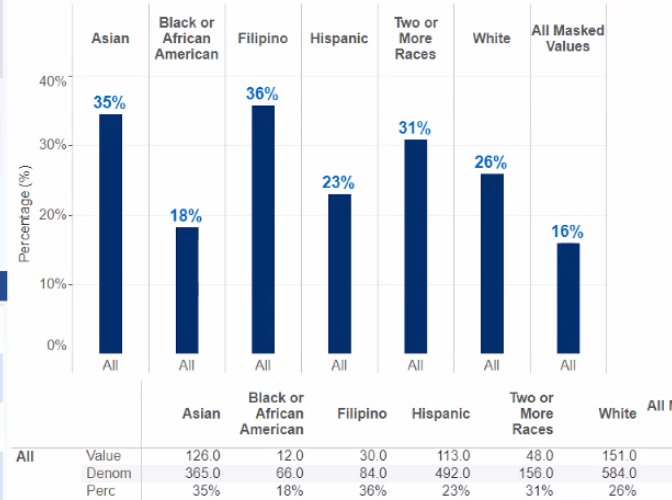Earned an Award: Vision Goal Completion Definition

Enrolled in a Community College: Same Community College

Persisted from First Term to Subsequent Term

## Las Positas College Completed Transfer-Level Math and English in Academic Year 2021-22
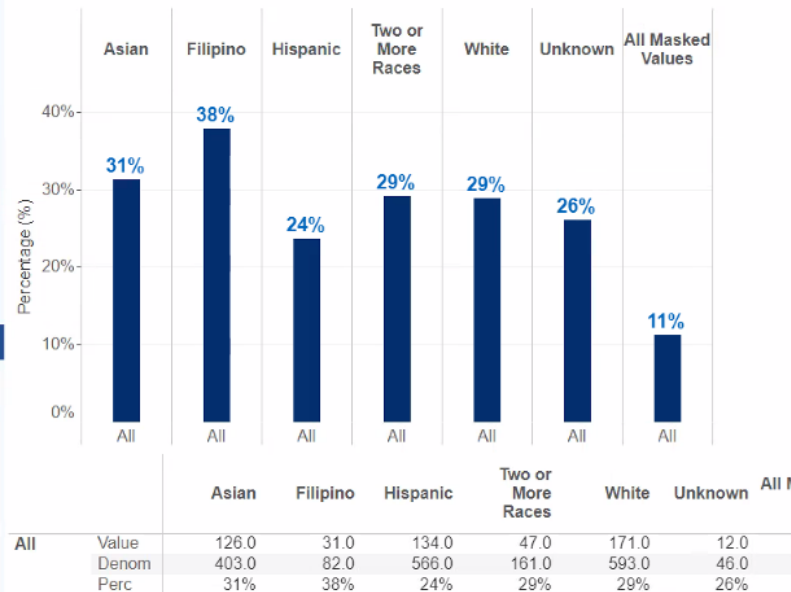### By Ethnicity
Percentage of students who successfully completed transfer-level math and English courses in the district in selected year

| | Asian | Black or African American | Filipino | Hispanic | Two or More Races | White | All Masked Values |
|---|---|---|---|---|---|---|---|
| | 35% | 18% | 36% | 23% | 31% | 26% | 16% |

| | | Asian | Black or African American | Filipino | Hispanic | Two or More Races | White | All M |
|---|---|---|---|---|---|---|---|---|
| All | Value | 126.0 | 12.0 | 30.0 | 113.0 | 48.0 | 151.0 | |
| | Denom | 365.0 | 66.0 | 84.0 | 492.0 | 156.0 | 584.0 | |
| | Perc | 35% | 18% | 36% | 23% | 31% | 26% | |

## Las Positas College Completed Transfer-Level Math and English in Academic Year 2022-23
### By Ethnicity
Percentage of students who successfully completed transfer-level math and English courses in the district in selected year

| | Asian | Filipino | Hispanic | Two or More Races | White | Unknown | All Masked Values |
|---|---|---|---|---|---|---|---|
| | 31% | 38% | 24% | 29% | 29% | 26% | 11% |

| | | Asian | Filipino | Hispanic | Two or More Races | White | Unknown | All M |
|---|---|---|---|---|---|---|---|---|
| All | Value | 126.0 | 31.0 | 134.0 | 47.0 | 171.0 | 12.0 | |
| | Denom | 403.0 | 82.0 | 566.0 | 161.0 | 593.0 | 46.0 | |
| | Perc | 31% | 38% | 24% | 29% | 29% | 26% | |

| 6. | **New Business** | |
|---|---|---|
| | a) *UMOJA Student Survey/ Findings of Black students who withdrew from all of their LPC courses & plan to address* | |

a) *UMOJA Student Survey/ Findings of Black students who withdrew from all of their LPC courses & plan to address*
  a. *Rajinder pulled data for students who enrolled but did not stay.*
  b. [Survey created](#) *to determine why they didn't stay and what we could do to support and what supports are available.*
  c. *Students have opened the email, but no one has replied to the survey just yet.*
    i. *50% Opened 1st time, 59% opened 2nd time. 0 clicks on the survey.*
  d. *Calls will be made on Friday 10/18 to see if students are more responsive.*
    i. *Will ask questions from the survey to fill some out so there is data.*
  e. *Rajinder also found of 53 students,*
    i. *30 have enrolled at LPC, Chabot or other, so they did have college experience.*
      1. *5 have Bachelor's*
      2. *1 Master's*
      3. *10 Some sort of award*
    ii. *23 are new to college. Rajinder will share who these 23 students are so Savannah and Kristy can prioritize calling them.*
  f. *"Umoja Student Survey" is too specific - miscommunication regarding survey item.*
  g. *Jin - Bright Spot survey to students who have persisted and have re-enrolled*
    i. *Second half of the survey that Kristy and Savannah sent out was a what we can do piece - but it was based on bandwidth. So, for bright spot survey, if we want to engage with follow-up we need to consider that.*
    ii. *Lilibeth -I can help them complete any steps to success with them if they want to come back to the campus and showing them campus resources*
  h. *Chris Crone - wonders at the layer of disability for these students who have dropped out.*
  i. *The survey Sent to students:* https://forms.office.com/Pages/ShareFormPage.aspx?id=M5-eUWaqdkSZgtFw5oRiV3qLjsWUNDtEk8TGxf6EzOdURVRFSVNIVzZTWU9HNlhJUFE0Tzc4Q0hIRS4u&sharetoken=Yh8QZDJwKj8I2RC5yrpR

b) *New bill - AB 2458 regarding support for parenting students (Family Serving Institutes)*
  a. https://digitaldemocracy.calmatters.org/bills/ca_202320240ab2458
  b. *The bill will require each campus to (1) implement a policy developed by the respective systemwide chancellor or president for estimating and adjusting cost of attendance information for student parents, as specified, (2) enter student parent data for specified uses into the respective system wide data management information system, as revised to accommodate this data by the systemwide chancellor or president pursuant to the bill, and (3) update its campus net price calculator to include a baseline student parent cost estimate, as specified.*
  c. *Jill Oliveira shared that a lot of this will affect the amount of financial aid that can be provided to our students if they are parents.*

c) *Institutional Reach & Planning*
   a. *Priority Engagement - Elucian*
      i. *Dashboards will allow us to track and know who students are in our Academic and Career pathways*
      ii. *Case Management Tool for Counselors who are now specialists in these pathways.*
          1. *Support based on the number of students in th pathways.*
          2. *Who has completed SEP among other benchmarks.*
   b. *IEPI grant - all colleges who are a heads of us recommend a column for students who need to be prioritized for an intentional engagement.*
      i. *Ex: They are on our equity plan*
      ii. *2nd phase of 5 phases, where we get many factors that are being tracked so we have a more sophisticated way to use data smartly to make sure our student success teams are supporting our student.*
   c. *Rajinder shared a draft of what this data could look like.*

Potential Priority Engagement Indicators:

- **Include** students who are Veterans, Foster Youth, low Income, first-generation college, or parents
- **Of the above students**, include only students who have an educational goal of transfer (with/without an associate degree), associate degree only, certificate, or are undecided.
- **Exclude** all dual enrolled high school students
- **Exclude** all students who have already earned an associate or bachelor's degree

      i. *Note: First-generation college definitions can change and we will look at several different definitions and the effects that has on the number of students.  We use information based on the questions that are asked in CCCApply to determine first-generation status.*
   d. *This table has parents with no college experience.  This matches the State's definition.*

Las Positas College
Potential Students Identified for Priority Engagement by Race/Ethnicity
Fall 2024 - Preliminary

| | Priority Engagement Students | Overall Headcount | Priority Engagement % |
|---|---|---|---|
| African American | 126 | 325 | 39% |
| Asian American | 428 | 1,892 | 23% |
| Filipino/a/x | 75 | 348 | 22% |
| Pacific Islander | 8 | 30 | 27% |
| Latino/a/x | 1,011 | 2,248 | 45% |
| Mutliracial | 154 | 648 | 24% |
| Native American | 1 | 6 | 17% |
| White | 465 | 2,299 | 20% |
| Unknown | 33 | 146 | 23% |
| Total | 2,301 | 7,942 | 29% |

e. *Parents with some college experience but with no college award.*

Las Positas College
Potential Students Identified for Priority Engagement by Race/Ethnicity
Fall 2024 - Preliminary

| | Engagement Students | Overall Headcount | Priority Engagement % | |
|---|---|---|---|---|
| African American | 138 | 325 | 42% | |
| Asian American | 470 | 1,892 | 25% | |
| Filipino/a/x | 101 | 348 | 29% | |
| Pacific Islander | 13 | 30 | 43% | |
| Latino/a/x | 1,188 | 2,248 | 53% | |
| Mutliracial | 195 | 648 | 30% | |
| Native American | 2 | 6 | 33% | |
| White | 620 | 2,299 | 27% | |
| Unknown | 35 | 146 | 24% | |
| Total | 2,762 | 7,942 | 35% | 461 |

f. *Can we do an even deeper dive into these populations to see who is already engaged by the college via some special program or learning community.*

g. *Jin shared that only 2% of all email campaigns result in someone opening and doing something as a result of the nudges. Oftentimes multiple nudges are needed in order to have any change in actions.*

h. *Having SEA and Guided Pathways sign off on the data plan is a good idea. SEA approves, but GP will need the information in their dashboard.*

| 7. | **Information Items** *None* | **None** |
|---|---|---|
| 8. | **Updates** *None* | **None** |
| 9. | **Good of the Order** *None* | |
| 10. | **Future Agenda Items** *Nova and Equity Plan Reporting* *Review of Membership and Charge* | |

**Meeting adjourned at 3:15pm**

**Next meeting: November 21, 2024**