STUDENT EQUITY PLAN PROGRESS

PRESENTATION TO BOARD of TRUSTEES
May 8, 2012
Dr. Kerry Compton
ACCESS: *The percentage of each student subgroup (ethnic, gender, persons with disabilities) that is enrolled compared to that group’s representation in the adult population within the cities of Alameda and Oakland.*

FINDINGS in 2007: **LOW WHITE AND LATINO PERCENTAGES AT COA (COMPARED TO CENSUS DATA)**

GOAL: To continue to provide increasing levels of access to educational opportunities for all students, particularly the historically underrepresented groups, and to reflect the profile of the adult population served by COA.

OUTCOME: Maintain representation of all groups. Increase numbers of Latino students in accordance with populations in service areas.
ACCESS, CONTINUED

FINDINGS in 2011: DECLINING WHITE, LATINO, AND ASIAN PERCENTAGES AT COA

AFRICAN AMERICAN: FROM 24% IN 2007 TO 23.6% IN 2011
WHITE: FROM 15% TO 14.3%
LATINO: FROM 14% TO 11.8%
ASIAN AMERICAN: FROM 38% TO 28%

OVERALL STUDENT HEADCOUNT: FROM 5952 TO 6838
COURSE COMPLETION AND PERSISTENCE: Percentages of successful completions in degree and non-degree credit courses by students’ subgroups. Percentages of new first-time students by subgroups persisting from fall to spring terms and fall to fall terms, based on census day enrollments.

FINDINGS IN 2007: SUCCESS RATES IN DEGREE AND NON-DEGREE COURSES ARE DECLINING FALL TO SPRING PERSISTENCE IS DECLINING FALL TO FALL PERSISTENCE IS DECLINING AT RISK GROUPS: AFRICAN AMERICANS, LATINOS, NATIVE AMERICANS, FILIPINOS & WHITES

GOAL: Improve success for those “at risk” students for whom retention strategies must be employed to enable successful completion of courses and/or programs.

OUTCOME: Increase course completion rates for all groups, but particularly for African American and Latino students.
## COURSE COMPLETION, cont’d

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<thead>
<tr>
<th>FINDINGS in 2010</th>
<th>SUCCESS RATES IN DEGREE COURSES ARE STEADY</th>
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<tbody>
<tr>
<td>AFRICAN AMERICANS: FROM 52% IN 2007 TO 50% IN 2010</td>
<td>FALL TO SPRING PERSISTENCE CONTINUES TO DECLINE</td>
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<td>ASIAN AMERICANS: FROM 73% TO 75%</td>
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<td>LATINOS: FROM 61% TO 65%</td>
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<td>WHITES: FROM 71% TO 72%</td>
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<td>AFRICAN AMERICANS: FROM 42.7% IN 2007 TO 34.9% IN 2010</td>
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<tr>
<td>ASIAN AMERICANS: FROM 55.9 TO 50.1</td>
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<td>LATINO: FROM 44.1 TO 40.6</td>
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<td>WHITE: 46.5 TO 38.1</td>
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BASIC SKILLS: Percentages of students’ subgroups who successfully completed ESL or basic skill English or mathematics courses and continued to successfully complete a higher-level course in English or mathematics.

FINDINGS IN 2008: ESL RATES APPEAR TO BE SOMEWHAT STEADY FOR SUCCESS AND DECREASING FOR WITHDRAWALS/ IMPROVEMENT RATES APPEAR TO BE INCREASING

ENGLISH SUCCESS RATE STEADY WITH WITHDRAWAL DECREASING/ IMPROVEMENT IS DECREASING

MATHEMATICS SUCCESS RATE STEADY WITH WITHDRAWAL DECREASING/ IMPROVEMENT FLUCTUATING

AT RISK: AFRICAN AMERICANS & LATINO

GOAL: To increase the percentage of students who successfully complete a degree applicable course after having completed the final ESL or basic skills English and math courses.

OUTCOME: Increase in success of students and their continuation to higher level courses.
BASIC SKILLS, CONT.

FINDINGS in 2010: ESL SUCCESS RATE STEADY AT 82%
CREDIT BASIC SKILLS SUCCESS RATE STEADY AT 62%

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DEGREES AND CERTIFICATES: *Trends of award types.*
*Pathway of students’ subgroups with a minimum of 12 earned credits who attempted either a degree or 18+credit certificate.*

**FINDINGS in 2008:** DEGREES AND CERTIFICATES DRAMATIC DECREASE IN 2007-08 / LOWER THAN EXPECTED DEGREE ATTAINMENT: LATINOS, WHITES & MALES/ LOWER THAN EXPECTED CERTIFICATE ATTAINMENT: AFRICAN AMERICANS, LATINOS & DSP STUDENTS.

FOR FIRST-TIME STUDENTS: LOW IN ACHIEVING 30 UNITS – AFRICAN AMERICANS, FILIPINOS & WHITES/ LOW IN DEGREE ATTAINMENT: LATINOS & WHITES STUDENTS ARE MORE LIKELY TO ATTAIN DEGREES THAN CERTIFICATES [ALMOST 3:1]

**GOAL:** To increase the number of degrees (especially in the sciences) and certificates awarded for all under-represented groups.

**OUTCOME:** Increase the percentage of students receiving degrees and certificates by 2% by the end of the academic year 2012.

AFRICAN AMERICAN AND ASIAN AMERICAN STUDENTS DECLINED FROM 25% TO 13% AND 43% TO 35%

LATINO AND WHITE STUDENTS SHOWED SMALL INCREASES
TRANSFER: Transfer trends of students’ subgroups. Pathway of students’ subgroups with a minimum of 12 earned credits who either became transfer directed by completing both English and mathematics transfer level courses, who became transfer prepared by completing 60 transferable units, and/or who actually transferred to a four-year institution.

FINDINGS IN 2008: ENROLLMENTS: UC DECREASING AND CSU SOMEWHAT INCREASING THE RATIO OF STUDENTS FOR THE 2007-08 YEAR IS 3 TO 1 FAVORING CSU. GREATER THAN 3 TO 1 PORTIONS OF AFRICAN AMERICAN, LATINO & FILIPINO STUDENTS ENTER THE CSU SYSTEM.

FOR FIRST-TIME COHORTS TRANSFER DIRECTED STUDENTS APPEAR TO BE INCREASING, TRANSFER PREPARED DECREASING AND TRANSFERS STEADY AT AN AVERAGE 33.5% RATE. STUDENTS NEEDING THE MOST HELP ARE AFRICAN AMERICAN, LATINOS AND WHITES (IN THE EARLY STAGES).

GOAL: Increase the combined number of students (by underrepresented group) who transfer to a four-year institution each term.

OUTCOME: Improved measure of transfer rates (completed transfer) and the rate of transfer readiness. Increase percentage of students who actually transfer by 5% by the end of academic year 2011.
FINDINGS in 2010:

The numbers of students transferring to UCs and CSUs in 2008 was 204; in 2010 134. Similar data on transfer readiness is not yet available.
Student Equity Programs and Strategies  2009 to 2012 and Beyond

What We Have Done:

Established Basic skills based culturally centered learning communities: Adelante, Amandla, & APASS

Established Workforce Development Learning Communities (ATLAS, Career Advancement Academy, Direct Support Professionals)

Expanded Outreach/In-reach and Student Ambassador Program.

Created High touch/high tech Orientation programs

Implemented eCounseling
Student Equity Programs and Strategies  2009 to 2012

Developed Student Leadership course and shifted focus from student activities to Student Leadership and Development

Reorganized Student Services to cluster EOPS/CARE/CalWORKs and Foster Youth Program in one department

Financial aid & Counseling developed collaborative approach to students on probation

Developed relationships with community groups, especially those with a multi-cultural mission

Developed Bi-Lingual Resource List
Student Equity Programs and Strategies  2009 to 2012

Provided training on designing accessible websites

Utilized computers in the Welcome Center

Continued to offer faculty/staff development opportunities (workshops, open mic forum, etc.) to sensitize faculty and staff to the needs and cultural experiences of students. Encouraged the integration of cultural diversity within the curriculum

Participated in the textbook rental program to expand student access to affordable textbooks.

Developed workshops to improve skills in Information Literacy
Publicized all deadlines for financial aid, petitions for degrees and certificates, transfer applications, scholarships, etc. Provided workshops for students in all of the above areas.

Promoted the Associate Degree and Certificate Program by identifying students who are close to completion of degree or certificate requirements and informing them of their status and remaining requirements.

Reported to faculty, staff and feeder high schools the number of graduates by major in the awarding of degrees and certificates for each academic term or year. Included gender and ethnicity information.
Student Equity Programs and Strategies  2009 to 2012

Arranged for opportunities for greater on-site familiarity with 4-year institutions (i.e., video/CD presentations, field trips, publications, such as a Transfer Guide, etc)

Joined with regional community college consortiums to increase concurrent enrollment and transfer guarantee programs

Utilized computers in the welcome center and made student ambassadors (of diverse linguistic and cultural backgrounds) available to assist with online help
Embrace “Positive Deviance”

Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges.
Beyond: The Future

- The *Positive Deviance* approach is an asset-based, problem-solving, and community-driven approach that enables the community to discover these successful behaviors and strategies and develop a plan of action to promote their adoption by all concerned.
Beyond: The Future

From the “Futures Workshop” held Sat., 4/14/12

STRATEGIES FOR THE FUTURE:
Use Empowerment models + strengths & skills-based (online tools to assess self discovery/Meyers-Briggs/multiple intelligences)

Stop silo-ing programs and services (esp. between Student Services & Academics – integrate departments & constituency groups)
Beyond: The Future

Student-teacher hierarchies (no more banking (tiered) system of education

Stop assessments that push instructors & students to teach/learn to a test

Stop Poor, under-resourced technology

Stop lecture only curricula delivery

Implement Learning Tracks where students can directly engage and facilitate campus communication
Beyond: **The Future**

- Streamline documents online (with ability to fill in and submit forms online)
- Implement social media (Facebook or Twitter) to make announcements
- Fully leverage open-source platforms such as Google docs, Twitter, Facebook
- Contextualize curriculum to students’ realities
- Create acceleration opportunities that allow more students to advance more quickly to pre-transfer level classes
Beyond: The Future

Create research group to inquire of all constituency groups what is desired in regards to technology and data gathering

Install internal communications: an inclusive information and communication portal/network to be used with smart phones, tablets

Include technology in the orientation of new students (train in the use of technology)

Desktop support from CIS students

Encourage e-Friends Environment
Beyond: The Future

- Full access to web-based Student Services
- Require Peralta e-mail for all students
- Provide regular “check-ups” for college computers
- Adequate training for all in the use of technology; increased IT staffing at the college
- Training in on-line pedagogy
- Expand hours for college computer labs
Beyond: *The Future*

Increase Computer Information Systems unit requirements for a degree in CIS

Implement Mandatory Orientation, a one to two day intensive Orientation and a two to four semester on-going orientation that includes the use of technology

Don’t put policy and red tape in the way of creative/innovative curriculum (change red tape to dedicate space for innovation & creative curricula development)
Equity for all students can be achieved through “Positive Deviance”

Are You a Positive Deviant?