



Student Equity Plan

January 2005



STUDENT EQUITY PLAN

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STUDENT EQUITY PLAN

Signature Page

District: Chabot-Las Positas Community College College: Las Positas

Barbara Mertes

President, Board of Trustees

January 18, 2005

Date

District Chancellor:

Juan A Costa

College President:

Karen Haddock

Academic Senate President:

Sophie C. Rheinleiner

Student Equity Coordinator:

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Executive Summary

Executive Summary

OVERVIEW

The Las Positas College (LPC) plan has been prepared using data from both the Chancellor's Office and LPC's college data provided by the Office of Institutional Research. The plan outlines the college's goals for equity based on the College's Strategic Plan, Educational Master Plan, and Title III goals and activities.

The college was fortunate to apply for and successfully implement a Title III grant in partnership with Los Medanos College (Pittsburg) in 2000. We are in the final year of this successful grant. The project titled "Strengthening Academic Programs for enrollment, retention, graduation, and transfer of high-risk transfer-bound students," has allowed the college to focus on activities, which have increased the ability of at-risk students to be successful in the areas that are measured in Student Equity. The college is creating an Integrated Learning Center (ILC) with open Math and English labs, and expanding curriculum to bridge the gap for students making transitions into transfer level courses. This results in the increase of students who are granted a degree or certificate.

Building on these successes, there is still much work to be done. Las Positas College is a rapidly growing college in a fast growing region. The Tri-Valley area of Eastern Alameda, Northern Santa Clara and Southern Contra Costa counties are booming in terms of industry, business and housing growth. Concomitantly, the number of people seeking educational opportunities is tremendous and the college has struggled to meet the demand of students seeking courses, programs of study and transfer options. Current challenges are limited growth funding from the state and inadequate facilities in spite of the tremendous growth demand.

In terms of facilities, the district passed a local bond in March 2004 and we are currently building and planning new facilities. This will eventually ease the space issues; however, revenue will be needed to increase staff curricula and services for these new spaces. Additionally, the college is in the midst of major planning agendas this year (2004 -05): student learning outcomes, facilities planning, the educational master plan update, and strategic planning for the educational organization of the college. All of these activities contribute to the intentional activities that feed student equity through thoughtful and careful consideration of our current and future students.

RESEARCH DATA AND TARGETED GROUPS

Data for the equity report came from the following sources: California Community College Chancellor's Office, CLPCCD Institutional Data set, and the LPC Fall 2003 Student Survey. Generally, we find that men, African-Americans, and Latino students to be most at-risk.

Executive Summary (continued)

The community surrounding LPC is largely homogenous with about 73% of residents reporting their race as White. LPC is 63% white and more diverse than our surrounding community. Even though LPC's student population is more diverse than our surrounding population, we continually strive to attract a more diverse student population.

Course success rates show that women tend to have higher success rates than men. Additionally African American, Latino, and Native American students tend to be more at-risk than white students in course completion. DSPS students do very well in Basic Skills courses yet have lower success rates in transferable courses. We find the same trends in Basic Skill Progression, degrees, and transfer. Generally speaking, men, African Americans, and Latino students tend to have less course success, obtain fewer degrees and certificates, and be less likely to become transfer directed and prepared.

According to the LPC Fall 2003 Student Survey, women report greater satisfaction with Las Positas College than their male counterparts. They also report being treated with more respect, and observe greater campus respect for differences than men. Asian students are less likely to report being treated with respect by other students, and feel that there is less general respect for differences in race, gender, sexual orientation, and religion. Asian students are also less likely to feel encouragement from instructors to participate/share different viewpoints.

The same survey tested some self-reported gains in student learning outcomes. It was found that women are more likely than men to report gains on almost every outcome tested. This is consistent with other data sources that show women having greater success. Interestingly, white students are less likely to report gains on 20 of the 34 outcomes. This is not consistent with LPC's other data sources that show minorities to be at greater risk. The survey also showed that Hispanic students report greater gains in 10 out of the 34 areas than non-Hispanics.

Data on Access, Course Success, Basic Skills Progression, Degrees, and Transfer, Campus Climate, and Student Learning outcomes will be monitored to determine improvement and potential intervention strategies.

GOALS AND ACTIVITIES

The plan for Student Equity folds in the comprehensive services and courses that have been developed through Title III and other college planning agendas as well as new activities that are planned to meet the needs of those groups identified in the LPC research. The following goals and activities reflect the college's guiding principles that value diversity and equity of our students, faculty and staff.

Executive Summary (continued)

Access

1. *Goal: Through strategic and continuous planning, maintain a student body demographic composition that is reflective of the surrounding communities.*
 - Activity 1.1 Continue to support and expand outreach activities to at-risk students.
 - Activity 1.2 Engage in strategic and flexible enrollment management to maximize access to entry level and introductory courses.
 - Activity 1.3 Cultivate alternative sources of funding to ensure sufficient facilities, programs, and services for at-risk groups.

Course Completion

2. *Goal: Improve course completion rate among males, African Americans, Hispanics, Filipinos and Native Americans.*
 - Activity 2.1 Expand opportunities and outreach to encourage at-risk students to use the Math, Writing and Tutorials Centers.
 - Activity 2.2 Develop mentor programs to encourage college participation of at-risk students to create a sense of community.
 - Activity 2.3 Assist students to enter courses for which they are prepared.

ESL and Basic Skills Completion

3. *Goal: Increase the number of students who complete a degree-applicable course after completing the final ESL or Basic Skills Course.*
 - Activity 3.1 Create an outreach plan for at-risk population in order to increase awareness of instructional support resources.
 - Activity 3.2 Provide adequate facilities to deliver integrated Basic Skills instruction that is linked to computerized assessment and existing support centers.
 - Activity 3.3 Revise and create curriculum to enhance persistence and success in ESL and basic skills courses.
 - Activity 3.4 Provide services and curricula to assist DSPS students to make more successful transitions from Basic Skills courses to transfer courses.

Degree and Certificate Completion

4. *Goal: Increase the number of students in at-risk populations who complete certificates for those that have declared this as their goal.*
 - Activity 4.1 Create tools to assess student's readiness for transfer and certificate completion. Further, provide additional resources to identify those who are eligible for degrees and certificates.
 - Activity 4.2 The college will assess its General Education, A.A, A.S. and certificate requirements for potential barriers to student success.

Executive Summary (*continued*)

Transfer

5. *Goal: The College will increase the number of at risk-students that are transfer directed and prepared..*

Activity 5.1 Increase the current number of articulation agreements and increase awareness of transfer and concurrent enrollment with university agreements among students.

Activity 5.2 Increase the number of students who complete a minimum number of 12 units and who have attempted a transfer level course in Math or English.

RESOURCES

The resources budget for student equity activities emanates from a variety of sources. The budget page in the plan provides more specific information; however, the college is dedicated to finding new resources for additional activities.

The contact person for further information is Mr. Jeff Baker, Dean of Student Services and Student Equity Coordinator (925) 373-5820, jbaker@laspositascollege.edu.

CAMPUS-BASED RESEARCH

1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access: CCCO data was used to determine Access. This data was compared to Census data for our surrounding communities of Dublin, Livermore, and Pleasanton.

Table A shows that since 1992-3 the population at LPC has become increasingly diverse. The proportion of self-reported white students has decreased from 70% in 1992-3 to 63% in 2002-3. Additionally, LPC is more diverse than our surrounding community. LPC 63% compared to 73% white. Specifically LPC enrolls more Asian/Filipino students than live in our surrounding community. We have equal proportions ~~and~~ African-Americans, Native-Americans, and Hispanics. Caution should be used when comparing census numbers with LPC counts due to the different definitions and categories used. This applies specifically to the Native-American and Hispanic categories. The Census uses a more inclusive definition of American Indian, therefore those numbers may be larger than expected especially when compared to LPC's numbers. Additionally, the Census does not list the Hispanic category with other races. Since Hispanic is an ethnicity, respondents may be Hispanic while being of any race. In the CCC system Hispanic is treated as a race, not as an ethnicity. This might make Census rates of Hispanics higher than our local counting method would.

**Table A: Las Positas College and Local Community Access
Comparison of Demographics**

	U.S. Census 2000		Las Positas College Students**		
	County	Local Communities*	1992-93	1997-98	2002-03
Total	1,443,741	166,972	9251	9961	12924
Race-ethnicity					
African-Am.	15%	3%	2%	3%	3%
Asian-Am.	20%	9%	4%	6%	11%
Filipino	included in Asian	included in Asian	3%	2%	3%
Hispanic	19% (any	12% (any	8%	10%	12%
Native-Am.	race)	race)	2%	1%	1%
White	<1%	<1%	70%	73%	63%
Mixed Race	41%	73%	n/a	n/a	n/a
Other non-White	4%	3%	1%	1%	2%
Unknown	<1%	<1%	1%	4%	4%
	n/a	n/a			
Gender					
Female			57%	56%	58%
Male	51%	50%	43%	44%	42%
	49%	50%			
Age					
<18			2%	5%	7%
18-19	25%	27%	16%	18%	19%
20-24	3%	2%	28%	21%	24%
25-29	7%	5%	15%	11%	10%
30-34	8%	6%	12%	10%	8%
35-39	9%	9%	8%	9%	7%
40-49	9%	11%	11%	13%	12%
50+	16%	18%	8%	13%	12%
	25%	22%			
DSPS Status***					
DSPS			2%	3%	3%
Non DSPS	19%	12%	98%	97%	97%
	81%	88%			

Notes * Local community comprises of Dublin, Livermore, and Pleasanton.

** Number of unduplicated students in one academic year.

*** DSPS status includes only those age 5 and older.

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

CCCO data was used to examine course success rates.

Gender: Women tend to outperform men in course success. This is especially true in Basic Skills courses (74% success Women vs. 61% Success Men in 2002-3). Men tend to do slightly better than women in vocational courses.

Ethnicity: Generally speaking African-American and Hispanic students have lower success rates in every category of course type. Filipino students have lower course success in Basic Skills courses. Native-American students are also at risk in all course types except Vocational Courses. Native-American numbers should be viewed with caution given their small numbers.

DSPS: DSPS students have lower course success in Transferable courses. They do very well in Basic skills courses. This points to a potential intervention for these students. DSPS students might benefit from assistance with transition from Basic Skills courses to Transferable courses.

A closer examination of course success by Basic Skills courses did not yield any clear trends. In general, African-American and Hispanic students have lower success rates than other groups.

Table B: Las Positas College Course Success

	Success Rates All Courses			Success Rates Transferable courses			Success rates Basic Skills			Success Rates Vocational Ed Courses		
	1992-1993	1997-1998	2002-2003	1992-1993	1997-1998	2002-2003	1992-1993	1997-1998	2002-2003	1992-1993	1997-1998	2002-2003
Total (attempted)	39,718	35,083	45,673	34,967	30,462	35,935	838	2469	3,135	7,896	6,874	1,134
Overall Success	77%	73%	72%	77%	73%	73%	66%	67%	69%	77%	75%	77%
Gender												
Female	78%	75%	73%	79%	75%	74%	69%	71%	74%	76%	74%	75%
Male	75%	71%	70%	76%	70%	72%	72%	60%	61%	77%	75%	78%
Race-ethnicity												
African American	70%	61%	61%	70%	59%	62%	74%	58%	59%	71%	70%	57%
Asian	75%	76%	77%	78%	76%	77%	55%	71%	77%	77%	77%	86%
Filipino	74%	72%	70%	76%	70%	71%	62%	85%	65%	72%	75%	71%
Hispanic	71%	67%	65%	72%	68%	67%	70%	59%	62%	73%	69%	70%
Native American	74%	68%	65%	74%	68%	67%	81%	58%	36%	80%	75%	81%
White	77%	75%	74%	79%	74%	74%	67%	68%	73%	78%	76%	78%
DSPS												
DSPS	72%	69%	70%	72%	67%	70%	82%	73%	77%	72%	65%	86%
Non DSPS	77%	74%	72%	78%	73%	73%	61%	65%	67%	77%	75%	76%

Notes: Success indicates student who received grades of A,B,C, or credit.Source: Enrollment and success data submitted to the state chancellor's office by CLPCCD's ITS.

CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Data for Basic Skills English and Math progression was derived from the CLPCCD Institutional Data Base. Students who enrolled in basic skills courses in Fall 2001 were followed until Summer 2003 to determine enrollment and completion of the next course in the sequence.

English: Students who enrolled in Eng 100A or 104 in Fall 2001 were followed to see how many 1) enrolled in Eng 1A and 2) succeeded in Eng 1A.

Overall 73% (243) of students succeeded in Eng 100A and 104. Of those 243 students, 75% enrolled in Eng 1A and 61% succeeded. Women have a much higher success rate in Eng 100A and 104 than men (80% female success vs. 66% Male success). Men do not enroll in Eng 1A at the same rate as women (71% men enrollment rate vs. 78% women enrollment rate). Also, males do not succeed in Eng 1A at the same rate as females (54% success rate for men vs. 66% success rate for women).

African American, Asian, and Latino students have lower success rates in Eng 100A and 104. African Americans' enrollment and success rates in Eng 1A are the same or higher than all students. Asian and Filipino students have enrollment and success rates that are higher than all students. Latino students have an enrollment rate that is lower than all students (66% Latino vs. 75% all students) and a success rate in Eng 1A that is lower than all students (48% vs. 61% all students). So, for all but Latino students, passing Basic Skills English leads to success in Eng 1A. Latino students do not enroll in Eng 1A or succeed in it at the same rate as other groups (see Table C1)

Table C1. English Basic Skills Progression

All students successfully completing ENG 100A or 104 in Fall 2001 enrolling or succeeding in ENG 1A within 2 years (by Summer 2003)

Fall 2001 ENG 100A or 104	Gender		Race-Ethnicity													
	Students	Total	Female	Male	African American	Asian	Filipino	Latino	White							
Success	243	73%	137	80%	104	66%	8	57%	16	67%	11	79%	29	69%	163	76%
Non-Success	16	5%	6	4%	10	6%	0	0%	1	4%	0	0%	6	14%	8	4%
Withdrawal	73	22%	28	16%	44	28%	6	43%	7	29%	3	21%	7	17%	43	20%
Total	332	100%	171	100%	158	100%	14	100%	24	100%	14	100%	42	100%	214	100%

Fall 2001		Percentage of successful ENG 100A or 104 students enrolling or succeeding in ENG 1A	
Enrolled in ENG 1A	75%	78%	71%
Succeeded in ENG 1A	61%	66%	54%
		75%	63%
		94%	75%
		91%	82%
		66%	48%
		75%	62%

Math: Students who enrolled in Math 55 in Fall 2001 were followed to see how many 1) enrolled in the next math course and 2) succeeded in the next math course.

Overall 55% (210) of students in Fall 2001 succeeded in Math 55. Of those, 77% enrolled in the next course (Math 30's or 40's) and 61% succeeded. Math 55 does not have the gender gap that English does with men and women succeeding at similar rates. Additionally, men and women enroll in the next math course at similar rates. However, men are not as successful in that next math course as women (56% men successful vs. 64% women successful). African-American students, while enrolling at a lower rate, succeed at a higher rate than all students. Asian students enroll at a very high rate (91% Asians enroll vs. 77% all students enroll) but have a low success rate (55% Asian succeed vs. 61% all students succeed). So, most Asian students who pass Math 55 do enroll in the next Math course but only about half succeed. Filipino students enroll at lower rates and succeed at very low rates. Latino students both enroll and succeed at higher rates.

Table C2: Math Basic Skills Progression
 All students successfully completing Math 55/55B/55Y in Fall 2001
 enrolling or succeeding in MATH 30's or 40's within 2 years (by Summer 2003)

Fall 2001 MATH 55/55B/55Y	Total		Race-Ethnicity					
	Students	Gender	African American	Asian	Filipino	Latino	White	
Success	210 55%	118 56%	3 30%	11 69%	8 67%	23 47%	148 56%	
Non-Success	82 21%	48 23%	7 70%	1 6%	1 8%	13 27%	54 21%	
Withdrawal	90 24%	45 21%	0 0%	4 25%	3 25%	13 27%	60 23%	
Total	382 100%	211 100%	10 100%	16 100%	12 100%	49 100%	262 100%	

Percentage of Successful MATH 55/55B/55Y students enrolling or succeeding in MATH 30's or 40's

Enrolled in MATH 30's or 40's	77%	77%	75%	91%	63%	87%	76%
Succeeded in MATH 30's or 40's	61%	64%	56%	55%	38%	65%	64%

Note: If a student repeats a course within the time period then the latest grade is taken for determining enrollment and success.

CAMPUS-BASED RESEARCH

4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Data for Degree and Certificate Completion was derived from the CLPCCD Institutional Data Base. The Fall 1999 new student cohort was followed until Spring 2003 to determine the number who earned a degree or certificate. College level English and Math completion was also tracked.

Certificates: 2% of women and 1% of men in the Fall 1999 new student cohort earned a degree in the allotted time (see Chart D1). There does not seem to be a much of a difference in rates based upon ethnicity (see Chart D2).

Degrees: 11% of the Fall 1999 new student cohort earned degrees by Spring 2003 (see Chart D3). Women are more likely to earn a degree with 13% of women earning a degree compared to only 9% of men (see Chart D4). Filipino (25%), white (12%), and Asian students (11%) earned degrees at or higher than the overall rate. Only 5% of Latinos and 0% of African Americans earned a degree by Spring 2003 (see Chart D5).

College Level English Completion: As of Spring 2003, 42% of the Fall 1999 new student cohort had enrolled in English 1A and 35% succeeded in Eng 1A (see Chart D6). More women (38%) than men (31%) succeeded in English 1A (see chart D7.) White students had the highest English 1A Success rate (38%) followed by Filipinos (32%), Asians (30%), Latinos (24%), and African Americans (21%) (see Chart D8).

College Level Math Completion: As of Spring 2003, 19% of the Fall 1999 new student cohort had enrolled in college level math and 15% had succeeded. Almost equal proportions of women and men successfully completed college level math (See Chart D10). Filipinos and Asians had a 25% successful completion rate while 21% of White students successfully completed college level math. Only 12% of Latinos and 7% of African Americans successfully completed college level math (See Chart D11).

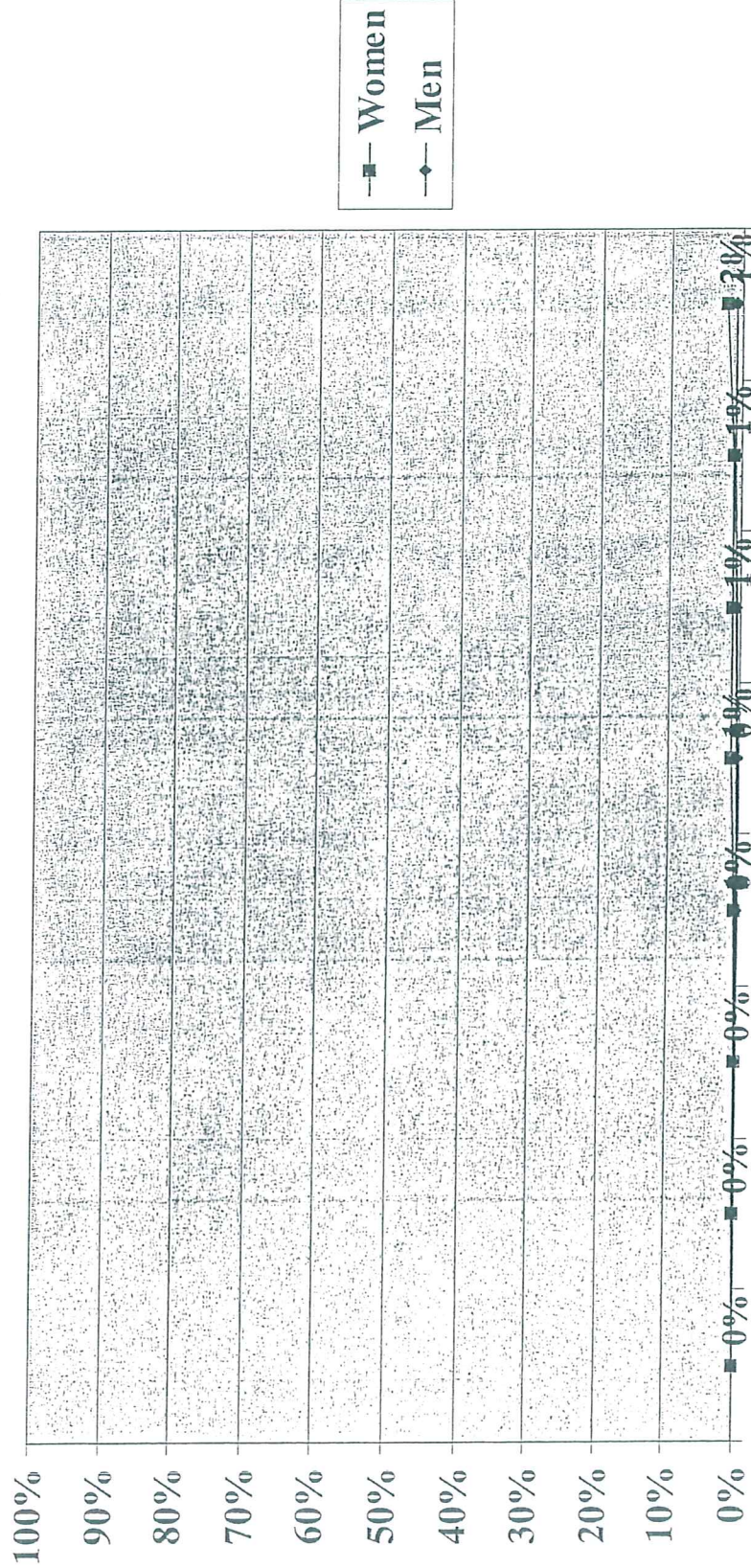
Chart D1: Las Positas College

Percentage of student cohort

who earned certificates, by gender

Cumulative by percentage and semester

Fall 1999 new student cohort (n=1,124)



f99 f99-sp00 f99-f00 f99-sp01 f99-f01 f99-sp02 f99-f02 f99-sp03

Chart D 2: Las Positas College
Percentage of student cohort
who earned certificates, by ethnicity
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

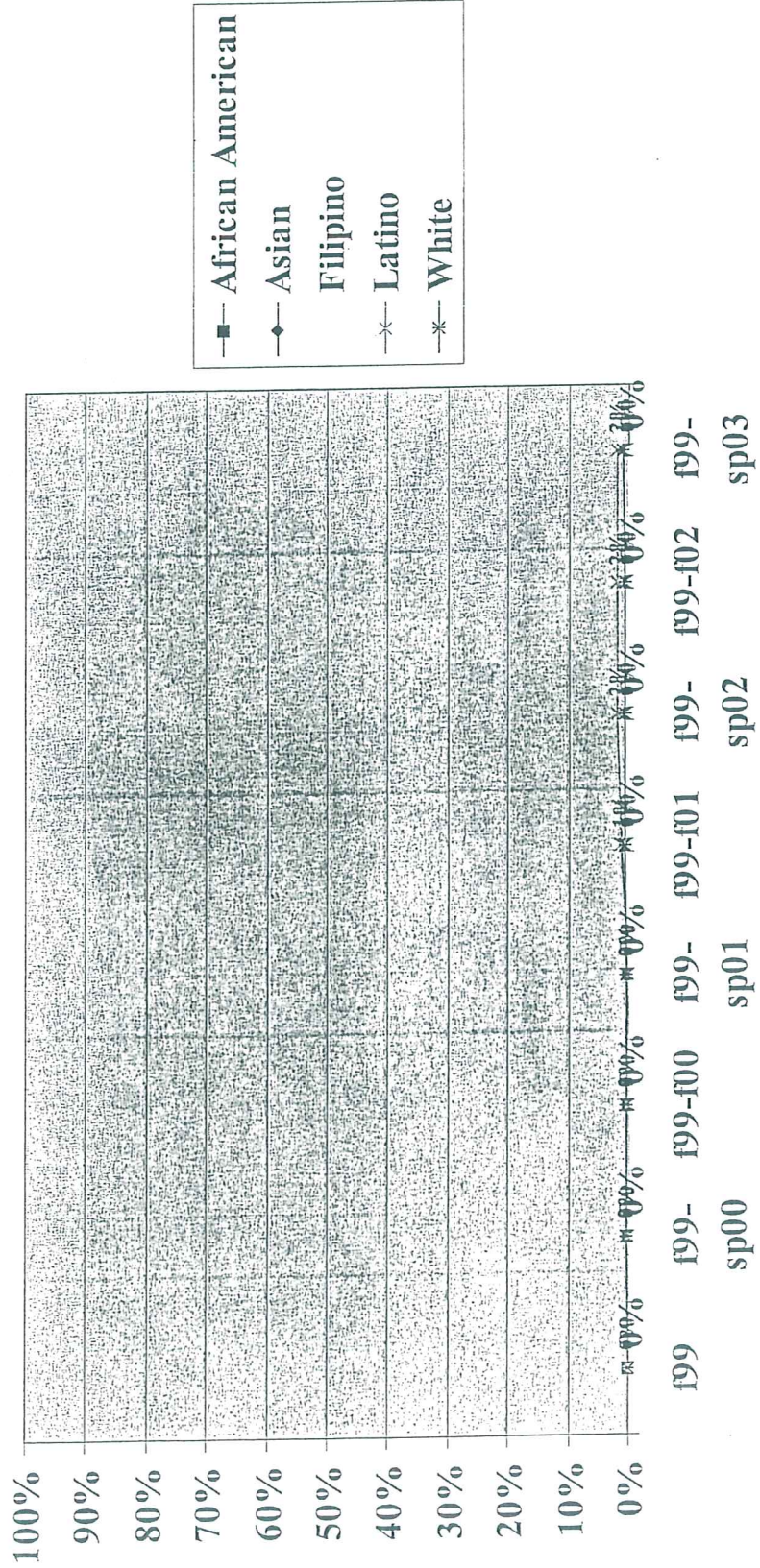


Chart D3: Las Positas College Percentage of student cohort who earned degrees

Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

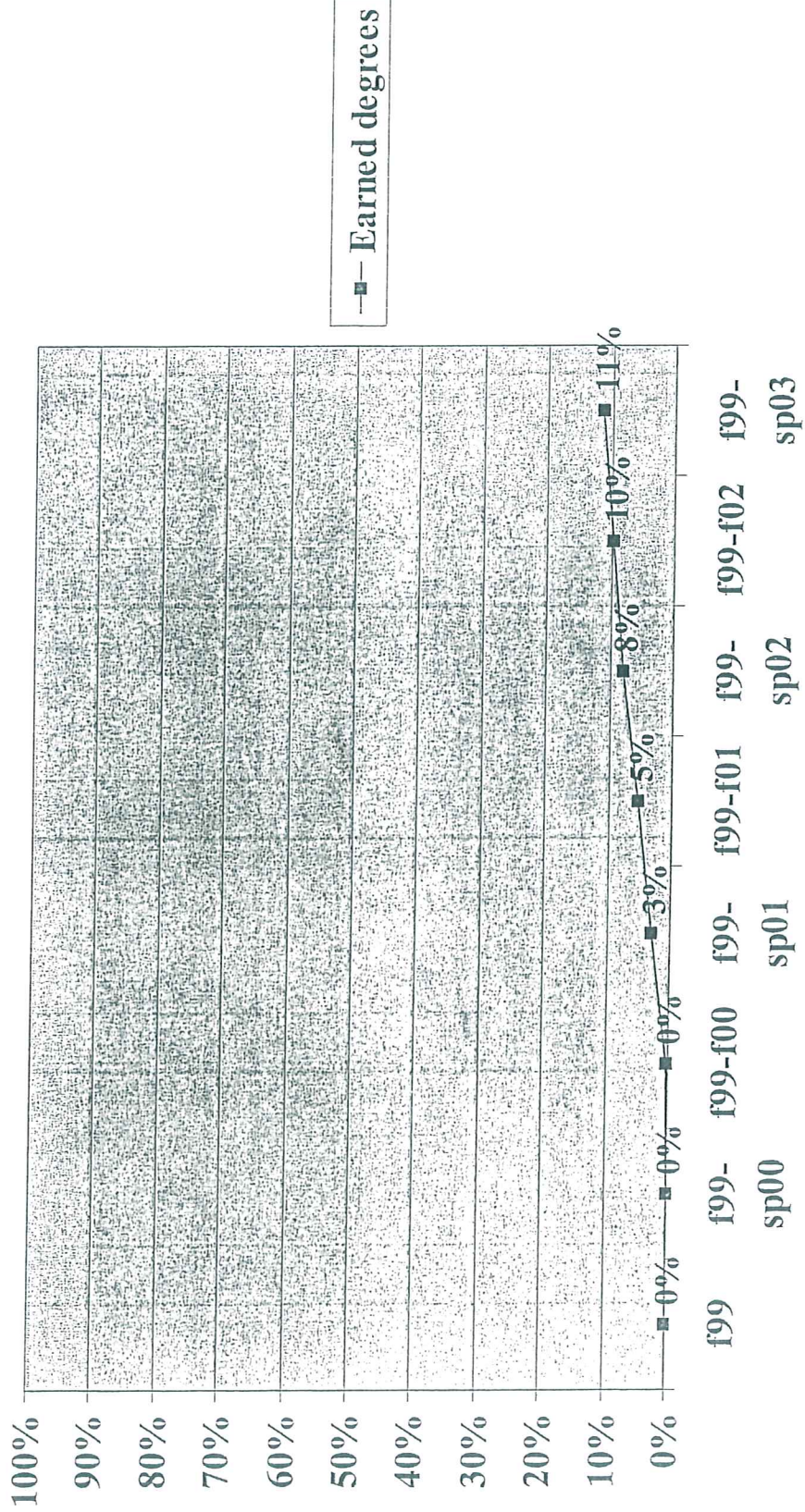
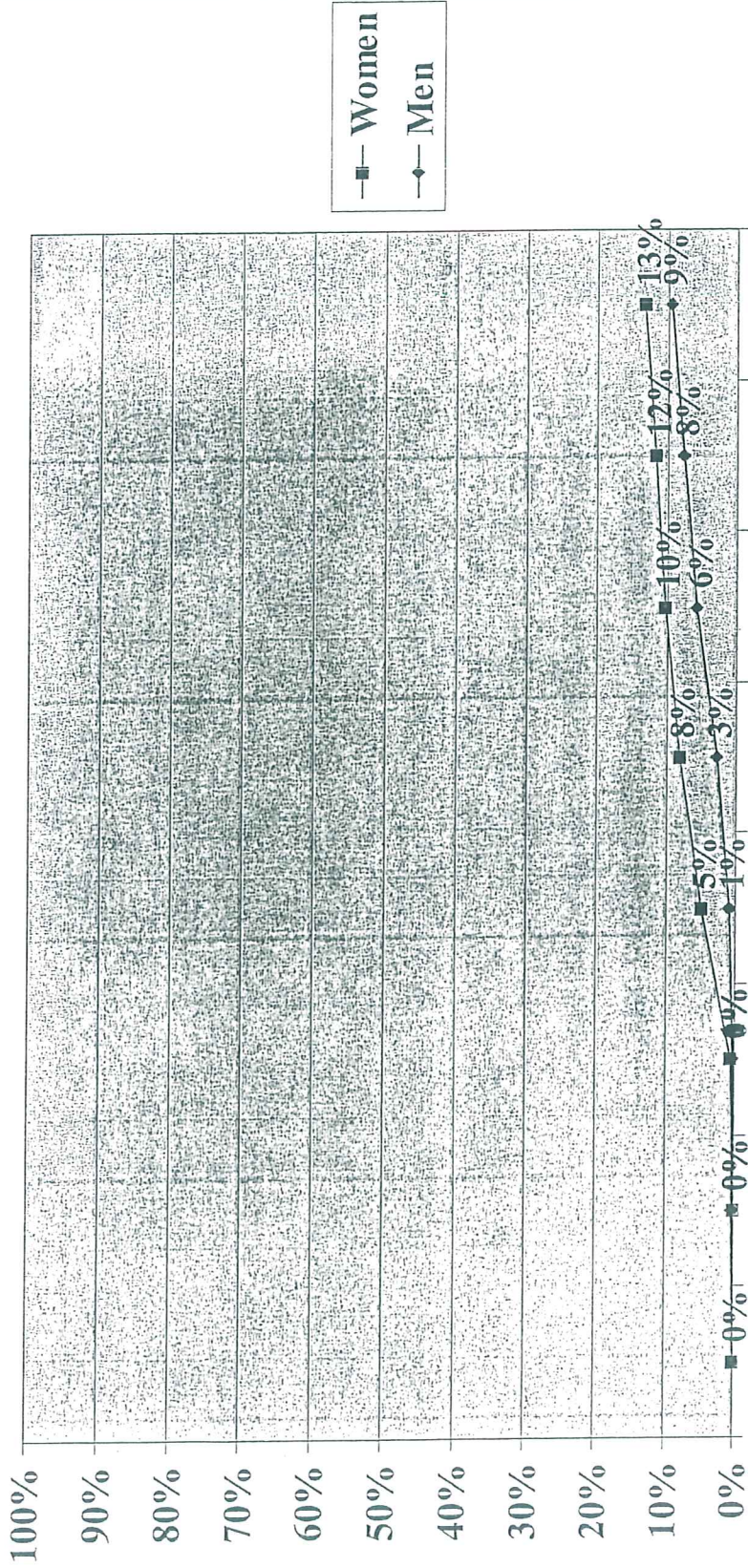


Chart D4: Las Positas College Percentage of student cohort who earned degrees, by gender

Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)



f99 f99-sp00 f99-f00 f99-sp01 f99-f01 f99-sp02 f99-f02 f99-sp03

Chart D5: Las Positas College

Percentage of student cohort

who earned degrees, by ethnicity

Cumulative by percentage and semester

Fall 1999 new student cohort (n=1,124)

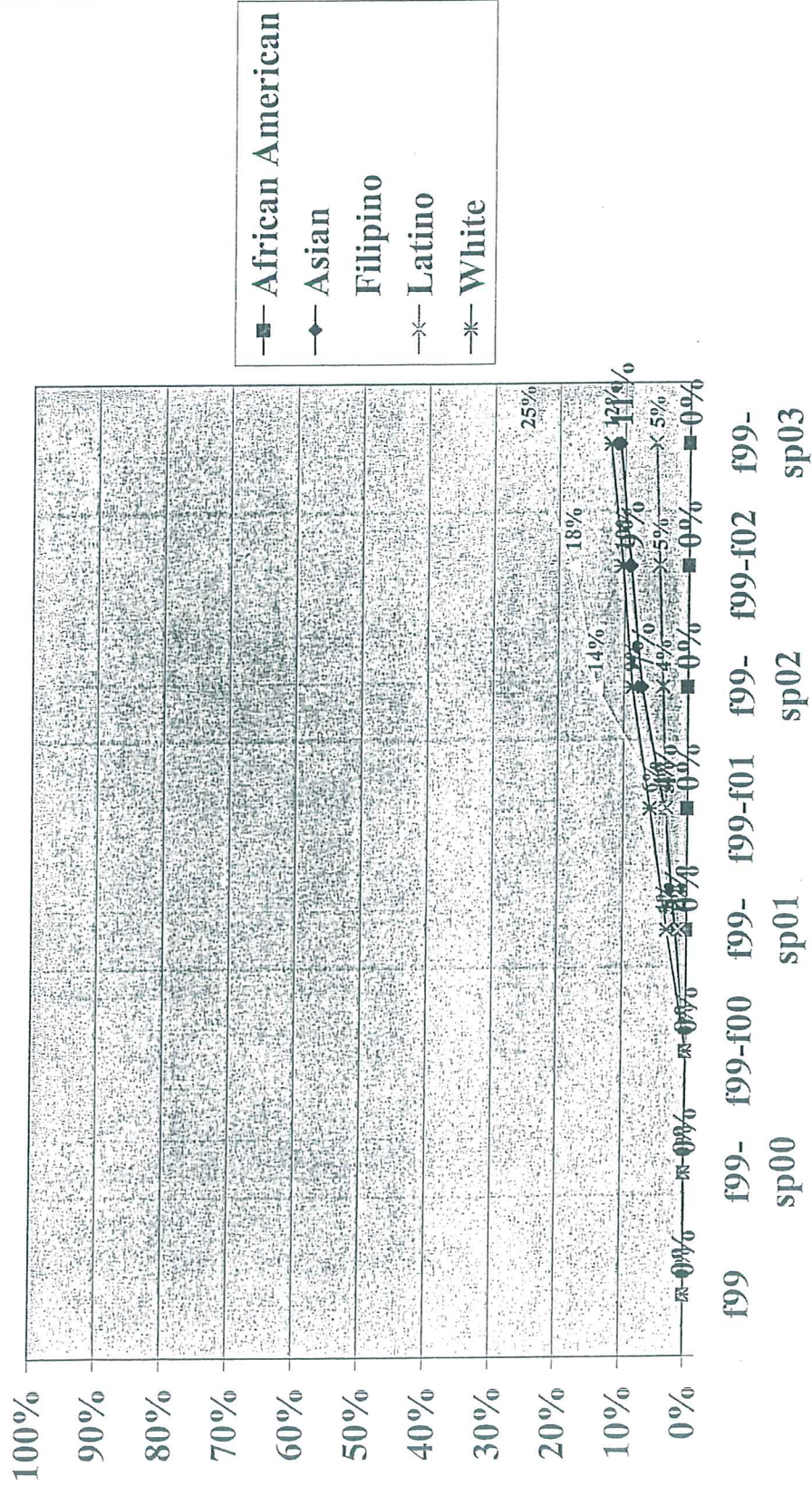


Chart D6: Las Positas College
Percentage of student cohort
who took or succeeded in English 1A
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

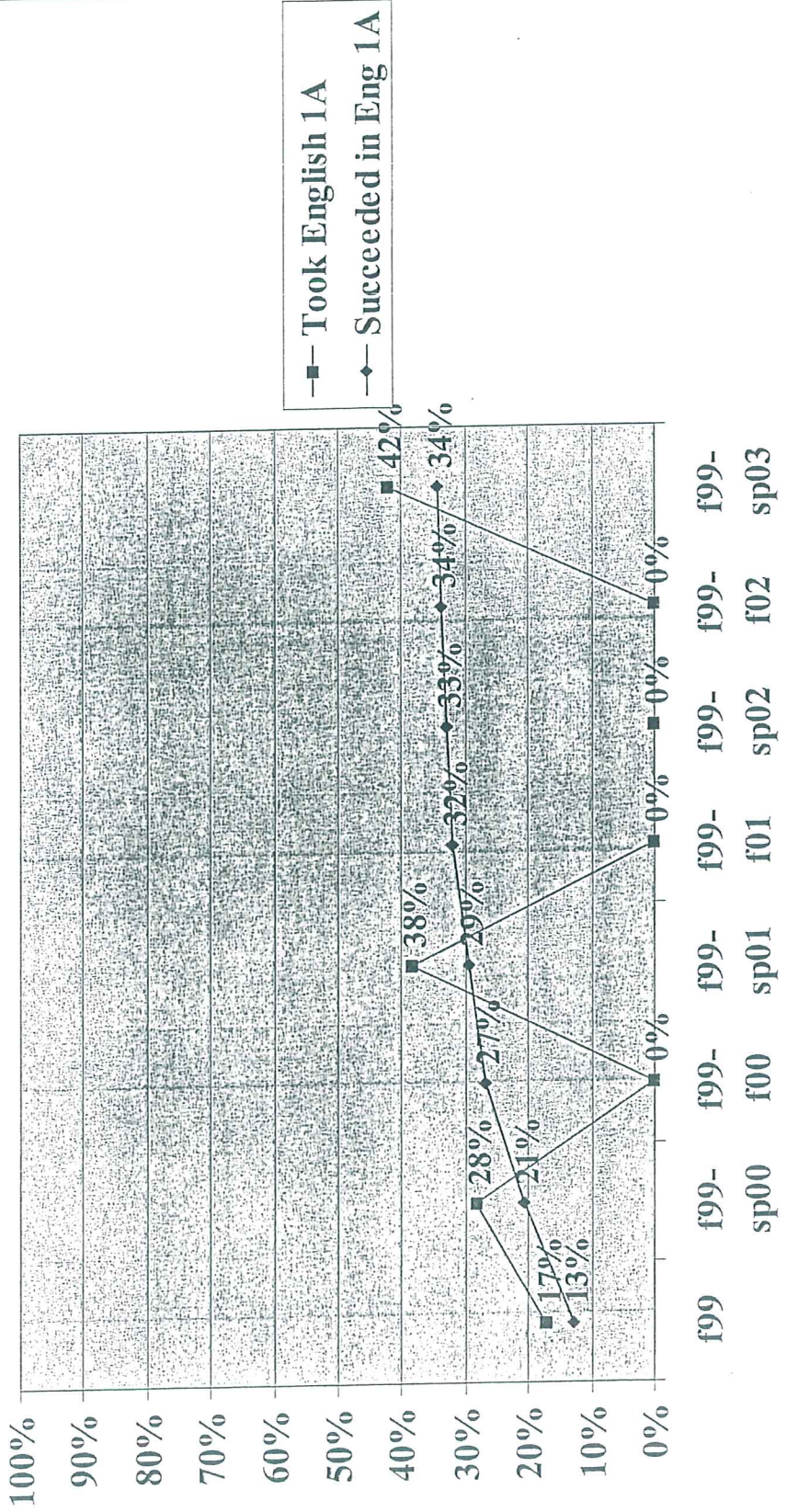


Chart D7: Las Positas College
Percentage of student cohort
who succeeded in English 1A, by gender
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

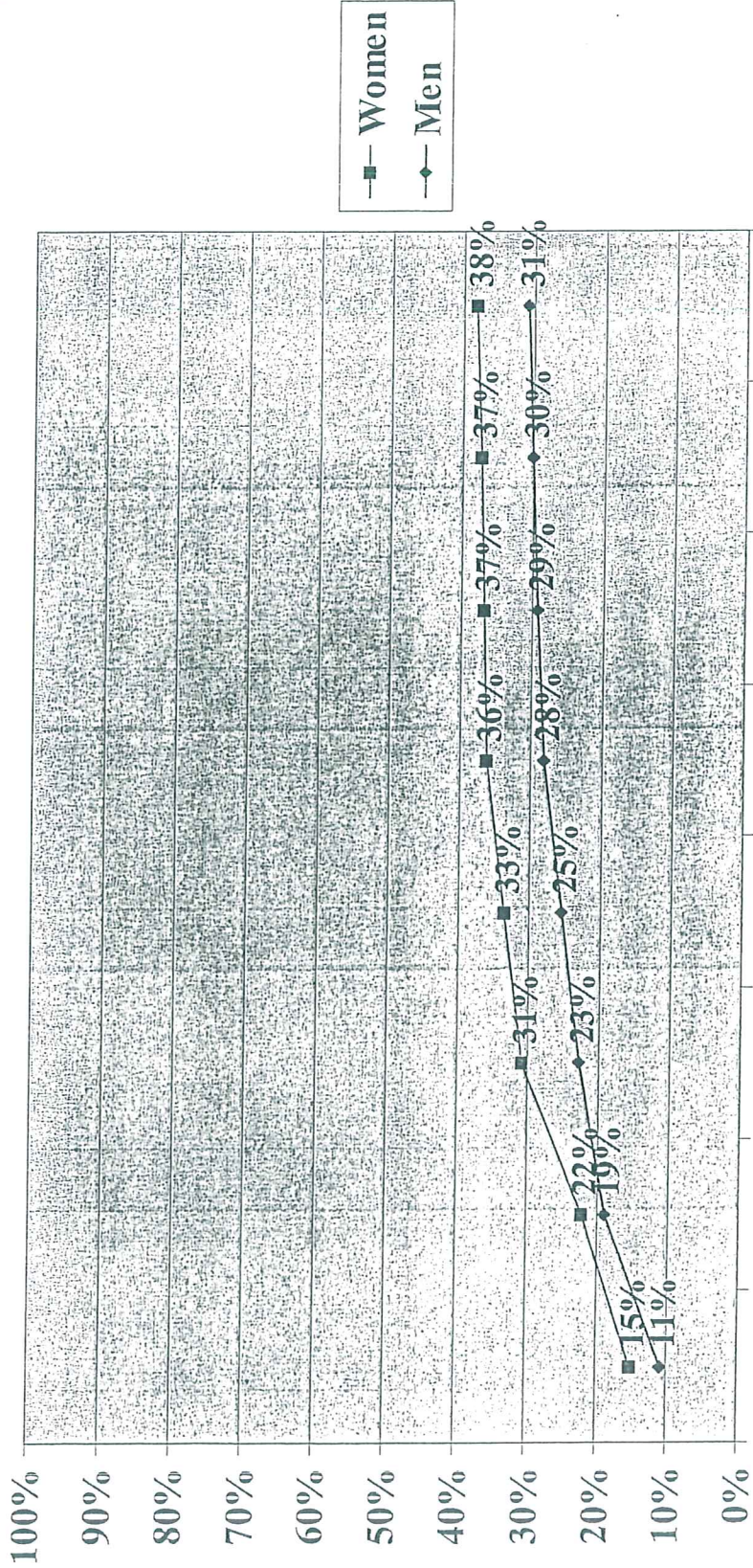


Chart D8: Las Positas College
Percentage of student cohort
who succeeded in English 1A, by ethnicity
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

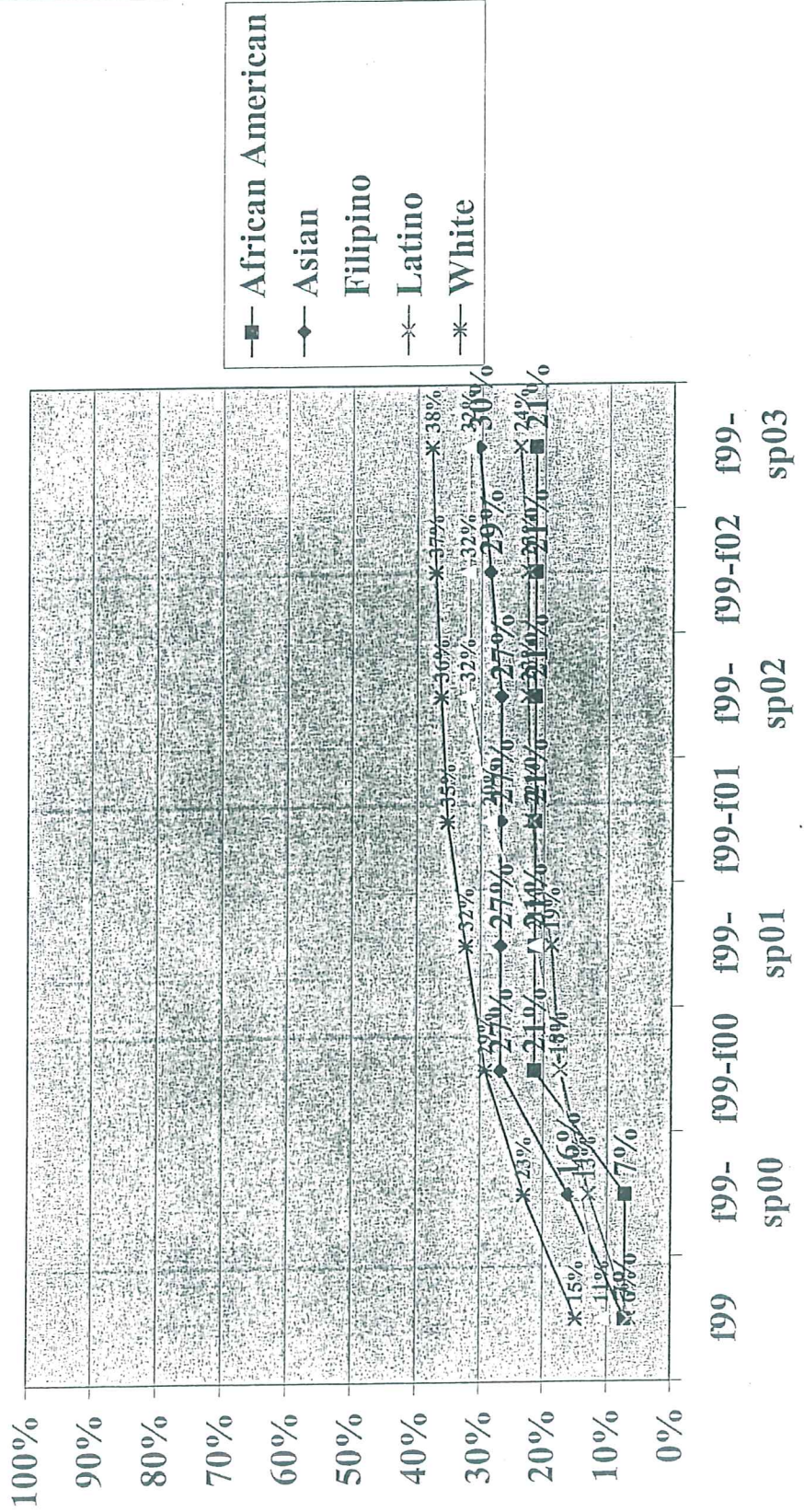


Chart D9: Las Positas College Percentage of student cohort who took or succeeded in College-level Math

Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

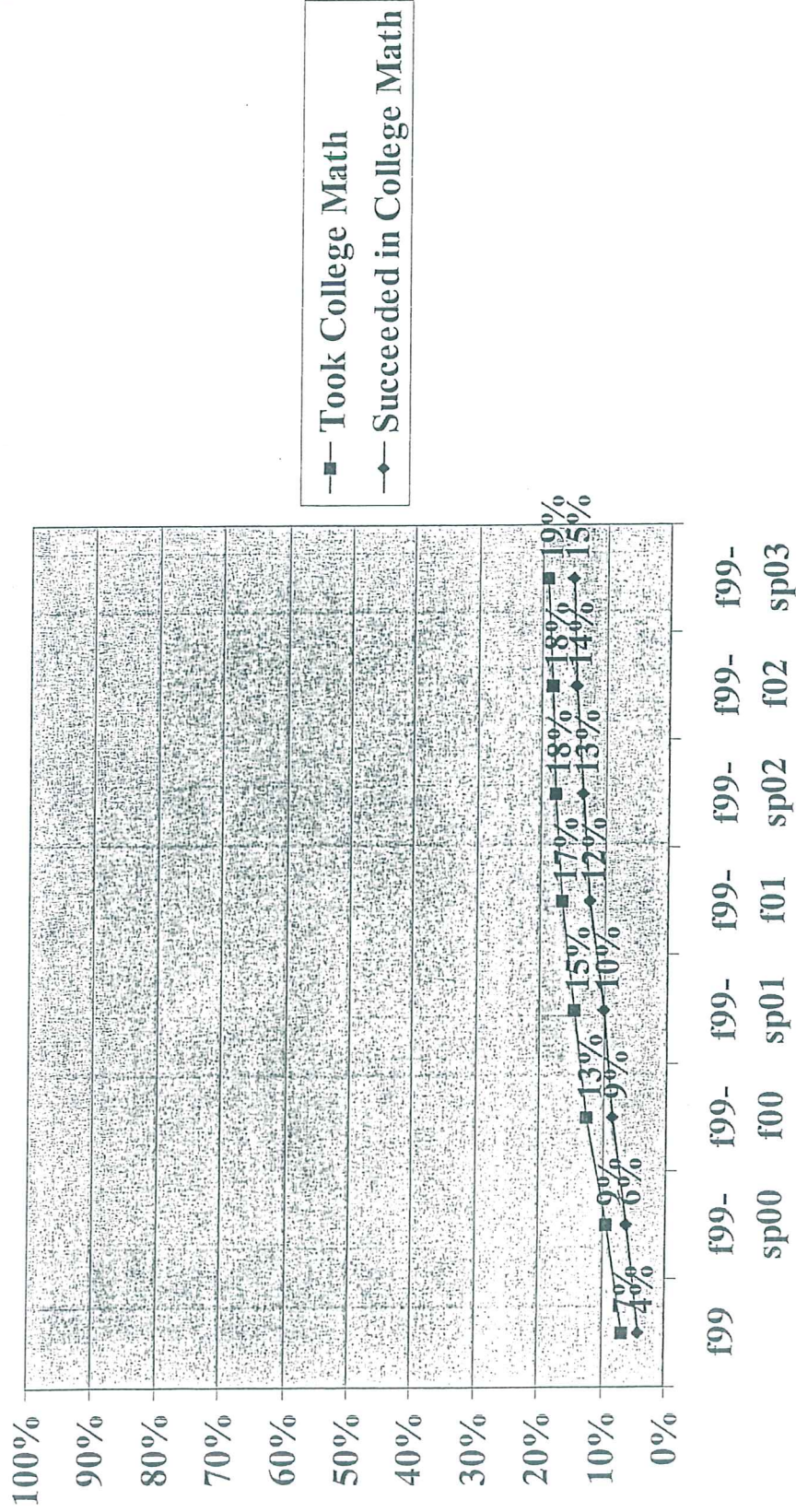


Chart D10: Las Positas College
Percentage of student cohort
who succeeded in College-level Math, by gender
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

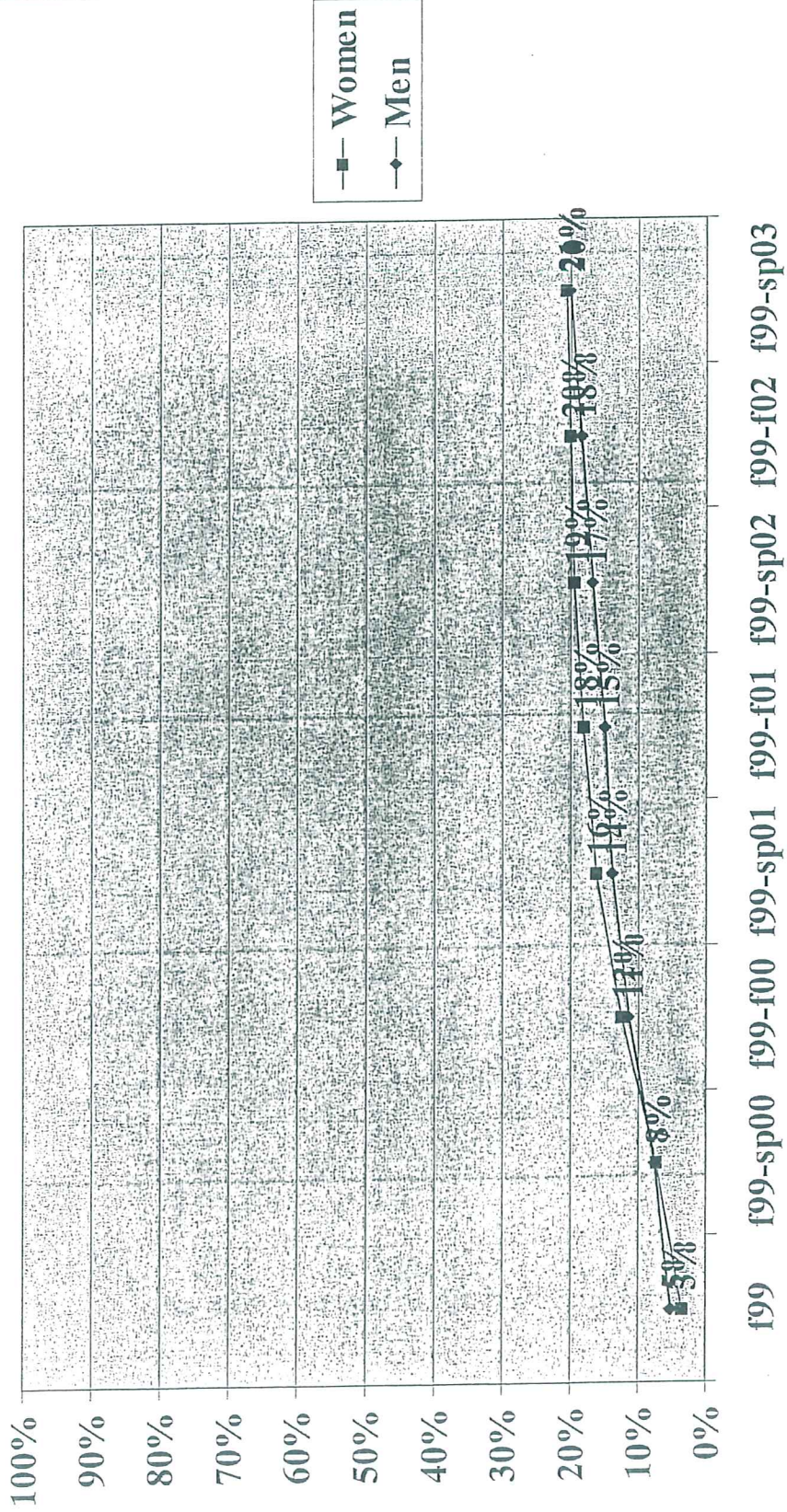
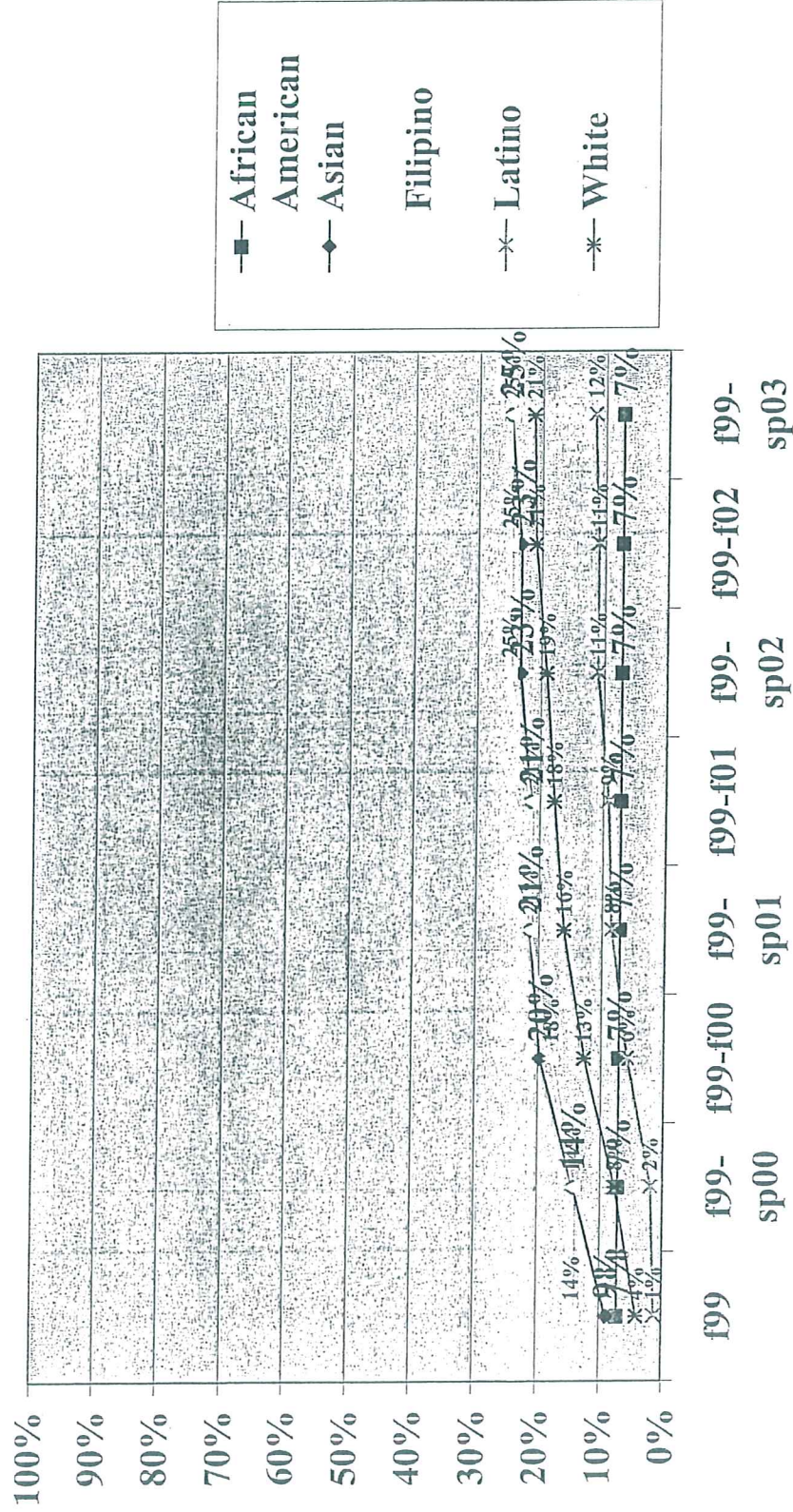


Chart D11: Las Positas College
Percentage of student cohort
who succeeded in College-Math, by ethnicity
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)



CAMPUS-BASED RESEARCH

5. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Data for Degree and Certificate Completion was derived from the CLPCCD Institutional Data Base. The Fall 1999 new student cohort was followed to determine the proportions that become 1) Transfer directed (took college level English or Math) and 2) transfer ready (56+ units/English 1A and college math)

Transfer Directed: 40% of the Fall 1999 new student cohort become transfer directed as of Spring 2003 (See Chart E1). Women are more likely to become transfer directed than men (42% vs. 37% - see Chart E2). White students (43%) and Asian students (43%) have higher rates of Transfer Directedness. Filipinos (36%), Latinos (30%), and African Americans (21%) have lower rates (see Chart E3).

Transfer Ready: 14% of the Fall 1999 new student cohort became transfer ready by Spring 2003 (see Chart E4). Slightly more women than men became transfer ready (15% of women vs. 13% of men - see Chart E5). Asians (21%) and Filipinos (21%) are the most likely to become transfer ready. Fourteen percent (14%) of White students become transfer ready. Only 9% of Latino students and 4% of African American students became transfer ready (see Chart E6).

Chart E1: Las Positas College Percentage of student cohort who became transfer directed (12 earned units and Eng 1A or Coll Math enrollment)

Cumulative by percentage and semester
Fall 1999 student cohort (n=1,124)

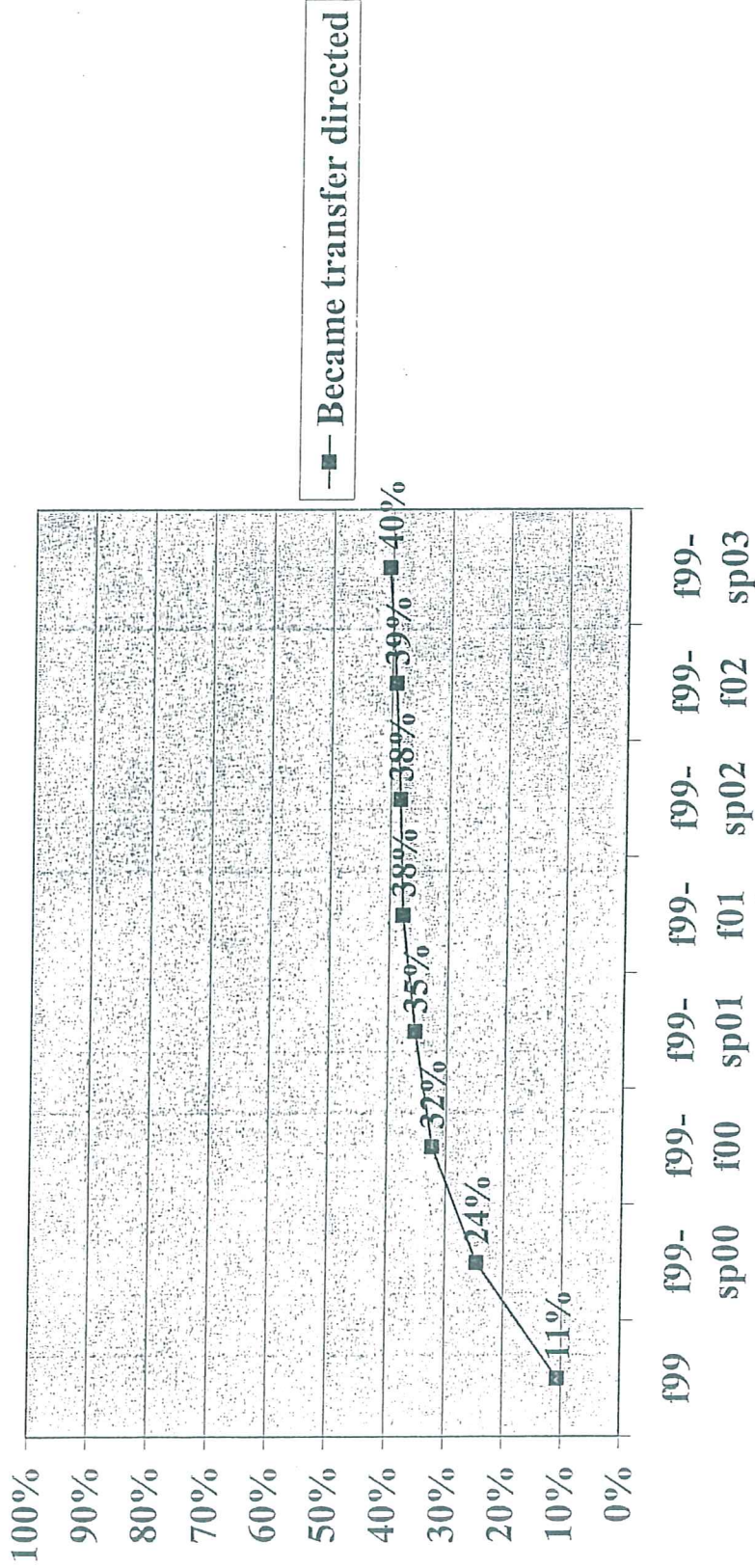


Chart E2: Las Positas College
Percentage of student cohort
who became transfer directed, by gender
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

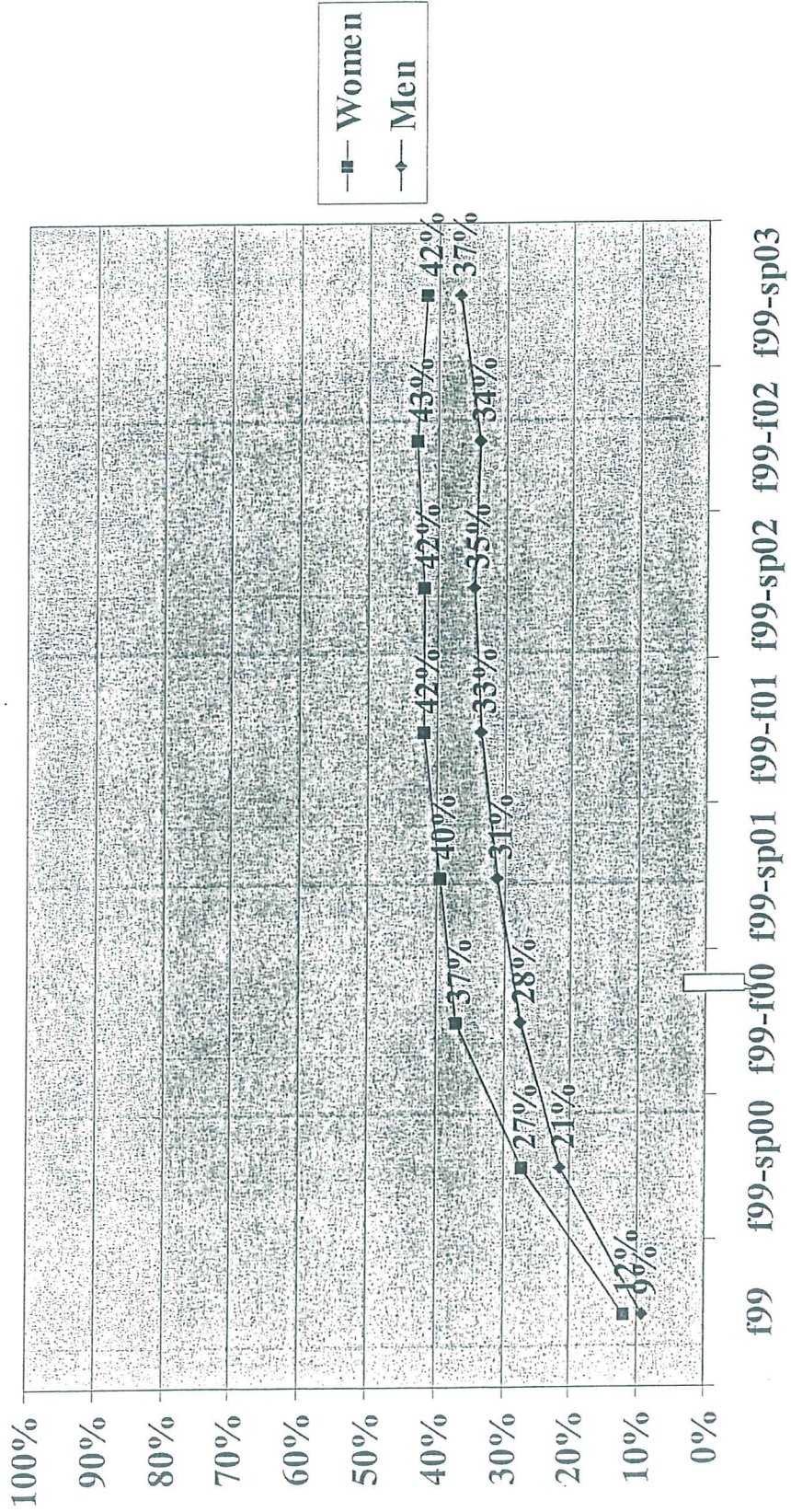


Chart E3: Las Positas College
Percentage of student cohort
who became transfer directed, by ethnicity
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

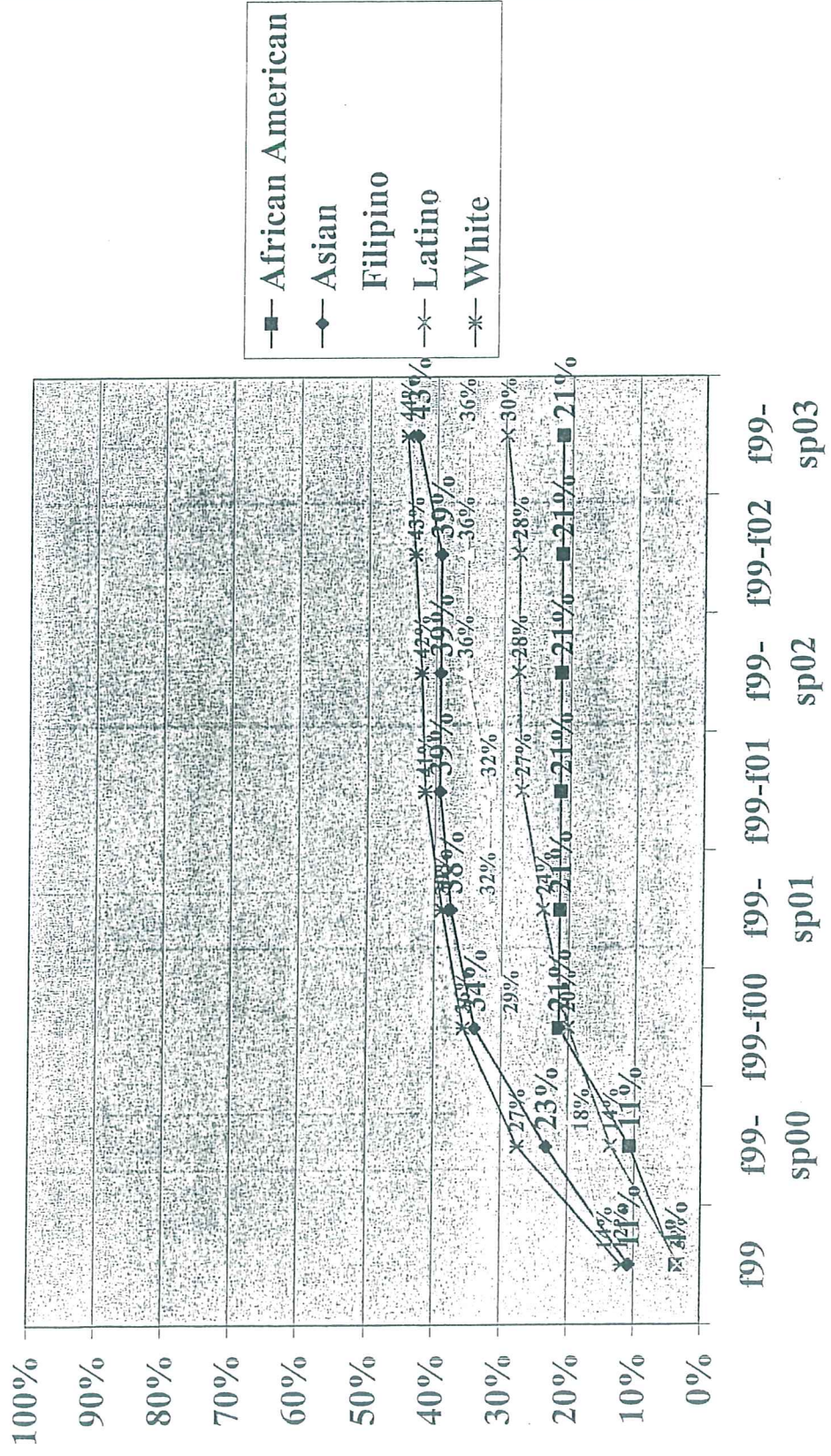
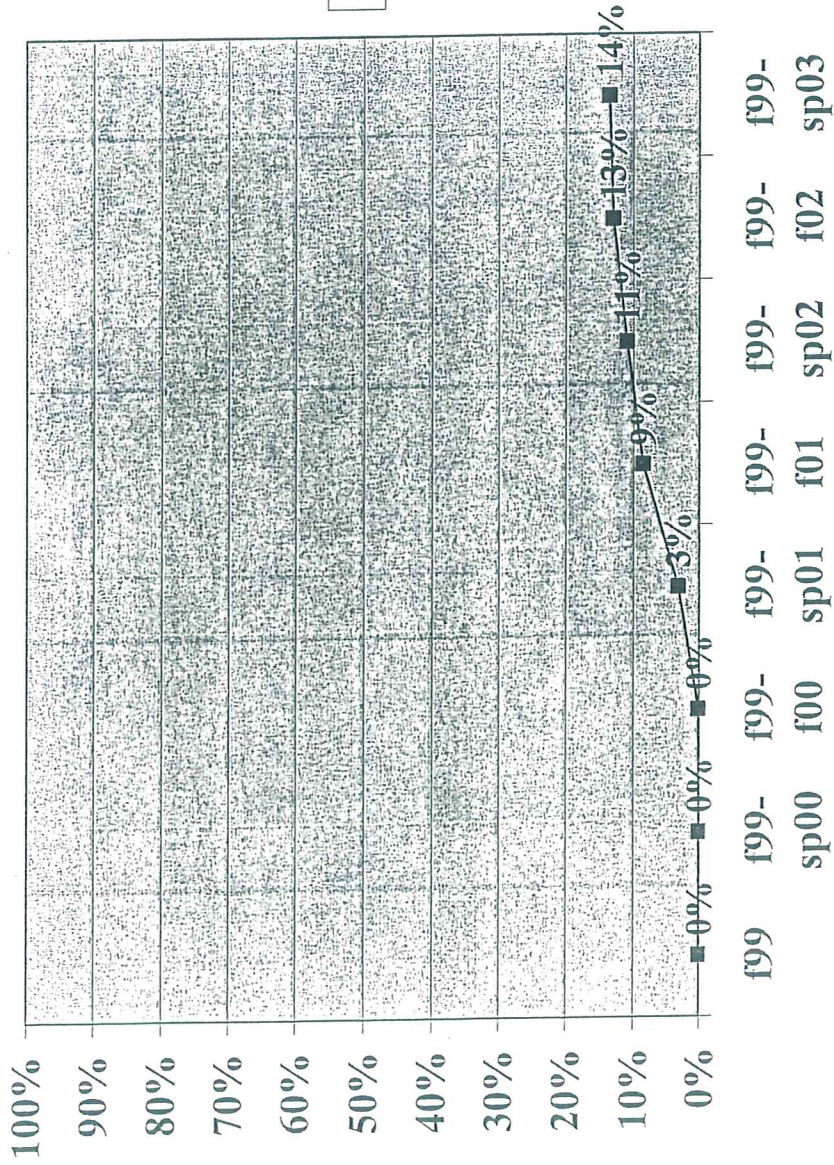


Chart E4: Las Positas College Percentage of student cohort who became transfer ready (56+ units/Eng 1A & Coll Math success)

Cumulative by percent and semester
Fall 1999 student cohort (n=1,124)



■ Became transfer ready

Chart E5: Las Positas College

Percentage of student cohort
who became transfer ready, by gender
Cumulative by percentage and semester
Fall 1999 new student cohort (n=1,124)

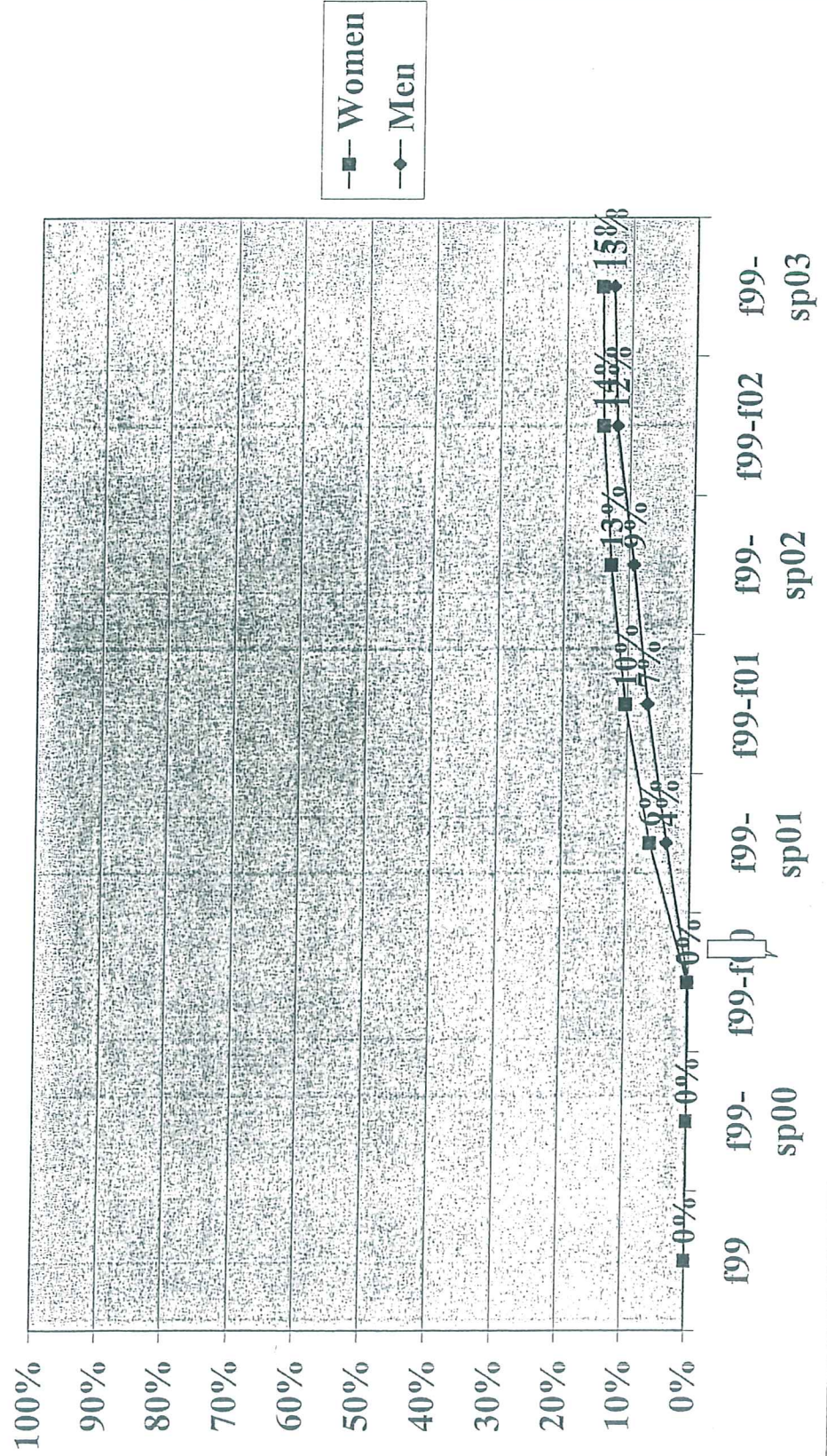


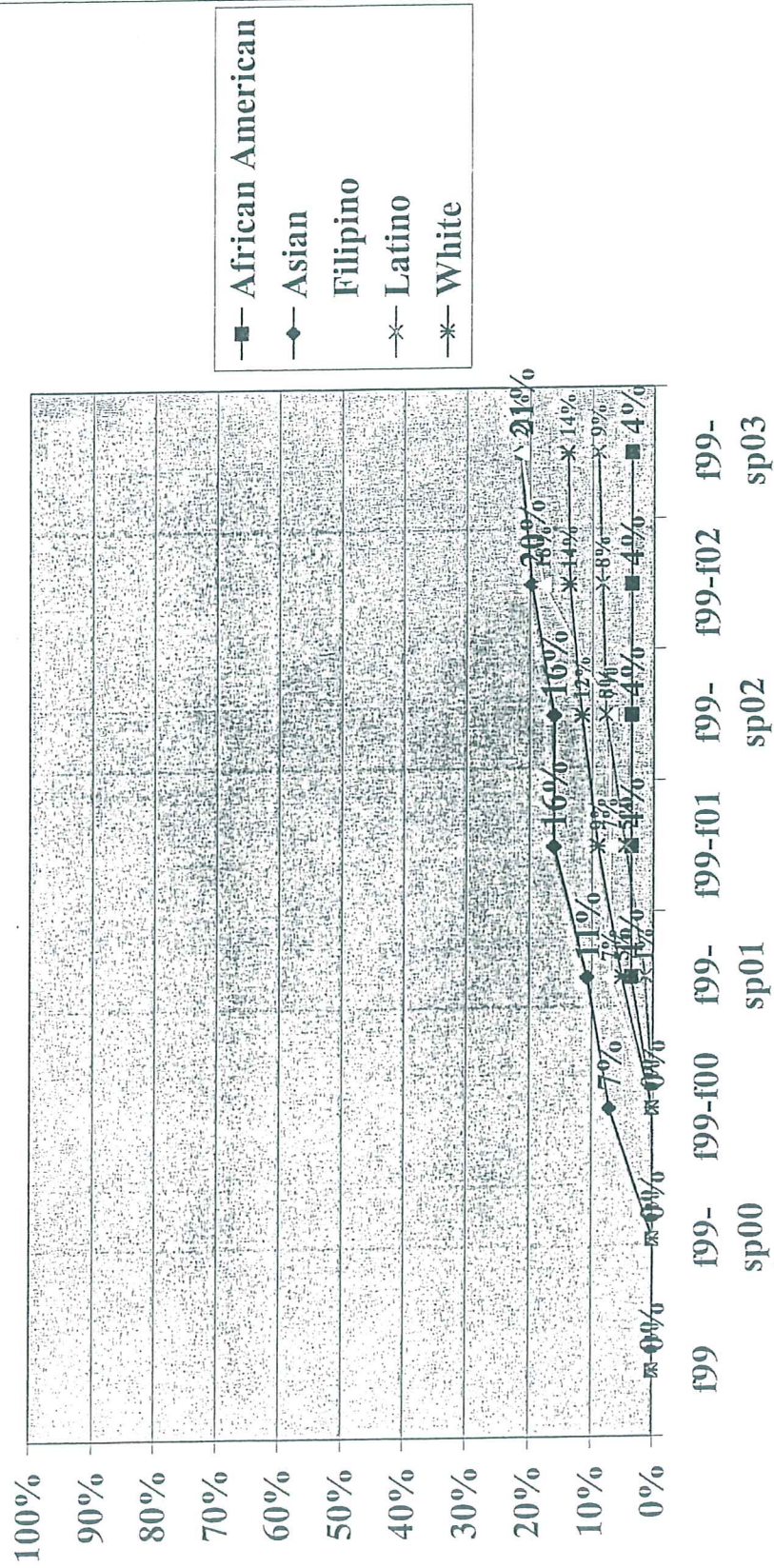
Chart E6: Las Positas College

Percentage of student cohort

who became transfer ready, by ethnicity

Cumulative by percentage and semester

Fall 1999 new student cohort (n=1,124)



CAMPUS-BASED RESEARCH

CAMPUS CLIMATE AND STUDENT LEARNING OUTCOMES (SELF-REPORTED)

For data on Campus Climate we used the Fall 2003 LPC Student Survey. We examined selected variables by gender and race. Correlations were run between each variable and gender/race to determine if there were any statistically significant associations. Although correlations do not prove causation, they can be instrumental in determining patterns and identifying associations between gender, race and the selected variables.

Gender and Campus Climate/Student Outcomes

Female students are statistically more likely to be more satisfied than men with LPC in every aspect tested except their overall impression of LPC. Women report being treated with more respect by instructors, students, office staff, and administrators. Women are more likely to feel there is general respect for differences in race, gender, disability, age, orientation, and religion. Women are more satisfied with their overall experience at LPC and with instructors. Women are more satisfied with the welcoming atmosphere of the college and report more encouragement from instructors to participate/share different viewpoints.

In relation to self-reported gains in student learning outcomes, women report greater gains since enrolling at LPC on 29 of the 34 areas. This data is consistent with our other data sources that show men with lower course success, degree completions, and transfer readiness than women. It should also be noted that this gender gap is a well-known phenomenon in higher education. Generally speaking, men do not have the same retention rates or levels of satisfaction with the college experience as women.

Race and Campus Climate/Student Outcomes

Due to low numbers, correlations were not computed for African Americans, Native American and Middle Eastern students. White students tend to feel that there is more general respect for differences in Race, Gender, Sexual Orientation and Religion than non-white students. White students are also more likely to report encouragement from instructors to participate/share different viewpoints than non-white students. White students reported less gains in 20 out of 34 learning outcomes. This could indicate less growth in this population. Another possible explanation is that these students come to LPC with more skill in these areas and, therefore, do not make the types of gains that other groups do. Another possible explanation is that this group of students is less likely to attribute growth in these areas to LPC than the other groups.

Asian students were less likely to feel treated with respect by other students than non-Asian students. Asian students were also less likely to feel that there is a general respect for differences in Race, Gender, and Sexual Orientation than non-Asian students. Asian students were also less likely to report encouragement from instructors to participate/share different viewpoints.

Hispanic students were less likely to feel that there was a general respect for differences in Race. Hispanic students also reported more gains in 10 out of the 34 areas. This could indicate greater growth by Hispanic students. Another possible explanation is that these students came to LPC with less skill in these areas.

**Table F1: Las Positas College Fall 2003 Student Survey – Campus Climate
Correlations by Gender and Race on Selected Variables**

Campus Climate	Female	White	Asian	Hispanic
Overall Impression of LPC				
Treated with Respect by instructors	.354**			
Treated with respect by Students	.336**		(-).91*	
Treated with respect by Office Staff	.337**			
Treated with respect by Administrators	.336**			
There is general respect for difference: Race	.325**	.167**	(-).116**	(-).088*
There is general respect for differences: Gender	.317**	.106*	(-).132**	
There is general respect for differences: Disability	.334**			
There is general respect for differences: Age	.363**			
There is general respect for differences: Orientation	.346**	.107*	(-).143**	
There is general respect for differences: Religion	.296**	.106*		
Overall Experience at LPC	.379**			
Overall experience with instructors	.355**			
Welcoming atmosphere of the college	.326**			
Encouragement from instructors to participate/share different viewpoints	.246**	.136**	(-).159**	

**Table F2: Las Positas College Fall 2003 Student Survey –Student Learning Outcomes
Correlations by Gender and Race on Selected Variables**

Self-Reported Learning Outcomes	Female	White	Asian	Hispanic
Reading Skills	.112*	(-).157**		.122**
Writing skills	.181*	(-).099*		.104*
Oral communication and speaking skills	.128**	(-).088*		.113*
listening effectively	.218**			
Critical Thinking	.161*	.127**		
Mathematical Skills and Abilities	.119*	(-).088*		
Ability to read, interpret, and generate charts and graphs		(-).123**		
Using numerical data		(-).104*		
Apply knowledge to new situation to solve problems	.152**			
Gathering information from multiple sources	.173**	(-).091*		.099*
Using logic to draw conclusions from information	.149**			
Ability to learn on my own, pursue ideas and find information	.197**			
Develop clear career goals	.203**			
Skills I can use in my current or future career	.240**			
Ability to meet challenges of a rapidly-changing society	.156**	(-).098*		
Ability to meet deadlines and complete tasks	.266**			
Ability to use computers effectively	.147**	(-).121*		
Overall technology literacy		(-).113*		
Awareness of my civic or community responsibilities	.096*	(-).112*		
Appreciation of my role in a democratic society		(-).139*		.091*
Discovering my own potential	.219**			
Performing to the best of my abilities	.279**			
Clarity of my own values and ethical standards	.247**	(-).129**		.097*
Understanding myself-abilities, interests and limitations	.264**			
Ability to set goals and develop strategies to reach them	.267**			
Learning to work cooperatively with others	.229**	(-).108*		
Ability to get along with different kinds of people	.239**			
Awareness and appreciation of diverse cultures and ways of life	.221**	(-).113*		.124**
Recognize my own biases and values	.190**	(-).129**		.129**
Desire to contribute to my community/Society	.208**	(-).145**		
Accepting responsibility for my own actions	.223**	(-).137**		.098*
Demonstrating respect for rights, views, work of others	.213**	(-).129**		.091*
Exhibiting personal, professional, and academic honesty	.212**	(-).105*		
Appreciation for the Arts and the role art plays in Society	.110*			

** Significant at .01, * Significant at .05

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served

GOAL 1. Through strategic and continuous planning, maintain a student body demographic composition that is reflective of the surrounding communities.

ACTIVITY 1.1 Continue to support and expand outreach activities to at-risk students.

- Outreach orientations at the high schools in multiple languages
- Financial aid workshops outreach in multiple languages
- High School Senior Parent Night
- Diversity Week
- Faith Community
- Student Club activities

Lead: Workability III, DSPS, EOPS, VP Student Services, Dean of Student Services, Counselors, Associated Students of Las Positas College (ASLPC), and Campus Student Clubs, Outreach Committee

Timeline: Ongoing

Expected Outcome 1.1.1: The College will maintain a student body demographic composition that is reflective of the surrounding communities, and continually work to develop alternative resources in order to meet college goals.

GOAL 1. (Continued)

ACTIVITY 1.2 Engage in strategic and flexible enrollment management to maximize access to entry level and introductory transfer level courses.

Lead: College Enrollment Management Committee, VP Academic Services, Academic Deans, Faculty

Timeline: Ongoing

Expected outcome 1.2.1: The College students will have greater access to “gateway” courses as demand increases for these courses.

ACTIVITY 1.3 Cultivate alternative sources of funding to ensure sufficient facilities, programs, and services for at-risk groups e.g., Title III Grant, Workforce Investment Act Youth Program, One-Stop Career Center.

Lead: Dean of Student Services, Administrators, Faculty, and College Foundation

Timeline: Ongoing

Expected Outcome 1.3.1: The College will maintain a student body demographic composition that is reflective of the surrounding communities, and continually work to develop alternative resources in order to meet college goals.

Goal Evaluation: Participation data, College Enrollment Management data, program review, outreach committee report, budget review, student learning outcomes assessment.

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

GOAL 2. Improve course completion rate among males, African Americans, Hispanics, Filipinos, and Native Americans.

ACTIVITY 2.1 Create opportunities and outreach to encourage at-risk student populations to use the Math, Writing and Tutorial Centers.

- through mailings
- through classroom presentations to encourage support services

Lead: ILC Staff, Tutorial Program Coordinator, Academic Deans, Faculty

Timeline: Ongoing

Expected Outcome 2.1.1: Students will use resources and join supportive programs to increase successful course completion.

ACTIVITY 2.2 Develop Mentor Programs to encourage college participation of at-risk students to create a sense of community.

Lead: Counselors, Associated Students of LPC (ASLPC), Faculty

Timeline: Fall 2005 – Fall 2006

Expected Outcomes 2.2.1: Students will utilize mentors and more resources to increase course success and retention.

GOAL 2. (Continued)

ACTIVITY 2.3 Assist students to enter college courses for which they are prepared.

- Evaluate the course prerequisites and the learning outcomes for introductory courses.
- Introductory vs. college-wide – look at success of our students for introductory and vocational education courses.
- Evaluate courses by industry to set the standard for prerequisites as far as English and Math – identify potential barriers.

Lead: Student Learning Outcomes (SLO) Task Force, Dean of Student Services, Counselors, Assessment Staff, Faculty

Timeline: Fall 2005 - Spring 2006

Expected Outcomes 2.3.1: Students will complete courses successfully at higher rates due to correct course placement and curriculum outcomes.

Goal Evaluation: Student Surveys, course completion data, analysis, curriculum committee minutes, student learning outcomes assessment.

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3. Increase the number of students who complete a degree-applicable course after completing the final ESL or Basic Skills Courses.

ACTIVITY 3.1 Create outreach plan for at-risk population in order to increase awareness of instructional support recourses.

Lead: Academic Deans, Basic Skills, Title III Coordinator, Basic Skills Coordinators, Outreach committee and ILC Faculty

Timeline: Spring 2005 - ongoing

Expected Outcome 3.1.1: An increase in services and successful persistence to goal attainment will occur for males and other identified at-risk students.

ACTIVITY 3.2 Provide adequate facilities to deliver integrated basic skills supplemental instruction. Create an integrated learning center that is linked to computerized assessment and existing support centers (writing center, tutorial center).

Lead: ILC Faculty, Academic Dean, Tutorial Center faculty, Title III Team, VP Business Services, Counselors

Timeline: Spring 2005 - Fall 2006

Expected outcome 3.2.1: More students will seek out supplemental instruction thereby increasing student success in basic skills and ESL courses.

GOAL 3. (Continued)

ACTIVITY 3.3 Revise and create curriculum to enhance persistence and success in ESL and Basic Skills Courses.

Lead: Basic Skills Faculty, Academics Deans, High Schools Faculty, VP Academic Services

Timeline: Fall 2004 – ongoing

Expected Outcome 3.3.1: Student success will increase in persistence and retention due to revised curriculum, which meets the needs of different learning styles and delivery.

ACTIVITY 3.4 Provide services and curricula to assist DSPS students to make more successful transitions from basic skills course to transfer courses.

- Evaluate current DSPS curricula; look for skills alignment with transfer level courses.
- Create specific supplemental course instruction for students entering transfer courses.

Lead VP Student Services, DSPS Coordinator, DSPS Counselors, DSPS Advisory Board; English, Math and Transfer Faculty

Timeline: Spring 2005 – Fall 2006

Expected Outcome 2.4.1: DSPS students will persist at higher rates in transition from basic skills to transfer courses.

Goal Evaluation: Program Review process, Student Learning outcomes assessments, SAP Financial Aid, Title III progress reports, Attendance Reporting Data, Curriculum Committee, and Enrollment Data.

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL 4. Increase the number of students in all populations who complete degrees and certificates for those that have declared this their goal.

ACTIVITY 4.1 Create tools to assess student’s readiness for transfer and certificate completion. Further, provide additional assistance to at-risk students who are eligible for degrees and certificates.

Lead: Assistant Dean of Admissions and Records, Transfer Director, Student Records Evaluator, Dean of Student Services, Counselors, Director of Institutional Research, Dean of Technology

Timeline: Spring 2005 - ongoing

Expected Outcome 4.1.1: More at-risk students will earn and receive degrees and certificates.

ACTIVITY 4.2 The College will assess its General Education, A.A., A.S., and certificate requirements for potential barriers to student success.

Lead: Academic Senate, Curriculum Committee, District Task Force on General Education, and VP of Academic Services

Timeline: Spring 2004 - Summer 2005

Expected Outcomes 4.2.1: Students will have a pattern of realistic and relevant coursework to complete to meet the college-wide learning goals for degree and certificate completion.

Goal Evaluation: Data on Graduate and Certificate Completers, Program Review, Student Learning Outcomes Assessment, Final Report to District Chancellor, and Accreditation Midterm Report.

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5. The college will increase the number of at-risk that are transfer directed and prepared.

ACTIVITY 5.1 Increase the number of articulation agreements, increase awareness of transfer and concurrent university agreements among students.

Lead: Dean of Student Services, Articulation Officer, Counselors, Faculty Curriculum Chair.

Timeline: Fall 2005 - Fall 2006 (initial evaluation complete then ongoing)

Expected Outcomes 5.1.1: An increase in the number of students who transfer, number of students who take advantage of concurrent university enrollment, increased number of articulation agreements.

ACTIVITY 5.2 Increase the number of students who complete a minimum of 12 units and have attempted a transfer level course in Math or English.

Lead: Math and English Faculty, Academic Deans, Counselors, Dean of Student Services, Transfer Center Staff.

Timeline: Fall 2005 - Spring 2007

Expected Outcome 5.2.1: An increase the number of students who complete a minimum of 12 units and have attempted a transfer level course in Math or English.

Goal Evaluation: Number of Articulation Agreements, Number of Transfer Admission Agreements, Program Review, SLO Assessments, and Enrollment Management Data.

Budget

Sources of Funding

	Activity	Lead	Funding Source
1.1	Continue to support existing and expand outreach activities to at-risk students..	Workability III, DSPTS, EOPS, VP Student Services, Dean of Student Services, Counselors, Associated Students of Las Positas College (ASLPC), and Campus Student Clubs, Outreach Committee	DSPTS, EOPS, Co-Curricular Funds, Matriculation, General Fund, VTEA
1.2	Engage in strategic and flexible enrollment management to maximize access to entry level and introductory transfer level courses.	College Enrollment Management Committee, VP Academic Services, Academic Deans, Faculty	General Fund, VTEA
1.3	Cultivate alternative sources of funding to ensure sufficient facilities, programs and services for at-risk groups (e.g., Title III Grant, Workforce Investment Act Youth Program, One-Stop Career Center).	Dean of Student Services, Administrators, Faculty, and College Foundation	WIA, VTEA, Grants
2.1	Create opportunities and outreach to encourage at-risk student populations to use the Math, Writing and Tutorial Centers.	ILC Staff, Tutorial Program Coordinator, Academic Deans, Faculty	Title III, General Fund, Matriculation
2.2	Develop Mentor Programs to encourage college participation of at-risk students to create a sense of community.	Counselors, Associated Students of LPC (ASLPC), Faculty Senate	ASLPC, General Fund, Matriculation
2.3	Assist students to enter college courses for which they are prepared.	Student Learning Outcomes (SLO) Task Force, Dean of Student Services, Counselors, Assessment Staff, Faculty	Matriculation, General Fund, VTEA
3.1	Create outreach plan for at-risk populations to increase awareness of instructional support resources.	Academic Deans, Basic Skills Coordinators, ILC faculty, Student Services personnel	Title III, Matriculation, General Fund, BFAP
3.2	Provide adequate facilities to deliver integrated basic skills supplemental instruction. Create an integrated learning center that is linked to computerized assessment and existing support centers.	ILC Faculty, Academic Dean, Tutorial Coordinator, VP Business Services, Counselors	Title III, Matriculation, EOPS, DSPTS, General Fund
3.3	Create curriculum to enhance persistence and success in ESL and Basic Skills Courses.	Basic Skills, Faculty, Academic Deans, High School Faculty	General Fund, VTEA, Grant funds

TABLE OF SOURCES *(continued)*

3.4	Provide services and curricula to assist DSPS students to make more successful transitions from basic skills courses to transfer courses.	VP Student Services, DSPS Coordinator, DSPS Advisory Board; DSPS Counselors, English, Math and Transfer Faculty	DSPS, General Fund, Matriculation
4.1	Create tools to assess students' readiness for transfer and certificate completion.	Asst Dean, A&R, Transfer Director, Evaluator, Dean of Student Services, Counselors, Dean of Technology	Matriculation, General Fund
4.2	The College will assess its General Education, A.A., A.S., and certificate requirements to identify potential barriers to student success.	Academic Senate, Curriculum Committee, District Task Force on General Education, VP of Academic Services	General Fund
5.1	Increase current number of articulation agreements; increase awareness of transfer and concurrent university agreements.	Dean of Student Services, Articulation Officer, Counselors, Faculty, Curriculum Chair	General Fund, CAN Grant, Grant Funds
5.2	Increase the number of students who complete a minimum of 12 units and have attempted a transfer level course in Math or English.	Math and English faculty, Academic Deans, Counselors, Dean of Student Services, Transfer Center Staff	Matriculation, General Fund, Title III

Evaluation Schedule and Process
