

# Laney College

## 2019-22 Equity Plan Executive Summary & Plan

### INTRODUCTION

Laney College is the largest of the four Peralta Community College District campuses, serving approximately 12,000 students annually. As the flagship college for the Peralta District, Laney College stretches across sixty acres in downtown Oakland, California, one of the most ethnically and economically diverse cities in America. Laney is also one of the oldest community colleges in the nation, celebrating 65 years in 2018. The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. It also draws students from the Greater Bay Area because of its reputation for diversity and high quality technical training.

Laney College's diverse student body is reflective of the community they come from. Over 80 percent of our students identify ethnically as Asian, African American, Latinx, Pacific Islander, or multi-racial. In 2018, Laney participated in the #RealCollege campus survey conducted by the Hope Center for College, Community, and Justice at Temple University. The Laney College report, released in April, 2019 shows 59% of the respondents were housing insecure in the previous year and 27% were homeless in the previous year. In addition, over 75% of our students receive some form of financial aid. The high cost of housing in the San Francisco Bay Area adds to the basic need of our students.

The Faculty and Staff at Laney College are keenly aware of our students' multi-level needs and is intensely committed to reducing the equity gap. In 2017, Laney College adopted a new mission, vision and strategic plan rooted in social justice. With a focus on equity, the adopted goals from the College's strategic plan aim to increase awareness and access for disproportionate impacted (DI) communities. As a result of this commitment, the college formed a new Enrollment Management Committee (EMC) to define strategies and concrete objectives that help to meet the College's adopted strategic goals. The EMC developed a Strategic Enrollment Management (SEM) Plan that would ensure that the institution's instructional offerings and student support services recruit, retain, and support students throughout their educational journey. The EMC committed to the following Guiding Principles:

- Help students achieve their educational goals while realizing that their limitless potential is the core of our work at Laney. SEM Plan goals will align with the institution's mission and goal statements
- Campus-wide teamwork and communication is critical to success
- Curriculum and scheduling will be rooted in student need. College SEM Plan efforts will include sound fiscal planning and alignment with the educational and strategic master plans
- Data, both qualitative and quantitative, will be used to set institutional enrollment goals, as well as strategies and tactics
- Adopted goals will be assessed and updated to align with the evolving needs of the college community
- Support equity goals by identifying ways to ensure success of diverse and disproportionately impacted student populations
- All students should achieve their educational goals and realize their tremendous academic and career potential

The collaborative efforts that resulted in the Strategic Enrollment Management Plan forms the Goals and Activities for the overall student population but we believe will especially benefit the DI students. Laney College’s commitment to build support for our DI student is demonstrated in the existing programs supporting Asian, formerly incarcerated, African American, foster youth, veterans, and economically disadvantaged students. In addition, new programs are being developed to build support for additional disproportionately impacted (DI) students such as Latinx, Pacific Islander, LGBTQ, and undocumented (AB540) students. The Activities supporting DI students focus on improving existing and building new programs and services to support DI students towards achieving the Vision for Success goals.

**GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATION**

<b>Table 1. Goals and Activities for Overall Student Population</b>			
<b>Metric</b>	<b>Current Baseline Data for Overall Student Population</b>	<b>Goals for Overall Student Population</b>	<b>Activities that Support the Goal</b>
<b>Transfer to four-year institution  AY 2016-17</b>	1183  (9%)	1242  (Increase by 5%)	Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): <ul style="list-style-type: none"> <li>• Develop and adhere to block scheduling</li> <li>• Increase scheduling of short-term courses</li> <li>• Promote and support capstone courses</li> </ul>
<b>Access: Successful Enrollment  AY 2017-18</b>	8848  (34%)	9290  (Increase by 5%)	Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): <ul style="list-style-type: none"> <li>• Develop late afternoon/evening “hub”</li> <li>• Pilot Pathway Mapping, beginning with media Studies, Undecided Students, and Social Science</li> <li>• Provide support strategies and targeted interventions for programs with low enrollment</li> <li>• Create materials to promote courses, scheduling, career paths, degrees</li> <li>• Increase Dual Enrollment offerings</li> <li>• Increase the total number of Distance Education offerings with a focus on student support, success and retention</li> <li>• Disseminate easily understandable, student-centered information about upcoming policy changes, such as AB 705</li> <li>• Use digital media tools, newsletters and video to promote the college, programs, career pathways, support services and offerings to prospective students</li> <li>• Collaborate with District Public Information Officer to promote classes, programs and services</li> </ul>

			<ul style="list-style-type: none"> <li>• Collaborate with departments, programs, learning communities, and student services about marketing and promotion of student services</li> <li>• Develop better marketing of evening, late-start, weekend, and distance education classes</li> <li>• Promote Welcome Week Activities alongside the office the Student Life</li> <li>• Hold campus events and fairs that promote programs, services, learning communities, resources, employment opportunities, and community partners</li> <li>• Conduct financial aid workshops</li> <li>• Evaluate and improve the dual enrollment registration process</li> </ul>
<b>Retention: Fall to Spring</b>  <b>AY 2017-18</b>	5280  (55% 5280/9593)	5470  (Increase by 3.6%)	Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): <ul style="list-style-type: none"> <li>• Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College</li> <li>• Provide program maps, career exploration and assessment services such as Super Strong Skills to help students who are undecided/undeclared</li> <li>• Expand hours and availability of student services such as counseling, financial aid and health services for our late afternoon/evening “hub”</li> <li>• Increase awareness of all support services through a support services orientation</li> <li>• Provide support for online/hybrid offering, including orientation and technical support</li> <li>• Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations</li> <li>• Implement targeted intervention for student support such as Starfish, text reminders for updating Education Plans, counseling contacts and reminders to file for graduation or certificates.</li> <li>• Enhance materials to appeal to students already enrolled in the College that encourage persistence and completion</li> <li>• Institutionalize tutoring and expand availability</li> <li>• Coordinate student panels to inform peers about challenges they have faced and solutions that made them successful</li> </ul>

<p><b>Completion of Transfer Level Math and English</b> (in first year) <b>AY 2017-18</b></p>	<p>125  (7%)</p>	<p>132  (Increase by 5.6%)</p>	<p>AB 705 Implementation: The implementation of AB 705 will improve placement by using 1) informed self-guided tools; 2) high school coursework; and 3) high school gpa to maximize the students' entry to transfer level English and math; and 4) non-credit co-requisitions that will maximize the students' success in meeting the goal of transfer level English and math. Metric for Success: Success rate of transfer English and Math courses within one year. Efforts led by VPI, VPS, Dean of Math &amp; Science, Dean of liberal Arts</p> <p>Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead):</p> <ul style="list-style-type: none"> <li>• Develop and adhere to block scheduling</li> <li>• Develop a late afternoon/evening "hub"</li> <li>• Promote and support capstone courses</li> <li>• Pilot Pathway Mapping, beginning with media Studies, Undecided Students and Social Sciences</li> <li>• Adjust course offerings within English, Math and ESL to implement AB705</li> <li>• Increase the total number of Distance Education offerings with a focus on student support, success and retention</li> <li>• Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College</li> <li>• Increase awareness of all support services through a support services orientation</li> <li>• Create a summer bridge program that is coordinated with support services to enhance college readiness</li> <li>• Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations</li> <li>• Institutionalize tutoring and expand availability</li> </ul>
<p><b>Vision Goal Completion</b> <b>AY 2017-18</b></p>	<p>561  (2%)</p>	<p>589  (Increase by 5%)</p>	<p>Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead):</p> <ul style="list-style-type: none"> <li>• Develop and adhere to block scheduling</li> <li>• Increase scheduling of short-term courses</li> <li>• Develop a late afternoon/evening "hub"</li> <li>• Promote and support capstone courses</li> <li>• Pilot Pathway Mapping, beginning with media Studies, Undecided Students and Social Sciences</li> </ul>

		<ul style="list-style-type: none"> <li>• Create materials to promote courses, scheduling, career paths, degrees</li> <li>• Establish high school articulation agreements for CTE programs</li> <li>• Monitor adherence to the established four-year curriculum review schedule</li> <li>• Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College</li> <li>• Provide program maps, career exploration and assessment services such as Super Strong Skills to help students who are undecided/undeclared</li> <li>• Expand hours and availability of student services such as counseling, financial aid, and health services for our late afternoon/evening “hub”</li> <li>• Increase awareness of all support services through a support services orientation</li> <li>• Provide support for online-hybrid offerings, including orientations and technical support</li> <li>• Create a summer bridge program that is coordinated with support services to enhance college readiness</li> <li>• Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations</li> <li>• Implement targeted interventions for student support such as Starfish, text reminders for updating Education Plans, counseling contract and reminders to file for graduation or certificates</li> <li>• Enhance materials to appeal to students already enrolled in the College that encourage persistence and completion</li> <li>• Celebrate student successes through positive communication</li> <li>• Coordinate student panels to inform peers about challenges they have faced and solutions that made them successful</li> <li>▪ Conduct financial aid workshops</li> </ul>
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**DISPROPORTIONATELY IMPACTED STUDENT POPULATIONS**

<b>Table 2. Disporportionately Impacted Population Goals</b>		
<b>Metric</b>	<b>Population</b>	<b>Goal</b>
<b>Transfer to four-year institution</b>  <b>AY 2016-17</b>	African American 7% (229)	240
	Disabled 7% (73)	77
	Foster Youth 8% (28)	29
	Latinx 8% (183)	192
	Pacific Islander 10% (9)	10
	Veteran 8% (27)	28
	Laney Overall: 9%	
<b>Access: Successful Enrollment</b>  <b>AY 2017-18</b>	African American 29% (2140)	2247
	Disabled 30% (396)	416
	Foster Youth 30% (258)	271
	Latinx 35% (2407)	2527
	Pacific Islander 32% (72)	76
	Veteran 32% (126)	132
	Laney Overall: 34%	▪
<b>Retention: Fall to Spring</b>  <b>AY 2017-18</b>	African American 53% (1077)	1118
	Disabled 59% (451)	466
	Foster Youth 56% (169)	175
	Latinx 51% (1001)	1041
	LGBTQ 43% (167)	175
	Pacific Islander 49% (32)	33
	Formerly Incarcerated 57% (66)	68
	AB 540 54% (105)	109
Laney Overall: 55%	▪	
<b>Completion of Transfer Level Math and English (in first year)</b> <b>AY 2017-18</b>	African American 5% (20)	24
	Economic Disadvantage 6% (83)	87
	Foster Youth 1% (1)	3
	Latinx 6% (24)	25
	Pacific Islander 0% (0)	1
	Laney Overall: 7%	▪
<b>Vision Goal Completion</b>  <b>AY 2017-18</b>	African American 3% (145)	152
	Filipino 2% (10)	11
	Foster Youth 2% (16)	17
	Latinx 2% (100)	105
	LGBTQ 1% (10)	11
	Formerly Incarcerated 10% (15)	16
	AB540 3% (8)	9
Laney Overall: 2%		

**PLANNED ACTIVITIES TO ACHIEVE GOALS**

<b>Table 3. Activities for Disproportionately Impacted Student Populations</b>	
<b>Metric</b>	<b>Activities</b>
<b>Transfer to four-year institution</b>	<ul style="list-style-type: none"> <li>▪ African American Students: Umoja Program with classes in college level English, Math, and African American Study all support students' transfer goal while providing counseling and community to navigate the transfer process.</li> <li>▪ Disabled Student: DSPS will reinforce and highlight positive successes with improved tracking of graduating students and provide recognition and celebration.</li> <li>▪ Foster Youth Students: The foster youth program at Laney is a state categorically funded program named NextUP. The program leads bay area campus tours to 4 year institutions for current and former foster youth students at Laney. The programs' adjunct counselor leads the tours in collaboration with the 4 year institutions tour representatives. Students also receive student education plans for transfer and/or CTE degrees.</li> <li>▪ Latinx Students: Laney will start and expand Puente Project at Laney, accessing Puente's resources, training, and mentoring program to support Latinx students in counseling, community, mentorship, and transfer.</li> <li>▪ Pacific Island (PI) Students: Asian Pacific American Student Success Center (APASS) at Laney College is working to develop community, mentorship and resources to support PI student in navigating the transfer process.</li> <li>▪ Veteran Students: New Veterans Resource Center (VRC) will allow students to access counseling onsite and build support, including increase collaboration with Disability Student Programs &amp; Services (DSPS) and Oakland Veterans Center to increase services in disability services and mental health to support Veteran Students in transfer process. Veteran Counselor provides multiple transfer and application workshops that are Veteran specific.</li> </ul>
<b>Access: Successful Enrollment Retention: Fall to Spring</b>	<ul style="list-style-type: none"> <li>▪ Improved enrollment process for students into learning communities (Umoja, Puente, FYE, veterans)</li> <li>▪ African American Students: In collaboration with FYE development, include Umoja as an FYE program. Utilize data to provide targeted outreach such as those who applied and did not enroll.</li> <li>▪ Disabled Students: Improve outreach and website design for accessibility with stability in staffing.</li> <li>▪ Foster Youth Students: The NextUp Program collaborates with B:E (Beyond Emancipation, a local CBO serving current and former foster youth) to identify potential foster youth and support their holistic success enrollment and retention through multiple academic, student services and personal wraparound services. The program also recruits students through ILSP programs', other CBO and institutional collaborations and in-reach.</li> <li>▪ Latinx Students: In collaboration with FYE development, include Puente Project as an FYE program. Provide marketing/outreach/informational material in Spanish. Ensure multilingual staff and ambassadors available for One Stop Saturday and other enrollment supports. Utilize data to provide targeted outreach such as those who applied and did not enroll.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Pacific Island Students: Asian Pacific American Student Success Program hire local consultant who also works closely with Oakland Unified School District supporting PI students. Focus on increase successful enrollment and building community at Laney College for PI students.</li> <li>▪ Veterans: Increase evening Veteran specific Counseling. Improve Veteran Priority Registration process.</li> </ul>
<p><b>Retention: Fall to Spring</b></p>	<ul style="list-style-type: none"> <li>▪ African American Student Support: Umoja provides embedded tutoring in Umoja Classes and increased tutoring at Umoja Village.</li> <li>▪ Disabled Students: Support DSPTS students to obtain scholarships and local support. Promote student leadership and peer mentorship opportunities.</li> <li>▪ Foster Youth Students: NextUp supports institutional retention efforts for foster youth through comprehensive program services including academic counseling, relevant student workshops, transfer activities, financial aid support, wrap around services in partnership with B:E (Beyond Emancipation) and resource referrals as well as high touch counseling engagement.</li> <li>▪ Latinx Student: Latinx Cultural Center (LCC) provides tutoring and computer access for students within the center and helps to build community through various cultural events throughout the year. Puente Counselor will support education planning and multiple connections every semester with Puente students.</li> <li>▪ LGBT Students: Lavender Project to build community, support, and change campus culture for LGBT students.</li> <li>▪ Pacific Island Students: (Pending input from APASS) Form PI student club to provide community and access campus resources</li> <li>▪ Formerly Incarcerated Students: Increase focus on Student Education Plan and collaborate with Disabled Student Programs and Services (DSPTS) to provide serve students with need. Implement early priority enrollment plan for formerly incarcerated students.</li> <li>▪ AB540 &amp; Undocumented Student Support: Laney College received the Catalyst Grant to develop targeted service for undocumented students and/or students with status impacted family. Goals include form campus task force, map resources, build visibility, outreach to local high schools, partner with community based organization to provide legal services, and build a resource center supporting undocumented and mix-status students. Social Justice Club partners with Catalyst staff to build community, change campus culture, and build network for undocumented students and family.</li> </ul>
<p><b>Completion of Transfer Level Math AND English</b> <i>(Within 1 year)</i></p>	<ul style="list-style-type: none"> <li>▪ African American Students: Umoja provides transfer English and Math as part of their courses for Umoja students. In addition, embedded tutoring and non-credit workshop is also a co-requisite of the class to support these students.</li> <li>▪ Economically Disadvantaged Students: Various campus groups formed by faculty, students, and staff to advocate and develop resources for students experiencing housing insecurity such as Homeless Support Group and Poor People's Campaign. Provide Emergency Book and Transportation resources for students. Laney also joins #RealCollegeCalifornia to expand resource, training, and data collection on economically disadvantaged students. Laney expands Food Pantry services. Financial Aid collaboration with faculty to provide training/information in classrooms. (May add more if Financial Aid has input)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Latinx: Latinx Cultural Center provides tutoring which will be expanded. Puente Project will provide transfer level English Classes with culturally relevant pedagogy and material. Expansion of the Puente Project as a First Year Experience will be developed.</li> <li>▪ Pacific Islander Students: The APASS Program is funded by the Department of Educations' AANAPISI grant; one of the grant objectives is to support ESOL students accelerated completion of math and English with the goal of this student demographic transferring to the four year institution and/or completing a CTE degree. The program collaborates with both the math and English departments. During the 2018-2019 academic year the programs counselors provided embedded tutoring in ESOL courses with the goal of increasing both counseling engagement for ESOL students as well increasing the likelihood that students will complete and transfer and/or receive a CTE degree. The programs grant objective is also aligned with California Community Colleges' AB705 and Guided Pathways state initiatives.</li> </ul>
<p style="text-align: center;"><b>Vision Goal Completion</b></p>	<ul style="list-style-type: none"> <li>▪ Asian &amp; Filipino: The APASS Programs vision goals aligned with the DOE grant objectives provides access and serves to increase persistence, retention and completion for API students and all ESOL students at the college through culturally relevant and sensitive pedagogy and student engagement. The program and grant objectives engages in institutionally and community collaborations supporting ESOL students transfer and/or CTE completion.</li> <li>▪ African American Students: African American Graduation every year to recognize and celebrate the success of African American students. Umoja Counselor also supports Umoja students in clear academic planning and preparation for Vision Goal completion.</li> <li>▪ Foster Youth Students: The NextUP Program vision goals as a state funded categorical program provides targeted academic, student service and wrap around service through CBO's to current and former college foster youth to increase their access, persistence, retention and completion with the specific goal of increasing transfer ready foster youth.</li> <li>▪ Latinx Students: Puente Counselor/Coordinator supports students in clear academic planning and preparation for Vision Goal completion. Latinx Cultural Center also provides information, resources, tutoring, and peer mentorship to support students to complete their program.</li> <li>▪ LGBT Students: Lavender Project provide resources for faculty and campus community to support culture change and community building for LGBTQ students.</li> <li>▪ Formerly Incarcerated Students: Provide transfer preparedness workshops through direct engagement with counselors on serving formerly incarcerated students. Increase collaboration with CTE programs to support and outreach to formerly incarcerated students in preparation for degree completion and work with services such as record expungement. Report students served in MIS data to support State data</li> <li>▪ AB540 &amp; Undocumented Student Support: Laney College received the Catalyst Grant to develop targeted service for undocumented students and/or students with status impacted family. Goals include form campus task force, map resources, build visibility, outreach to local high schools, partner with community based organization to provide legal services, and build a resource</li> </ul>

	center supporting undocumented and mix-status students. Social Justice Club partners with Catalyst staff to build community, change campus culture, and build network for undocumented students and family.
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**RESOURCES ALLOCATED FOR ACTIVITIES**

The Laney College mission, being rooted in social justice is reflective of the College’s priority to reduce the equity gap for our disproportionately impacted (DI) community. To this end, the work towards equity is supported by multiple sources of funding. Equity, SSSP, and Basic Skills have all focused its efforts and funding towards helping our DI students towards access to higher education, course completion, and degree and certificate completion. In addition, Laney College has actively sought other funding sources to support the work to meet the need of our community. Other sources of funding that supports the equity work of reducing gaps for our DI population includes (but not limited to):

- California Adult Education Program on non-credit, English as Second Language courses, and career technical education
- ANNIPISI
- Innovation Grant to specifically support formerly incarcerated students
- Veterans Resource Center funding to create community for veteran students
- Catalyst Fund- Support undocumented or mix-status students
- Hunger Free Campus Support

The following is a breakdown of the proposed budget for 2019-20 (including carry over from prior year):

Table 4. 2019-2020 PROPOSED BUDGET		
Program	Description	Expense
<b>Coordination, &amp; Other DI Support</b>	Associate Dean Office coordination and administrative support of programs	\$380,000
	Public Information & Marketing	
	Outreach & Enrollment Service	
	Supplies & operating expense	
	Campus events to support DI students	
	Other DI Support	
	Emergency book & transportation voucher	
<b>African American</b>	Umoja coordination & staff	\$285,000
	Expanded tutoring (embedded and in Umoja Village)	
	Supplies & operating expense	
	Celebration & Event	
	HBCU Tour & Conference	
	Emergency book & transportation vouchers	

<b>Formerly Incarcerated</b>	Restoring Our Community coordination & staff	\$120,000
	Supplies & operating expense	
	Transportation & meal voucher	
	Supplies and Materials	
<b>Veterans</b>	Tutoring in Veterans Resource Center	42,000
	Supplies & operating expense	
	Professional Development for staff on veteran service	
	Transportation & book vouchers	
<b>Latinx</b>	Latinx Center faculty & student worker	145,000
	Puente faculty coordination (Counseling & English)	
	Supplies & operating expenses	
	Campus visits, events	
	Emergency book & transportation vouchers	
<b>AB540</b>	Social Justice Center coordinator & Student worker	46,000
	Supplies & operating expense	
<b>Disabled</b>	DSPS staff & tutors	64,500
	Book voucher	
Total Estimated		\$1,082,500

**EVALUATION PLAN AND PROCESS**

The Student Success Metrics Dashboard data by the California Community College Chancellor’s Office (CCCCO) forms the foundation of the evaluation. The information will be reviewed by the Associate Dean of Educational Success and the Institutional Researcher every semester with a full assessment and campus update annually. The five metrics established in Student Equity and Achievement (SEA) Program will be used to assess all DI support programs. Laney College is also in the process of forming an integrated Participatory Governance Committee in order to maintain oversight and collaboration between the various programs. The following are some plans and timeline for evaluation and process:

<b>Table 5. Evaluation Plan &amp; Process</b>			
<b>Plan</b>	<b>Metrics</b>	<b>Timeline</b>	<b>Lead</b>
<b>Identify constituency group or individual to establish data alignment across campus</b>	<ul style="list-style-type: none"> <li>▪ Identify appropriate committee or people to for this project</li> <li>▪ Identify data points to collect on all students and how the data is collected</li> <li>▪ Work with IEPI to improve Student Support Annual and Comprehensive Program Review to better reflect assessment of support services</li> </ul>	2019 - 2022	<ul style="list-style-type: none"> <li>▪ Associate Dean, Educational Success</li> <li>▪ VP of Instruction, VP of Student Services</li> <li>▪ Institutional Researcher</li> <li>▪ Dean, Student Services</li> </ul>

<b>Data alignment for learning communities</b>	<ul style="list-style-type: none"> <li>▪ Umoja and Restoring Our Community student accurate tagged in PeopleSoft</li> <li>▪ New programs (Puente) begin with data assessment process</li> <li>▪ Access available to pull data on learning community student progress towards 5 metrics</li> </ul>	2019 - 2020	<ul style="list-style-type: none"> <li>▪ Umoja &amp; Restoring Our Community coordinator, Associate Dean, Educational Success, Institutional Researcher</li> <li>▪ Associate Dean, Educational Success &amp; Puente coordinator</li> <li>▪ Institutional Researcher &amp; Associate Dean</li> </ul>
<b>Work with IEPI to improve Student Support Annual and Comprehensive Program Review to better reflect assessment of support services</b>	<ul style="list-style-type: none"> <li>▪ Program Review reflects assessment of 5 metrics for Support Programs</li> </ul>	2019 - 2020	<ul style="list-style-type: none"> <li>▪ Associate Dean, Educational Success</li> <li>▪ Institutional Researcher</li> </ul>
<b>Use Student Success Metrics data to inform College through Participatory Governance Committee</b>	<ul style="list-style-type: none"> <li>▪ Provide annual data update at College Council, Enrollment Management Committee, Equity Committee, Faculty Senate, etc.</li> </ul>	Fall, 2019 Fall, 2020 Fall, 2021	<ul style="list-style-type: none"> <li>▪ Associate Dean, Educational Success</li> <li>▪ Institutional Researcher</li> </ul>
<b>Formalize integrated committee to maintain oversight of Equity work</b>	<ul style="list-style-type: none"> <li>▪ New committee formed with charge to ensure coordination across equity related programs</li> </ul>	2019 - 2020	<ul style="list-style-type: none"> <li>▪ Associate Dean, Educational Success</li> <li>▪ VP, Student Services</li> </ul>

## **COORDINATION WITH EQUITY RELATED CATEGORICAL PROGRAMS**

Laney College has spent the 2018-19 year to restructure its Participatory Governance structure and guidelines. As a result of this process and the State Chancellor's integration of SSSP, Equity and BSI, a proposal for a new integrated committee is currently in the Governance process. This new committee will focus on the collaboration and coordination of not only Equity, SSSP, and Basic Skills work, but also Guided Pathway, Distance Education, Adult Education, Counseling, Admission & Record, Financial Aid, EOPS, Foster Youth, and various Instruction disciplines such as Career Education, etc. The intent is this committee will allow information exchange and collaboration across various categorical programs in Student Services and Instruction.

**ASSESSMENT OF PROGRESS MADE**

<b>Table 6. Integrated Plan Outcomes-DI Populations</b>					
<b>Metric</b>	<b>DI Group</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Trend</b>
<b>Increase Access by 5%</b>	Veterans	35% (47)	37% (114)	32% (126)	↓
	Latinx	45% (2100)	46% (3114)	35% (2407)	↓
	White	41% (1404)	34% (1467)	34% (1467)	↓
	Foster Youth	31% (234)	30% (258)	30% (258)	↓
<b>Increase course completion by 5%</b>	African American	59%	62%	63%	↑
	Foster Youth	62%	64%	59%	↓
	Pacific Islander	65%	70%	69%	↑
<b>Increase distance education course completion by 5%</b>	African American	49%	53%	53%	↑
	Veteran	60%	61%	68%	↑
	Foster Youth	62%	74%	60%	↓
	Disability	55%	58%	66%	↑
<b>Increase English Basic Skills course completion by 5%</b>	African American	51%	49%	45%	↓
	Foster Youth	21%	44%	33%	↑
	Native American	56%	0%	0%	↓
<b>Increase ESOL Basic Skills course completion by 5%</b>	Latinx	62%	62%	68%	↑
	African American	59%	68%	64%	↑
	White	75%	68%	61%	↓
	Disability	42%	53%	71%	↑
<b>Increase Math Basic Skills course completion by 5%</b>	African American	41%	42%	40%	↓
	Foster Youth	39%	45%	36%	↓
	Veteran	63%	79%	100%	↑
	Native American	71%	25%	100%	↑
	Disability	52%	42%	57%	↑
<b>Increase degree and certificate completion by 5%</b>	African American	2% (161)	3% (175)	3% (145)	↑
	Asian	2% (172)	3% (207)	3% (173)	↑
	Foster Youth	4% (14)	2% (16)	2% (16)	↓
	Native American	4% (4)	0% (0)	2% (1)	↓
<b>Increase transfer rates by 5%</b>	African American	7% (244)	7% (229)	Not avail.	→
	Latinx	9% (273)	8% (183)	Not avail.	↓
	Veteran	16% (14)	8% (27)	Not avail.	↓
	Foster Youth	11% (20)	8% (28)	Not avail.	↓

## ACCOUNTING OF STUDENT EQUITY BUDGET ALLOCATIONS

Table 7. 2015-16 Student Equity Expenditures	
Category	Expenditure
1000 Academic Salary	78,402
2000 Classified, Nonacademic Salaries	153,419
3000 Employee Benefits	26,638
4000 Supplies and Materials	14,259
5000 Other operating expenses and services	97,457
6000 Capital Outlay	0
7000 Other Outgo: vouchers	133,526
Total	503,700

Table 8. 2016-17 Student Equity Expenditures	
Category	Expenditure
1000 Academic Salary	263,165
2000 Classified, Nonacademic Salaries	329,105
3000 Employee Benefits	111,473
4000 Supplies and Materials	26,252
5000 Other operating expenses and services	253,707
6000 Capital Outlay	76,165
7000 Other Outgo: vouchers	97,500
Total	1,157,367

Table 9. 2017-18 Student Equity Expenditures	
Category	Expenditure
1000 Academic Salary	129,866
2000 Classified, Nonacademic Salaries	183,766
3000 Employee Benefits	75,232
4000 Supplies and Materials	2,782
5000 Other operating expenses and services	178,778
6000 Capital Outlay	0
7000 Other Outgo: vouchers	91,225
Total	661,649

### LANEY COLLEGE EQUITY PLAN CONTACT

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Appreciation for members of the following:

- Equity Committee
- Management Council
- Enrollment Management Committee
- Faculty Senate
- Umoja Faculty Coordinator: Kimberly King
- Restoring Our Community Faculty Coordinator: Roger Chung
- DSPS Counselor: Miriam Zamora-Kantor
- Veteran Services Counselor: Kimberly Blackwell
- Counseling Chairs: Douglas Cobbs & Terrance Greene
- ESOL Faculty/Guided Pathway: Suzan Tiemroth-Zavala
- English Faculty/Guided Pathway: Eleni Gastis
- Faculty Senate President: Fred Bourgoïn
- Director, Student Life: Gary Albury
- Dean, Enrollment Services: Mildred Lewis
- Dean, Career & Technical Education: Peter Crabtree
- Dean, Math & Sciences: Denise Richardson
- Dean, Student Services: JP Schumacher
- Dean, Liberal Arts: Chuen Chan
- Dean, Humanities & Social Science: Mark Fields
- Vice President, Instruction: Rudy Besikof
- Vice President, Student Services: Vicki Ferguson
- President, Tammeil Gilkerson