

# College of Alameda 2015-2016 Student Equity Plan Executive Summary

December 8, 2015 Peralta Community College Board of Trustees Meeting

**“At College of Alameda, completion is recognized as an institution wide responsibility across instructional and student services. Improving institutional performance to achieve improved and equitable outcomes for the students we serve is a priority.”**

*Dr. Joi Lin Blake, President*

College of Alameda plays a crucial role in the imperative to make real the promise of higher education for a better life for our students and their families. We understand that institutional effectiveness means that we are capable of making real this essential promise inherent in our charge. Because we feel the urgency of this opportunity, we aspire to greater institutional effectiveness and we embrace equity planning as a key effort to this end.

The College of Alameda Student Equity plan for 2015-2016 signals both the great challenges we face and our excitement that we are emerging as a reinvented community with enhanced capacity for institutional effectiveness. The following summarizes our equity research and planning in six major areas including: **1. Access, 2. Course Completion, 3. ESL and Basic Skills Completion, 4. Degree-Certificate Completion, 5. Transfer, and 6. College Wide & PCCD Initiatives.**

**The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.**



## ACCESS

Males, Veterans and students with disabilities are under-represented at COA. The following strategies will be implemented: 1. Targeted Pre-Enrollment Equity Strategies, 2. *Open Gate*: Ex-Offenders & Foster Youth, 3. *Brotherhood* for Men of Color, 4. IntelliResponse, 5. SAM - MIS System for DSPS. 6. Disabled Students Program and Services Center Renovation, 7. New *Veterans Resource Center* Open Tech Institute.

## ESL & BASIC SKILLS COMPLETION

Basic Skills English groups identified for equity strategies include: American Indian/Alaskan Natives, African Americans, and students with disabilities. Basic Skills Math groups identified for equity strategies include: African Americans, American Indian / Alaskan Natives, Pacific Islanders and Foster Youth. Basic Skills ESL outcome rates for any cohort larger than 10 students over 5 years includes only one group: Hispanics. The following strategies will be implemented: 1. Restructure Learning Communities. 2. Implement “Math Jam” 3. Initiate Multiple Measures 4. Provide Professional Development.

## DEGREE & CERTIFICATE COMPLETION

Groups identified for equity strategies for improved Associate Degree Outcomes include: Foster Youth, Hispanics, Pacific Islanders, Low Income, African Americans, Males. Certificate completion groups include: Low income students, Hispanics, and African Americans. The following strategies will be implemented to increase degree and certificate completion for identified groups: 1. Embedded librarian to improve information competencies, 2. Equity coordination ATLAS, 3. Career Development - InterviewStream, 4. Provide Professional Development.

## COURSE COMPLETION

The following groups are identified for course completion equity strategies: African Americans in distance education; in non-distance education African Americans, American Indians / Alaskan Natives, students with low incomes, and foster youth. The following strategies will be implemented to increase course completion for identified groups: 1. Brotherhood Tutoring, 2. Equity Service Integration with Existing Categorical Programs, 3. Leverage CAYES Grant to increase services to Foster youth.

## TRANSFER

Groups identified for equity strategies include: African-Americans, Hispanics, Filipinos, students with disabilities. The following strategies will be implemented to increase transfer for identified groups: 1. Diversify STEM Pathways – MESA Equity, 2. Transfer Academy, 3. Increase ASTI enrollment, 4. Pathways to Law School, 5. Tour HBCUs.

## COLLEGE WIDE & PCCD INITIATIVES

Additional initiatives will be implemented, which are considered college-wide and intended to impact equity across the college: 1. College of Alameda Promise - Open Tech Institute, 2. College Based Researcher, 3. Equity Coordination in Student Activities, 4. Financial Capability Center, 5. Collateral materials, equity supplies, 6. PCCD Equity Coordination, 7. PCCD Umoja. 8. Professional Development including: Museum of Tolerance, NCORE, Visiting Scholars, COA Bookclub "Pages for Change."

### Access Summary

- The COA service area has approximately an equal number of men and women. COA Males represent at only 42.8%.
- Veterans in the COA service area total 7.4% but equal only 1.4% of COA students.
- Persons with disabilities in the COA service area total 9.20% but total only 3.9% of the COA population.

### Course Completion Summary

- The overall COA success rate for students **in distance education** is 65.25%.
- Among all COA students in distance education, African Americans have a 41.20% success rate compared to White Non-Hispanic students at 69.54%.
- The overall COA success rate for students **in non-distance education** is **66.99%**.
- African Americans and American Indians / Alaskan Natives have a 55.59% success rate and a 51.68% success rate respectively compared to White Non-Hispanic students at 71.52%.
- For students with low incomes in distance education coursework the success rate is 61.82% compared to 68.67% for students not identified as low income.
- The success rate for students not identified as foster youth is 66.20% while the success rate of non-distance education foster youth is 52.23%.

### Basic Skills English, Basic Skills Math and ESL Completion Summary

- Basic Skills **English** Outcome Rates for three identified groups are:
  - American Indian/Alaskan Natives at 4.76% for a gap of 24.59% with the general cohort.
  - African Americans, at 18.37% for a gap of 10.98% with the general cohort.
  - DSPS at 18.75% for a gap of 10.6%.
- Basic Skills **Math** Outcome Rates for the four identified groups are:
  - African Americans at 21.6%, a gap of 9.60%.
  - American Indian / Alaskan Natives at 17.65%, a gap of 13.68%.
  - Pacific Islanders at 17.07%, a gap of 14.26%.
  - Foster Youth at 12.50% a gap of 18%.
- Basic Skills **ESL** outcome rates for cohorts larger than 10 students over 5 years include: Hispanics 9.02%, a gap of 8.38%.

### Degree and Certificate Completion Summary

- The Associate Degree Outcome Rate for COA is 14.12%. Five groups are identified for equity strategies.
  - Foster Youth 7.14%, a gap of 6.98%.
  - Hispanics 8.57%, a gap of 5.55%.
  - Pacific Islanders 9.09% a gap of 5.03%.
  - Low Income 9.56%, a gap of 4.56%.
  - African Americans 10.55%, a gap of 3.57%.
  - Males 11.78%, a gap of 2.34%.
- The Certificate Outcome Rate for COA is 3.81%. Of all cohorts larger than 10 over a five year period, three groups are identified for equity strategies:
  - Low Income 1.99 for a gap of 1.82%.
  - Hispanics 2.45 for a gap of 1.36%.
  - African Americans 2.98 for a gap of .83%.

### Transfer Summary

- The COA transfer rate is 45.79%.
  - At 54.83%, Asians exceed the college rate by 9.04 percentage points.
  - At 46.30%, Whites exceed the college rate by a small margin.
  - Females transferred at a rate of 51.47% vs. Males who transferred at rate of 40.58%.
  - Four groups are targeted for equity strategies.
    - African-Americans' transfer rate is 36.96%, a gap of 8.83% between the COA transfer rate.
    - Hispanics' transfer rate is 35.68%, a gap of 10.11%.
    - Filipinos' transfer rate is 29.41%, a gap of 16.38%.
    - DSPS students have a transfer rate of 26.83% a gap of 18.96%.