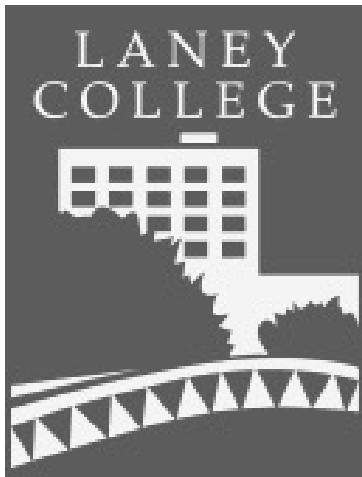# 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Laney College

Acknowledgements

The following Laney College shared governance committees are recognized for their contributions and feedback in the creation of the Integrated Plan:

Associated Students of Laney College (ASLC)
College Council
Foundation (Basic) Skills Committee
Classified Senate
Faculty Senate
Equity Committee
Institutional Effectiveness Committee
Student Success and Support Program Committee

The Integrated Planning Working Group was formed in September 2017 for the purposes of establishing a cross-section of the Laney College community to engage in discussion and planning on how to best support student success. Committee members met regularly to discuss alignment strategies, feedback received from the Laney community, and the funds allocated to support these efforts. Special thanks to the following participants:

- Taneem Bahram, Student, ASLC Treasurer
- Chuen-Rong Chan, Dean, Liberal Arts
- Roger Chung, Faculty, Ethnic Studies
- Peter Crabtree, Dean, Career Education
- Yashica Crawford, Chief of Staff, Special Assignment
- Eleni Gastis, Faculty, English & Faculty Senate Vice President
- Jackie Graves, Associate Dean, Educational Success
- Kimberly King, Faculty, Psychology & Umoja-UBAKA Coordinator
- Mildred Lewis, Dean, Enrollment Services
- Beth Maher, Faculty, ESOL & Basic Skills Transformation Grant Coordinator
- Donald Moore, Faculty, Anthropology & Faculty Senate President
- Danielle Odom, Counselor & SSSP Coordinator
- Rina Santos, Faculty, Math
- Robert Tracy, Biology/Science Lab Coordinator & Classified Senate President
- Kevin Wade, Dean, Student Success
- Carol Williams, Student, ASLC Vice President

Special thanks to our colleagues at Berkeley City College, College of Alameda, Merritt College and the Peralta Community College District's Academic Affairs Office for their support.

Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS during the 2015-16 planning cycle

Equity Goals	Progress
Increase access for Veterans and Latinx students by 5 percentage points within five years	Hired a Veterans Counselor and support staff; provided expanded space and resources for a Veterans Resource Center; implemented book loan and BART voucher program for Veterans. Preliminary planning for Asi Se Puede/Latinx Center program launch. Provided release time for program coordination, program materials, website development, and student ambassadors for outreach.
Increase course completion by 5 percentage points within five years for students who are African American and Foster Youth	Launched Umoja-UBAKA program. Provided release time for program coordination. Designated an Umoja-UBAKA space with embedded tutoring. Hired a designated part-time counselor and staff. Offered a workshop series on study skills, community engagement, and job seeking, and provided college trips and field trips. Hosted Black College Expo. Expanded tutoring on campus in Math Lab, Writing Center, Tutoring Resource Center, Student United for Success (Athletic Field House), Umoja Village, DSPS High-Tech Center, and embedded CTE instructional aides. Preparing for CRLA certification for tutor training program to increase quality and quantity of tutors. Launched the *Restoring Our Communities* program to onboard and support formerly incarcerated and systems-impacted individuals. Provided transportation (BART), book and food vouchers to support student course completion and professional development for faculty. Launched Global Education for the People Initiative (GEPI) through the Laney Dance Department, which supported 52 students. A total of 14 students and two staff members participated in the Study Abroad to Ghana program and included travel and activities at the African American Male Education Network and Development (A2MEND) Conference. Students served as global ambassadors by hosting an information table to encourage other students to join with Laney College as global ambassadors to increase the number of community college students studying abroad. Implemented book and food voucher programs. Provided professional development for faculty, such as the ACE Five-Day Experiential Learning Institute (FELI). Other examples include: ● Equity Regional Summit ● Equity Summit ● Equity Week activities ● Equity Speaker Series

	● Dr. Joy De Gruy Professional Development Experience & Faculty/Staff Workgroup Showcase Incorporated social justice service learning in 10 courses across African American Studies, Ethnic Studies, English and Social Sciences. The Social Justice Center Initiative developed a task force of faculty to support student organizing. Students had the opportunity to work with social justice organizations such as Black Lives Matter, the Anti-Police Terror Project, Hip Hop for Change and Legal Services for Prisoners with Children. Launched the Social Justice cohort and trained and paid students to organize on campus around racial and economic justice. This increased the number of student clubs and workshops available for students to be engage in on campus. Students organized healing workshops, art builds, rallies, film screenings, and coalition building with selected community partners.
Increase Basic Skills course completion by 5 percentage points within five years for African Americans in Math and English; for students who have a documented disability in Math and English; and for Latinx students in ESOL	Umoja-UBAKA program implemented. Asi Se Puede/Latinx Center program development. Expanded tutoring and tutor training; incorporating tutoring for disproportionately impacted (DI) groups. Provided book vouchers and embedded tutoring for students with disabilities through the Disabled Students Programs & Services (DSPS) program. Developed noncredit support courses for DSPS students. Launched new two-week pre-semester Math Camp to improve outcomes on math assessment tests and reduce math anxiety. Developed noncredit ESOL course sequences, with a plan for offering at off-site locations to help onramp different DI populations, including Latinx students.
Increase degree and certificate completion by 5 percentage points within five years for African American, Latinx, Male, and students who have a documented disability	Implemented Umoja-UBAKA program. Asi Se Puede/Latinx Center program development. Expanded tutoring and tutor training. Embedded tutoring for students in the DSPS program. Embedded CTE instructional aides and embedded counseling to promote degree and certificate application process and completion. Plan for a "completion campaign" coordinated with District.
Increase transfer rates by 5 percentage points within five years for African American and students who have a documented disability	Umoja-UBAKA program. Embedded tutoring for students in the DSPS program. Instituted Transfer Day. Hosted 4-year college representatives for UCs and CSUs. Increased the number of Associate Degrees for Transfer (ADTs) with CSUs.

SSSP Goals	Progress
Orientation	Provided mandatory online orientation for students; expanded options for orientation: students may enroll in COUN 201 or COUN 224. Plan to translate orientations into Spanish, Cantonese, and Vietnamese. Hired diverse pool of student ambassadors to work in Welcome Center.
Assessment	Hired additional assessment staff. Participated in Multiple Measures Assessment pilot project to place students based on HS GPA. Incorporated writing sample assessment and paid English and ESOL faculty readers to accelerate student placement into transfer-level classes. Launched Math Camp to improve math assessment. Now offer assessment periods throughout the semester rather than during limited peak enrollment. Implemented an online signup option for assessment appointments to streamline process for students.
Counseling	Hired six new SSSP counselors including Early Alert, Veterans, DSPS, SSSP Coordinator, High School Transitions. Implemented option for students to signup online for counseling appointments. Increased the number of student education plans.
Follow Up Services	Worked closely with the District to implement Early Alert pilot program. Follow-up calls are now initiated for students on academic probation and those that reach 15 units to ensure completion of a comprehensive educational plan. Developed plan to identify additional follow up services provided on campus through student support programs such as Financial Aid, Veterans, EOPS, CARE, etc.
BSI Initiative Goals	**Progress**
Redesign developmental education sequence	Redesigned English, Math and ESOL sequences. New writing assessment increased the number of students placed directly into transfer-level English courses.
Integrated counseling pilot	Incorporated integrated counselors into two English development courses linked to writing workshop.
Supported curricular change with Communities of Practices	Communities of Practices developed in English, ESOL, Library help faculty integrate accelerated curriculum, sequence redesign, and collaborative support services.
Tutoring	Expanded tutoring. Improved and expanded tutor training. Provided tutoring to targeted disproportionately impacted groups.

a. **To what do you attribute your overall success or lack thereof?**

Visionary leadership from faculty, staff, and administration helped launch and implement new efforts and add capacity to existing initiatives, despite administrative turnover. Faculty in Basic Skills took initiative to redesign curriculum and support those changes with communities of practice. New district-wide Math discipline meetings have helped solidify plans at the College in collaboration with sister colleges to benefit students. Applying for the

Basic Skills Transformation Grant helped faculty become informed about best practices around the state and energized them to make changes. Attending professional development as a group brought together strong teams who could implement ideas on campus. Hiring additional counselors added capacity to ensure core services of assessment, orientation, student education plans, and follow up services were expanded. Campus-wide conversations about student equity have changed the dialogue on campus, ensuring that an equity lens is brought to all aspects of instruction and services. Students have engaged in participatory governance committees, bringing their voice to help improve our processes. Without a full-time institutional researcher, we have struggled to get accurate data to quantify our progress; hiring a researcher is a high priority and currently in progress.

b. **Identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities**.

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Basic Skills completion, including the number of students successfully transitioning to college level math and English courses.	Multiple measures, placing students by HS transcript grades and English writing sample place students at higher-level courses. Math Camp to improve assessment scores for those entering the math sequence. Instituted Early Alert pilot. Instituted mandatory online orientation.	Instituted Umoja-UBAKA program, Asi Se Puede/Latinx Center program, Provided embedded tutoring for DSPS program. Expanded tutoring program and tutor training.	Development of accelerated course sequences in English and Math. Embedded tutoring. Integrated counseling. Expanded tutor training. Math Camp to assist students improving math completion and persistence rates.

c. **Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

- Multiple Measures assessment, utilizing high school transcript grades, often places students higher, shortening their pathway to transfer-level courses.
- Strategically implementing Umoja-UBAKA and Restoring Our Communities programs based on Equity data has helped support African American and formerly incarcerated students.

- Developing accelerated courses, such as Math 240, shortens the length of time it takes to complete the basic skills courses enroute to transfer.

FUTURE PLANS for the 2017-19 planning cycle

| Goal | Activities in each program that serve the goal listed | | | Goal Area |
	SSSP	Student Equity	BSI	
Increase access to the college for disproportionately impacted populations	Provide Outreach Specialist to support recruitment activities and deepen partnerships with high school and community partners. Implement enhanced Student Ambassador program	Develop outreach strategy to include Veterans, Foster Youth, and Spanish-speaking populations through targeted materials and community partnerships	Expand offerings of new ESOL noncredit "Bridge to Credit" sequence to provide onramp into programs. Offer courses onsite and key off-site locations.	• Access • Retention
Increase basic skills completion, including the number of students successfully transitioning to college-level mathematics and English courses.	Implement mandatory online orientation, early alert and multiple measures assessment to increase number of students placed directly into college-level courses.	Expand tutoring support, embedded tutors and tutor training. Expand Math Camp to specifically engage DI populations.	Expand offerings of accelerated curriculum in English, Math & ESOL. Create Communities of Practice for faculty. Increase tutoring support and provide embedded tutoring.	• ESL/ Basic Skills Completion
Close achievement gaps for disproportion-ately impacted groups.	Raise awareness of newly hired counselors who provide targeted services to DI groups. Host	Support Umoja-UBAKA program for African American student success; cohort of students in the classes; host	Improve assessment for placement. Provide noncredit support courses.	• Retention • ESL/ Basic Skills Completion

	the HBCU Caravan tour.	Black Expo and HBCU fair		
Improve success rates in degree attainment, certificate attainment, and transfer.	Follow up services: 45 unit notifications of current students for degree/certificate completion.	Support Umoja-UBAKA program. Expand tutoring support and training. Establish Enrollment Management Committee to support District-wide schedule development.	Develop accelerated pathways and improved assessment procedures to decrease length of time to complete degrees, certificates, and transfer.	• Retention • Degree & Certificate Completion
Increase student course completion and retention rates	15 unit notifications of current students for comprehensive ed plan.	Expand tutoring services. Emergency funding and services for students who are vulnerable. Professional development for faculty	Implement embedded counseling. Develop noncredit support courses	• Access • Retention
Provide professional development for faculty and staff to support student success and equity		Institute faculty inquiry groups to examine their own student equity data. Expand and institutionalize ACE FELI training.	Provide additional training on noncredit development.	• Access • Retention • Transfer • ESL/ Basic Skills Completion • Degree & Certificate Completion

a. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs.**

Laney College is in an ideal point of the integration planning, as the College is currently participating in strategic planning, where College constituents are undergoing a revision of its Mission, Vision, and establishment of College Goals for 2018-2023. This work will enable the intentional alignment of student success goals across all student equity-related categorical programs and campus-based programs, and will also be in line with the Guided Pathways planning that is currently in progress. In spring 2018, student-equity related categorical programs and campus-based programs, including academic departments, will be

tasked with submitting their plans for how their work will intentionally link back to the College's newly formed goals. Accountability measures will be in place through the Institutional Effectiveness Committee.

Laney College also has the benefit of a robust participatory governance process, which includes planning committees that ensures that planning across program goals is taking place. As an example, an Integrated Planning Working Group has been formed to ensure that planning across student-equity related categorical programs is taking place, and intentionally aligns resources to ensure maximum support of student success.

b. **If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment**.

A recently adopted position, Associate Dean of Educational Success, has been created at each college in the District to provide enhanced support using an equity lens for our credit and noncredit programs. Through Adult Ed Block grant funding, we have also added a Transitions Liaison position to increase our supportive services through providing a "warm hand off" for students to on-campus supports at student entry points (ex: Welcome Center, Counseling Department) and partnerships with community-based organizations to ensure that students are continually engaged in successful strategies toward completion. Laney continues to be in a position of supporting student post-secondary transitions and employment through job placement services, internship experiences, and transition planning with industry partners.

Laney is at the early stages of developing noncredit courses and programs. Laney's first noncredit program, ESOL Bridge to Credit, was backwards-designed to provide lower-level speakers of other languages an on-ramp into credit ESOL programs. Other noncredit courses in development at Laney include:

- **Noncredit Basic Skills Math:** mini-modules for arithmetic and pre-algebra to help support students on accelerated Math STEM and SLAM pathways, as well as support math skill-specific competency development for CTE programs.
- **College Composition Toolkit:** noncredit English workshop courses to support students in credit courses with developing reading and writing skills
- **Vocational ESOL program:** English for Customer Service, Technology training, and for English Special Purposes which be tailored to align with the specific vocabulary required for Laney's CTE programs.
- **Public Works Pathway:** Noncredit test preparation and job search skills for CTE students seeking civil service jobs
- **Math Camp:** two-week skills course to help students prepare for assessment tests, reduce math anxiety, and improve performance in Math courses.

c. **Describe your professional development plans to achieve your student success goals.**

We plan to build and expand on the following activities, which have proven successful in

providing the college community shared opportunities to learn strategies in achieving student success and closing achievement gaps:

- The Academy for College Excellence (ACE) Five Day Experiential Institute (FELI) has been rigorously evaluated qualitatively and quantitatively. Students who complete the training exhibit significant gains in: academic self-efficacy, personal responsibility, college identity, mindfulness, leadership and teamwork. We plan to build a train-the-trainer model to institutionalize FELI practices and incorporate the FELI into a First-Year Experience program for students. One group of faculty was trained Summer 2017, and we plan to offer additional trainings in 2018-19.
- Ongoing, consistent, and regular professional development about equity, student success, and supporting students with diverse learning styles. The College has hosted guest speakers and held several trainings on equity. We intend to build a more consistent regular programmatic approach to student success and equity training. The College has also partnered with InsideTrack to conduct a needs assessment of support services, with the goal of fostering the professional development of classified staff, to ensure that all professional employees of the College have the resources they need to help direct students on their path to success.
- Conducting research and data review specific to program and course-level equity outcomes to inform targeted interventions for professional development, which may include faculty inquiry groups to examine instructors' own equity data.

d. **How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college.**

Evaluation of progress indicators will take place at least two times per year, with the first assessment being used as a baseline evaluation. In addition, there are some indicators that will be reviewed more frequently. For example, in the case of course completion and retention, the full implementation of Early Alert will provide the opportunity to track implementation strategies to support students' continued engagement in reaching their goals. Analysis of the District/College Scorecard, and milestones, and momentum points will also take place.

e. **For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals?**

Coordination of College efforts to integrate SSSP, Student Equity, and BSI is an important endeavor. In Peralta, the District Academic Affairs and Student Services Committee (DAASSC) has recommended that colleges have one college committee to review the integration of SSSP/Equity/BSI plans and goals. Further, DAASSC has recommended that the college integrated plan committees provide an update to DAASSC each semester about the progress of obtaining goals and integrating SSSP/Equity/BSI services. Finally, DAASSC will facilitate having a district-wide annual Integrated Summit to discuss possibilities for coordination across district colleges to support the achievement of integration plans and goals.

f. **Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

The attached BSI SE SSSP Integrated Budget Plan 2017-18 along with budget allocation information provides a summary of how these funds will be utilized.

g. **Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

http://laney.edu/integrated-plan/

h. **What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

The Chancellor's Office can continue to support the region with providing area-wide workshops and professional development opportunities, particularly related to Guided Pathways and the use of data analytics to support program improvements.

i. **Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

Point of Contact:
Vicki Ferguson
Vice President of Student Services
vferguson@peralta.edu
(510) 464-3294

Alternate Point of Contact:
Kevin Wade
Dean of Student Services
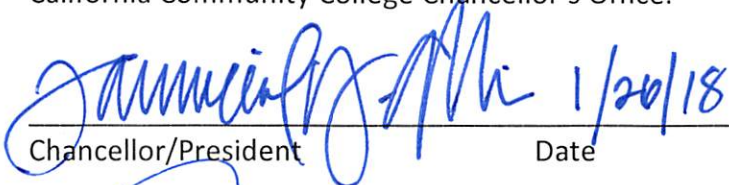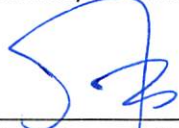kwade@peralta.edu
(510) 464-3393

Approval and Signature Page

College: Laney College   **District:** Peralta Community College District

Board of Trustees Approval Date: January 23, 2018

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

	1/20/18	tgilkerson@peralta.edu
Chancellor/President	Date	Email Address
	1/26/18	cchum@peralta.edu
Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
	1/28/18	vferguson@peralta.edu
Chief Student Services Officer	Date	Email Address
		dmoore@peralta.edu
President, Academic Senate	Date	Email Address

Laney College Integrated Plan 2017-2019
Executive Summary

Overview
Laney College, located in downtown Oakland, is a diverse, urban community college committed to equity and student success.

In Fall 2017, Laney College convened an Integrated Planning Working Group including representatives from the Foundation Skills Committee, SSSP Committee, Student Equity Committee, Strong Workforce, Academic Senate, administrators, faculty, staff, and students to develop a framework for Laney's Integrated Plan. The Working Group developed high-level goals for the College that integrated the three funding streams with a focus on student success and equity. The plan was developed over the fall semester, with additional input from various committees and shared governance groups.

2017-2019 Integrated Goals
Through a collaborative process, Laney College developed the following integrated goals:
1. Increase access to the college for disproportionately impacted populations
2. Increase basic skills completion, including the number of students successfully transitioning to college-level mathematics and English courses.
3. Close achievement gaps for disproportionately impacted groups.
4. Improve success rates in degree attainment, certificate attainment, and transfer.
5. Increase student course completion and retention rates
   a. Provide professional development for faculty and staff to support student success and equity

Laney is currently developing a new five-year Strategic Plan, and will continue an ongoing process of reflection and assessment of these goals in its development.

Student Equity Goals
The chart below highlights the Student Equity goals for each disproportionately student group, and the activities that Laney College will undertake to achieve these goals and the resources budgeted for these activities. Laney's 2015-16 Student Equity Plan, our disproportionate impact study was conducted using the proportionality index to analyze state Chancellor's office data. Our Student Equity Committee sought data that reflected a deeper diversity of our student population—including subgroup analysis such as Southeast Asian, Arab American, and LBGTQ that we hoped we could achieve by analyzing local data.

For this 2017-19 Integrated Plan, we used local data from 2013-15 to set a new benchmark against which we can measure our progress.

Disproportionately impacted group by indicator	2017-19 Plan Goals	Activities
Access Foster Youth Latinx Veterans White	Increase access for Veteran, Latinx, and Foster Youth students by 5 percentage points within five years	Expand the Asi Se Puede/Latinx Center program. Expand services of Veterans counselor, outreach staff, and resources for Veterans. Set benchmarks and targets.
Course Completion African American DSPS Foster Youth Pacific Islander Veterans	Increase course completion by 5 percentage points within five years for students who are African American, Foster Youth, and Pacific Islanders. Increase distance education course completion by 5 percentage points within five years for students who are African American, Veterans, Foster Youth, and students with disabilities	Continue implementation of Umoja-UBAKA program for African American student success. Determine benchmarks for assessing progress. Align services and supports for Foster Youth with Next Step program and community partners Sustain expanded tutoring on campus in Math Lab, Writing Center, Tutoring Resource Center, DSPS High Tech Center, and provide tech tutors for students in online courses. Continue funding and support of Restoring Our Communities program to support formerly incarcerated individuals. Continue providing professional development for faculty in student success and equity. Direct support to disproportionately impacted students in the form of book vouchers, transportation (BART) vouchers and food vouchers
English Basic Skills Completion African American Foster Youth Native American	Increase English Basic Skills course completion by 5 percentage points within five years for students who are	Expand accelerated English course sequences, develop English reading and writing noncredit courses. Continue embedded tutoring and integrated counseling.

	African American, Foster Youth, and Native American.	
Math Basic Skills Completion African American DSPS Foster Youth Native American Veterans	Increase Math Basic Skills course completion by 5 percentage points within five years for students who are African American, Foster Youth, Veterans, Native American, and students with disabilities.	Expand Math Camp, accelerated math course sequences, and develop noncredit math mini-modules for arithmetic and pre-algebra. Continue embedded tutoring and integrated counseling.
ESOL Basic Skills Completion African American DSPS Latinx White	Increase ESOL course completion by 5 percentage points within five years for students who are Latinx, African American, White, and students with disabilities.	Expand offerings of noncredit ESOL courses to off-site locations. Continue embedded tutoring in key ESOL courses.
Degree and Certificate Completion African American Asian American Foster Youth Native American	Increase degree and certificate completion by 5 percentage points within five years for students who are African American, Foster Youth, Native American and Asian American.	Continue implementation of Umoja-UBAKA and Asi Se Puede / Latinx Center to include benchmarks. Implement completion campaign coordinated with district, including counseling outreach to selected gateway courses
Transfer African American Latinx Veterans	Increase transfer rates by 5 percentage points within five years for students who are African American, Latinx, Veterans and Foster Youth.	Continue partnerships with UCs and CSUs, hosting college representatives, Transfer Day, HBCU Fair, etc. Prepare to implement guided pathways

Resources budgeted for Student Equity activities for 2017-18:

The following chart represents the resources budgeted for Student Equity activities in 2017-18.

Object Code/Description	Total Budget
1000s Academic Salaries	111,299
2000 Classified, Nonacademic Salaries	231,276
3000 Employee Benefits	68,493
4000 Supplies and Materials	6,538
5000 Other operating expenses and services	151,810
Total	728,697

Summary of Progress made on Student Equity Goals:

Since 2014, Laney has made some significant progress on its Student Equity Goals.
For course completion, disproportionate impact measured by the proportionality index with a 0.85 threshold indicated no disproportionate impact for any subgroups, with the exception of Native American students(as shown in the table B1-2), which would require only a total of 6 course successes to close the gap (as shown in table B1-3).

Table B1-2. Proportionality Index for Success Rates (Fall Term) by Race/Ethnicity

Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016
African-American	0.794	0.830	0.831	0.832	0.836	0.847	0.863
American Indian/Alaskan Native	0.827	0.779	0.731	0.802	0.930	0.942	0.801
Asian	1.163	1.163	1.130	1.171	1.166	1.140	1.141
Hispanic	0.966	0.973	0.980	0.965	0.959	0.974	0.918
Multi-Ethnicity	0.830	0.895	0.922	0.915	0.979	0.909	0.910
Pacific Islander	0.844	1.057	0.952	0.841	0.974	0.942	1.057
Unknown	1.084	1.032	1.068	1.060	0.991	1.040	1.018
White Non-Hispanic	1.114	1.113	1.098	1.091	1.101	1.084	1.086

Table B1-3. Closing the Gap: Number o Changes in Course Outcomes to Reach Proportionality Threshold Among Race/Ethnicity in Course Success Rates (Fall Terms)

Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016
African-American	910	328	283	267	183	49	0
American Indian/Alaskan Native	7	14	16	6	0	0	6
Asian	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0

Multi-Ethnicity	25	0	0	0	0	0	0
Pacific Islander	3	0	0	4	0	0	0
Unknown	0	0	0	0	0	0	0
White Non-Hispanic	0	0	0	0	0	0	0

Prior year expenditures for Student Equity are summarized below:

Laney Student Equity 2015-16 Expenditures

Object Code/Description	Total Budget
1000s Academic Salaries	32,551
2000 Classified, Nonacademic Salaries	129,335
3000 Employee Benefits	18,827
4000 Supplies and Materials	
5000 Other operating expenses and services	27,074
Total	207,787

Laney Student Equity 2016-17 Expenditures (including carryover from 2015-16)

Object Code/ Description	Total Budget
1000 Academic Salaries	336,117
2000 Classified, Nonacademic Salaries	123,523
3000 Employee Benefits	90,080
4000 Supplies and Materials	52,737
5000 Other operating expenses and services	351,629
6000 Capital Outlay	87,300
7000 Other Outgo	170,996
Total	$1,212,382

Laney College 2017-19 Integrated Plan
Basic Skills Initiative, Student Equity, and Student Success & Support Program

APPENDIX

District use of Equity Funds

Part I. History

In 2015, our former Chancellor Dr. Jose Ortiz established a District Office of Student Success and Equity (OSSE) at the Peralta Community College District (PCCD) to support the four colleges in their efforts to foster student success and equity, as determined by indicators from the Student Success Score Card and other statistical measures. The office served all Peralta students, with a focus on dual enrollment, foster youth, African American/Latino, and students affiliated with community-based organizations (CBOs). The OSSE also supported each college by providing outreach to targeted populations, and the district-wide coordination of PCCDs UMOJA programs. $622,000 was allocated from student equity funds which comprised 32% of district's student equity funding from the State. An additional $68,387 was allocated from the District general fund 1. The total budget for OSSE was $690,387.

Please see budget below:

UMOJA Program Budget		
Object Code	**Description**	**Total Budget**
1000s	Counseling Services (hourly)	$100,000
2000s	Coordinator Position + Clerical (hourly)	$140,000
3000s	Benefits	$40,000
4000s	Supplies	$10,000
5000s	Consultants, Professional Services	$55,000
	TOTAL BUDGET	*$345,000*

District Equity Budget		
Object Code	**Description**	**Total Budget**
1000s		$0
2000s	Dean + Director+ 2 staff (hourly)	$265,000
3000s	Benefits	$80,000
4000s		$0
5000s		$0
	TOTAL BUDGET	**$345,000**

Part II. History 2016-17

In 2016, Chancellor Laguerre (PCCD), changed the scope of the student equity funds held at the district. The districtwide focus is on addressing equity gaps in access. The work includes connecting with high school districts (i.e. dual enrollment), community-based organizations, and other agencies that service our targeted populations. Collectively, we are working together districtwide to gain greater visibility within our service areas to remove barriers and increase the number of disproportionately impacted student populations attending PCCD. In fall 2016, all district UMOJA related program funding of $160,000 was transferred to the colleges (see chart below). Additionally, the District absorbed an adjustment in State funding of $274,999 in 2/27/17 due to an unexpected reduction of student equity funding (based on an improvement in our income index zip code). The total district budget was $146,591 in carryover funds and $415,000 for 2016-17.

Student Equity Funds -District Allocation

	District held UMOJA Allocation	COA 18.31%	BCC 22.33%	Laney 39.18%	Merritt 20.18%
2015-16 District's Program Carryover *	$146,591	$27,564	$33,616	$58,982	$30,379
2016-17 District's Program Allocation *	$160,000	$51,938	$63,341	$111,138	$57,242
Total	$306,591	$79,502	$96,957	$170,120	$87,622

District Equity Budget 2016-17 including 2016 carryover

Object Code	Description	Total Budget
1000s	AVC Brown	$127,377
2000s	Staff (Jeffries/Coleman) and OT	$96,820
3000s	Benefits	$107,241
4000s		$0
5000s	Advertising TV, Misc. operational, conference	$81,900
*Prior year carryover 2016		$146, 591
	TOTAL BUDGET	$559,929

District Equity Budget 2017-18 (21.4% of district's equity funds)

Object Code	Description	Total Budget
1000s	AVC	$135,948
2000s	Staff support, outreach analyst	$126,972
3000s	Benefits	$107,241

4000s		
5000s	Misc Operational	$45,002
	TOTAL BUDGET	**$415,163**
*1091 prior year carryover 2016	**Adverting TV, multilingual outreach**	**$111, 646**

2017-18 District Equity Plans percentages (not including prior year carryover)

Laney 40%	Merritt 20%	BCC 20%	COA 20%	District 21.4%
$166,065	$83,032	$83,032	$83,032	$415,163

The district-wide focus is closing the equity gaps in access for disproportionately impacted student populations. Specifically, the District is leveraging equity funds along with the Colleges to create a consistent experience districtwide for outreach and admissions.

The work includes outreach and recruitment with high school districts, community-based organizations, and other agencies that service our targeted populations. Early college initiatives to disproportionately impacted groups such as dual enrollment (public and charter schools, CBOs), middle college experience, and promise programs. Targeted district lead student e-campaigns based on analytical and demographic data to support the educational goals of prospective students. Continuous district-wide review and improvements student experience to remove barriers to the admissions and enrollment process.

Part III. Supplemental information on district use of student equity funds

Tamika Brown, AVC	- Coordinating initiatives such as removing barriers to student access by improving the admissions process - Establishing clear matrix targets for in-reach/outreach to impacted student populations based on district student equity data - Increasing dual enrollment options for K-12 students - Promoting the promise programs to increase access to disproportionately impacted student groups - Generating greater visibility to promote the Colleges brands to successfully address equity/access issues

Clifton Colman (Outreach and Admission Analyst):	- Drip e-campaigns to prospect students, applied but never enrolled, stop-outs, close to completion, bursar hold based on demographic data sets. - Increase success rate of OPEN cccapply processed applications, - Improve student experience in passport for new and returning students. - Non-credit admissions application development in PeopleSoft to enable the Colleges to offer non-credit classes/certificates to disproportionately impacted to student populations.
Kim Jefferies, staff assistant	Dual enrollment, processing all paperwork to ensure State compliance
Outreach/recruitment material	- Swag – promotional material for the Colleges - Multi-lingual – districtwide outreach lead for targeted populations (i.e. Latino) - Marketing – Comcast and KTUV targeted population TV Ad campaigns