

LANEY COLLEGE

Student Equity Plan

2015-2018



Student Equity Plan

2015-2018

Table of Contents

SIGNATURE PAGE	2
EXECUTIVE SUMMARY.....	3
CAMPUS BASED RESEARCH-ACCESS.....	6
CAMPUS BASED RESEARCH-COURSE COMPLETION	14
CAMPUS BASED RESEARCH-ESL AND BASIC SKILLS COMPLETION.....	16
CAMPUS BASED RESEARCH-DEGREE AND CERTIFICATE COMPLETION	25
CAMPUS BASED RESEARCH-TRANSFER	27
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (ACCESS)	30
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (COURSE COMPLETION).....	31
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (ESL & BASIC SKILLS).....	32
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (DEGREE & CERTIFICATE).....	33
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (TRANSFER).....	34
BUDGET.....	35
EVALUATION SCHEDULE AND PROCESS.....	36
ACKNOWLEDGEMENTS.....	37

Signature Page

Lisa R. Cook, Faculty Senate President

Date

Tina Vasconcellos, Ph.D. Student Equity Coordinator

Date

Trudy Walton-Keys, Vice President of Student Services

Date

Lilia Celhay, Vice President of Instruction

Date

Elñora Tena Webb, Ph.D., President

Date

Adopted by Peralta Community College District Board of Governors

Date

Executive Summary

The Laney College Student Equity Committee has oversight for the development and implementation of the Student Equity Plan. The committee is composed of faculty, staff and students. The purpose of the Student Equity Committee is to study, monitor, and make recommendations to appropriate bodies regarding the College's student equity plan and student equity issues and efforts. The Laney College Student Equity Plan is a working document and will be updated annually with yearlong data analysis and goal and activities revisions. The 2015-2018 plan has been approved through the College's governance structure in compliance with Title 5 guidelines Section 54220.

In accordance with SB1456, the Student Success Act of 2012, the Laney College Student Equity Plan was developed with coordination with the Laney Student Success and Support Program (SSSP) to ensure the college has identified strategies to address and monitor equity issues as well as attempt to mitigate any disproportionate impact on student access and achievement. In accordance with SB860 the Laney College Student Equity Plan addresses equity for veterans and foster youth in addition to the previous subpopulations. Pursuant with Title 5, 55100, the Laney Student Equity Plan coordinated interventions or services to students at risk of academic progress or probation. Additionally, the Student Equity planning process was done in coordination with the Basic Skills report and planning. The Laney College Education Master Plan will be updated by 2016 and the Student Equity Plan along with the Basic Skills plan and SSSP plan will all be integrated in the 2016 final Master Plan.

In addition to statewide guidelines on equity, Laney College follows its mission, vision and values:

Mission Statement

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Vision Statement

Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders and world citizens.

Values

Respect- *We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas and treat each other and those we serve fairly, with compassion and with esteem.*

Diversity- *We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty and student body.*

Appreciation- *We demonstrate recognition in the value of the work efforts put forth by all of our faculty, staff, administrators and students. We will foster employee growth and performance levels through and personal development.*

Competence- *We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching and learning, student achievement, administrative practices and delivery of support services.*

Integrity- *We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.*

Accountability- *We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.*

Innovation- *We encourage and support creativity, collaboration and risk-taking. We foster and promote innovation in the design, development.*

Collaboration- *We work cooperatively in a shared governance environment and value individual ability and diversity in thinking as essential to promote open communication, active participation, exchange of ideas and collaborative decision-making.*

In consideration of State mandates and the need to address the spirit of community colleges being open to all students, this plan was developed to be embraced in every aspect of helping all students in our community experience the Laney College mission, where the campus demonstrates a concern for its community and the success of all of its students.

The Laney College Student Equity Plan was developed through an inclusive, deliberative process, which encompassed hours of work by committee members and review by shared governance bodies. This document is more than a response to a statewide mandate. It is an honest assessment of where the college is and where it plans to be. The committee began by analyzing data and identifying barriers toward achieving the student equity goals. Included are recommendations of individuals, groups, departments, or committees that will take the lead in addressing particular barriers. Specific activities and groups or departments have been recommended and are subject to change and modification through ongoing evaluation. There is strong evidence that the College has dedicated staff and innovative programs that have meaningful ways in which to impact the five target Student Equity areas of Access, Course Completion, ESL and Basic Skills, Transfer, and Degree and Certificate Completion. The College has successfully implemented important programs that serve to provide the necessary support required to achieve the goals and activities identified in the Student Equity Plan, evidenced by successful support programs such as well-developed learning communities, including the APASS, TRIO, and FSP, and DSP&S, EOPS, CARE, CalWORKs, and the Basic Skills Initiative. These successful programs and the entire college community must redirect and refocus attention on those groups where there is disproportionate impact in relation to successful access, retention, and goal attainment.

Campus-based research strongly suggests that specific groups face inequities and need intervention to increase student access and success. Data also indicates a need for additional research in several areas regarding combined ethnicity, age, and gender subgroups. Additional research is also needed regarding veteran and foster youth students and DSPS students to ensure there are not disproportionate impacts with regards to course completion, degree and certificate as well as transfer goal attainment. As evidenced in the Campus Based Research section, African American, American Indian, Pacific Islander, and Hispanic/Latino students achieve successful course completion as well as degree and certificate completion at disproportionate rates. The college plans to work with Oakland Unified by developing a High School Transition team to target outreach and support services for 11th and 12th graders. Specific partnerships will be developed to support at risk students and dropout prevention strategies. Many of the college plans are designed to directly impact and increase student access and equity by incorporating social justice methodology and practices in professional development activities in the development of culturally relevant learning communities and in the development of a community and civic engagement center to support student engagement and greater success.

The infusion of Student Equity funding will support the college in implementing plan goals and activities including the hiring of an Institutional Researcher, Public Information Officer, Web Master, Instructional Aid Tutors as well as support programmatic development and implementation.

Included in the plan is a comprehensive evaluation timeline and process to ensure ongoing data analysis, and plan updates as progress is made in achieving the goals and activities.

Campus Based Research

Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

The College reviewed several data reports regarding the local service community in comparison to the Laney College community and analyzed the data for disproportionate impact as well as for further research needs. Goals and Activities were then developed to directly address disproportionate impact as related to college access.

College Service Area Data

Participation and Proportionality in College Service Area, by Ethnicity Group

Currently in the College service area, ethnic makeup includes 19% Hispanic/Latino versus 81% non-Hispanic/Latino. This differs slightly than the 2009-2014 enrollment of 17% for Hispanic/Latino students. While this does not reflect disproportionate impact, it does indicate an opportunity for targeted outreach to decrease this gap. Annual research is recommended to look at individual year trends over time particularly given the lower rate of nearly 15% in 2010. Research to assess whether the population is in flux or increasing or decreasing over time can lead to programmatic changes in outreach as well as learning communities or other offerings.

Ethnicity	2010 CY Headcount	2010 CY Percent	2009-2014 Headcount	2009-2014 Percent	Service Area (N)	Service Area Percent
Hispanic	3,752	14.8%	14,410	17.3%	74,379	19.1%
Non- Hispanic	21,578	85.2%	68,949	82.7%	314,945	80.9%
Total	25,330	100.0%	83,359	100.0%	389,325	100.0%



Participation and Proportionality in College Service Area, by Race Group

The Laney College service area data below versus college enrollment 2009-2014 amongst different racial groups indicates the College serves African American students at a 17% higher rate than resides in the service area. The College however underserves White individuals by approximately 15%. Given the population of African American students, the College plans to research best practices from a social justice perspective and employ them in increasing learning community offerings while supporting each student and challenging them to participate in community and civic engagement activities.

Race	2010 CY Headcount	2010 CY Percent	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent
Asian	7,389	29.2%	21,516	25.8%	83,170	22.3%
Black/African-American	7,487	29.6%	23,780	28.5%	72,250	19.4%
Hawaiian/Pacific Islander	199	0.8%	655	0.8%	2,001	0.5%
Native American	240	0.9%	856	1.0%	2,606	0.7%
Some Other Race	2,478	9.8%	7,945	9.5%	37,486	10.1%
Two or More Races	1,314	5.2%	5,336	6.4%	16,577	4.4%
White	6,223	24.6%	23,270	27.9%	158,762	42.6%
Total	25,330	100.0%	83,358	100.0%	372,852	100.0%

Participation and Proportionality in College Service Area, by Age Group

The chart below reflects age demographics in the College service area and Laney College enrollment from 2009 through 2014 by age. As indicated in the data below, the College is underserving individuals 35-55 and above. While unknown, one factor may be that individuals in this age group may be working fulltime and therefore not attending community college courses. Interestingly the College serves a significantly higher percentage 18-29 year olds. The College plans to develop a reentry adult support program to better support older students with multiple life responsibilities. Once developed this program can be highlighted in outreach activities.

Age Group	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent
15-17	5,017	4.7%	16,473	4.2%
18-19	13,514	12.6%	12,454	3.2%
20-21	17,733	16.5%	13,665	3.5%
22-24	18,836	17.5%	21,237	5.5%
25-29	18,889	17.6%	39,283	10.1%
30-34	11,602	10.8%	38,122	9.8%
35-44	11,308	10.5%	70,759	18.2%
45-54	6,251	5.8%	66,296	17.0%
55 & Above	4,207	3.9%	111,035	28.5%
Total	107,357	100.0%	389,325	100.0%

Laney College Feeder High School Data

As referenced in the table below, while 37% of the individuals did not indicate last high school attended of those who reported, Oakland High School serves as the highest feeder high school followed by Berkeley High School and Oakland Technical and Skyline High Schools. It is interesting that Berkeley High School is the second highest feeder school with nearly 1,000 students attending since 2008 given Laney's sister college, Berkeley City College is located in the heart of Berkeley and is just around the corner from Berkeley High School. However, it is important to note that many students attend multiple Peralta College campus and this may be directly related to the high enrollment by previous Berkeley High School attendees.

Laney College Feeder High School Enrollment

Last High School Attended of First-time and Special Admit Students Enrolled Fall 2008 or After at Laney College

School Name	Headcount	Column %
Unknown/Non Response	17,416	37.42%
Other Schools (<10 Students)	7,527	16.17%
OAKLAND HIGH SCHOOL	1,034	2.22%
BERKELEY HIGH SCHOOL	991	2.13%
OAKLAND TECHNICAL HIGH SCHOOL	890	1.91%
SKYLINE HIGH SCHOOL	804	1.73%
SAN LEANDRO HIGH SCHOOL	636	1.37%
ALAMEDA HIGH SCHOOL	559	1.20%

While the data demonstrates that students from several feeder high schools attend Laney College, The service area includes only Oakland high schools. As a result, only ethnicity data from Oakland was analyzed. In 2012-2013, Oakland Technical High School was the largest high school with nearly 2,000 students attending and of those nearly 38% of the students were African American with the second highest student ethnicity as white at 21%. It is interesting that the second largest high school, Skyline had a balance of African American and Hispanic students with 35% each attending during the same period. Oakland High, our strongest feeder school between 2008 and 2013 enrolled the largest Asian population at 40% of the student body. This is critical data when looking at potential incoming student population and ethnic makeup and allows the College to project who may be accessing the College in upcoming years. Additionally this allows the college to be proactive in targeted outreach efforts to specific populations in the community feeder high schools.

Laney College Feeder High School Ethnicity

School Name	Total Enrollment	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
Oakland High School	1,601	34.4%	0.3%	40.1%	1.6%	20.5%	0.6%	1.5%
Oakland Technical High School	1,987	37.9%	0.4%	17.2%	1.1%	19.0%	0.6%	21.2%
Skyline High School	1,798	35.8%	0.4%	17.1%	1.1%	35.2%	1.4%	7.4%
Oakland Unified	46,486	29.1%	0.3%	13.6%	0.8%	41.9%	1.1%	9.2%

Laney College Feeder High School Dropout Rate

The chart below reflects dropout rates for Laney College feeder high schools as well as Oakland Unified as a whole in relation to ethnicity and race. While this data is interesting, it does not provide a whole picture of the drop out issue in feeder high schools. It is not clear if these students transfer to another District or if they drop out of school altogether. In analyzing the data below, it is clear that white students have the greatest dropout rate at Oakland High School at 33% followed by African American students at nearly 18% and Hispanic/ Latino students at 17%. Data also indicates that 16% of African American students drop out from Oakland Technical High School. Skyline High School data indicates a 33% dropout rate of American Indian students followed by a 28% Filipino and 25% Hispanic/Latino rate. These figures are high at all College feeder high schools. It is important for the High School Transition team to work with Oakland Unified faculty and staff to develop pipelines for students including success courses and community civic engagement and peer mentoring activities to engage at risk students prior to drop out.

School Name	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	Hispanic of Any Race
Oakland High School	17.5%	0.0%	9.3%	0.0%	0.0%		33.3%	100.0%	17.2%
Oakland Technical High School	16.1%	0.0%	5.1%	0.0%		0.0%	4.7%	0.0%	6.8%
Skyline High School	12.2%	33.3%	9.6%	28.6%	25.0%		10.8%	0.0%	15.1%
Oakland Unified	23.8%	42.9%	13.3%	17.2%	26.8%		13.6%	15.4%	25.2%

Oakland Unified High School English Language Learners

The below data reflects English language learners in Oakland Unified as a whole as well as Laney College feeder high schools. As indicated approximately 20% of students enrolled at Oakland High School are English language learners. Not only can the College utilize this data for targeted outreach purposes it can also serve as information for the High School Transition team to partner with high school staff and faculty to develop pathways for students and perhaps their parents.

English Learners 2012-2013

School Name	English Learners #	English Learners %
Oakland High School	322	20.1%
Oakland Technical High School	156	7.9%
Skyline High School	233	13.0%
Oakland Unified	14,113	30.4%

Foster Youth

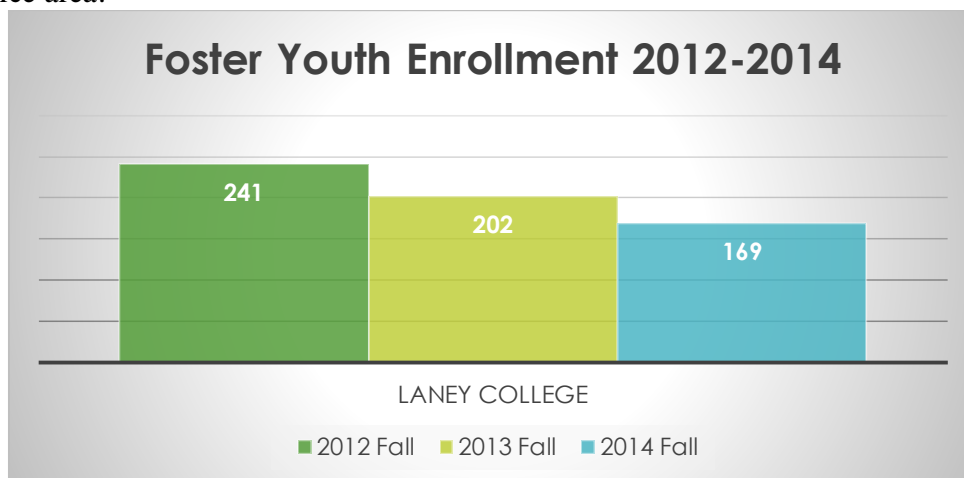
The following Countywide data is for 2013 and was compiled by Kidsdata.org a program of the Lucile Packard Foundation for Children’s Health. As indicated in the charts below, there are 619 16-20 year old students in Alameda County and the majority of foster youth in the county are African American. This data is valuable for the College and provides an insight into the current foster youth population as a whole as well as information essential for long range planning. Continued research and additional data specific to Oakland will serve the College in both program planning as well as targeted outreach.

Alameda County Current Foster Youth

Alameda County	Number
African American/Black	967
American Indian/Alaska Native	20
Asian/Pacific Islander	77
Latino	293
White	255
Total Children in Foster Care	1,614
Alameda County	Number
Under 1	74
Ages 1-2	142
Ages 3-5	141
Ages 6-10	247
Ages 11-15	391
Ages 16-20	619
Total Children in Foster Care	1,614

Laney College Foster Youth Enrollment

Foster youth enrollment at Laney College has consistently declined between Fall 2012 and Fall 2014. This is interesting given the College has a B2B foster youth program that is a sub program of EOPS. Each student is supported in a case management model focused on supporting the whole student. Additional research regarding this population is necessary beyond enrollment. Target outreach within Oakland Unified as well as with community based organizations that serve foster youth in the Laney College service area.



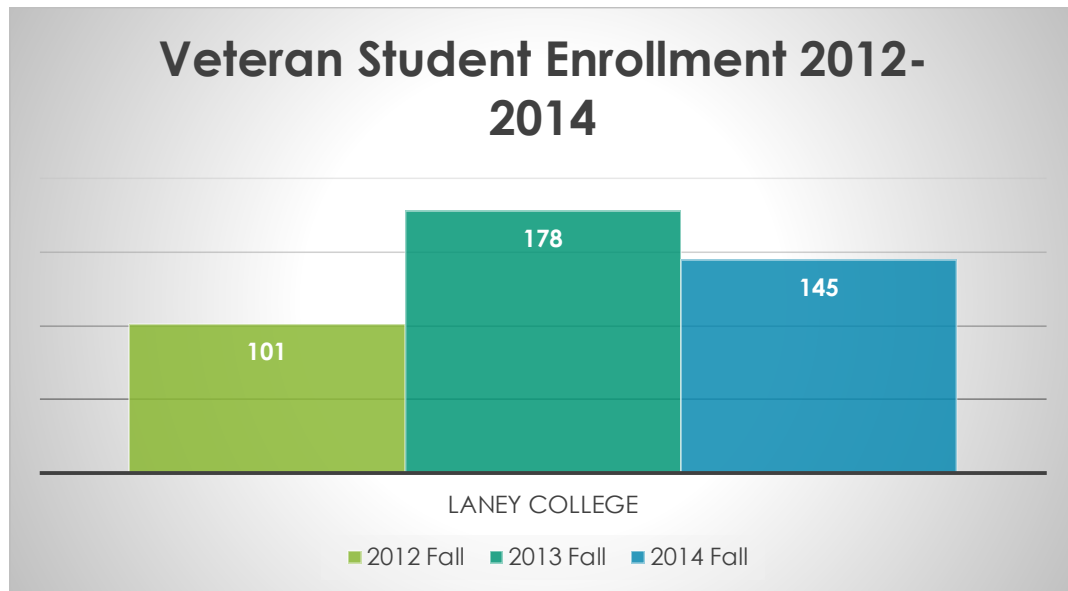
United States Veterans

US Census Estimate 2008-2012 Oakland, California

The below table provides an estimate of the Veteran population between 2008 and 2012 and was based on a survey by the UC Census Bureau. According to the estimate, there were approximately 15,639 veterans residing in Oakland, California. While the majority of them are male at nearly 92% and were in the Vietnam War or earlier wars (62%) Recent veterans from the Gulf Wars to the present are approximately 15% of the population. Approximately 49% of the population is 65 years and older with only 28% between the ages of 18-54. While 46% of the veterans are African American that is closely followed by 40% White. Only 7% of the veteran population is Hispanic/Latino. Approximately 73% have some college with as many as 33% attaining a Bachelor's degree or higher. 71% of the population participate in the labor force however there is a 13% unemployment rate.

Veteran Population Demographic Descriptor	Oakland, California	
	Estimate	Margin of Error
Civilian population 18 years and over	15,639	+/-899
PERIOD OF SERVICE		
Gulf War (9/2001 or later) veterans	4.8%	+/-1.2
Gulf War (8/1990 to 8/2001) veterans	10.6%	+/-1.8
Vietnam era veterans	34.5%	+/-2.3
Korean War veterans	13.1%	+/-1.8
World War II veterans	14.3%	+/-1.5
SEX		
Male	91.6%	+/-1.6
Female	8.4%	+/-1.6
AGE		
18 to 34 years	4.9%	+/-1.1
35 to 54 years	23.3%	+/-2.1
55 to 64 years	22.8%	+/-2.0
65 to 74 years	20.5%	+/-1.8
75 years and over	28.5%	+/-2.2
RACE AND HISPANIC OR LATINO ORIGIN		
One race	95.6%	+/-1.4
White	39.5%	+/-2.3
Black or African American	46.3%	+/-2.6
American Indian and Alaska Native	0.6%	+/-0.4
Asian	6.9%	+/-1.3
Native Hawaiian and Other Pacific Islander	0.4%	+/-0.3
Some other race	2.0%	+/-0.7
Two or more races	4.4%	+/-1.4
Hispanic or Latino (of any race)	7.1%	+/-1.3
White alone, not Hispanic or Latino	35.3%	+/-2.2
EDUCATIONAL ATTAINMENT		
Civilian population 25 years and over	15,570	+/-902
Less than high school graduate	8.6%	+/-1.4
High school graduate (includes equivalency)	18.7%	+/-2.3
Some college or associate's degree	39.8%	+/-2.4
Bachelor's degree or higher	32.8%	+/-2.3
EMPLOYMENT STATUS		
Labor force participation rate	71.1%	+/-3.5
Unemployment rate	13.4%	+/-3.2

Laney College Veteran Student Enrollment 2012-2014

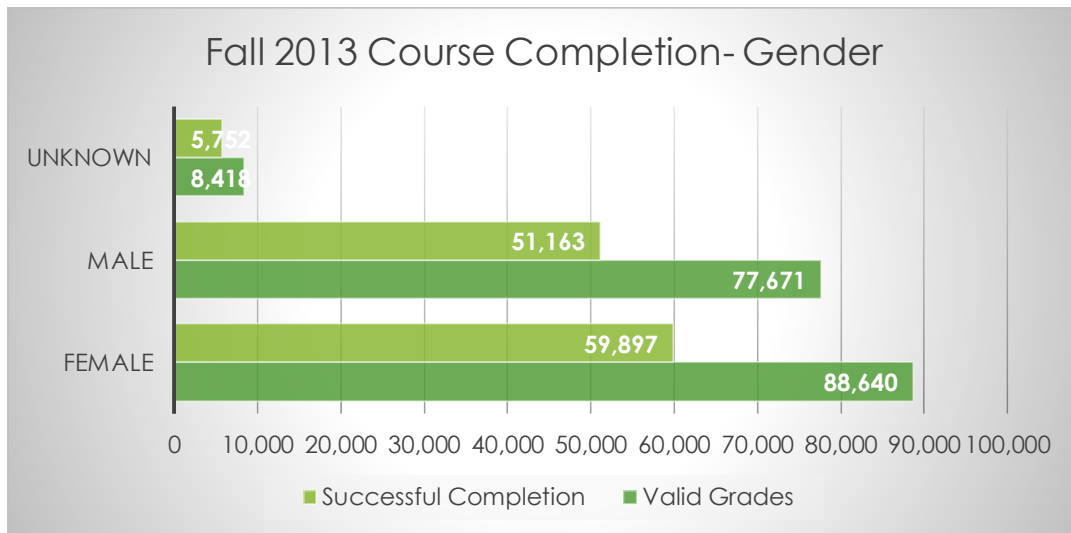


Laney College opened a Veteran Center Fall 2013 at the height of the President Obama Veterans Retraining Assistance Program (VRAP) which increased hard to serve Veteran students and offered them funding previously unavailable. As a result the Laney veteran population increased and reached a peak at 178 unduplicated students. This followed by a slight decrease in 2014 where the program had 145 student participants. It is clear from the US Census data that the veteran population in Oakland is educated with the majority participating in the labor force, there remains however 19% or nearly 3,000 of 25 years and older residents who do not have any college. Additionally, there remains 13% unemployed. While there are many variables that veterans face and that may attribute to their lack of participation to ensure greater enrollment and less disproportionate impact, Laney will partner with the Oakland Veteran Administration to increase the Veteran student population.

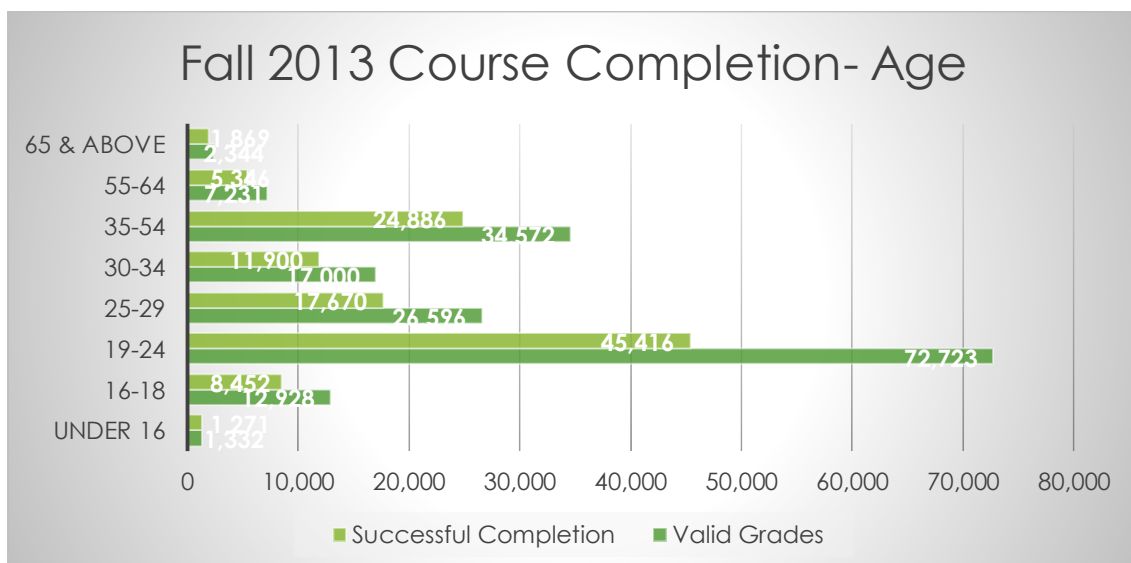
Course Completion

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 following section describes Fall 2013 Laney College course completion data for Gender, Age and Ethnicity. The data indicates males successfully complete courses at a 67% whereas females complete courses at 68%. While both males and females demonstrate course completion at nearly equal rates, the college will work to increase course completion by implementing strategies such as learning communities, enhanced tutoring, and professional development activities.



The data regarding age indicates that while the largest population contributing to valid grades is 19-24 year olds however they successfully completed their courses at only 62%. Interestingly 35-54 year olds had the highest course completion success rate at 72% followed by 30-34 year olds. While the College will work to increase course completion to 80% by 2018 this data indicates a need to focus on the younger student population by specifically addressing their needs. Further qualitative research is recommended to gain a greater understanding of the phenomena.



The data regarding ethnicity indicates that while the population of American Indian students is very low, their success rate of 52% course completion is also the lowest of all ethnicities. This is followed by African American students at a 55% successful completion rate. Asian students demonstrated the highest course completion success at 77% followed by White Non-Hispanic/ Latino students at 74%. Detailed in the goals section are activities specifically designed to address the African American low success rate including expanding learning communities, a focus on hiring diverse staff, an enhanced tutoring program as well as professional development activities.



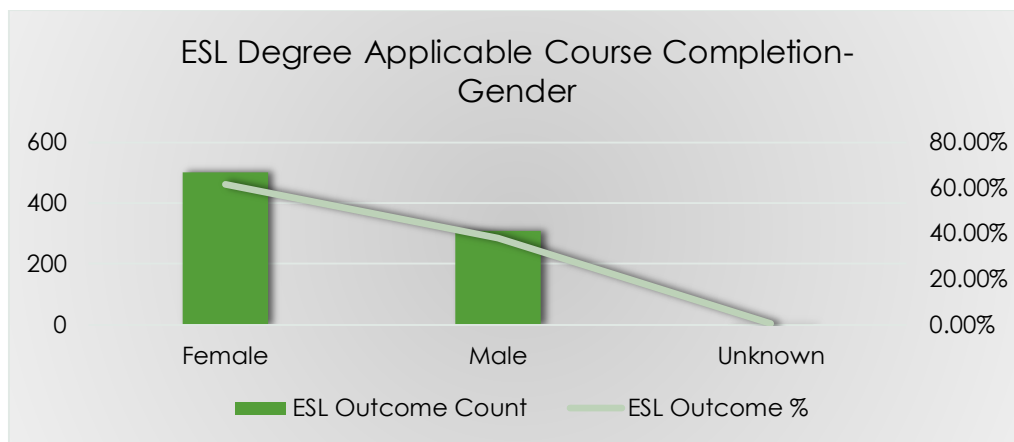
ESL and Basic Skills Completion

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.

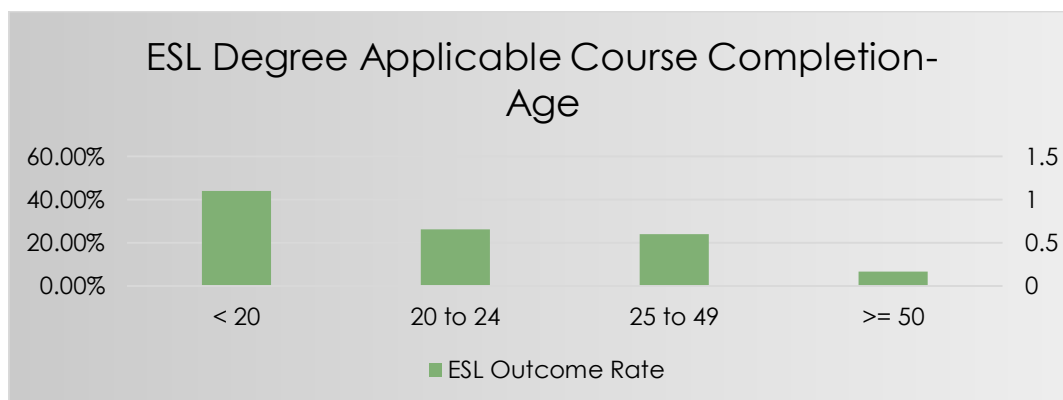
ESL~ Successful Completion of Degree Applicable Course

The following section details ESL successful completion of a degree applicable course and provides analysis for gender, age, ethnicity, DSPS, and economically disadvantaged students. While the cohort includes those who completed the final ESL course it does not indicate each student went through the entire ESL program. As a result students may have begun at different levels.

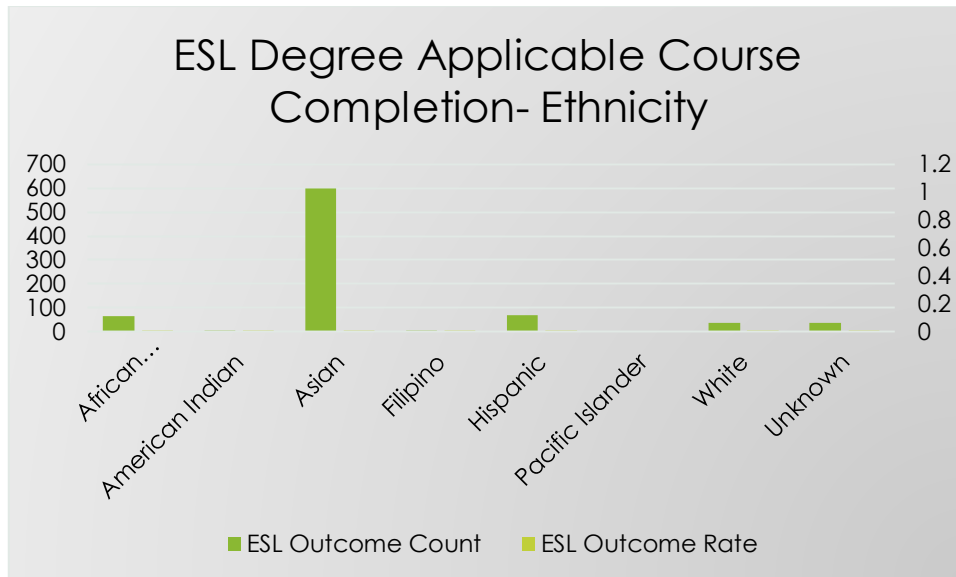
Currently there are more females enrolled in ESL courses however there is also a 30% decrease between female success and male success as indicated. The College plans to conduct further qualitative research with ESL and Basic Skills students to attain a holistic picture of students to then develop strategies to better support their success.



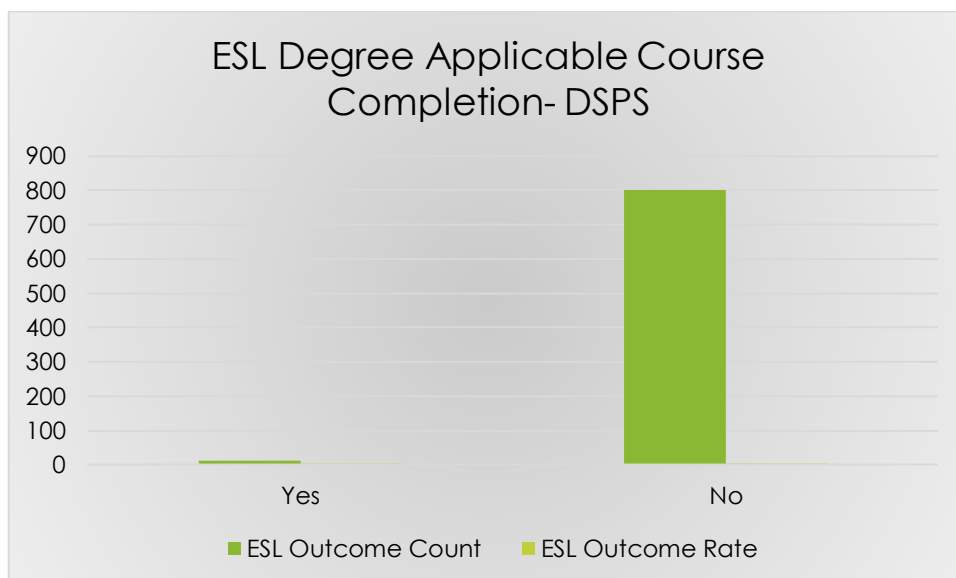
As indicated in the chart below regarding age breakdown and ESL completion and degree applicable course completion younger students, under the age of 20 are most successful with nearly 45% success rates. This significantly drops for 20-49 year olds at approximately 25% followed by an even greater decrease at approximately 7% success rate for students greater than 50 years of age creating disproportionate impact and the need for increased institutional support such as a Re-Entry student program. Additional research is needed regarding confounding variables that may be effecting success rates for the varied age groups.



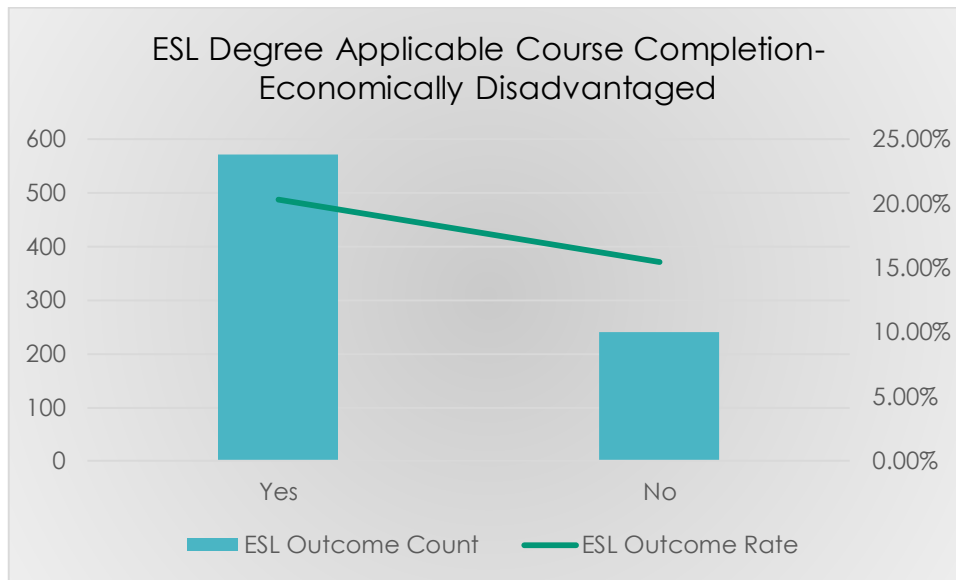
It is clear in the chart below that Asian students have greater success in transition from ESL to degree applicable courses as a whole. However this is followed by a significantly decreased success rate for all other ethnicities. Of significant interest is the low success rate of Hispanic/Latino students who are the second largest student population enrolled in ESL courses. Also of interest is the low enrollment of all populations excluding Asian students. The College plans to increase target outreach as well as develop multilingual marketing materials and web resources for students to decrease disproportionate impact in enrollment. The College plans to develop increased support through learning communities and other support programs including an enhanced tutoring program specifically directed to increase success rates of populations with disproportionate impact. It is important to note the low enrollment for



The identified DSPS population in ESL courses as indicated below is minimal and as a result so too are the course completion numbers. A larger sample is required. This may indicate an access issue or an issue where students who have disabilities do not identify nor utilize DSPS services. One factor may be that individuals with limited English proficiency may not have been tested for a learning disability and therefore are unable to access DSPS support services. The college plans on increasing DSPS in-reach activities targeted to ESL and Basic Skills students to promote greater course completion and success.



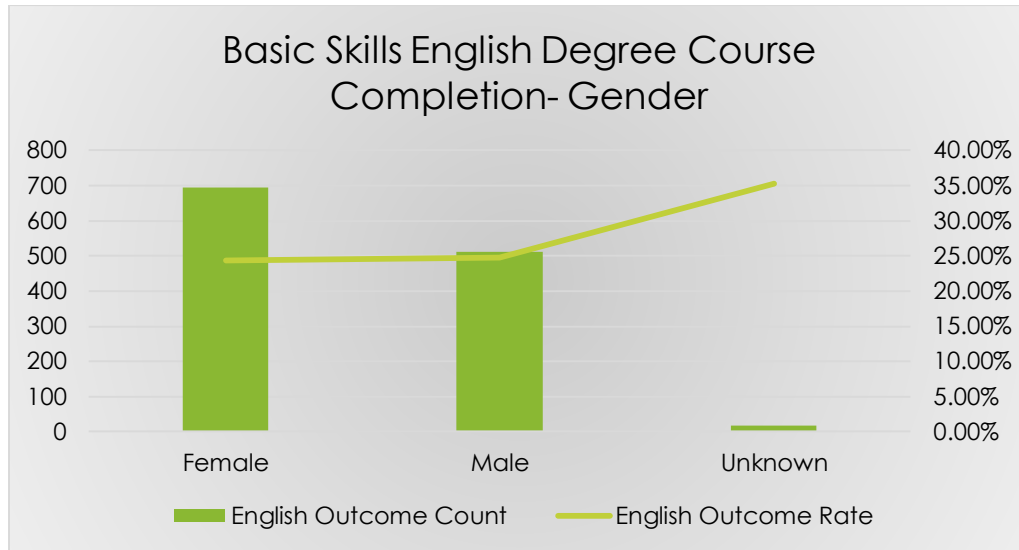
While there are a significant number of economically disadvantaged students enrolled in ESL courses data does not indicate a disproportionate impact regarding successful completion of a degree applicable course. The College will conduct additional research with this subgroup to ensure the data is accurate. Financial Aid is critical for low income students and their success.



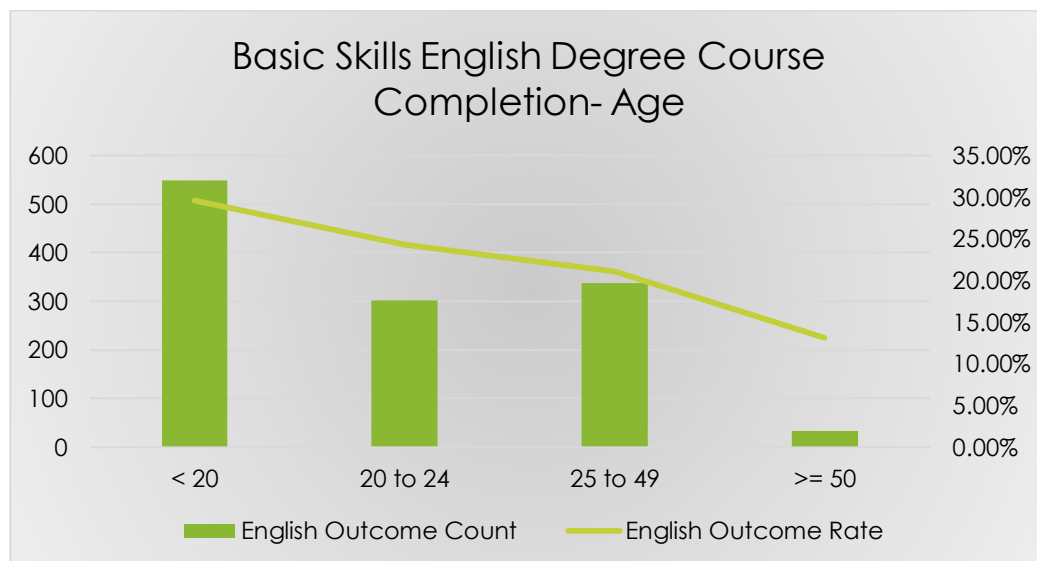
Basic Skills English~ Successful Completion of Degree Applicable Course

This section provides data and analysis regarding successful completion of degree applicable courses by basic skills English students for subgroups including gender, age, ethnicity, DSPS, and economically disadvantaged.

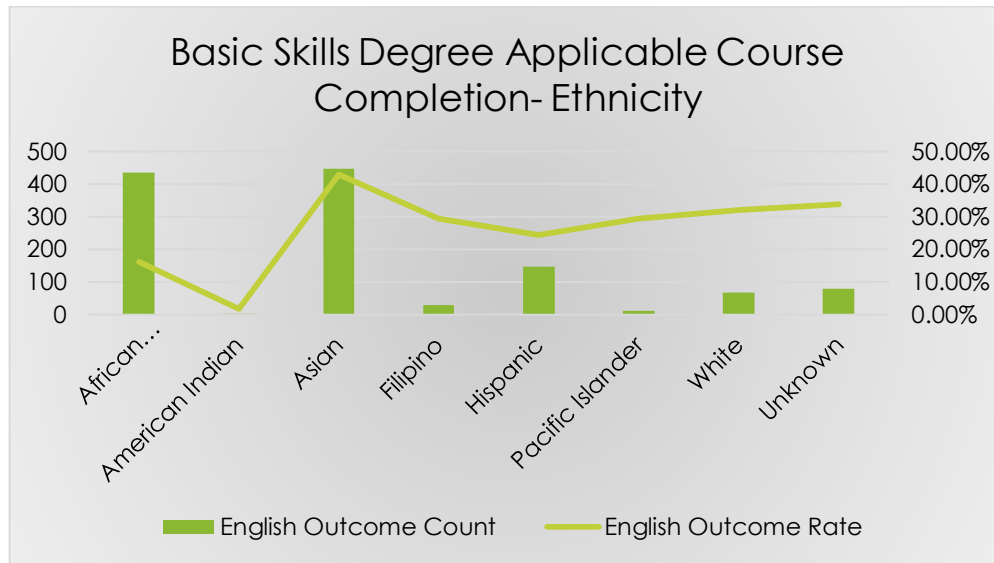
As indicated in the chart below female students enroll in basic skills English courses at a greater rate than male students however the success rates for both are approximately the same at 25%. While the data does not indicate disproportionate impact it does indicate a need to increase success rates of both males and females. The college plans to research and increase learning communities as well as develop and enhanced tutoring program to support increased student success across the college.



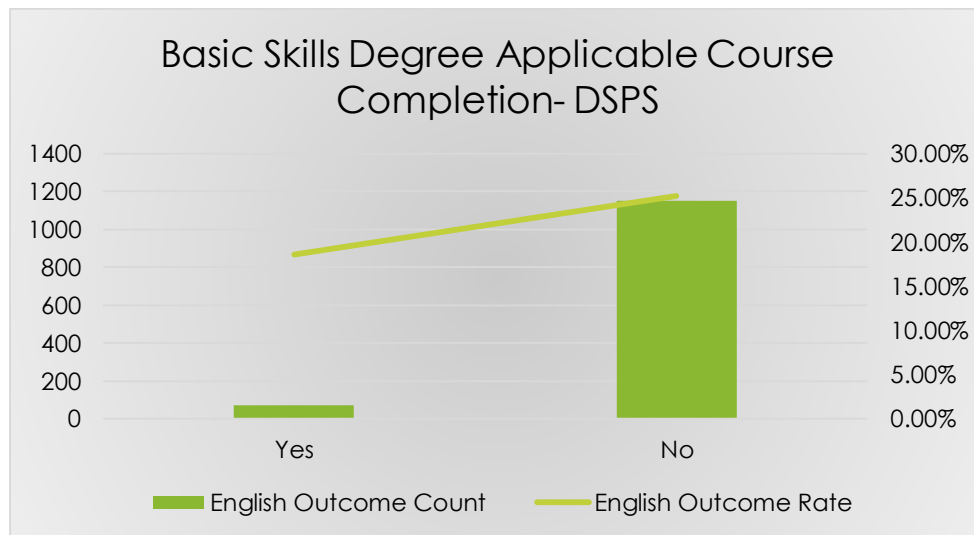
Similar to the ESL data regarding age, the chart below indicates students under the age of 20 who complete a basic skills English course are more successful than older students and complete degree applicable courses at a higher rate. The college will conduct further qualitative research with students 20-49 as well as students over 50 years of age. Additionally the college plans to develop a Re-entry student program to better support the holistic needs students.



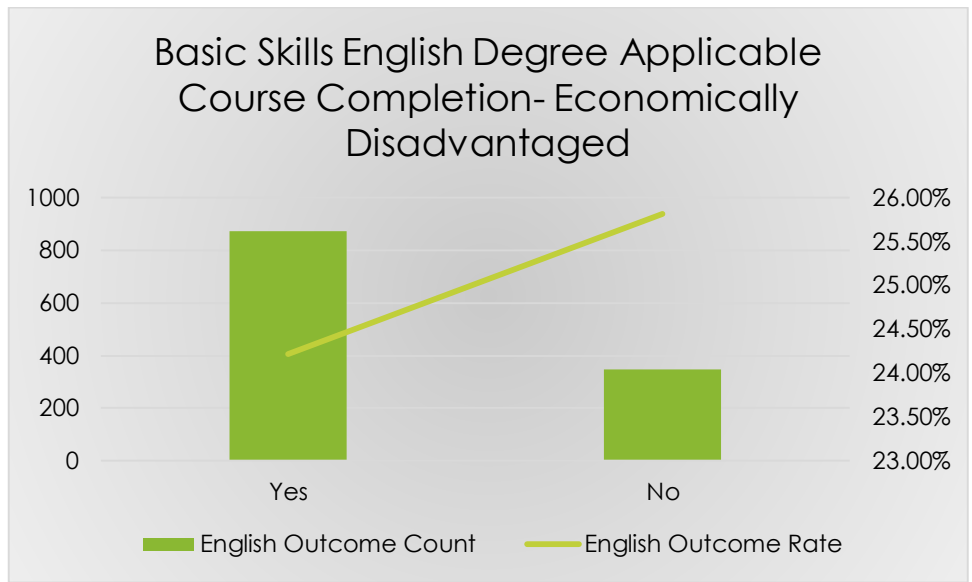
While the chart below indicates there are approximately the same number of African American and Asian students enrolled in basic skills English courses, the success rate for African American students is only 16% representing disproportionate impact. While the college plans to focus on increasing success rates overall beyond the 43% success of Asian students, the data below indicates disproportionate impact for American Indian and Hispanic/Latino students. The college plans to develop culturally relevant learning communities to increase support leading to greater success rates and degree applicable course completion for all students but specifically American Indian, African American, and Hispanic students.



As indicated in the chart below there is disproportionate impact for DSPS students enrolled in basic skills English courses. Their success rate in completing a degree applicable course is 18% and is significantly lower than the non DSPS population of over 25%. The college plans to increase DSPS in-reach however it also plans to conduct professional development activities to support instructors working with individuals with varied abilities.



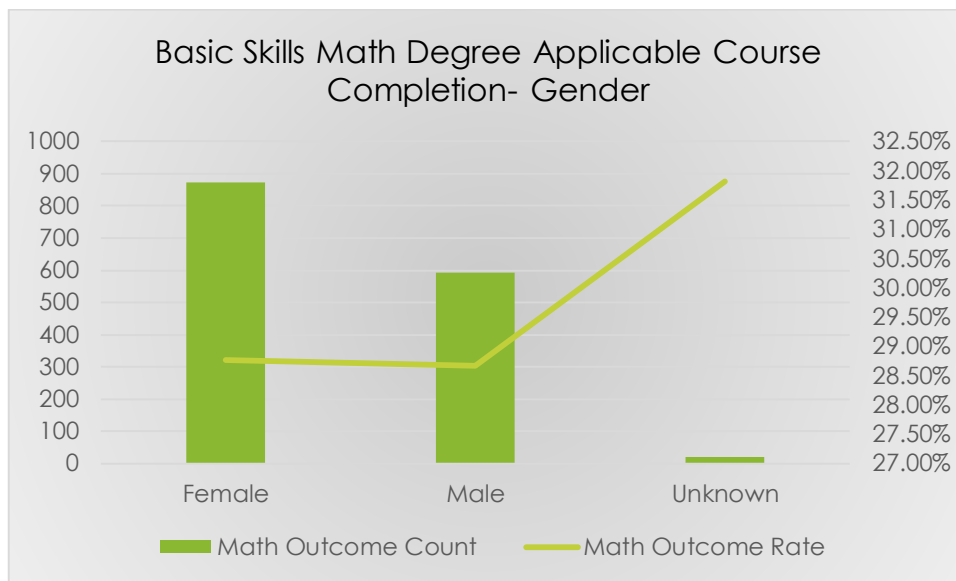
Economically disadvantaged students enroll in basic skills English courses at a significantly higher rate than students who are not economically disadvantaged. However the success rate data indicated below indicates the opposite and a disproportionate impact for students who are economically disadvantaged. The college plans to develop an enhanced tutoring program as well as a Re-entry student support program and culturally relevant learning communities to increase success rates of all students above the 25% indicated.



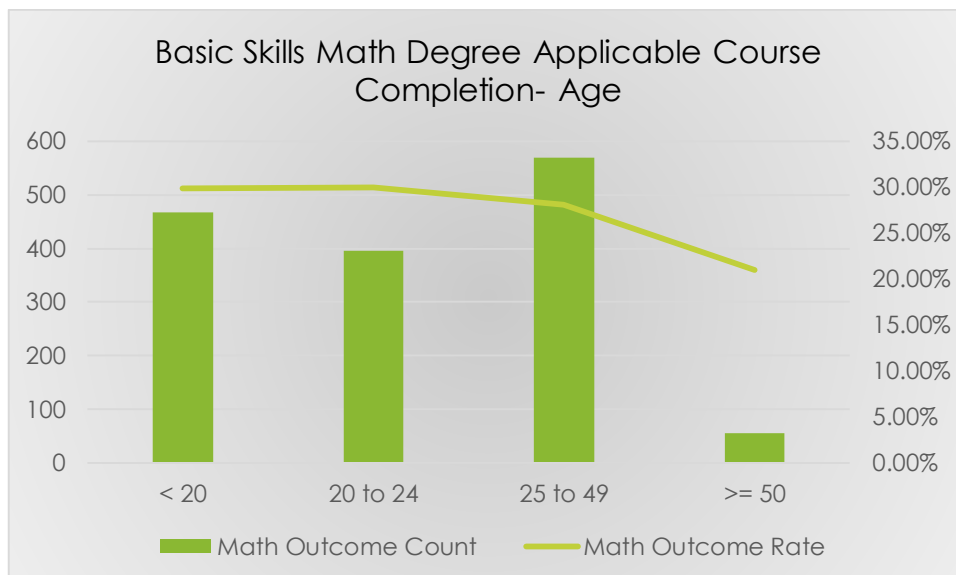
Basic Skills Math~ Successful Completion of Degree Applicable Course

This section provides data and analysis regarding successful completion of degree applicable courses by basic skills English students for subgroups including gender, age, ethnicity, DSPS, and economically disadvantaged.

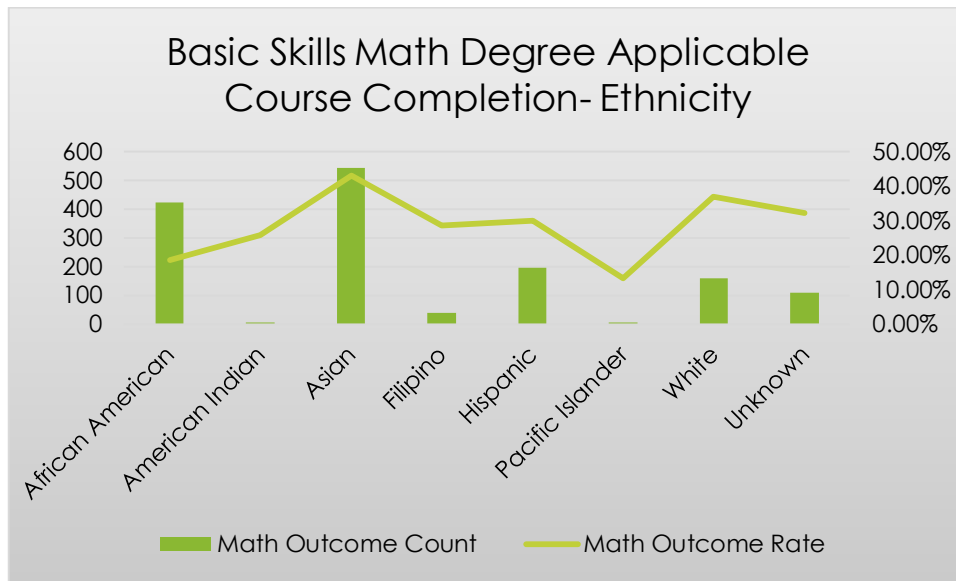
While females enroll in math basic skills at a greater rate than males success rates in degree applicable courses remain equal for both genders at approximately 29%. The college plans to develop an enhanced tutoring program as well as culturally relevant learning communities along with DSPS in-reach to increase success rates for both genders.



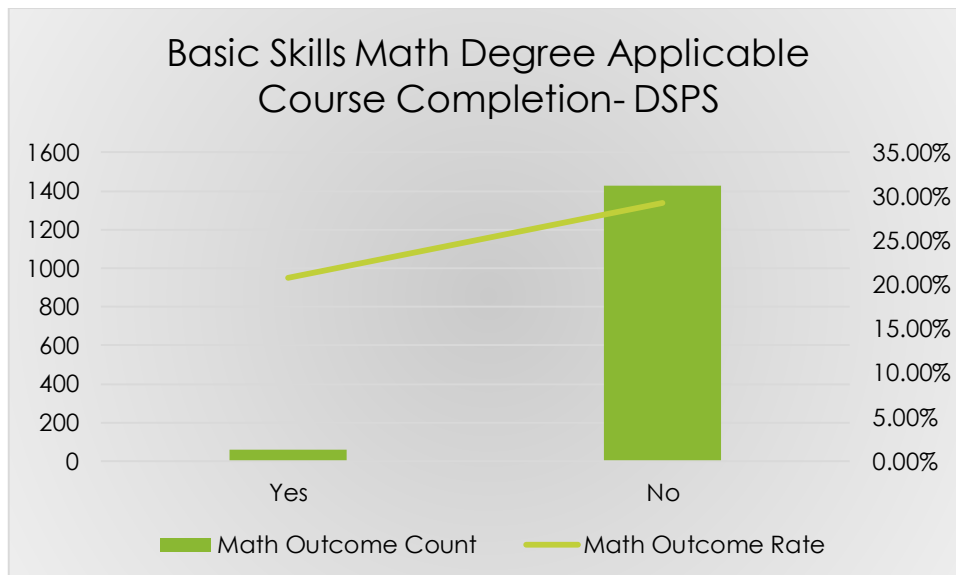
The chart below indicates that the largest population of students who enroll in basic skills math and complete a degree applicable course are 25-29 year olds. Success rates for students under the age of 20 to 49 years of age is approximately 28%. Data indicates a significant drop and disproportionate impact for students over the age of 50. The college plans to implement activities to increase success for all students including culturally relevant learning communities and an enhanced tutoring program.



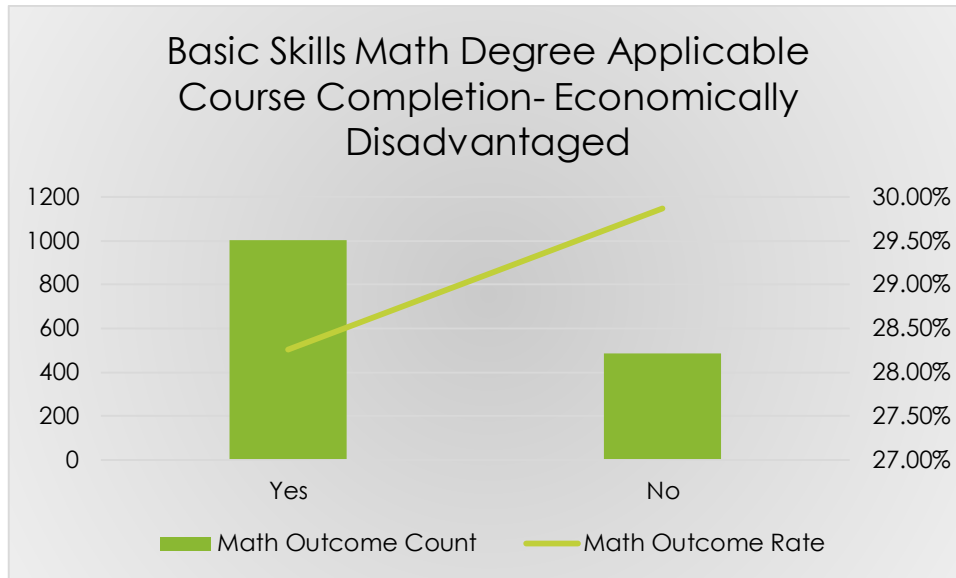
As indicated in the chart below Asian students demonstrate the greatest success rate in degree applicable course completion at 48% followed by White students at 37%. The data demonstrates disproportionate impact especially for African American students with an 18% success rate and Pacific Islander students at 13% successful completion. The college plans to focus on hiring diverse faculty and support the faculty diversity internship program with the goal of increasing diversity to better match the student population. The college also plans to develop an enhanced tutoring program as well as culturally relevant learning communities to better support student success.



Data indicates few DSPS students enroll in basic skills courses however the degree applicable course completion success rates indicate disproportionate impact for DSPS students with only a 20% success rate. The college plan to develop ongoing professional development programming to support faculty in supporting DSPS students and their success.



The chart below indicates that while more economically disadvantaged students enroll in basic skills math courses the success rates are nearly equal with those of non-economically disadvantaged students. The college plans to develop and enhanced tutoring program as well as culturally relevant learning communities to support all students in this success.

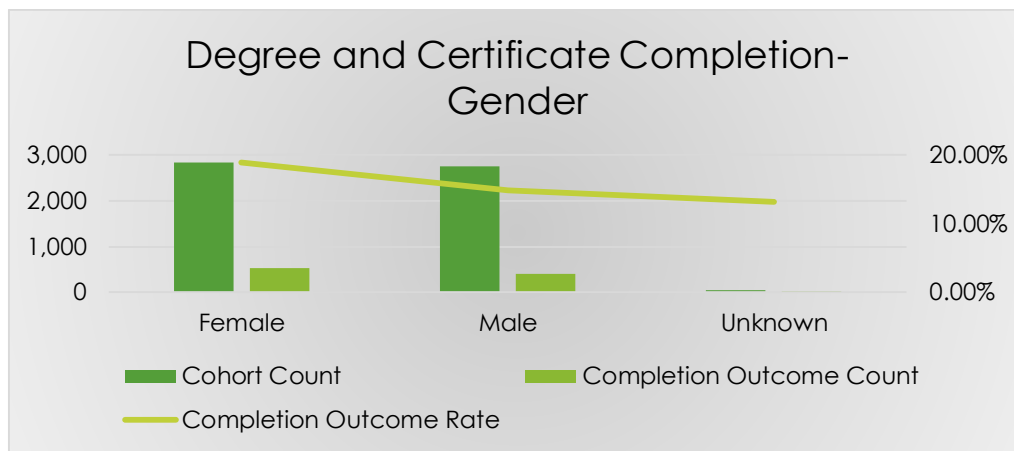


Degree and Certificate Completion

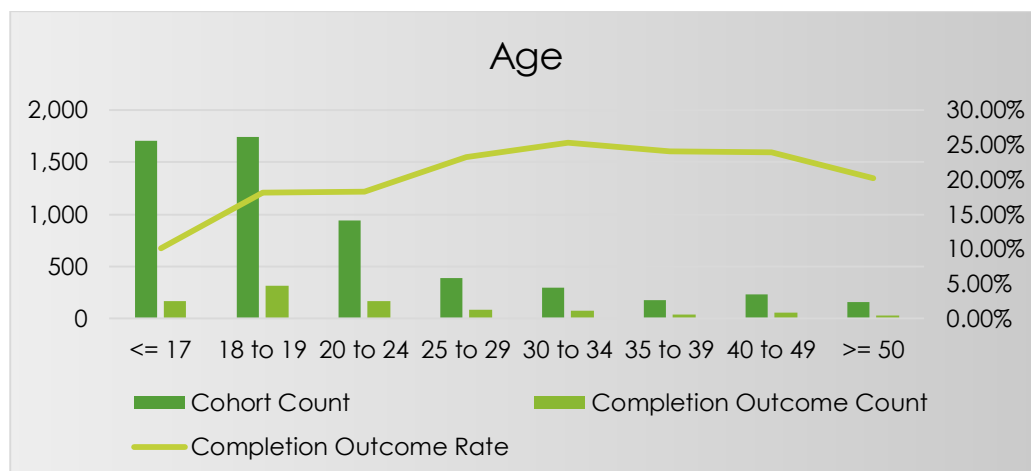
The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

This section provides data and analysis regarding successful degree and certificate completion for subgroups including gender, age, ethnicity, DSPS, and economically disadvantaged.

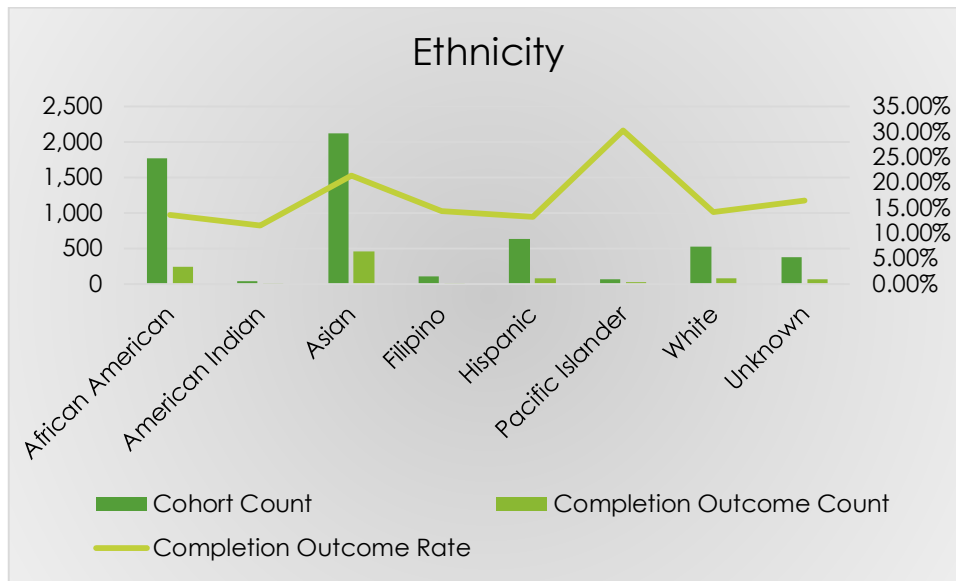
Data shows that males were disproportionately impacted in degree and certificate completions when compared to females. The populations are nearly equally represented in the cohort however females achieve degrees and certificates at nearly 15% whereas males achieve degrees and certificates at approximately 13%. The college plans to develop programs and strategies to increase student success as well as goal attainment. Included in activities is an enhanced socially justice grounded new student orientation with the goal of increased student engagement as well as increased student success and goal attainment.



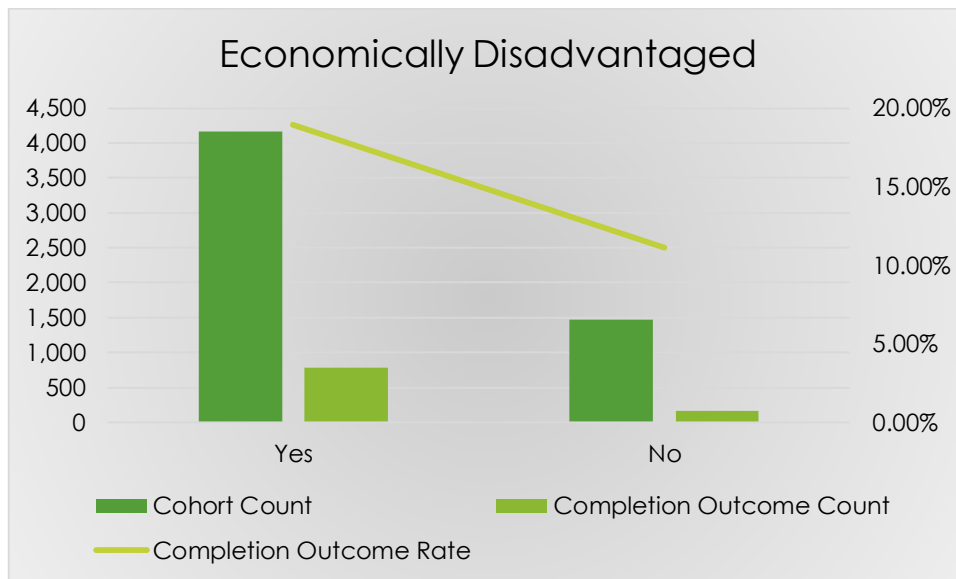
As indicated in the chart below while students under 17- 19 years of age represented the largest population successful degree and certificate completion rates are highest for 30-34 year olds with a 25% completion rate. The data indicates a disproportionate impact for students for students under the age of 17. This may be due to the fact that many students under the age of 17 who enroll in the college are high school concurrent enrollment students. The college plans to develop programs and strategies to increase student success as well as goal attainment.



Data indicated in the chart below demonstrates disproportionate impact for three of the largest ethnic groups including African American and Hispanic/Latino students with a 13% degree and certificate completion rate, followed by a 14% completion rate for White students. The college plans to implement several activities designed to directly impact degree and certificate completion cross ethnic groups however particularly for African American, Hispanic/Latino and White students including developing an enhanced tutoring program, and culturally relevant learning communities as well as a social justice focused professional development series for faculty and staff.



As detailed in the chart below economically disadvantaged students demonstrate greater degree and certificate completion than non-economically disadvantaged students.

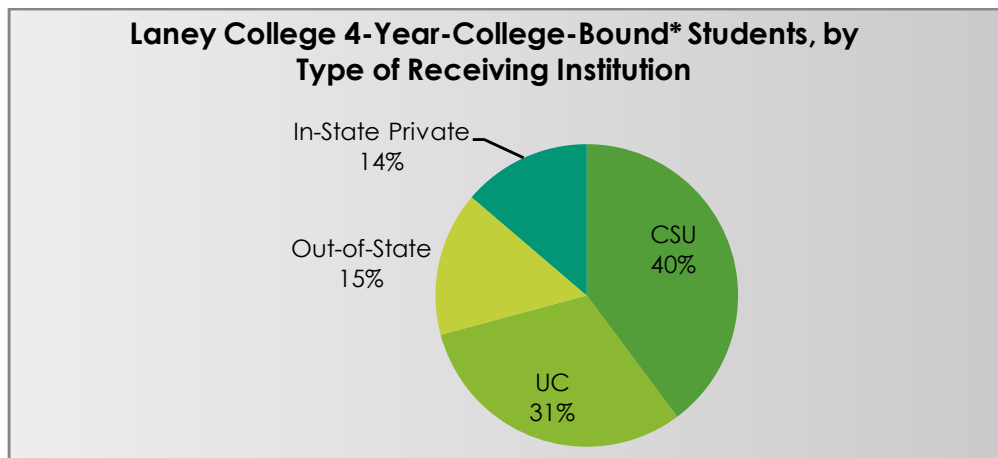


Transfer

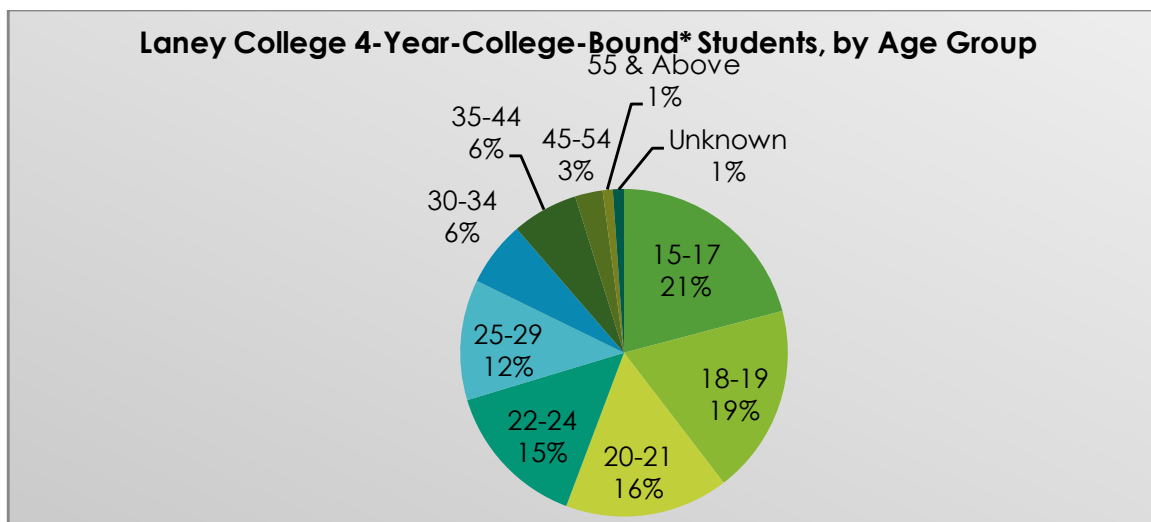
The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six years).

This section provides data and analysis regarding successful transfer to a four year university as a whole as well as for subgroups including gender, age, and ethnicity.

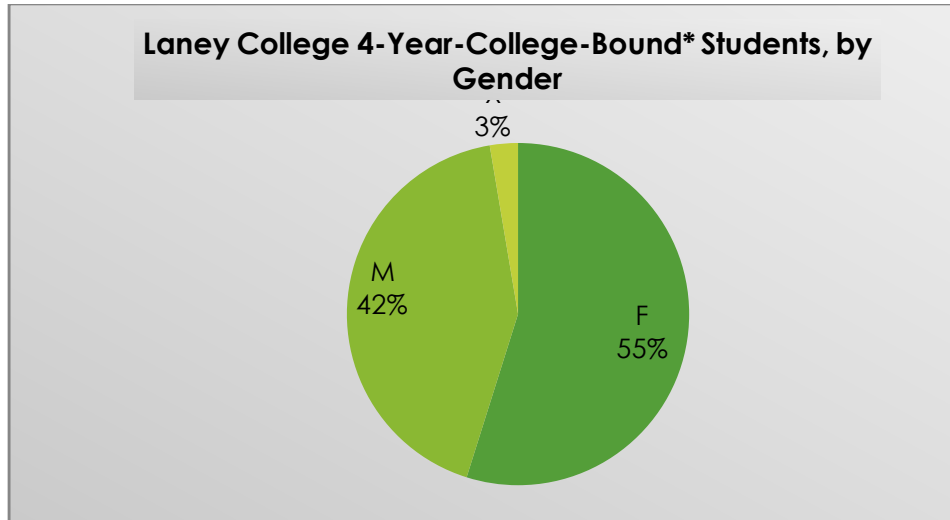
The majority of Laney College students transfer to a CSU at 40% followed by a UC at 31%. The College plan included activities to increase transfer success rates to all universities. In addition to transfer rates, the College plans to conduct ongoing research regarding success at transfer universities in the first year after transfer.



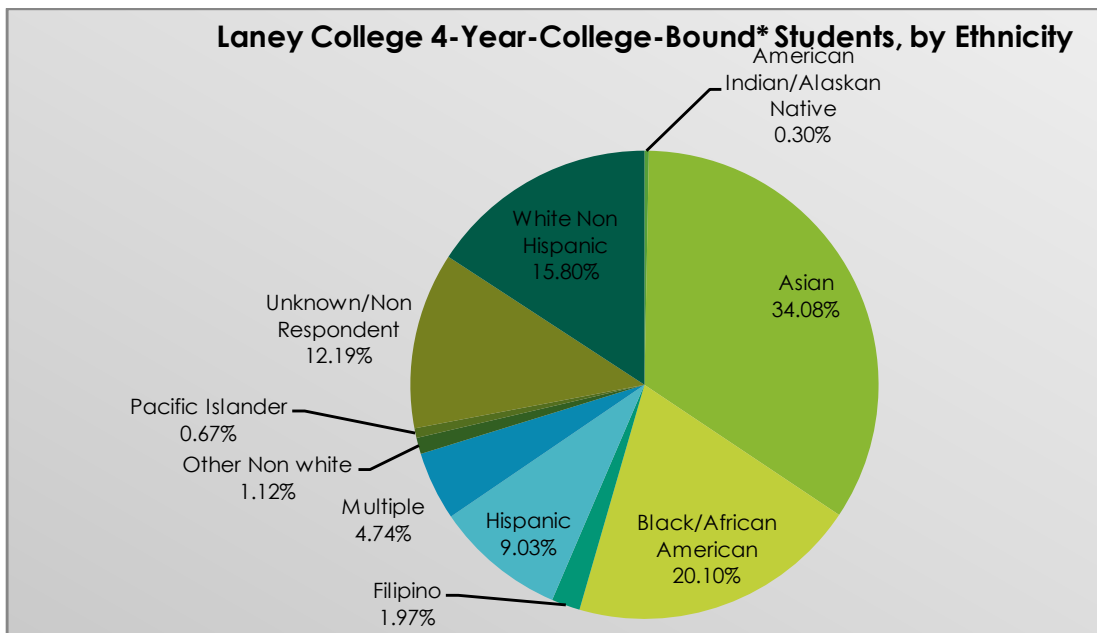
As indicated in the chart below 21% of 15-17 year olds successfully completed a course after transfer followed by 19% of 18-19 year olds and 15% of 22-24 year olds. The college plans to developed a social justice informed mandatory new student orientation and culturally relevant learning communities as well as other activities to support greater transfer success and stated goal attainment. Data shows as ages increase successful completion of a transfer course decreases. This may indicate that less students between 25-over 55 years of age transfer to a four year institution however additional research is needed to assess disproportionate impact.



Female students represent a larger percentage of the Laney College population. The below data corresponds with approximately 55% of female students successfully completing a course after transfer and 42% of male students successfully completing a course. The college plans to developed a social justice informed mandatory new student orientation and culturally relevant learning communities as well as other activities to support greater transfer success and stated goal attainment. The college also plans to increase congruency between stated and achieved goal across all populations.



As represented in the chart below Asian students successfully complete transfer courses at 34% followed by African American students at 20%. Only 9% of Hispanic/Latino students successfully complete a course after transfer indicating disproportionate impact. The college plans to developed a social justice informed mandatory new student orientation and culturally relevant learning communities as well as other activities to support greater transfer success and stated goal attainment.



Goals and Activities

This section details Laney College goals and activities to address disproportionate impact discussed in the Campus Based Research section. Each Activities has an associated timeline and responsible party.

Goals and Activities- By Success Indicator

Success Indicator: Access

Goals	Activities	Timeline	Responsible Party
Increase access and enrollment of all populations in the Laney service area.	1.1 Revitalize the Outreach committee to develop a comprehensive and targeted Outreach plan to specifically address Hispanic/Latino, foster youth and veterans.	2015-2018	VPSS & Public Information Officer (PIO)
Increase outreach to and enrollment from foster youth, veterans, Hispanic/Latino communities to match service area percentages.	1.2 Develop and Implement SSSP High School Transition Team & Program- focused on Oakland High Schools. Focus on underrepresented populations including foster youth.	2015-2016	VPSS/ Division Dean & PIO
Increase outreach to Veterans in the Laney service area.	1.3 Develop multi-language marketing materials and web page translations for increased access especially for Hispanic/Latino students.	2015-2017	PIO/ Laney Webmaster
Increase High School Transition Activities for 11 th & 12 th grade students.	1.4 Train outreach staff to assure accurate, appropriate and consistent information is given to students. With emphasis on programs and services.	2015-2018	Division Dean
	1.5 Develop and implement Spanish speaking admission evenings (two nights at beginning of semester.	2015-2018	Division Dean
	1.6 Increase bilingual staff at points of entry for new students (Admission and Records, Assessment Center, Welcome Center, Counseling, Financial Aid).	2015-2018	VPSS & Division Deans
	1.7 Increase English and math basic skills offerings to meet community demand. Increase late start classes.	2015-2018	VPI & Division Deans
	1.8 Conduct ongoing research regarding student access and barriers for specific groups including foster youth and veteran students.	2015-2018	Institutional Researcher
	1.9 Partner with Foster Youth and Veteran community based organizations to provide faculty and staff professional development.	2015-2018	VPI & Professional Development Committee
	1.9 Enhance communication and collaboration between student services and instruction departments. For example, develop coordinated brown bag sessions focused on improving collaboration.	2015-2018	VPI/ VPSS & Faculty Senate President
	1.10 Develop Community and Civic Engagement Center- include peer-to-peer service learning component and service learning course to meet ethno racial demographic.	2016-2018	VPI/ VPSS
	1.11 Increase Hiring of diverse staff Faculty and support the Peralta Community Colleges Faculty Diversity Internship Program (FDIP) by increasing interns across the college.	2015-2018	VPI/ VPSS & Division Deans

Goals and Activities- By Success Indicator

Success Indicator: Course Completion

Goals	Activities	Timeline	Responsible Party
COURSE COMPLETION: Increase the course completion rate for African American and Hispanic/Latino students between 2015-2018.	2.1 Utilize SSSP mandatory orientations to reach under achieving groups to better support course of study selection and goal attainment. Develop social justice informed orientation empowering new students to achieve their goals.	2015-2016	VPSS & Division Dean
	2.2 Develop Re-entry Student Support Program including a specialized orientation to college course that encourages peer support.	2015-2016	VPSS & Division Deans
	2.3 Increase student and faculty technology support and access- include technology workshops year round.	2015-2016	VPI/ IT Department
	2.4 Implement faculty professional development from Umoja State representatives regarding first year experience programs for Basic Skills students- specifically African American and Hispanic/Latino students.	2015-2016	VPI & Foundation Skills Committee
	2.5 Develop and implement culturally relevant learning communities to address ethno racial demographics of the service community and support student success. (eg. may include expanding UBAKA)	2016-2018	VPI/ VPSS & Division Deans
	2.5 Develop Community and Civic Engagement Center-include peer-to-peer service learning component and service learning course to meet ethno racial demographic.	2016-2018	VPI/VPSS & Division Deans
	2.6 Implement SSSP Early Alert Program.	2015-2016	VPSS/ Division Dean
	2.7 Implement <i>Enhanced Tutoring Program</i> including high level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Applicable and Transfer Students.	2015-2018	VPI, Division Dean
	2.8 Conduct ongoing research regarding student access and barriers for specific groups including foster youth and veteran students.	2015-2018	Institutional Researcher
	2.10 Hold annual DSPS professional development activities for faculty and staff.	2015-2018	Division Dean
	2.11 Create Teaching and Learning Center- Fund Innovative Interdisciplinary research and projects and program development, develop and support Faculty Colleges and support increased use of instructional technology.	2016-2018	VPI/VPSS
	2.12 Increase Hiring of diverse staff Faculty and support the Peralta Community Colleges Faculty Diversity Internship Program (FDIP) by increasing interns across the college.	2015-2018	VPI/ VPSS & Division Deans

Goals and Activities- By Success Indicator

Success Indicator: ESL and Basic Skills Completion

Goals	Activities	Timeline	Responsible Party
<p>BASIC SKILLS AND ESL COMPLETION</p> <p>Increase success rates in 24-49 and over 50 year old Basic Skills students.</p> <p>Increase completion rates for African American and Hispanic/Latino Students enrolled in Basic Skills and ESL courses.</p> <p>Increase in-reach and support for DSPS students enrolled in Basic Skills & ESL courses.</p>	3.0 Utilize SSSP mandatory orientations to reach under achieving groups to better support course of study selection and goal attainment. Develop social justice informed orientation empowering new students to achieve their goals.	2015-2016	VPSS & Division Dean
	3.1 Develop Re-entry Student Support Program including a specialized orientation to college course that encourages peer support.	2015-2016	Division Dean
	3.2 Increase student and faculty technology support and access- include technology workshops year round.	2015-2016	VPI/ IT Department
	3.3 Enhance communication and collaboration between student services and instruction departments. For example, develop coordinated brown bag sessions focused on improving collaboration.	2015-2018	VPI/ VPSS Faculty Senate President
	3.4 Implement <i>Enhanced Tutoring Program</i> including high level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Applicable and Transfer Students.	2015-2018	VPI, Division Dean, Tutoring Coordinator
	3.5 Implement faculty professional development from Umoja State representatives regarding first year experience programs for Basic Skills students- specifically African American and Hispanic/Latino students.	2015-2016	VPI & Foundation Skills Committee
	3.6 Develop and implement culturally relevant learning communities to address ethno racial demographics of the service community and support student success. (eg. may include expanding UBAKA).	2015-2018	VPI/VPSS & Division Deans
	3.6 Develop and Implement Faculty & Staff- Social Justice Professional Development series- to support student transformation and leadership.	2015-2018	VPI & Professional Development Committee
	3.7 Develop Integrated Learning Community marketing materials highlighting all learning communities, programmatic components and target populations.	2015-2016	VPI/VPSS, Foundation Skills Committee/PIO
	3.8 Implement SSSP Early Alert Program.	2015-2016	VPSS & Division Dean
	3.9 Conduct ongoing research regarding student access and barriers to success-especially foster youth and veteran students.	2015-2018	Institutional Researcher
	3.11 Increase DSPS services in-reach in Basic Skills and ESL courses.	2015-2018	VPI & VPSS
3.12 Hold annual DSPS professional development activities for faculty and staff.	2015-2018	Division Dean	

Goals and Activities- By Success Indicator

Success Indicator: Degree and Certificate Completion

Goals	Activities	Timeline	Responsible Party
<p>DEGREE AND CERTIFICATE COMPLETION</p> <p>Increase the number of under-represented students completing degrees and certificate programs.</p> <p>Increase the congruence between declared goal and achievement for African American, Hispanic/Latino and white students and males in general.</p>	4.1 Utilize SSSP mandatory orientations to reach under achieving groups to better support course of study selection and goal attainment. Develop social justice informed orientation empowering new students to achieve their goals.	2015-2016	VPSS & Division Dean
	4.2 Conduct further research on educational objectives and completion rates among under-represented communities to identify specific drop out points so specific interventions may be developed. Focus on foster youth and veterans	2015-2018	Institutional Researcher
	4.3 Expand the development of Associate Degree Transfer (AAT & AST) and maintain local degree option where possible.	2015-2018	VPI & Division Deans
	4.4 Increase participation in Career Pathways project to ensure student success.	2016-2018	VPI & VPSS
	4.4 Develop and implement culturally relevant learning communities to address ethno racial demographics of the service community and support student success. (eg. may include expanding UBAKA)	2016-2018	VPI/ VPSS & Division Deans
	4.5 Develop Multicultural Center and increase student life activities to honor all peoples and foster an environment of inclusion leading to increased success	2016-2017	VPSS & Student Life Director
	4.6 Develop System to automatically grant transfer students AAT or AST if they meet criteria	2016-2017	VPSS & Associate Vice Chancellor of Student Services
	4.7 Create Teaching and Learning Center- Fund Innovative Interdisciplinary research and projects and program development, develop and support Faculty Colleges and support increased use of instructional technology.	2016-2018	VPI/ VPSS & Division Deans
	4.8 Increase Hiring of diverse staff Faculty and support the Peralta Community Colleges Faculty Diversity Internship Program (FDIP) by increasing interns across the college.	2015-2018	VPI/ VPSS & Division Deans

Goals and Activities- By Success Indicator

Success Indicator: Transfer

Goals	Activities	Timeline	Responsible Party
<p>TRANSFER</p> <p>Increase the number of students from underrepresented populations transferring to four year institutions.</p> <p>Increase the transfer rate of Hispanic, Filipino, African American students by 10%.</p> <p>Decrease the gap between declared goals and achievement for African American, Hispanic/Latino and white students.</p> <p>Research 31-60 year old students to assess goal and achievement and develop activities and support as appropriate.</p>	5.1 Through a college wide task force, develop a college wide career-transfer plan with specific goals, objectives, and interventions designed to increase degree attainment and transfer. Integrate with Career Pathways	2015-2016	Division Deans
	5.2 Utilize SSSP mandatory orientations to reach under achieving groups to better support course of study selection and goal attainment. Develop social justice informed orientation empowering new students to achieve their goals.	2015-2016	VPSS & Division Dean
	5.3 Expand the development of Associate Degree Transfer (AAT & AST) and articulation agreements with four year universities.	2015-2018	VPI & Division Deans
	5.4 Improve tracking and research of student transfer rates to include private and out-of-state universities. Focus on foster youth and veteran students	2015-2016	Institutional Researcher
	5.5 Develop and implement culturally relevant learning communities to address ethno racial demographics of the service community and support student success. (eg. may include expanding UBAKA)	2016-2018	VPI & VPSS
	5.6 Develop Multicultural Center and Increase Student Life Activities to honor all peoples and foster an environment of inclusion leading to increased success	2016-2017	VPSS & Student Life Director
	5.7 Develop System to automatically grant transfer students AAT or AST if they meet criteria	2016-2017	VPSS & Associate Vice Chancellor of Student Services
	5.8 Create Teaching and Learning Center- Fund Innovative Interdisciplinary research and projects and program development, develop and support Faculty Colleges and support increased use of instructional technology.	2016-2018	VPI
	5.9 Increase Hiring of diverse staff Faculty and support the Peralta Community Colleges Faculty Diversity Internship Program (FDIP) by increasing interns across the college.	2015-2018	VPI/ VPSS & Division Deans

Budget

Laney College is committed to providing programs and services to directly impact equity and provide all access, and success as related to ESL and Basic Skills students, course completion, and goal attainment in the achievement of certificate and degree completion as well as transfer to a four year institution.

Laney College follows an integrated planning and budgeting model and as a result the goals and activities will be supported by varied funding streams as appropriate to support greater equity.

Funds planned for utilization include:

- Basic Skills Fund
- Board Financial Assistance Program Fund
- CalWORKs/TANF Fund
- Career Technical Education Fund
- DSPS Fund
- EOPS Fund
- General Fund
- Laney College Bookstore Revenue Fund
- Measure B- Student Success Fund
- Student Equity Fund
- Student Success and Support Fund

As of December 1, 2015 the College has not received its allocation from the District. The Chancellor is waiting until all plans are received before distributing funds. As a result, the college has included a projected budget detail below to meet plan goals and activities.

Student Equity Planning Agenda Budget Detail

The below amounts reflect projected salary and benefits per position

Position/Activity	Budget
College Institutional Researcher 1.0 FTE	120,000.
Student Equity/Outreach Coordinator 1.0 FTE	100,000.
Web Master	80,000.
Equity Public Information Officer	80,000.
Instructional Assistant Level Tutors	60,000.
Welcome Center Staff	60,000.
Network Technician- Instructional Labs 1.0FTE	60,000.
Community and Civic Engagement Center	50,000.
Teaching and Learning Center	50,000.
Learning Community Support	100,000.
Faculty Innovation Funding	50,000.
Faculty and Staff Professional Development	30,000.
Total	840,000.

Student Equity Plan Evaluation

Laney College is dedicated to institutional improvement and engages in ongoing quality assurance and data analysis to ensure planning is implemented in a timely and reasonable manner to meet College goals of increased student access, equity and success.

All student equity plan goals and activities will be reviewed by the Institutional Effectiveness Committee to ensure indicated timelines are met. The Student Equity Committee recommends that this group continue as a subcommittee of the Institutional Effectiveness Committee to allow for greater integration in college wide planning. With the addition of an Institutional Researcher on staff, the College will engage in research based analysis of effectiveness of implemented goals and activities. The college will use both quantitative and qualitative data to ensure that student voices are included in a holistic assessment of college efforts to address disproportionate impact with regards to access, course completion, ESL and basic skills completion, degree and certificate completion and transfer. The College will also begin utilizing better data collection for foster youth and veterans, two populations not well tracked in the District.

The following methods will be utilized to assess the Laney College Student Equity planning agenda:

- ❖ Traditional student quantitative access and success data
- ❖ Focus Groups- student based qualitative research
- ❖ Surveys- student based qualitative research

Peralta Community College District Budget planning occurs in April for the following academic year. While State Chancellors office Student Equity funding will not be allocated prior to October, the College will complete plan analysis and updates prior to the end of April and redirect goals, activities, and funding to address research based findings. The evaluation timeline will be as follows:

- | | |
|---|---------------------|
| ❖ Institutional Effectiveness Committee- <i>receives Student Equity Plan</i> | January 2015 |
| ❖ Institutional Effectiveness Committee- <i>reviews goals and activities</i> | February 2015 |
| ❖ Institutional Effectiveness Committee- <i>Follow-up with responsible parties regarding goal and activity implementation</i> | March-April 2015 |
| ❖ Institutional Effectiveness Committee- <i>Revise plan goals and activities</i> | April 2015-May 2015 |
| ❖ Institutional Effectiveness Committee- <i>Begin Annual Research, Analysis, Planning and Implementation Cycle August 2015 to prepare for annual submission in November, 2015.</i> | 2015 |

Acknowledgements

Laney College acknowledges the following faculty, staff and students who actively participated in the development of the 2015-2018 Student Equity Plan. Appreciation to other staff, faculty and students who provided input.

Student Equity Committee 2014-2015

Alicia Caballero-Christenson	Ethnics Studies Faculty
Lisa R. Cook	ESL Faculty
Jacqueline Graves	English Faculty
Ann McMurdo	Counseling Faculty
Blanca Montes de Oca	Assessment Center Specialist
Carl Oliver	ASLC President
Don Petrilli	Graphic Arts Faculty
Suzan Tiermroth-Zavala	ESL Faculty
Tina Vasconcellos, Ph.D.	Dean of Student Development & Wellness
Christine Wells	Mathematics Department