Laney College
Student Equity Plan

April 18, 2012
ELEMENTS OF THE STUDENT EQUITY PLAN

- Student Access
- Student Course Completion
- Basic Skills Completion
- Degree And Certificate Completion
- Transfer Rates

DISCUSSION POINTS FOR EACH ELEMENT

As articulated in the 2007-08 Student Equity Plan

Current Update(s)
FINDINGS
❖ Latin@s (12% compared to 20%), white (15% compared to 38%), men in general (42% compared to 50%) and students with disabilities 3% compared to 10%) are under-represented in comparison with the service area populations.

GOAL
❖ Develop and implement activities to increase access and enrollment of all populations in the Laney service area, particularly those that are underrepresented.

PLAN
❖ Major outreach initiatives with service area high schools targeting students interested in CTE careers, Ubaka and Puente programs. CAA, Gateway, Green jobs initiatives, LEAP, as well as applying for TRIO grants and for Title V grants for Asian American and Native American Pacific Islander-Serving and Predominately Black Institutions.

OUTCOME
❖ Maintain representation of all groups, particularly historically underrepresented groups to reflect the makeup of the service area population.
COMPARATIVE ANALYSIS:

Highlights...
- 2007 to 2010 – 8.6% increase in student headcount.
- Increasing Community Partners – bringing the “community” back to the college

Challenges...
- Enrollment of Latin@ students continue to be disproportionately underrepresented in comparison to the feeder area population (Alameda County).
- 2007 to 2010 – *Increased race/ethnic designation of “Other/Unknown” by 130%* (2007:1186 & 2010:2725). In order to appropriately respond to student needs, Laney College must work with PCCD to address this phenomenon.

Source:
2007-08 Laney College Student Equity Plan
Peralta Demographic Profile _Fall 2010 Laney College
2010 US Census
FINDINGS
✓ Course completion rates for African-American, Native-American and disabled students are significantly below the average completion rate for Laney College.

GOAL
✓ Progressively increase and maintain an increased course completion rate for African American, Native American and disabled students each year.

PLAN
✓ Hired Learning Skill Specialist to increase success with learning disabled students.
✓ Create programs such as Ubaka, LEAP, Puente which assist foundation skill level students to college level and success. Currently applying for Title 5 grants.

OUTCOME
✓ Increased course completion rates for all students.
COMPARATIVE ANALYSIS:

Highlights...
- 2007-08 Equity Plan and the 2010 PCCD Success Report shows an increase of 3% in student success rates (65% and 68% respectively).
- Analysis indicate considerable increase in student success rates for Native Americans by 15% (from 40% to 55%) and Students with Disability/Ability by 11% (from 60% to 71%).
- Development of the Learning Communities Taskforce, and integrated discourse on Foundational Skills Programming and First Year Experience (FYE)

Challenges...
- Addressing the equity gap: (1) diminished fiscal resources, and (2) personnel.

Source:
2007-08 Laney College Equity Plan
2010 PCCD Success Report_DSPS Program
2011 PCCD Equity Reports_Fall Course Success Rates
FINDINGS

- ESL – Latin@ students, Native American, Pacific Islander and male students have significantly lower success rate in ESL enrollment to completion of degree applicable course.
- Math – African American and Native American students have a significantly lower success rate in Math enrollment to completion of a degree applicable course.
- English – Native American, Hispanic/Latin@, Pacific Islander, White and male students are significantly below the average in course completion and enrollment in same degree applicable subject area.

GOAL

- Increase retention and completion rates of basic skills and ESL students. Goals and activities are focused on instruction and student support programs in Basic Skills/ESL courses.

PLAN

- Coordinated campus wide tutoring, opened writing and math labs for drop-ins. Created programs such as Ubaka, Puente and others to increase completion. Applied for TRIO grants including ESL Trio grant to increase success.

OUTCOME

- Increase basic skills and ESL students enrolling in higher level courses.
COMPARATIVE ANALYSIS:

Highlights...
- 2007-08 and 2009-10 ESL and Math Basic Skills Success rates increased by 5% and 10% respectively.
- 2007-08 and 2009-10 English Basic Skills Success rate maintained at 62% and 61% respectively despite the period of reduced resources (i.e. fiscal and human resource)
- Laney College received TWO 5-year term Federal Grants
  - Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) – 16 only in the nation
  - TRiO Student Support Services

Challenges...
- While English Basic Skills Success Rate has maintained, success rates of students between the ages of 16-18 decreased by 22%. Need to develop focus and strategy for this student group.

Source:
- 2007-08 Laney College Equity Plan
- 2011 PCCD Equity Reports
- 2011 ARCC Report
FINDINGS

- This data suggests a significantly lower level of completion for Hispanic/Latin@, Native American students who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. While this is true, the Native American data is confounded by the small sample size of these particular student populations.

GOAL

- The College will actively support matriculating students in achieving their educational goals.

PLAN

- Increased counseling with additional programs. Better coordination services for matriculating students, increased communication with students, increased referral of students.

OUTCOME

- Increase number of degree and certificate completions for all students.
COMPARATIVE ANALYSIS:

Highlights...
- In 2009-10, Laney College provided a total of 711 awards
  - 451 Associates Degrees
  - 260 Certificate Awards

Challenges...
- 2% and 4% decrease in degree completion for African American/Black and Latin@ Students from 2007-08 and 2009-10 academic years
- Need college and District initiative with a focus to improve outcomes for our Native Americans community.

Source:
2007-08 Laney College Equity Plan
2011 PCCD Equity Reports
**FINDINGS**
- The data showed that African American, Hispanic/Latin@, Pacific Islander, White and other ethnic groups have significantly lower transfer rates than their Asian counterparts.

**GOAL**
- Increase the number of students from underrepresented populations transferring to four year institutions. The college will implement new strategies to enhance counseling programs and services in order to strengthen student transfer rates.

**PLAN**
- Created programs such as Puente, Ubaka, and LEAP to work with students to increase transfer rates. Applied for three TRIO grants, including general, ESL, and disability student services. Applying for two Title 5 grants.

**OUTCOME**
- Increase the number of disabled students and students from all underrepresented populations transferring to four year institutions.
COMPARATIVE ANALYSIS:

Highlights...
- 2011 ARCC Report – Laney College rated 2nd for Community College Transfer
- UC/CSU Transfer of Asian/Pacific Islander and African American students increased by 8% and 3% respectively.

Challenges...
- While there was a 16% increase of UC transfers, the inverse was true for CSU; 16% decrease between 2007 and 2010.

Source:
2007-08 Laney College Equity Plan
2011 PCCD Equity Reports
CONCLUDING THOUGHTS

- It remains evident that Black, Latin@, and Native Americans, as well as male and students with varying abilities (disabilities) are disproportionately impacted creating an equity gaps.

- To address the needs of our foundational skills students...
  - Laney College continues its efforts to reinvent and improve approach to Foundational (Basic) Skills Programming.
  - Laney College has developed a comprehensive and integrated Learning Communities Taskforce
  - Laney College is investigating and defining framework for a First Year Experience (FYE) Program

- It is imperative for the District and Laney College to engage in developing a sustainability plan and intentional investment towards student equity initiatives.