

# College of Alameda

## STUDENT EQUITY PLAN

### 2015-2018

## 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 students 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	(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.

	Equity Plan Coordinator; faculty and student representatives from the Brotherhood Initiative/ representatives from public agencies, non-profit community groups, and faith based institutions		<p>(3) 2015: A coordinated master calendar of events, to, include community and college activities, will be developed and maintained</p> <p>(4) 2015-2016, Student Equity planning is integrated into Educational Master Plan, Student Success and Support Enrollment Management and Program Reviews, etc.</p>
		<p>- 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):</p> <p>-- Provide additional outreach to underrepresented students at the high schools in the PCCD service area (particularly Cities of Alameda and Oakland).</p>	<p>(1) 2015-16: Student enrollments from the local high schools demonstrate increased student awareness of postsecondary opportunities at COA.</p> <p>(2) 2015-16: Implement plan to strengthen partnerships with local high schools, placing emphasis on math and English curriculum alignment for strengthening college readiness.</p>

### 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	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.

		core services - Promote full-time enrollment.	
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 development 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
<p>Review Basic Skills Initiative 2010 and develop 3 year Plan (2015-18) to address students lacking college readiness.</p>	<p>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</p>	<p>(1) Support cohort-model programs such as Learning Communities, First Year Experience, Summer Bridge Institute, supplemental instruction, embedded tutoring, and counseling.</p> <p>(2) Analyze student success data in developing curriculum, materials, labs, and dept.-wide assessments.</p> <p>(3) Support faculty development in basic skills and ESL best practices.</p> <p>(4) Explore alternative basic skills curriculum that accentuates acceleration.</p>	<p>(1) Annually, increase the number of basic skills and ESL students by a minimum of 5% who complete a college-level course in the same discipline.</p> <p>(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.</p>
<p>Provide comprehensive student support resources for entering freshmen.</p>	<p>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.</p>	<p>(1) Research and identify multiple measures that can be used to develop a college readiness indicator, along with effective practices to assist underprepared students.</p> <p>(2) Explore the usage of multiple measures when assessing English and Math readiness.</p> <p>(3) Require all students to complete assessment,</p>	<p>(1) By 2015-16, the “team” will have reviewed the WestEd “<i>Types of Multiple Measures Used in California Community College Mathematics, English, and English as a Second Language Course Placement: Summary Report of Survey Results;</i>” and explored the usage of multiple indicators and sources of evidence of student learning.</p> <p>(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.</p> <p>(3) 2014-15, College will implement process and procedure that requires all</p>

		orientation, and student education plan.  (4) Use Flex day to present information that would support ESL students, including best practices as it pertains to the development of acceleration strategies for ESL classes.	students to complete assessment, orientation, and abbreviated, as well as comprehensive student education plans.  (4) 2015-15, Fall and Spring Flex Day programs will include presentations and/or workshops that focus on student success "best practices" 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 a minimum of 5% 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 for whom they interact has established a major	Spring 2015, 100% of incoming students will declare a degree, and/or certificate, and/or transfer goal and major goal. Create a survey instrument to include student evaluation of counseling efforts, and to identify and document unmet 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	(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.

		orientation for small groups, especially basic skills students.	
Require all continuing students with 30+ units to meet with a counselor at least once an academic year	VPSS, Dean of Enrollment Services, Dean, Special Programs and Grants, Chair, General and Categorical Counseling	General and categorical counseling and/or each Division will contact/email students with <b>15+ units</b> 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.	2015-16, implement and evaluate plan to increase number of graduating students by at minimum of 20%, who meet with counselor to review graduation 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 by at minimum of 5%, particularly the targeted groups.

## TRANSFER

Based on information provided by the District's Institutional Research Department, African American, Hispanic, Filipino and Pacific Islander and second language speakers 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
<p>Increase transfer rates for all students, especially African Americans, Hispanics, Filipino and Pacific Islander students.</p>	<p>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</p>	<p>(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.</p> <p>(2) Publicize the transfer mission through counseling and Transfer Center activities.</p> <p>(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.</p> <p>(4) All faculty to be encouraged to accompany their classes to any and all Transfer Day activities.</p>	<p>Annually, increase completion rates of students, particularly target groups.</p>