LANEY COLLEGE

STUDENT EQUITY PLAN
2007-08
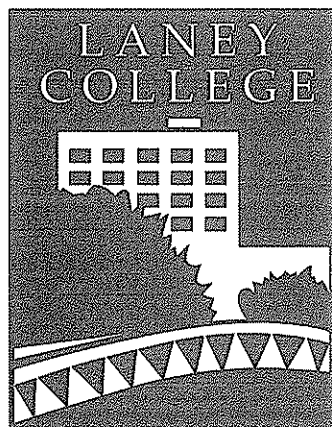
Laney College
900 Fallon Street
Oakland, CA 94607

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District: PERALTA COMMUNITY COLLEGE   **College:** Laney College

Laney College Student Equity Plan

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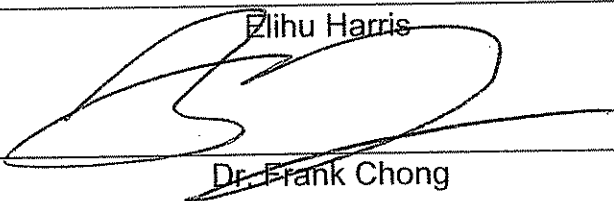
Signature Page

President, Board of Trustees

Date

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College President:

Dr. Frank Chong

Academic Senate President:

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Student Equity Coordinator:

James Bracy

Laney College
Equity Report & Plan

Equity Study Committee Members

Manual Alcala, Transfer Center

Benita Baines, CalWorks

James Bracy, Vice President of Student Services

Carol Dalessio, Disabled Students Programs and Services

Richard Hashimoto, Faculty Representative

Sandra McGee, Extended Opportunity Programs and Services

Marco Menendez, Dean of Communications, Fine Arts and Physical Education

Dave Nguyen, Outreach Counselor

Dr. Connie Portero, Research & Planning Officer

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David Reed, Outreach Specialist

Adrienne Riley, Counselor

Wandra Williams, Tutorial Center

Dr. Edward Wright, Dean of Student Support Services

Executive Summary

Pursuant to the student equity policy adopted by the California Community College Board of Governors, each community college is required to develop a plan to address equity on its campus taking into account ethnicity, gender and disability status. The Plan reflects a college-wide commitment to quality education and equal access to educational opportunities.

Laney College recognizes that in order to promote equity, we must leverage our existing services and develop new approaches and resources aimed at strengthening services and outcomes.

About Laney College

Laney College, the largest of the four colleges within the Peralta Community College district, serves over 12,000 students, the majority of whom are Oakland residents.

Mission Statement:

"Laney College . . . provides lifelong learning opportunities in academic and career programs to diverse cultural and social-economic communities. The College fulfills this mission by offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes."

"Values Statement" Relating To Equity:[1]

"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."

Laney College offers associate degrees and certificates in over fifty liberal arts and vocational program areas. To compliment its course and program offerings and support the learning process, the college provides a full compliment of student support services. Laney also provides a venue for many students in need of basic skills and English as a second language instruction. The student population is composed of first generation college students, as well as adult learners referred by community and governmental agencies.

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[1] Laney College 2007-09 Catalog, p.4

Data Collection & Methodology

The Laney College Student Equity Committee examined the five student success indicators identified by the California Community Colleges Chancellor's Office:

- Access
- Course Completion
- Basic Skills/ESL
- Degree and Certificate Completion
- Transfer

The Plan was developed utilizing research data provided by the Laney College Office of Research and Planning, the State Chancellor's Office and the Peralta Community College District Office of Institutional Research.

Initially, data was uniformly collected for the four Peralta Community Colleges for the purposes of making within-district comparisons. Subsequently, the Laney College Equity Committee was formed, in order to assess historical and current trends in order to establish the goals and activities contained in this Plan.

Laney College will use the Plan as the basis for ongoing initiatives to re-examine the delivery of services.

Highlights of Key Findings

Access

Research data indicates that Hispanic/Latinos, whites and students with disabilities are under-represented at the College in comparison to the service area population.[2]

- Goals and activities in this area of the Plan are designed to ensure a higher level of access to the under-represented student populations.

Course Completion

The data indicate a course completion rate for African-American and Hispanic/Latino students well below the rates for White and Asian students.

- Goals and activities for this indicator are designed to increase the course completion rate and correct these non-completion patterns.

Basic Skills/ESL

Data indicate that African Americans compose the majority of students enrolled in English and Math basic skills courses. Asians are the largest population enrolled in ESL courses.

- Goals and activities are focused on instructor and student support programs in Basic Skills/ESL courses.

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[2] Accuracy in identifying the ratio of students with disabilities is problematic due to the lack of reliable data regarding the corresponding service area population.

Degree and Certificate Completion

Data indicates an extremely low success rate in completing course work for degrees and certificates for African American and Hispanic/Latino students.

- Goals and activities in this area will benefit all students. However, special efforts will be made to increase degree and certificate completion for African American and Hispanic/Latino students.

Transfer

Data provided by the State Chancellor's office includes transfers to the UC and CSU systems, only, and does not take into account out-of-state transfers or transfers to private universities or colleges.

- The college will implement new strategies to enhance counseling programs and services in order to strengthen student transfer rates.

Campus-Based Research

ACCESS

Measure: Enrollment by ethnicity, gender, and persons with disabilities compared to the Laney College service area.

In fall 2003, Laney College enrolled 13,778 students, representing 3.4% of the total adult population between the ages of 18-64 in the Peralta College District Service Area. The service area consists of six northern Alameda County cities: Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

Table 1.   Comparison of Laney Collage Student Population and the Service Area Population by Ethnicity, Gender, and Disability Status

Total Population[3]		Asian (inc Pacific Islanders)	African American	Hispanic/ Latino	White	Men	Women	with Disability
Service Area Population	**405,080**	68,893 (17.0%)	100,909 (24.9%)	65,946 (16.3%)	166,292 (41.1%)	197,687 (48.8%)	207,562 (51.2%)	*No data*
Laney College Student Population	**13,778**	4,360 (31.6%)	3,919 (28.4%)	1,769 (12.8%)	2,100 (15.2%)	5,690 (41.3%)	7,773 (56.4%)	223 (<.02%)

[3] US Census Data, Peralta Community College District Office of Research

Composition of Laney Student Population

- Asian student representation is nearly twice that of the service area -- 31.6% vs. 17.0%.

- African-American student representation slightly exceeds the service area -- 28.4% vs. 24.9%.

- Hispanic/Latino student representation is less than within the service area -- 12.8% vs. 6.3%.

- White student representation is significantly below that within the service area -- 15.2% vs. 41.1%.

- In terms of gender, student representation is nearly representative of the service area -- 41.3% vs. 48.8% for men, and 56.4% vs. 51.2% for women.

Chart 1 – Ethnic Composition of Service Area Population compared to Laney College Student Population
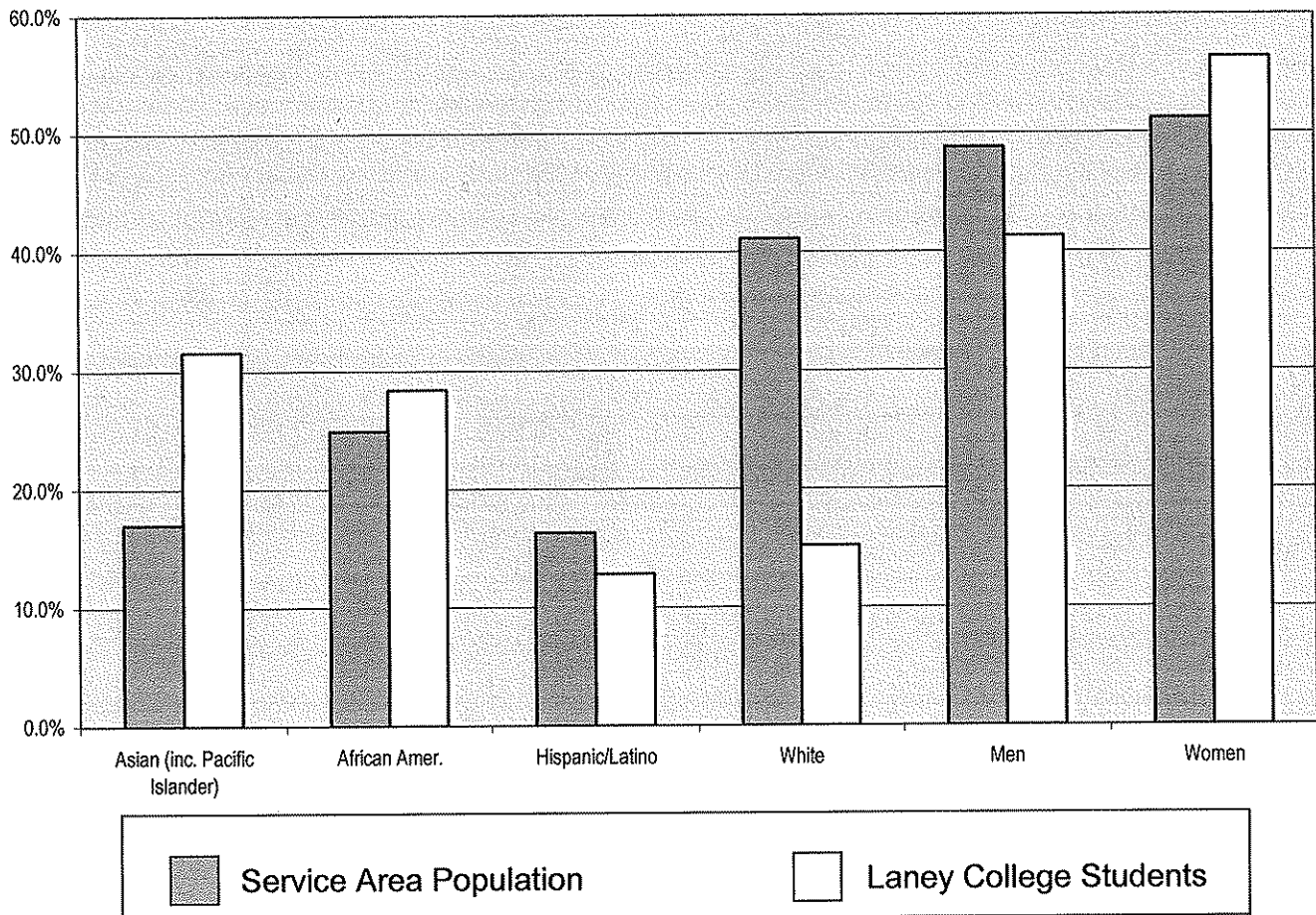
Note: The number of students served by Laney College Disabled Services and Programs is relatively small, constituting just .02% of the student body. This compares to 20.4% of persons within the College service area identified as having a disability -- including all age groups, not just the college's ages 18-64 target population. US Census data includes a wide range of declared disabilities, including total disability and also includes persons over 65 years of age who are far more likely to have age-related disabilities.

Campus-Based Research
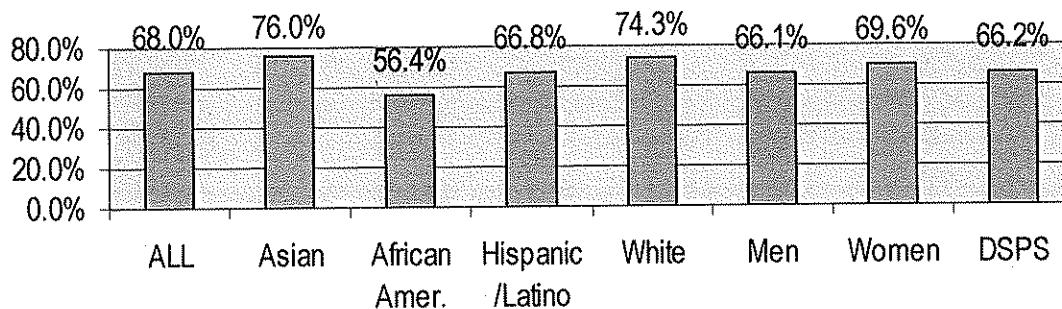
COURSE COMPLETION

Measure: Courses completed by population group

Table 2: Course Completion by Ethnicity, Gender, and Disability Status

Category	Courses Attempted	Courses Completed	Completion Rate
Asian	20,361	15,476	76%
African American.	18,521	10,448	56%
Hispanic/Latino	7,532	5,030	66%
White	7,953	5,909	74%
Men	25,635	16,943	66%
Women	34,268	23,845	69%
Disabled Students	1,664	1,101	66%
OVERALL	**61,089**	**41,550**	**68%**

Note: Includes "duplicated headcount," since individual students who take more than one course are counted multiple times.

Chart 2: Course Completion Percentage by Ethnicity, Gender & Disability

Campus-Based Research

ESL AND BASIC SKILLS COMPLETION

Measure: Students by population group who completed a degree applicable course after having completed the final basic skills or ESL course in that subject area.

Table 3. Enrollment in Basic Skills and ESL Courses, by Gender and Ethnicity

Basic Skills Course	Total Enrollment	Asian (inc. Pacific Islander)	African American	Hispanic/Latino	White	Men	Women
English	551	18%	55%	14%	3%	43%	56%
Math	823	15%	57%	13%	6%	39%	60%
ESL	884	65%	6%	24%	2%	36%	62%
Total	2,258	829	816	393	79	876	1,351

Note: An individual student can be enrolled in multiple ESL and/or Basic Skills courses

Table 3A: ESL 251B Students Completing a Degree-Applicable Course After Having Completed the Final ESL Course in that Subject Area, by Ethnicity and Gender:

Population	ESL 251B Total Enrollment	Completion of Degree-Applicable English Courses			Success Rate
		100-249	001A-099	TOTAL	
Asian	151	19	20	39	25.8%
African American	8	1	3	4	37.5%
Hispanic/Latino	45	0	3	3	6.7%
TOTAL	215	20	26	46	21.4%
Men	140	18	18	36	25.7%
Women	75	2	8	10	13.3%
TOTAL	215	20	26	46	21.4%

Table 3B: Math 253 pre-Algebra Students Who Completed a Degree-Applicable Course After Having Completed the Final Basic Skills Math Course, by Ethnicity and Gender

Population	Math 253 Total Enrollment	Completion of Degree-Applicable Math Courses			Success Rate
		100-249	001A-099	TOTAL	
Asian	82	37	10	47	57.3%
African Amer.	144	45	23	68	47.2%
Hispanic/Latino	47	26	3	29	61.7%
White	23	7	3	10	43.5%
Other/Unknown	17	6	6	12	70.6%
TOTAL	**313**	**121**	**45**	**166**	**53.0%**
Men	120	46	14	60	50.0%
Women	193	75	31	106	54.9%
TOTAL	**313**	**121**	**45**	**166**	**53.0%**

Table 3C: English 201 Composition and Reading Students Completing a Degree-Applicable Course After Having Completed the Final Basic Skills English Course, by Ethnicity and Gender

Population	English 201 Total Enrollment	Completion of Degree Applicable English Courses			Success Rate
		100-249	001A-099	TOTAL	
Asian	49	10	11	21	42.9%
African Amer.	120	13	5	18	15.0%
Hispanic/Latino	35	6	2	8	22.9%
White	6	0	0	0	0.0%
Other/Unknown	38	3	1	4	10.5%
TOTAL	**248**	**32**	**19**	**51**	**20.6%**
Men	113	19	8	27	23.9%
Women	135	13	11	24	17.8%
TOTAL	**248**	**32**	**19**	**51**	**20.6%**

Campus-Based Research

DEGREE AND CERTIFICATE COMPLETION

Measure: Students with a stated matriculation goal of earning a degree or certificate who complete the requirements, by ethnicity and gender.

To evaluate the degree and certificate completion rate, the number of students who received a degree or certificate were averaged over a five-year period, 1999-2003.

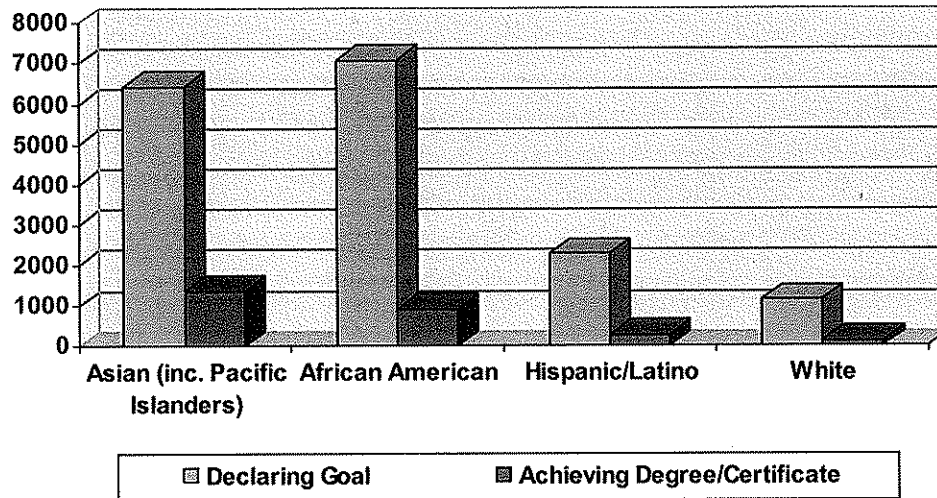Chart 4: Stated Matriculation Goal Compared to Degree & Certificate Completion

☐ Declaring Goal　　▨ Achieving Degree/Certificate

Table 4: Students Declaring AA/AS or Certificate Completion as Stated Matriculation Goal

Matriculation Goal	Asian (Inc. Pacific Islander)	African American	Hispanic/ Latino	White	Total
AA/AS Degree	5842	6637	2062	2527	17,068
Certificate	589	432	226	151	1,398
Total	6431	7069	2288	2678	18,466

Table 4A: Students Who Declared Degree or Certificate Completion as Their Stated Matriculation Goal Receiving a Degree or Certificate

Matriculation Goal	Asian (Inc. Pacific Islander)	African American	Hispanic/ Latino	White	Total
AA/AS Degree	898	650	178	184	1,910
Certificate (18+ units)	489	290	128	90	997
Total	1,387	940	306	274	2,907

Table 4B: Percentage of Students Declaring AA/AS or Certificate Completion as Stated Matriculation Goal who Receive a Degree or Certificate.

Matriculation Goal	Asian (Inc. Pacific Islander)	African American	Hispanic/ Latino	White	Overall
AA/AS Degree	15%	10%	8%	7%	11%
Certificate (18+ units)	83%	67%	57%	60%	71%
Total	21%	13%	13%	10%	16%

The data suggests that students within all population groups lack clarity as to their educational objectives. Among students identifying an AA/AS degree or certificate of completion as a matriculation goal, just 16% completed the requirements.

Data also suggests that students with a goal to obtain a certificate have a much higher success rate than those seeking degrees.

Campus-Based Research

TRANSFER

Measure: 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.

To evaluate transfers, a cohort of new students was created at the beginning of the 2002 academic year and tracked through 2004.

Table 5: Transfer and Transfer Preparation: New Laney Students, by Ethnicity and Gender

Group	Total	Asian (inc. Pacific Islander)	African American	Hispanic/ Latino	White	Other/ Unknown	Men	Women
Earned any transferable or non-transferable credit	6,298	1,880	1,879	1,003	820	716	2,929	3,218
Completed at least 5 transferable units	3,189	1,211	788	342	446	402	1,393	1,709
Completed a minimum of 12 units in a transfer-level course	1,140	502	239	120	145	134	533	583
Completed 12 transfer units, including Math and English	329	197	40	18	41	33	154	167
Transferred to CSU or UC	451	164	77	42	53	115	No Data	No Data

Note: Includes those reported as other, unknown or no response; all categories may not total 100%

Chart 5: Transfer Rate to UC and CSU, by Ethnicity, Compared to Laney Student Population

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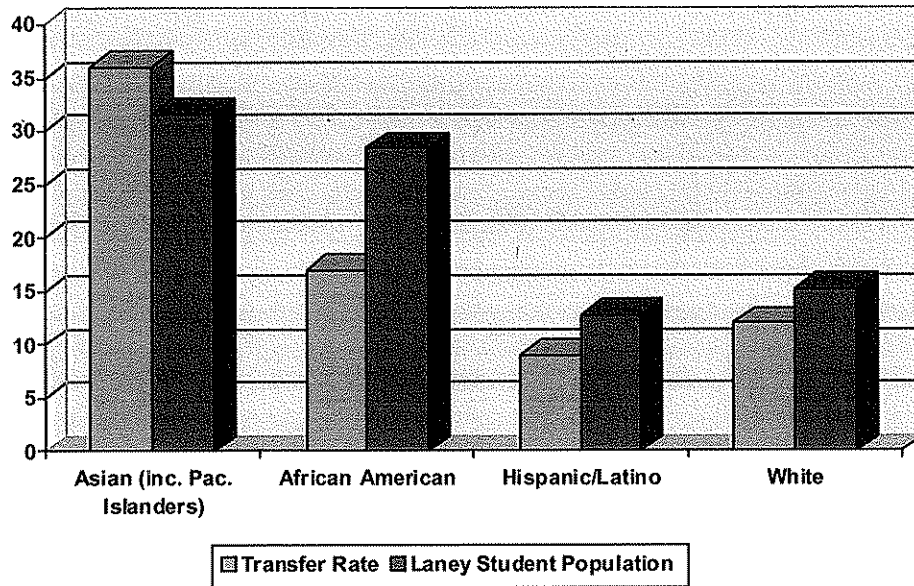
Goals and Activities - Access

<u>**EXPECTED OUTCOME**</u>

- Increase representation in targeted groups over the next five years.

Goals	Activities	Responsible Party
ACCESS: Increase access of Hispanic/Latino students by 3%, White students by 15%, and students with disabilities by 12%.	1.1 Provide appropriate training to assure accurate and consistent information is given to students, with emphasis on Admissions & Records, Financial Aid, Counseling and Student Ambassadors.	VP Student Services VP Instruction
	1.2 Strengthen relationships with social service agencies that work with disabled persons.	DSPS Coordinator
	1.3 Increase outreach to the Hispanic Latino community through development of a mentoring program and Spanish language marketing materials.	Outreach Coordinator PIO Puente Coordinator
	1.4 Conduct statistically significant research to better understand diverse population needs.	Research & Planning Officer
	1.5 Provide training and access for on-line completion of college enrollment and financial aid applications.	Welcome Center Financial Aid Admissions & Records

District: PERALTA COMMUNITY COLLEGE   **College:** Laney College

Goals and Activities – Course Completion

EXPECTED OUTCOME

- Increase the course completion rate for African American students

Goals	Activities	Responsible Party
COURSE COMPLETION: Increase the course completion rate for African American students by 12%.	2.1 Assure that orientation, assessment and placement are mandatory for all new students.	VP Student Services VP Instruction
	2.2 Provide counseling support integrated with academic and vocational programs.	VP Instruction VP Student Services
	2.3 Assure that financial aid, assessment, placement and student educational plans are made available in a timely manner.	VP Instruction VP Student Services
	2.4 Assure that all students are made aware of DSPS services and other support programs.	VP Student Services DSPS Coordinator
	2.5 Assure that regular program evaluations are conducted in financial aid, general counseling, DSPS.	VP Student Services VP Instruction
	2.6 Focus the Each One Reach One Mentoring Program on target student populations.	VP Student Services Dean of Students

District: **PERALTA COMMUNITY COLLEGE**   College: Laney College

Goals and Activities –Basic Skills/ESL

EXPECTED OUTCOME
- Increase course completion rates of basic skills students

Goals	Activities	Responsible Party
BASIC SKILLS AND ESL COMPLETION Increase the number of Hispanic/Latino students and women who complete a degree-applicable English course after having completed a final ESL course by 15 percent. Improve completion rates for African American and White students in basic skills English by 10%.	3.1 Strengthen communications between instructional faculty and student support services.	VP Student Services VP Instruction
	3.2 Provide staff development incorporating a wide range of learning styles for faculty teaching non-traditional students.	Basic Skills Coordinator VP Instruction
	3.3 Improve tracking of ESL students who continue in ESL courses without advancing to college level courses	Matriculation Officer VP Student Services
	3.4 Assure the Writing Center and other learning labs are accessible to basic skills and ESL students.	Learning Center Coordinator
	3.5 Develop early intervention strategies through improved collaboration among instructors and counselors.	VP Instruction Counselors Matriculation Officer

District: **PERALTA COMMUNITY COLLEGE**   College: Laney College

Goals and Activities—Degree and Certificate Completion

EXPECTED OUTCOME
- Increase degrees and certificates awarded

Goals	Activities	Responsible Party
DEGREE AND CERTIFICATE COMPLETION Increase the number of under-represented students completing degrees and certificate programs by 3% Increase the congruence between declared goal and achievement for African American, Hispanic/Latino and white students and males in general.	4.1 Strengthen counseling, student educational goals and placement among Hispanic/Latino and African American students.	VP Student Services Counseling Department
	4.2 Improve coordination between counseling and the PUENTE program to increase Hispanic/Latino degree and certificate completion.	Counseling Department Puente Coordinator
	4.3 Assure better tracking and follow-up among students on the transfer track.	Matriculation Officer VP Instruction
	4.4 Conduct further research on educational objectives and completion rates among under-represented communities.	Research and Planning Officer
	4.5 Increase number and availability of certification/degree programs and student support services.	VP Instruction VP Student Services

District: **PERALTA COMMUNITY COLLEGE**   College: Laney College

Goals and Activities - Transfer

<u>EXPECTED OUTCOME</u>
- **Increased transfer rate among under-represented populations**

Goals	Activities	Responsible Party
TRANSFER Increase the number of students from underrepresented populations transferring to four year institutions. Increase the transfer rate of African American, Hispanic, White and male students by 10%. Decrease the gap between declared goals and achievement for African American, Hispanic/Latino and white students.	5.1 Strengthen counseling, student educational goals and placement among Hispanic/Latino and African American students.	VP Student Services. Counseling Department
	5.2 Improve reporting of student transfer rates to include private and out-of-state universities.	Matriculation Officer VP Instruction
	5.3 Increase coordination between counseling and the PUENTE program to increase Hispanic/Latino degree and certificate completion.	VP Student Services Puente Coordinator .
	5.4 Expand the number of articulation agreements with four year universities.	Matriculation Officer Transfer Center
	5.5 Increase intervention efforts for at-risk students interested in transfer.	VP Student Services Counseling Department

BUDGET

Sources of Funding

General Funds

Extended Opportunity Programs and Services

Disabled Students Programs and Services

Vocational and Applied Technology Education Act Funds

CalWorks

Board Financial Assistance Program Funds

Matriculation Funds

Basic Skills Funds

Associated Students Laney College

Laney College Bookstore

Carnegie Grant

Gateway to College (In-Kind)

East Bay Career Advancement Academy (In-Kind)

EVALUATION PROCESS

Progress on the goals outlined in the Laney College Student Equity Report will be monitored as part of the college's on-going strategic planning process.

The goals and activities contained in the plan will be the subject of a comprehensive bi-annual evaluation process that includes quantitative and qualitative analysis such as:

- Student satisfaction surveys
- Equity report card
- Student progress reports
- Student learning outcomes