A COMMUNITY OF CARING

COLLEGE OF ALAMEDA

2015 – 2018
STUDENT EQUITY PLAN

College of Alameda
STUDENT EQUITY PLAN
2015-2018
Table of Contents

Signature Page **4**

Executive Summary **5-7**

- Target Groups
- Goals
- Activities
- Resources
- Contact Person/Student Equity Coordinator

Campus-Based Research **8-15**

- Overview
- Indicator Definitions and Data
  - Access
  - Course Completion (*Retention*)
  - ESL and Basic Skills Completion
  - Degree and Certificate Completion
  - Transfer

Goals and Activities **16-22**

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Budget **23**

- Sources of Funding

Evaluation Schedule and Process **24**

Attachments **25-43**

College of Alameda
STUDENT EQUITY PLAN
2015-2018

Signature Page

District: Peralta Community College District **Date Approved by Board of Trustees _____**

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EXECUTIVE SUMMARY

A. GOALS

College of Alameda (COA) is one of four Peralta Community Colleges. The Peralta Community College District was established in 1964 with its roots in the history of public education in Oakland. The name Peralta reflects the Spanish land grant to Sergeant Luis Maria Peralta in August 1820 of Rancho San Antonio, upon which the six cities that comprise the Peralta Community College District are now located. We primarily serve the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

College of Alameda (COA) is committed to assuring student equity in all educational programs and college services in a manner that underscores the Governing Board's ***Policy 5300, Student Equity***. "The Governing Board is committed to assuring student equity in educational programs and college services. The Chancellor shall establish and implement a student equity plan that meets the Title 5 standards for such a plan and ensures that all students, especially underrepresented students, have the opportunity to achieve their academic goals."

The Student Equity planning process began in 1996, with the development of the first required Student Equity Plan by the college Affirmative Action committee. The second plan was developed by the Enrollment Management committee in 2005. The college recognized that student equity, while a moral and fairness issue that needed to be addressed, was also a cornerstone of enrollment management, the efforts by an educational institution to manage enrollment by ensuring that students persist, complete their courses, and complete their educational goals. The Enrollment Management committee represented a broad spectrum of the college community. Additional Student Equity plans were developed in 2005 and 2012.

The 2015-2018 Student Equity Plan is a continuum of the earlier efforts; however, its formulation and implementation is campus wide, as the Student Equity Committee (SEC) is comprised of faculty, classified professionals, students and administrators; and is guided by the College's Mission statement *"to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."* In fulfilling its mission, the

college strives to provide its students with the support services necessary to assist them in realizing their educational and occupational goals. Access is open to all who can benefit from instruction at the collegiate level. The College is committed to several programs dedicated to mitigating student achievement and success gaps. These programs include, but are not limited to:

Alameda Promise
California Work Opportunity and Responsibility for Kids (CalWORKs)
Cooperative Agencies Resources for Education (CARE)
Extended Opportunity Programs and Services (EOPS
Financial Aid Program
Learning Communities
Men of Color Initiative
Open Gate
Pathways to Law Schools
Programs and Services for Students with Disabilities (DSPS)
Veterans Affairs

The specific goals of the 2015-2018 Student Equity Plan are:

1. **To close the performance gaps for targeted groups, thereby improving the overall success of all students at College of Alameda.**

2. **To improve student access and retention in COA programs.**

3. **To provide opportunities for increasing diversity and equity for all students at COA.**

B. ACTIVITIES

The College of Alameda Student Equity Committee (SEC) met on several occasions where they presented ideas and recommendations regarding Student Equity Plan objectives, activities and expected outcomes. (See Appendix A for a complete listing of the COASEC Members.) More importantly, the 2015-2018 Student Equity Plan represents written and verbal contributions from faculty, classified professionals, students, and administrators.

This update of College of Alameda's 2012 Student Equity Plan is part of an ongoing institutional effort to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The numerous activities recommended in the Student Equity Plan (SEP) are subject to funding and staffing availability. These activities are necessary to accomplish the goals specified in the Plan:

- Increase outreach to target groups and link with retention activities
- Enhance orientation and counseling efforts for new and continuing students
- Continue to research and evaluate student equity data analysis
- Increase commitment to faculty and staff development
- Increase and institutional support for innovative programs and services that focus on student achievement and equity.

C. RESOURCES

College of Alameda's strong commitment to student access and success is evidenced by an array of educational programs and student services at that provide necessary student support pertaining to the fulfillment of educational goals. Through these resources, the College has successfully implemented innovative programs and services that meaningfully impact the five (Title 5 CCR Sec. 54220) Student Equity Indicators of:

- **Access**
- **Basic Skills and ESL**
- **Retention and Persistence**
- **Degree and Certificate Completion**
- **Transfer**

D. CONTACT PERSON/STUDENT EQUITY COORDINATOR

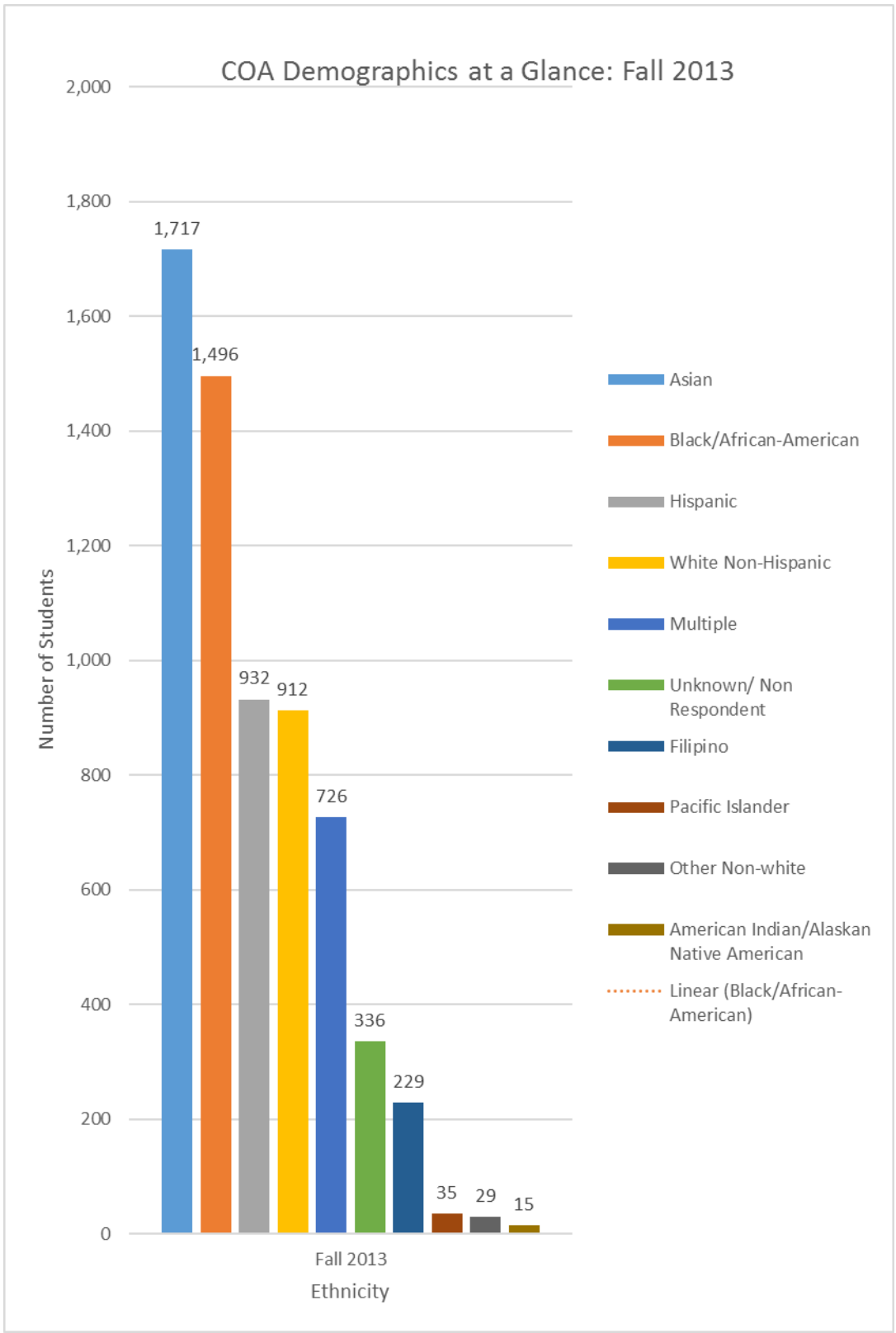
CAMPUS-BASED RESEARCH

I. Overview

The College of Alameda Committee for Student Equity (CSE) was formed September 2014 and its mission and goals grew out of efforts that had its beginning in 2008 when three faculty members met with the administrators to discuss strategies for increasing student success and retention, especially for our students of color who had dismal academic success statistics, and whose advancement from basic skills courses, especially in English, to college level courses was also below other students at the college.

College of Alameda welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity (CSE) will "partner" and consult with the College of Alameda Student Success and Support Program Coordinator, to update the COA Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220; and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.

According to California State Community College Management Information System "Data Mart" there were 5,843 students were enrolled at the College of Alameda Fall 2013. The ethnic description of the Fall 2013 population is highlighted in the following illustration produced by the District Department of Institutional Research.


COA Demographics at a Glance: Fall 2013
2,000
1,800
1,600
1,400
1,200
1,000
800
600
400
200
0
Number of Students
1,717
1,496
932
912
726
336
229
35
29
15
Fall 2013
Ethnicity
Asian
Black/African-American
Hispanic
White Non-Hispanic
Multiple
Unknown/ Non Respondent
Filipino
Pacific Islander
Other Non-white
American Indian/Alaskan Native American
Linear (Black/African-American)

Definition of Student Equity and Student Equity Plans

A general definition of student equity is "parity in the achievement and success of all student populations." Equity also includes open access to college courses and programs for all members of the Peralta Community College service area who select College of Alameda as their “home campus.” The idea is that the student population of a college should be representative of the population of its service area - the primary service area for the Peralta Community College District are the cities of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

We may think of age, gender, ethnicity, national origin, language experience, disability status, military service, socio-economic status, sexual orientation and gender identity, or other relevant identities as we examine issues of equity at our college. Where there are discrepancies in outcomes among identifiable groups, the institution has the obligation to seek remedies for those discrepancies. Title 5 mandates that through their Student Equity Plans, California Community Colleges examine their processes and success in the areas of Access, Course Completion, Degree and Certificate Completion, ESL and Basic Skills Completion, and Transfer Rate.

> “Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student. Equity is about all students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background—the list of diversities within our students goes on and on. This effort has been traditionally referenced as “closing the achievement gaps” between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations. Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school. Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed**." DeAnza Community College, Office of Equity, Social Justice and Multicultural Education, Pathways to Student Equity**

2. Student Equity Success Indicator Definitions and Data

Much of the data referenced in the College of Alameda Student Equity Plan was provided by the California Community College Chancellor’s Office Management Information Systems Data Mart, 2012-2013 Student Success Score Card, ARCC 2012 Report: College Level Indications, and 2010 Census Data for the aforementioned municipalities that comprise the Peralta Community College District. In addition, the committee reviewed data in the 2011 Peralta Equity Report; the Retention and Basic Skills tracking data that was maintained by the District Department of Institutional Research; May 2012 College

of Alameda Presentation to the PCCD Board of Trustees, *Student Equity Plan Progress Report*; and the April 14, 2014 *Analyses of Achievement Gaps for African American and Hispanic Students***,** prepared by the District Department of Institutional Research.

College of Alameda /Student Success Score Card Data

The College of Alameda Student Equity Committee reviewed equity data contained in the California Community College Chancellor's Office Student Success Scorecard, first issued in April 2013 for each of the 112 colleges. The COA Community College Student Success Scorecard, for the 6-year period ending Spring 2013 details student performance, including certificate and degree attainment, transfer rates to four-year institutions, persistence rates, and "momentum points," such as the completion of 30 units, which is typically the halfway mark to transferring to a four-year institution or completion of an associate degree. (*See Appendix A, Student Success Score Card Date for College of Al*ameda)

The Scorecard provides a set of performance metrics, including how effectively College of Alameda moves students through remedial and career technical education. With clear data regarding student success by race, ethnicity, gender, and age, the COA Student Equity Plan Committee also utilized the Scorecard data as a determinate factor when defining goals and activities.

A. *Access: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the college's service areas.*

Previous College of Alameda Student Equity Plans examined the success indicators within the borders of Alameda County. However, there are two other community college districts within Alameda County – Chabot and Ohlone - and the SEC committee believed it more prudent to examine access within the borders that defined the Peralta Community College District. Therefore, 2010 census data for the six municipalities that comprise the Peralta Community College District, as well as the student population data produced by the Peralta Community College Institutional Research Department for the Fall/Spring semester's 2009-Spring 2013, was used as a comparison for the "access" indicator.

Findings:

a. A review of the 2010 Census population data for each of the municipalities (See Appendix B) that comprise the Peralta Community College District indicated that when race was a factor, the White non-Hispanic population constituted the majority in the cities of Alameda, Berkeley, Albany, Emeryville and Piedmont. Only in the City of Oakland, was the White non-Hispanic population less than 50%. However, a review of the California Community Colleges Chancellor's Office, Management Information Systems

Data Mart "Annual/Term Student County Report" for the period 2009-2010 – 2013-2014 indicated that the students of color population at the District and College of Alameda ranged from a low of 63.99% in 2009-2010 to 73.68 in 2013-2014.

Enrollment information for College of Alameda indicated that the students of color population for Fall 2009 was 69.28% and grew to that of 77.72% 2013-2014. (See Appendix C) It should be noted that the student of color population is more than likely higher than that noted, as the percentage does not include "unknown" as this population constitutes more than 12% of the district and college population.

b. A review of the same 2010 Census data by sex indicates that females constitute the majority population in each of the cities that comprise the PCCD service area; and with the exception of Asians, the same when reviewing the College of Alameda "annual term student count" for all of the other racial groups.

c. With the exception of 2013-2014, the "annual term student count" for Asian students at the College of Alameda increased 1-3% from 2009-2010 – 2012-2013.

d. Although the Hispanic "annual student count" for males increased from 10.52% 2009-2010 to 19.44% 2013-2014, this racial group remains 3-4% lower when compared to the "annual student count" for females. More importantly, the Hispanic "annual student count" remains approximately 4% lower when compared to their total representation in the PCCD service area.

d. African American "annual term student count" for females enrolled at the College of Alameda for the period 2009-2010 – 2013-2014 remains approximately 3-4% higher when compared to African American males.

e. Disabled students are reported to be 4.27% of the COA student population. Although the enrollment of students with disabilities increased in 2010-2011, their numbers declined again in Fall 2011.

g. According to the State Chancellor's "data mart," the foster youth population at the College of Alameda has remained under 100 for the past two academic years.

h. According to the College of Alameda Veteran's office, the veteran's population has remained under 100 for the past two academic years.

B. ***Course Completion (Retention) The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term***

The District Department of Institutional Research examined the retention/completion rate for College of Alameda by race from Fall 2008, The analysis covered Spring 2009, Fall 2009, Spring 2010, Fall 2010, spring 2011, Fall 2011, Spring 2012 , Fall 2012 and Spring 2013. (See Appendix D), and encompassed the following:

Only credit courses (CB (04) is in C or D).
Headcount is unduplicated, student is counted only once by college.
Census enrollment, course completion and retention are duplicated by class enrollment.
Census Enrollment = Dropped after census or didn't drop
Course completion (received credit): Grade of A, B, C, D or P
Completion Rate = Course Completion/Census Enrollment
Retained = A, B, C, D, F, IP, I, RD, P, NP
Retention Rate = Retained/Census Enrollment

Findings:

a. Asian retention rate for each of the noted semesters remains above 80%; however, the course completion rate ranges from 75-79%.

b. The retention rate for Hispanic students' was the lowest Fall 2009, 72.40% and highest Fall 2012, 83.00%. However, only one of the 10 semesters being reviewed did the course completion rate exceed 70%, Fall 2012. The remaining semesters the completion rate ranged from 63% to 69%.

c. The retention rate for African American students enrolled the same 10 semesters, ranged from 63.80%, Fall 2009, to 75%, Fall 2012. Of alarming concern was the course completion rate. With the exception of 2 of the 10 semesters being reviewed, the course completion rate remained in the 50+% and for Fall 2009 it was 49%.

d. For three semesters, Fall 2009 and Fall 2011 and Fall 2012, the retention rate for American Indian/Alaskan Native student population was at, or above, 80%. However, the course completion rate for the American Indian/Alaskan Native student only exceeded 70% for two of the 10 semesters being examined.

e. The retention rate for the Filipino and Pacific Islander population for the 10 semesters being reviewed remained in the mid to high 70's. Fall 2010 and Spring 2010, the retention rate for the Pacific Islander population was at, or above, 80%. With the exception of Spring 2010, the course completion rate for the Filipino and Pacific Islander remained alarmingly low. For Fall 2009, the course completion rate for the Pacific Islander was 47%.

f. The retention rate for the White Non-Hispanic student population for 5 of the 10 semesters being reviewed was at, or above, 80%; and the lowest was 76.50 Fall 2009. The course completion rate for the same period ranged from 70% to 77%.

g. A review of the retention/completion rate for males and females for the period Fall 2008 – Spring 2013 enrolled at College of Alameda should command some attention. Of the 10 semesters in which retention/completion data was available, the female retention remained at, or equal to that of males; but their completion rate remained below 70% for 8 of the 10 semesters

C. ESL and Basic Skills Completion - ***The 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, compared to the number of those students who complete such a final ESL or basic skills course.***

An examination English and Math basic skills data for the period 2002-2010 produced by the District Department of Institutional Research indicates the following:

a. The largest population of students enrolled in basic skills English and Math were African Americans. However, a review of the data indicated that they performed the lowest when compared to the other racial groups as their success rate for basic skills English ranged from 36% in 2002 to 36% 2010. Only once, did the success rate for this population group exceed 50%. The success rate for Math was equally as low as the success rate ranged from 35% in 2002 to 42% 2010. Only once did the success rate exceed 50% and that was 53% 2004.

b. Latinos enrolled in basic skills English and Math performed somewhat higher as their success rates for English ranged from 56% in 2002 to 51% 2010. It should be noted that in 2008 the success rate for Latinos was 70%; however, the rate dropped dramatically in 2009 to that of 46%. With the exception of two of 2 of the 9 years being reviewed, the success rates for Hispanics enrolled in basic skills math ranged from 57% in 2003 to 64% 2004. The lowest success rate was 2007, 37%

c. The success rate for Filipinos enrolled in basic skills English course was relatively higher when compared to African Americans and Latinos as their success rate for five of the ten years was above 60%. The basic skills English success rate for this group was comparatively higher than that of African Americans and Hispanic students. With the exception of 2 of the nine years, the success rate ranged from 53%, in 2002, to that of 87% in 2010.

d. A review of the success rate data for ESL students enrolled in basic skills English and Math was equally as compelling all as the racial groups and males/females performed at a higher rate when compared to students whose "home language" was most likely that of English.

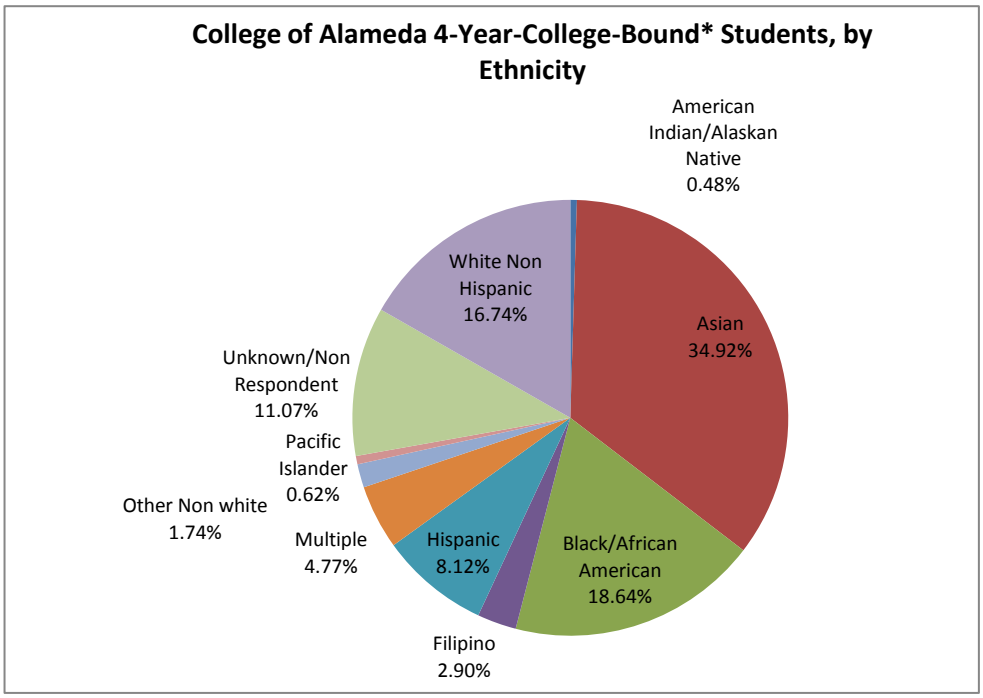
e. A review of the data by gender indicates that women generally performed 5-10% higher than their male counterparts for each of the nine years being reviewed.

A review of the data is that is portrayed in the Student Success Score Card for College of Alameda suggests that it takes African American, Hispanic, Filipino, Pacific Islanders and ESL students enrolled in remedial courses an excessive amount of time to enter into a degree applicable/transfer English and Math course. (See Appendix E)

D. Degree and Certificate Completion - ***The 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 as documented in the student educational plan developed with a counselor/advisor.***

According to the information prepared by the PCCD Department of Institutional Research, 2354 associate degrees were awarded 2001-2002 – 2009- 2010. When the same data was reviewed by race, African Americans were awarded 22.5%, Asian/PI, 38.5%, Latinos, 23.8%, Filipinos, 12.5%. 1023 Certificates of Completion were awarded over the same period of time – 2001-2002 – 2009-2010. Asian/PI remained the highest percentage of persons receiving the certificates. Although the degree and certificate completion information stated on the state "data mart" website is not available by race, it should be noted that the actual number of degrees increased.

E. ***Transfer - The 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.***



College of Alameda 4-Year-College-Bound* Students, by Ethnicity

campus	College of Alameda

Ethnicity	Number_Students	Percentage
American Indian/Alaskan Native	22	0.48%
Asian	1,587	34.92%
Black/African American	847	18.64%
Filipino	132	2.90%
Hispanic	369	8.12%
Multiple	217	4.77%
Other Non white	79	1.74%
Pacific Islander	28	0.62%
Unknown/Non Respondent	503	11.07%
White Non Hispanic	761	16.74%
Grand Total	**4,545**	**100.00%**

* Includes students who completed at least one transfer level course in Fall 2008 or later, and enrolled at a 4-year college or university for the first time in a subsequent term (based on data supplied by CCC State Chancellor's Office Management Information Systems).

GOALS AND ACTIVITIES

Introduction

In order to carry out the mission, goals and intent of the Student Success Initiative, the College of Alameda Student Equity Committee believes that there is an urgent need for the Equity Plan to develop goals and activities that are designed to even "the student success playing field" for under-represented of color populations. However, the Committee recognized from past experiences that dependency on the outcome and continuation of "new programs" did little to insure institutionalization of "best practices." Moreover, the committee recognized that the adaptation and institutionalization of "new ways" must be supported by sound data and evaluation findings. In addition, these same experiences convinced the SEC that the campus-based student equity plans and budget proposals must be linked to college and district institutional and budgetary goals and embraced by the entire College of Alameda "family," i.e. faculty, classified professionals, administrators and students.

ACCESS

Goals, Objectives and Activities – ***The comprehensive plan, known as the Student Success Initiative as well as the Student Equity plan must focus on access, as well as barriers to retention. To do anything less is self defeating. Therefore, the following goals, objectives and activities are being recommended.***

Objectives	Responsible Team	Activities	Expected Outcomes
Identify and implement best practices in the recruitment and retention of - Hispanic Students (especially Hispanic males); - African Americans (especially African American males); - Filipino and Pacific Islander students (especially males); and "special populations" such as veterans, foster youth, and LGBT youth, and ex-offenders	Dean, Enrollment Services COA Outreach/Retention Specialist/SSSP Coordinator/ Representative from Faculty Student Success committee/Dean, Academic Pathways and Student Success/Dean, Workforce Development and Chair, Counseling Department/SSP and Equity Plan Coordinator; faculty and student representatives from the Brotherhood	(1) Develop a comprehensive plan to better coordinate outreach activities. (2) Develop outreach materials, to include Non-English materials. (3) Promote degree, and transfer pathways at COA; including non-traditional career fields and CTE opportunities at COA	(1) Summer 2015, access and retention barriers are identified; and strategies to overcome such are developed, implemented each semester throughout the duration of the equity plan. The responsible team will examine the retention barriers that were identified, as well as the strategies that were developed to determine effectiveness, as well as areas of improvement. (2) 2015: Outreach activities and materials targeting Hispanic, African American, Filipino and Pacific Islander students (especially males) will be developed to expand recruitment. (3) 2015: A coordinated master calendar of events, to, include community and college activities, will be developed and maintained

	Initiative/ representatives from public agencies, non-profit community groups, and faith based institutions		(4) 2015-2016, Student Equity planning is integrated into Educational Master Plan, Student Success and Support Enrollment Management and Program Reviews, etc.
		- Strengthen High School Partnerships and College Readiness: Strengthen collaborative efforts between the College and feeder high schools in the PCCD service area (particularly Cities of Alameda and Oakland): -- Provide additional outreach to underrepresented students at the high schools in the PCCD service area (particularly Cities of Alameda and Oakland).	(1) 2015-16: Student enrollments from the local high schools demonstrate increased student awareness of postsecondary opportunities at COA. (2) 2015-16: Implement plan to strengthen partnerships with local high schools, placing emphasis on math and English curriculum alignment for strengthening college readiness.

COURSE COMPLETION (RETENTION)

Goals, Objectives and Activities – *Increase the percentages of first-time students who return one semester later to take at least 12 units; and increase the percentage of degree-seeking students who attend for three consecutive semesters, especially African American, Hispanic, Filipino and Pacific Islander students, especially the male students in each of the aforementioned under-represented groups*.

Objectives	Responsible Team	Activities	Expected Outcomes
Plan and implement Student Success and Support Program (SSSP) activities especially those that impact the retention and persistence of target groups such as African Americans, Hispanic, Pacific Islanders, and special populations	Vice President, Student Services/Vice President, Instruction/Council of Deans/Chair, Counseling Department/SSSP Coordinator	Implement SSSP activities such as: - Requiring students to complete assessment, orientation, and educational plan as well as declare a major. - Provide incentives such as priority registration to students who complete above core services - Promote full-time enrollment.	Benchmark information as it pertains to persistence and student success rates is identified for all new students who participate in the mandatory SSSP services; particularly for under-represented students in the target groups.

Provide faculty and staff development training to meet the needs of all students, particularly underprepared students, and special populations	Vice President, Student Services/Vice President, Instruction/Council of Deans/Chairperson, Faculty Development Committee/Char, Classified Professional Senate	(1) Promote professional development opportunities on best practices in serving underprepared and special populations (2) Faculty/Classified Professionals apply and/or compete for staff developments resources to attend seminars/workshops that focus on best practices in serving underprepared students and special populations. (3) Recipients of such resources will be required to present a summary of their experience/findings in a setting(s) defined by the Faculty Development committee	Annually evaluate all faculty development activities, publicize results and revise goals and activities as needed.
Promote support programs and activities that focus on retention and persistence	Develop support, and promote programs designed to increase African American, Hispanic, Filipino and Pacific Islander persistence and retention. This includes, but not limited to, EOPS/CARE, CalWORKs, Learning Communities, Brotherhood Initiative, and student clubs	Vice President, Student Services/Vice President, Instruction/Council of Deans/Chair, Counseling Department/SSSP Coordinator/Director, Student Activities and Campus Life.	Annually review relevant APUs, publicize results and revise program goals and activities as needed.

BASIC SKILLS AND ESL COMPLETION

Goals, Objectives and Activities: Increase the academic readiness of first year students enrolled in basic skills and/or ESL courses to enroll in and successfully complete, a degree applicable and/or transferrable college-level course within 1-2 semesters.

Objectives	Responsible Team	Activities	Expected Outcomes
Review Basic Skills Initiative 2010 and develop 3 year Plan (2015-18) to address students lacking college readiness.	VPI, VPSS, Council of Deans, Director, Student Activities and Campus Life, Chair, Academic Senate and Chair, Counseling Department, English and Mathematics Departments. Outreach/Retention Coordinator, Coordinators, Brotherhood Initiative	(1) Support cohort-model programs such as Learning Communities, First Year Experience, Summer Bridge Institute, supplemental instruction, embedded tutoring, and counseling. (2) Analyze student success data in developing curriculum, materials, labs, and dept.-wide assessments. (3) Support faculty development in basic skills and ESL best practices. (4) Explore alternative basic skills curriculum that accentuates acceleration.	(1) Annually, increase the number of basic skills and ESL students by 5% who complete a college-level course in the same discipline. What percentage increase? (2) Annually, COA cohort-model programs will implement and evaluate the impact of their programs on student achievement and report findings publicly to college constitutes in settings such as Flex Day, Colleagues in Conversation, and Summer Faculty Institute.
Provide comprehensive student support resources for entering freshmen.	VPI, VPSS, Chair, Counseling, Council of Deans, Chair, ESL, Basic Skills faculty, cohort faculty, Coordinators, SSSP and Equity Plan Coordinators/Assessment Center and LRNE Coordinator/student representation from the cohorts and ESL classes.	(1) Research and identify multiple measures that can be used to develop a college readiness indicator, along with effective practices to assist underprepared students. (2) Explore the usage of multiple measures when assessing English and Math readiness. (3) Require all students to complete assessment, orientation, and student education plan. (4) Use Flex day to present information	(1) By 2015-16, the "team" will have reviewed the WestEd "*Types of Multiple Measures Used in California Community College Mathematics, English, and English as a Second Language Course Placement: Summary Report of Survey Results*;" and explored the usage of multiple indicators and sources of evidence of student learning. (2) By 2015-2015 explore the usage of multiple measures that might include analysis of demographics, perceptions, student learning and school processes as a means of assessing English and Math readiness. (3) 2014-15, College will implement process and procedure that requireall students complete assessment, orientation, and student education plans. (4) 2015-15, Fall and Spring Flex Day programs will include presentations and/or workshops that focus on student success

		that would support ESL students, including best practices as it pertains to the development of acceleration strategies for ESL classes.	strategies that address ESL students.
Provide support needed to insure digital literacy	VPI, Head Librarian	(1) Increase access to digital books through the library. (2) Expand reserve textbook collection on those currently in highest demand and General Education courses.	2016-2017 - Increase course completion rate of underserved population by 2% annual

DEGREE AND CERTIFICATE COMPLETION

Goals, Objectives and Activities – ***Increase the percentage of degree and/or transfer-seeking students who complete a degree, certificate, or transfer, particularly African American, Hispanic, Filipino and Pacific Islander students who are unprepared for college.***

Objectives	Responsible Team	Activities	Expected Outcomes
Require declaration of course of study (first year students)	Vice President, Student Services, Dean, Enrollment Services, Dean Special Programs & Grants, Chair, General and Categorical counseling departments, Admissions and Records Specialist	Design Student Service procedures that insures that all counselors have insured that all incoming students with whom they interact have established a major How?	Spring 2015, 100% of incoming students will declare a degree, and/or certificate, and/or transfer goal and major goal. Create a survey instruction to include student evaluation of counseling efforts, and to identify and document unmeet needs.
Require all students to complete a student education plan	Dean, Enrollment Services, Chairs, General and Categorical Counseling	Insure that information/training related to the development of a Student Educational Plan are included in the orientation 201 curriculum, required EOPS/CARE orientation sessions; and where appropriate, in conjunction with assessment testing and orientation for small groups, especially basic skills students.	(1) 2015-16: 100% of students in special population groups such as EOPS/CARE, CalWORKs, DSPS, Learning Communities, Men of Color Initiative, Veterans, etc. will have a Student Education Plan. (2) 2015-2016: Develop a systematic plan to increase awareness and services to general student population regarding completion of their Comprehensive Education Plan.
Require all continuing students with 30+ units to meet with a counselor at	VPSS, Dean of Enrollment Services, Dean, Special	General and categorical counseling and/or each Division will	2015-16, implement and evaluate plan to increase number of graduating students who meet with counselor to review graduation

least once an academic year	Programs and Grants, Chair, General and Categorical Counseling	contact/email students with **15+ units** and/or students in targeted certificate programs early in semester to encourage contact with counselor. Course unit accumulation, specifically 15+, tend to be positively correlated with completion and wage gain. Evaluate early counseling and monitor graduate rates.	status early.
Conduct comprehensive degree audits for students.	VPSS, Dean, Enrollment Services/Associate Chancellor of Admissions and Records/Vice Chancellor of Technology	Implement degree audit program.	2015-16, degree audit module in PROMT is implemented. Annual data reports indicate increased completion rates of underprepared students. Continue to evaluate annually.
Promote degree/and certificate completion.	President, VPI, VPSS, Council of Deans, Director, Student Activities and Campus Life, Outreach/Retention Specialist, ASCOA Vice Presidents of Operations and Programs/Leaders of all Student Clubs/key community leaders	Use Peralta and College of Alameda website, as well as multi forms of social media to publicize and promote importance of declaring a major early on.	Annually, increase completion rates of students, particularly target groups by 5%what percentage?

TRANSFER

Based on information provided by the District's Institutional Research Department, African American, Hispanic, Filipino and Pacific Islander students are not transferring pertaining to course completion, persistence, it could be inferred that African American, Hispanic, Filipino, Pacific Islander and ESL students languish to long in basic skills and ESL courses and and/or are underperforming in transfer level courses. The Student Equity Committee has determined that the focus of this plan will be on revising the college's basic skills and ESL program/curriculum (see basic skills section) as well as improving course completion and persistence rates. However, the lack of current data did not prevent the Student Equity Committee from proposing objectives, activities and expected outcomes that support the established goal.

Goal, Objectives and Activities - ***Improve transfer rates of all students, especially African American, Hispanic, Filipino and Pacific Islander students.***

Objectives	Responsible Team	Activities	Expected Outcomes
Increase transfer rates for all students, especially African Americans, Hispanics, Filipino and Pacific Islander students.	Council of Deans Chair, Counseling Council of Deans, Department Chair of Chairs Faculty Senate President, Classified Professional Senate President ASCOA President Director, Student Activities and Campus Life All categorical counselors EOPS Program Manager, ASCOA Senators	(1) The goal of transferring to a university/college to be promoted in all recruitment, orientation activities, as well as the newly developed summer bridge program and first year experience program. (2) Publicize the transfer mission through counseling and Transfer Center activities. (3) During the first semester, counselors encourage all students to begin to develop transfer portfolio including personal statement, self assessment/interest inventory (Meyers Brigg), career and academic goal, and become involved in extracurricular activities. (4) All faculty to be encouraged to accompany their classes to any and all Transfer Day activities.	Annually, increase completion rates of students, particularly target groups.

BUDGET – SOURCE OF FUNDING

Integration of the Student Equity Plan into the College's planning and budgeting processes is an institutional priority. The sources of funding for the proposed activities include both internal and external sources of funding. Funding resources include:

- Categorical funding
- General fund allocations for support programs
- General fund allocations for salaries of educational administrators, faculty, and student services and support staff
- General fund allocation for faculty and staff development

College of Alameda will use a sizable portion of its existing resources by shifting emphasis in some programs to fund student equity activities especially those that focus on retention, acceleration, faculty and staff development. However, given the impact of the fiscal crisis of 2009-2013, new general fund and Student Equity Funding resources will be requested to fund an outreach/retention specialist, as well as campus-based research. Given the importance of meeting the goals outlined in this plan, careful consideration will be given to requesting Equity Funds needed to support a Student Equity Plan Coordinator. The College, through its integrated planning process and resource allocation process, will consider student equity goals in allocating faculty and staff resources and strategic proposal allocations.

EVALUATION SCHEDULE AND PROCESS

Evaluation will consist of an annual review cycle involving two components. The first component will be to evaluate the actual results in implementing all proposed activities. The purpose of this evaluation component is to ensure that all aspects of the plan are being implemented. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Equity Coordinator pertaining to activity results, any barriers to carrying out the activities, and a plan to address barriers.

The second part of the evaluation focuses on assessing the "student equity indicators" of the SEP for (1) Access, (2) Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4) Degree/Certificate Completion, and (5) Transfer. The assessment data will become part of the published Instructional Program Reviews, allowing the widest dissemination to the campus community and to the public. The Student Equity Committee will review the data, update the Plan, as well as present to the campus community at events such as Flex Day and Colleagues in Conversation. When deemed appropriate, the committee welcomes an opportunity to present their findings, on an annual basis, to the governing board.

ATTACHMENTS

Appendix a – Members, College of Alameda Student Equity Committee

Appendix B - 2010 Census Data for Cities of Alameda, Oakland, Emeryville, Piedmont, Berkeley and Albany

Appendix C – Student Enrollment Status Report

Appendix D – Fall 2008 – Spring 2013 Retention/Completion Rate for College of Alameda

Appendix E – Student Success Score Card Information