



APPLICATION TO BECOME A BLACK SERVING INSTITUTION

Laney College

April 24, 2025

Laney

1. State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Laney College's commitment to Black student success is foundational to its mission to provide high-quality, culturally responsive education rooted in equity, social justice, and community transformation. The College's mission is to "empower our community and to promote student success and social justice. We welcome and embrace Laney's diversity through serving the community's needs by providing certificates, degrees, transfer pathways, career education, and life-long learning opportunities."

Located in the heart of downtown Oakland, Laney College proudly serves a student population that reflects the city's rich Black cultural legacy. In spring 2024, Laney College ranks #4 statewide across all community colleges in the percentage of Black students enrolled at 20%, with the seventh-highest headcount of Black students at a community college in California. This representation underscores the College's responsibility to lead in transformative educational equity. Laney recognizes that serving Black students goes beyond representation; it requires intentional, institutional transformation to address racial inequities and create spaces where Black students are seen, supported, and affirmed.

This commitment is embedded in Laney campus plans and reinforced in a growing infrastructure of support services including, Umoja-UBAKA, an A²MEND Student Charter, and the College's role as a regional hub for the CCC to HBCU Transfer Initiative. On the academic side, the College has an African American Studies Department, which provides a wide range of

courses through which students develop an understanding of African Americans' historical and cultural development . The interdisciplinary program examines African American history, politics, economics, sociology, philosophy, psychology, religion, and popular culture. The College offers an associate in arts degree and an associate in arts for transfer degree in African American Studies. Through these efforts, the college aims to close opportunity gaps and elevate the success of Black students who have historically faced systemic barriers to educational attainment.

Laney is intentionally designing and implementing a comprehensive five-year strategic roadmap focused on Black student success that centers the students in decision-making, interventions, and assessments. This work includes launching a Black Student Success Taskforce, expanding culturally relevant onboarding practices, forming community-based mentorship pipelines, and deepening the college's investment in programs affirming Black identity and fostering excellence.

2. Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

25.7%

The reported percentage includes all students in spring 2025 who identify as Black/African American, including those typically categorized as Hispanic/Latinx or multi-ethnicity under standard IPEDS and state reporting rules. This expanded approach, recommended by the RP Group, helps ensure the College counts the full population of Black/African American students.

3. Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

2709

The reported number includes all students in spring 2025 who identify as Black/African American, including those typically categorized as Hispanic/Latinx or multi-ethnicity under standard IPEDS and state reporting rules. This expanded approach, recommended by the RP Group, helps ensure the College counts the full population of Black/African American students.

4. Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Laney College has identified ambitious and actionable goals to improve academic outcomes for Black students over the next five years. The goals aim to close gaps in outcomes in course success, term-to-term persistence, program completion, and transfer by implementing a combination of proactive support, culturally responsive programming, and institutional accountability measures. The goals are:

- Increase course success rates from 63% to 69%
- Increase first-to-second-term persistence from 41% to 49%

- Improve three-year degree/certificate completion from 6% to 9%
- Raise transfer rates to four-year institutions (including HBCUs) from 25% to 29%

Based on 2023–2024 local data, the successful course completion rate for Black/African American students falls significantly below the institutional non-dual enrollment credit successful course completion average of 71 percent. The College will work to increase the success rate for Black students to 69 percent, aligning with the College's established institutional-set standard floor.

First-year term-to-term persistence, certificate and degree completion, and transfer rates are drawn from the most recent CCCCO equity cohort data. For first-to-second-term persistence (2022–2023), the rate for Black students was 41 percent, compared to 49 percent for all other racial/ethnic groups. The College aims to close this equity gap within five years.

There are no equity gaps between Black students and other racial/ethnic groups relative to institutional-set standards, in three-year degree and certificate completion or transfer to four-year universities. However, the most recent data (2019–2020 cohort) shows a completion rate of 6 percent—lower than rates at regional San Francisco Bay Area peer institutions. The college's goal is to increase this to 9 percent to achieve parity with regional peers. Similarly, for transfer, the most recent available data shows a rate of 25 percent for Black students, which is again below that of regional peers. The College aims to increase this to 29 percent to align with these institutions.

To achieve these outcomes, Laney College is scaling targeted academic interventions,

strengthening onboarding processes, embedding tutoring and peer mentoring into gateway courses, and expanding the reach of programs like Umoja and A²MEND. Progress will be monitored using disaggregated data dashboards and reported annually to ensure interventions are effective and responsive to the needs of Black students.

5. Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

Goals and activities undertaken as a Black-Serving Institution are planned to align with the college's *2025–2028 Student Equity Plan*, but the college is thinking beyond those three years. The BSI five-year roadmap is a flexible tool that will evolve as student needs change.

BSI Five-Year Timeline and Key Activities:

Year 1 - 2025-2026

- Form the Black Student Success Taskforce as part of the college's Student Equity and Enrollment Development Committee (SEED). Integrating the Taskforce into the college's governance structure enhances its credibility and expands its reach. Recommendations made by the Taskforce will be brought to the full SEED

Committee for deliberation and adoption. The Taskforce will include students, faculty, classified professionals, and administrators working together to plan and implement equity initiatives. Conduct campus climate surveys and focus groups to gather data on Black student experiences and identify barriers to success.

- Collaborate with Institutional Research to review established baseline metrics for term-to-term persistence, successful course completion, degree/certificate completion, and transfer rates-present metrics and data to the college community and reportback to the SEED Committee. Based on initial findings, implement targeted interventions in counseling, course access, and onboarding processes.
- Host campus events that highlight Black culture, identity, and academic achievement.

Year 2 - 2026-2027

- Develop a structured peer mentoring program connecting Black students with trained mentors to foster engagement and support.
- Integrate career exploration modules into orientation and first-year seminars to align academic pathways with career goals.
- Partner with local organizations to provide workshops on financial literacy, time management, and study skills tailored for Black students.
- Host campus events that highlight Black culture, identity, and academic achievement.

Year 3 - 2027-2028

- Continue supporting Black students through peer mentoring and tutoring in core courses.
- Provide professional development for faculty and staff focused on inclusive teaching.
- Host campus events that highlight Black culture, identity, and academic achievement.

Year 4 - 2028-2029

- Evaluate the effectiveness of implemented strategies using disaggregated data on retention, completion, and transfer rates.
- Scale successful programs and revise or discontinue those that do not demonstrate measurable impact.
- Host campus events that highlight Black culture, identity, and academic achievement.

Year 5 - 2029-2030

- Publish and present on BSI progress and lessons learned.
- Submit updated BSI application for renewal with revised five-year targets.
- Institutionalize effective practices by integrating them into standard operating procedures and securing ongoing funding.

- Host campus events that highlight Black culture, identity, and academic achievement.

The college is committed to staying flexible, creative, and responsive as this work progresses. It is building systems that ensure Black students not only show up, but succeed, graduate, and thrive while they are here.

6. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Laney College seeks to grow and strengthen institutional relationships that align with its mission to support the advancement of Black students. Existing and emerging partnerships reflect a multi-pronged commitment to mentorship, transfer access, workforce development, and identity-affirming community engagement.

Current Partnerships

Umoja-UBAKA Learning Community

Laney College's Umoja-UBAKA Learning Community is a culturally responsive program designed to foster academic excellence, personal growth, and cultural affirmation for Black students. The plan is to expand Umoja by offering more linked course sections, increasing recruitment efforts through outreach to local high schools, and enhancing wraparound supports such as tutoring and mental health services. Umoja will continue to serve as a hub for peer leadership and

academic empowerment.

A²MEND (African American Male Education Network & Development)

Laney College established a student charter and is in the early stages of developing its A²MEND program. Over the next five years, the college aims to expand this initiative into a robust support and leadership development program for Black male students. This expansion includes exploring mentorship models, hosting regional leadership retreats, and collaborating with local partners.

Peralta Association of African American Affairs (PAAAA)

PAAAA is a districtwide employee affinity group dedicated to supporting Black students and professionals through scholarships, cultural programming, mentorship, and institutional advocacy. Laney College seeks to strengthen this partnership by increasing the visibility of PAAAA events and programs, integrating student mentorship into existing campus initiatives, and promoting participation in districtwide cultural and academic events.

CCC to HBCU Transfer Initiative Steering Committee

Laney College participates in this initiative as part of the Peralta Regional Hub. The partnership provides students with transfer pathways to Historically Black Colleges and Universities (HBCUs), articulation agreements, and opportunities to attend statewide expos and on-campus HBCU caravans. The college will continue its participation and expand efforts to offer students direct exposure to HBCUs, including informational sessions, application workshops, and campus

visits.

OUSD African American Male Achievement (AAMA)

Laney College actively collaborates with Oakland Unified School District's AAMA program to build a high school-to-college pipeline. Through this partnership, Black male high school students come to Laney's campus for workshops, tours, and mentorship experiences, helping them envision themselves as college-bound scholars. This outreach is embedded into the college's broader recruitment strategy and aligns with Umoja and A²MEND efforts.

Hack the Hood

The Laney Computer Information System (CIS) department's partnership with Hack the Hood is a year-long initiative that combines intensive technical education with comprehensive support. Students in the program learn Python programming, data analytics, and database management. The partnership provides diverse students access to a supportive community and a structured pathway into technology education. Students receive dedicated counseling support, financial aid guidance, and access to on-campus work-study jobs. Hack the Hood connects students to dedicated professional mentors, takes cohort members on industry field trips, provides a program specialist to track academic progress, and pays students a monthly stipend for meeting course and program completion requirements.

Mathematics, Engineering, Science, Achievement Program (MESA)

MESA supports historically marginalized student populations by increasing access and

opportunity for promising students pursuing calculus-based science, technology, engineering, and mathematics degrees to transfer to four-year academic institutions. The program provides opportunities for holistic academic guidance, student community-building activities, tutoring, workshops, conferences, and university and industry visits. In spring 2025, 23.5 percent of MESA's scholars identify as Black or African American, and several others identify as multiracial, with partial Black racial identity.

The Hidden Genius Project

The Hidden Genius nonprofit organization was founded in Oakland and now supports black male youths around the country in technology creation, entrepreneurship, and leadership skill training. Their immersion program supports 100 black male high school students in Oakland with mentorship and training in computer science and software development. Beginning this summer, the students in the immersion program will tour Laney and be informed about programs offered at the college. Future partnership plans include hosting coding events at the college and connecting Laney's academic and support programs to their students.

Growth & Future Partnership Opportunities

These Oakland organizations are future partners with whom the college hopes to build relationships over the next five years.

NANDI

The NANDI Project's Sisterhood initiative centers on the healing, leadership, and well-being of

Black women and nonbinary individuals. Their trauma-informed, culturally grounded approach can support Laney College's commitment to mental health by offering healing circles, wellness workshops, and leadership development experiences rooted in Black identity and community care.

100 Black Men of the Bay Area 100 Black Men

A nationally recognized mentoring organization that provides access to Black male professionals committed to leadership development, education, and community uplift. This organization can help expose Laney's Black male students to culturally affirming mentorship, speaker events, and internship opportunities that reinforce A²MEND's retention, completion, and success goals

African American Chambers of Commerce (Oakland and Bay Area Chapters)

Serves as a powerful network supporting Black entrepreneurship, economic development, and business mentorship. Partnering with these chambers would expose Laney students to local Black-owned businesses, small business development resources, and professional networking events aligned with our workforce and career readiness goals.

Local Black Fraternities and Sororities

Divine Nine organizations provide long-standing cultural traditions of academic excellence, service, and Black identity development. These groups could support students through mentorship, scholarship opportunities, collaborative service projects, and leadership

training, helping students strengthen their community ties and build social capital.

Kingmakers of Oakland

Kingmakers of Oakland supports the transformation of educational systems to meet the needs of Black boys and young men. Their leadership development model and culturally grounded programming would help Laney design events, youth summits, and curricula that bridge the high school-to-college pipeline and empower students as change agents.

7. **Attach** your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. (see below)

8. Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

Table A. Associate Degrees and Certificates Awarded

Academic Year	Degrees/Certificates Awarded	
	All Students	Black/African American
2021-2022	1012	197
2022-2023	1041	290
2023-2024	1226	327

Table A reports the number of all students and Black students who completed an associate degree or certificate during the previous three academic years. For this metric, Black students include all who identify as Black/African American, including those typically categorized as Hispanic/Latinx or multi-ethnicity under standard IPEDS and state reporting rules.

Table B1. Completion of Credit Certificates Within Normal Time and 300% Time by Student Group

Academic Year	Credit Certificates - Time to Complete			
	All Students		Black/African American	
	Normal Time	Within 300%	Normal Time	Within 300%
2021-2022	8	68	1	9
2022-2023	6	70	1	14

2023-2024	14	89	3	21
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Table B2. Completion of Associate Degrees Within Normal Time and 300% Time by Student Group

Academic Year	Associate Degrees - Time to Complete			
	All Students		Black/African American	
	Normal Time	Within 300%	Normal Time	Within 300%
2021-2022	48	243	8	50
2022-2023	67	226	25	69
2023-2024	72	243	26	66

Tables B1 and B2 report the number of all students and Black students who completed their first credit certificate or associate degree within the expected timeframe and within 300 percent of it. For credit certificate programs, the expected timeframe is defined as one academic year (3 semesters, including summer), and 300 percent is defined as three academic years (9 semesters). For associate degree programs, the expected time is defined as two academic years (6 semesters, including summers), and 300 percent is defined as six academic years (18 semesters). This metric is calculated based on a student's first certificate or degree awarded and their first term of enrollment in the Peralta District as a non-high school student.

Seventy-four percent of credit certificate completers and fifty-eight percent of associate degree completers during these academic years were part-time students, defined as enrolling

in fewer than 12 units per term within the Peralta District. As a result, the expected time to completion for these students is longer than the normal timeframe.

As with Table A, Black students are defined as all students who identify as Black or African American, including those who may also identify with another race or ethnicity.

Table C. Transfer Rates to Four-Year Institutions

Academic Year	Transfer Rates	
	All Students	Black/African American
2017-2018	14%	21%
2018-2019	15%	18%
2019-2020	13%	25%

Table C reports the transfer rates for the three most recent academic years available. Transfer rates follow the CCCC Equity Metric 620C definition: the percentage of first-time cohort students who exited the system during the stated academic year and enrolled in a four-year university by the end of the following academic year. Data lags due to the time required to collect enrollment information from receiving institutions. This table uses the standard state-reporting definition of Black/African American students, which excludes those who also identify with another race or ethnicity.

9. Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student

success that is consistent with the applicant's mission.

Attached on letterhead - done

10. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

Laney College offers a wide range of resources intentionally designed to promote equity and inclusion for Black and African American students. The Umoja-UBAKA Learning Community is a cornerstone for culturally relevant academic support, with linked English and math courses, embedded tutoring, intrusive counseling, and student success staff who support students from entry through completion. The program is further enhanced by the college's A²MEND Student Charter, recently developed to provide mentorship, leadership development, and academic coaching for Black male students through peer and professional connections.

Onboarding and orientation efforts are designed with equity in mind. Laney offers new and returning student orientation sessions that prepare students for the rigors of college while connecting them to campus resources early. In collaboration with the Welcome Center and SOAR Student Success and Retention Team, Umoja-UBAKA extends these efforts through targeted outreach to OUSD high schools to help prospective students navigate CCCApply, financial aid, and the enrollment process. By utilizing data dashboards, the college identifies incoming Black students and sends them personalized "Welcome to Laney" letters, highlighting

their available affinity programs and resource centers.

Laney maintains a strong student life and basic needs infrastructure. The Black Student Union (BSU) student club is a vibrant hub for student engagement and cultural identity work. Support services such as EOPS, CARE, CalWORKs, and Restoring Our Communities (ROC) ensure Black students receive individualized support to persist. The Basic Needs Center offers direct access to food vouchers, housing referrals, transportation assistance, and emergency funding, all of which play a critical role in helping students remain enrolled and focused on their goals.

To keep students informed and connected, the College distributes a monthly student newsletter highlighting key deadlines, financial aid updates, academic resources, and upcoming events that support Black student achievement and community building. Together, these coordinated efforts reflect Laney College's sustained commitment to building a culturally affirming, well-resourced, and inclusive environment where Black students thrive.

11. Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

None.

Laney College Black Serving Institution Strategic Plan

2025-2030

Mission Statement

Laney College's mission is to empower our community and to promote student success and social justice. We welcome and embrace Laney's diversity through serving the community's needs by providing certificates, degrees, transfer pathways, career education, and life-long learning opportunities. We are committed to serving Black students from our community to promote their success.

Outreach Services Plan

- Direct outreach to OUSD high schools to introduce academic programs, Umoja, and A²MEND.
- Participation in HBCU Expos and CSU/UC Black Student Days.
- Enrollment events on campus and in the community.
- Collaboration with nonprofit community partners (for example, 100 Black Men, Hack the Hood, the Real Genius Project).
- "Welcome to Laney" onboarding letters, Black student orientation, and peer navigator program.

Academic and Basic Needs Support Services Plan

- Umoja and A²MEND cohorts with linked English/math, counseling, and tutoring.
- Basic Needs Center with Black student referrals for food, housing, and wellness.
- Mental health workshops facilitated by culturally competent practitioners.
- Monthly BSU events promoting transfer, culture, and identity.
- Black Women Meet series to empower and connect Black female students.
- Faculty Meet & Greet to build relational networks between Black students and faculty.

5 Year Resource Plan

- Student Equity fund resources will be used to expand Black student-serving strategies, including Umoja, onboarding support, and culturally relevant academic interventions.
- Funding will support staff stipends, equity-focused data analysis, culturally affirming events, and targeted outreach campaigns.
- Laney College plans to allocate resources to support activities connected to the CCC to HBCU partnership, including hosting the HBCU Caravan, coordinating campus tours, and expanding culturally relevant outreach that connects students to HBCU transfer opportunities.

Professional Development Plan

- Host and participate in events aligned with Black Student Success Week, including student panels, faculty development sessions, and themed activities centered on Black excellence and transfer preparation.
- Support local, statewide, and national conferences focused on Black student

achievement, such as A²MEND, Umoja, and Equity conferences.

- Collaborate with organizations like the African American Chamber of Commerce, PAAA, Umoja, and A²MEND to create joint professional development opportunities for faculty, staff, and students.
- Provide ongoing training in antiracist pedagogy, racial healing, and asset-based advising through internal PD series and community partner-led sessions.
- Establish annual themed professional learning retreats for faculty and classified professionals that center Black cultural knowledge and community engagement.
- Work with the Professional Development Committee to integrate the BSI plan activities into the larger College professional development activities.