

College of Alameda
Student Equity Plan

July 2009

Signature page and summary revised April 2010

College of Alameda STUDENT EQUITY PLAN

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*College of Alameda
Student Equity Plan*

Signature Page

District: Peralta Community College District __ **College:** College of Alameda_____

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President, Board of Trustees

Date

District Chancellor: Elihu Harris_____

College President: George Herring_____

Academic Senate President: Bob Grill_____

Student Equity Coordinator: Kerry Compton_____

Executive Summary

College of Alameda's diverse faculty and staff has always been proud of serving a diverse student population. The passage of proposition 209 had little effect on dampening our enthusiasm in achieving the inclusive core values and mission of the college¹. College staff and faculty embrace the goals of Student Equity, and many want to broaden those goals to include students with cultures and identities not recognized by the US Census data or the Management Information System.

The Student Equity planning process began in 1996, with the development of the first required Student Equity Plan by the college Affirmative Action committee. The second plan was developed by the Enrollment Management committee in 2005. The college had recognized that student equity, while a moral and fairness issue that needed to be addressed, was also a cornerstone of enrollment management, the efforts by an educational institution to manage enrollment by ensuring that students persist, complete their courses, and complete their educational goals. The Enrollment Management committee represented a broad spectrum of the college community.

In 2007 the Enrollment Management committee was renamed and repositioned as the Student Success Initiative committee, a shared governance committee that integrates instruction and student services. The Student Success Initiative committee is also the body planning and implementing the Basic skills initiative.

During the development of data for this plan the college had the services of a researcher on campus. Data was developed and presented at an all college retreat in spring 2008. The college researcher continued to refine the data and present information to the college community throughout 2008-2009 and 2009-2010. Student success data was used in all unit planning and program planning done by the college.

In future the data will be available from the district office of Institutional Research. Indeed Student Equity reports for each college within the district, including the College of Alameda, is now on the district's website².

2009-2010 has presented challenges to student equity not contemplated by the college community not only because of the reduction in funding for instruction, but also the dramatic reduction in funding for the traditional categorical programs that have served large number of underrepresented students at College of Alameda, students who are not underrepresented in the college demographics, but underrepresented in student success.

In spite of the fiscal challenges of the current and future years, College of Alameda is committed to achieving student equity. Early data regarding the Student Success Learning Communities, *Amandla*, *Adelante*, and *APASS*, indicates that the more comprehensive learning community approach is very successful. Other initiatives at the college are targeting student cohorts to create additional learning communities. Continuing this academic year is the Career Advancement Academy and the ATLAS program. In fall 2009 the college applied for TRIO grants to expand services to students with disabilities and first generation college students. In spring semester 2010 the college began serving emancipated foster youth with a grant from the Community Colleges Foundation. The college has also applied for a grant to expand services and instruction to veteran students.

¹ Values, Mission, Objectives, College of Alameda catalog, 2009-2011, pages 11, 12, and 13.:

² <http://eperalta.org/wp/indev/program-review-equity-fact-books/>

Campus-Based Research

- ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The US Census 2007 American Community Survey (ACS) for Alameda and Oakland cities were used to estimate the extent to which the College of Alameda (COA) reflects the communities it serves. About 75% of the students enrolled at COA in Fall 2007 come from the aforementioned communities.

Tables 1 through 3 compare the COA Fall 2007 cohorts with the US Census 2007 American Community Survey (ACS) for Alameda and Oakland cities by race/ethnicity, gender and disability. In addition, the ACS 2007 age groups approximating the COA age range were used. The findings reveal that:

- by race/ ethnicity COA is under-enrolled in the categories of Whites, Latinos, and other non-Whites but over-enrolled with Asians (Table 1),
- by gender COA has proportionally more females and less males than those in its service communities (Table 2), and
- The COA DSPS population is almost half of its service communities (Table 3).

Table 1. The distribution of community census and that of COA students by race/ethnicity.

	WHITE	LATINO	ASIAN ^a	PACISL	AF-AMER	NATIVE AM	OTHER NON-WHITE	TOTAL
18-64 years	31%	20%	17%	NA	25%	NA	8%	303,984
COA FA 2007	15%	14%	38%	1%	24%	1%	2%	5952

a. Filipinos are combined with Asians conforming to US Census standards.

Sources: US Census ACS 2007 Estimates for Alameda and Oakland Cities and PCCD data warehouse.

Table 2. The distribution of community census and that of COA students by gender.

	FEMALES	MALES	TOTAL
18-64 years	51%	49%	287,815 ^a
COA FA 2007	56%	43%	5952

a. This total should be greater than that in Table 1. However, because these numbers were estimates errors will occur.

Sources: US Census ACS 2007 Estimates for Alameda and Oakland Cities and PCCD data warehouse.

Table 3. The percentages of disabled persons between the ages of 16 to 64 in Alameda County and the percentages of DSP students at COA.

	DSP	TOTAL
16-64 years	13%	296,056
COA FA 2007	6%	5952

Sources: US Census ACS 2007 Estimates for Alameda and Oakland Cities and PCCD data warehouse.

CAMPUS-BASED RESEARCH

2. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The course success completion definition was based on the completion of a credit course for which a student receives a recorded grade of A,B,C or Credit (CR), divided by the number of students who were enrolled in those courses on the first census day. Persistence was measured two ways: 1) by the percentages of new first-time students completing a specified fall term and returning the next spring term and 2) by the percentages of new first-time students completing a specified fall term and returning the subsequent fall.

Tables 4 and 5 represent students' success rates by race/ethnicity and gender for Fall terms 2004 to 2007. Using the averages as baseline measures, the following findings suggest that the students' success rates in both degree-applicable and non-degree applicable credit courses have declined by two to three percent between Fall 2004 and Fall 2007.

Regarding students' success rates, the following findings were based on comparisons to baseline average for Fall 2007.

- Student subgroups falling five percent below the average in degree-applicable credit courses were: African Americans, Native Americans, and Pacific Islanders.
- Student subgroups falling five percent below the average in the non-degree-applicable credit courses were: African Americans and Native Americans.

Table 4. Students' successes by subgroups in degree applicable credit courses.

	FA 04 Total	% Success	FA 05 Total	% Success	FA 06 Total	% Success	FA 07 Total	% Success
African-American	2,368	58%	2,581	57%	2,744	54%	2,965	52%
American Indian/Alaskan Native	48	54%	55	62%	45	67%	63	44%
Asian	3,412	72%	3,449	71%	3,873	72%	3,882	73%
Filipino	530	64%	544	69%	565	62%	491	61%
Hispanic	1,200	68%	1,282	70%	1,215	63%	1,351	61%
Other Non-White	253	74%	251	65%	290	61%	333	67%
Pacific Islander	92	61%	112	62%	114	69%	118	55%
Unknown	516	67%	563	77%	616	64%	665	67%
White Non-Hispanic	1,535	75%	1,548	74%	1,650	69%	1,623	71%
Female	5,290	70%	5,430	68%	6,067	65%	6,284	66%
Male	4,453	65%	4,777	68%	4,945	65%	5,149	63%
Unknown	211	64%	178	57%	100	60%	58	66%
TOTALS	9,954	68%	10,385	68%	11,112	65%	11,491	65%

Source: CCCC data mart.

Table 5. Students' successes by subgroup in non-degree applicable credit courses.

	FA 04 Total	% Success	FA 05 Total	% Success	FA 06 Total	% Success	FA 07 Total	% Success
African-American	392	56%	378	48%	399	52%	405	51%
American Indian/Alaskan Native	7	43%	9	44%	3	33%	10	40%
Asian	326	68%	348	73%	380	70%	343	76%
Filipino	37	76%	28	68%	47	49%	27	70%
Hispanic	183	67%	147	61%	247	63%	283	64%
Other Non-White	24	58%	24	79%	35	71%	22	59%
Pacific Islander	13	69%	9	67%	10	70%	12	75%
Unknown	38	61%	69	68%	42	74%	43	63%
White Non-Hispanic	153	82%	153	82%	128	79%	142	66%
Female	681	66%	644	68%	776	62%	674	66%
Male	473	65%	507	60%	514	66%	613	60%
Unknown	19	26%	14	50%	1	100%	0	
TOTALS	1,173	65%	1,165	64%	1,291	63%	1,287	63%

Source: CCCC data mart.

The only comparable course success data between DSP and non-DSP students are provided in Table 6. There does not appear to be a major difference in success between the two groups.

Table 6. Student's successes by DSPS status in all credit courses.

	FA 04 Total	% Success	FA 05 Total	% Success	FA 06 Total	% Success	FA 07 Total	% Success
DSPS	423	65%	398	66%	413	61%	391	62%
Non-DSPS	5910	66%	6024	67%	6585	63%	6934	63%
TOTALS	6333	66%	6422	67%	6998	63%	7325	63%

Source: PCCD data warehouse.

The first set of persistence measures were based on the percentages of new first-time students by their enrollment from one fall term to the next spring term. Using the averages as baseline measures, the following findings suggest that student persistence has been decreasing since Fall 2004 (Table 7). This decrease was researched by college faculty³ in Fall 2005 and is continuing despite whole college efforts to retain students. On average COA retains about half of its new first-time students from fall to spring. On another note, DSP students persist at an amazingly higher rate (>10%) than non-DSP students (Table 7C).

Using the Fall 2007 percentages (Tables 7A through 7C) of returning students in the following spring, the findings in suggest that:

- Student subgroups falling five percent below the average baseline were: African American, Filipino, Native American, and Unknown.

³ Sweinciki, M., Robinson, S., and Brem, R. (Fall 2006). *Why they left?* Sponsor: College of Alameda Academic Senate.

Table 7. Percentages of first-time students persisting from fall to spring terms by subgroups.

	TOTAL FA04	% ENROLL SP05	TOTAL FA05	% ENROLL SP06	TOTAL FA06	%ENROLL SP07	TOTAL FA07	%ENROLL SP08
ASIAN	338	62%	376	65%	384	66%	397	58%
AFRAM	243	49%	316	40%	323	40%	374	44%
FILIPINO	67	57%	52	44%	74	45%	54	41%
LATINO	155	47%	167	46%	201	38%	207	47%
NATAM	5	0%	4	100%	8	25%	8	38%
OTHER	23	74%	28	57%	31	61%	23	74%
WHITE	173	53%	158	43%	205	42%	187	45%
UNKNOW	59	59%	62	55%	69	38%	69	44%
FEMALE	517	52%	567	49%	646	47%	653	47%
MALE	524	57%	589	53%	648	49%	665	51%
UNKNOWN	22	50%	7	57%	1	0%	1	0%
DSPS	72	65%	74	53%	68	56%	74	65%
Non-DSPS	991	54%	1089	51%	1227	48%	1245	48%
TOTALS	1063	55%	1163	51%	1295	48%	1319	49%

Source: PCCD data warehouse.

The second set of persistence measures were based on the percentages of new first-time students by their enrollment from one fall term to the next fall term. Using the averages as baseline measures, it is evident that student persistence from fall to fall has decreased by four percent (Table 8). In addition, the averages are suggesting that we lose an additional ten percent of new first-time students from spring to fall.

Using the percentages of returning students in Fall 2007 (Tables 8), the findings suggest that:

- Student subgroups falling five percent below the baseline average were: African American, Latino, Native American, White and Unknown.
- Compared to the 65% persistent rate for DSPS students from fall to spring, an additional 28% of these students are lost by the subsequent fall.

Table 8. Percentages of first-time students persisting from fall to fall terms by subgroups.

	TOTAL FA04	%ENROLL FA05	TOTAL FA05	%ENROLL FA06	TOTAL FA06	%ENROLL FA07
ASIAN	338	53%	375	53%	384	55%
AFRAM	243	34%	314	30%	323	29%
FILIPINO	67	42%	52	56%	74	41%
LATINO	155	33%	165	29%	201	33%
NATAM	5	20%	4	75%	8	13%
OTHER	23	57%	28	50%	31	48%
WHITE	173	38%	158	35%	205	24%
UNKNOW	59	46%	62	36%	69	29%
FEMALE	517	40%	567	39%	646	36%
MALE	524	44%	585	41%	648	39%
UNKNOWN	22	41%	6	33%	1	0%
DSPS	72	46%	74	38%	68	37%
NOT DSPS	991	42%	1084	40%	1227	37%
TOTALS	1063	42%	1158	40%	1295	38%

Source: PCCD data warehouse.

CAMPUS-BASED RESEARCH

3. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

For ESL, basic skills’ English and mathematic courses, two series of data presentations are provided. One series represents the percentages of students successfully completing or withdrawing from ESL or basic skills courses and the second series is the percentages of students successfully completing a lower level ESL or basic skills course and continuing to successfully complete a high-level credit course within a three-year period. Each series of tables represent sub-groups of students by race/ethnicity, gender and DSPS status.

English as a Second Language

Using the averages as baseline measures (Table 9), the findings suggest that students’ success rates ranged from 70% to 76% while their withdrawal rates ranged from 16% to 20%.

Regarding students’ success rates, the following findings were based on comparisons to their respective baseline average for the 2007-2008 year (Table 9).

- The student subgroups falling five percent below the success average were: Filipino and Latino.
- Student sub-groups with the highest withdrawal rates were: White and male.

Table 9. The percentages of ESL student subgroups who successfully completed or withdrew from their courses.

	2005-06			2006-07			2007-08		
	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW
ASIAN	179	81%	13%	235	74%	18%	137	74%	16%
AFRAM	15	47%	33%	17	71%	24%	16	81%	19%
FILIPINO	1	100%	0%	1	100%	0%	3	67%	0%
LATINO	72	68%	19%	80	58%	20%	65	63%	17%
NATAM									
OTHER	5	60%	20%	12	83%	17%	6	100%	0%
PACILS							1	0%	100%
WHITE	7	86%	14%	16	63%	31%	11	73%	27%
UNKNOWN	6	83%	17%	4	50%	50%	4	75%	0%
FEMALE	145	78%	16%	239	73%	17%	152	74%	13%
MALE	69	70%	15%	126	64%	25%	91	68%	22%
UNKNOWN	1	100%	0%	0			0		
DSPS	6	83%	0%	8	38%	38%	8	75%	13%
NON DSPS	279	75%	16%	357	70%	19%	235	72%	17%
TOTALS	285	76%	16%	365	70%	20%	243	72%	17%

Source: CCCC ARCC 2009 database.

Using the averages as baseline measures (Tables 10), students successful in completing their prerequisite course and successful in the next higher level course is above 50%.

Regarding students' success improvement rates, the following findings were based on comparisons to their respective baseline averages for the 2005-2006 year (Tables 10).

- The sub-groups with the lowest improvement rates were: African Americans. However, in previous years they were at or above average.

Table 10. The percentages of ESL student subgroups who successfully completed their prerequisite courses and the next level of courses.

	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
ASIAN	136	48%	157	50%	133	51%	156	56%
AFRAM	13	54%	16	56%	15	47%	9	22%
FILIPINO	3	100%	1	0%	3	0%	1	100%
LATINO	64	52%	72	47%	49	39%	52	52%
OTHER	6	67%	8	50%	8	50%	4	75%
PACILS			1	100%	1	0%		
WHITE	20	50%	18	67%	14	50%	6	67%
UNKNOWN	6	67%	6	33%	5	60%	5	100%
FEMALE	165	51%	176	57%	160	48%	154	57%
MALE	79	51%	99	41%	67	47%	78	55%
UNKNOWN	4	50%	4	50%	1	0%	1	0%
	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
DSPTS	12	50%	17	53%	14	29%	7	57%
NONDSPTS	236	51%	262	50%	214	49%	226	56%
TOTALS	248	51%	279	51%	228	47%	233	56%

Source: CCCC ARCC 2009 database.

ENGLISH

Using the averages as baseline measures (Table 11), the following findings suggest that the students' success rates ranged from 45% to 53%, while withdrawal rates ranged from 21% to 42%.

Regarding students' success rates, the following findings were based on comparisons to their respective baseline averages for the 2007-2008 year (Table 11).

- The student sub-groups falling five percent or more below the success average were: African American, Latino and non-DSPTS.
- The student sub-group with the largest withdrawal rates was Others.

Table 11. The percentages of basic skills English student subgroups who successfully completed or withdrew from their courses.

	2005-06			2006-07			2007-08		
	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW
ASIAN	114	55%	29%	95	51%	32%	80	70%	15%
AFRAM	174	40%	34%	136	38%	49%	129	40%	24%
FILIPINO	16	69%	13%	13	38%	62%	8	50%	25%
LATINO	47	49%	40%	59	46%	42%	40	48%	20%
NATAM	2	0%	50%	2	50%	50%	2	100%	0%
OTHER	13	54%	31%	8	63%	25%	8	50%	38%
PACILS	5	100%	0%	4	25%	25%	2	50%	0%
WHITE	39	67%	21%	25	60%	36%	27	67%	15%
UNKNOWN	23	43%	39%	9	44%	44%	12	58%	25%
FEAMLE	217	52%	30%	187	46%	42%	152	57%	20%
MALE	207	48%	34%	163	43%	42%	156	48%	21%
UNKNOWN	9	33%	11%	1	100%	0%			
DSPS	108	52%	30%	82	55%	31%	72	71%	14%
NON DSPS	325	47%	32%	269	42%	45%	236	47%	23%
TOTALS	433	49%	31%	351	45%	42%	308	53%	21%

Source: CCCC ARCC 2009 database.

Using the averages as baseline measures (Table 12), students successful in completing their prerequisite courses and being successful in the next higher level course ranged from 33% to 45%.

Regarding student success improvement, the following findings were based on comparisons to their respective baseline average for the 2005-2006 year (Table 12).

- Students five percent or more below the average were: African American, Latino, Pacific Islanders, and Unknowns.

Table 12. The percentages of basic skills English student subgroups who successfully completed their pre-requisite courses and the next level of courses.

	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
ASIAN	61	36%	59	46%	44	43%	64	53%
AFRAM	78	32%	75	37%	71	47%	71	23%
FILIPINO	12	50%	7	29%	10	50%	12	33%
LATINO	31	55%	16	31%	23	35%	21	19%
NATAM	3	33%	1	0%	3	0%		
OTHER	11	9%	6	17%	5	60%	7	29%
PACILS			2	100%	3	67%	4	0%
WHITE	20	40%	23	17%	23	48%	21	29%
UNKNOWN	5	20%	8	25%	1	100%	11	27%
FEMALE	142	41%	130	42%	117	44%	105	35%
MALE	76	29%	66	24%	63	44%	104	31%

UNKNOWN	3	33%	1	100%	3	67%	2	0%
DSPS	53	32%	53	28%	51	45%	52	37%
NONDSPS	168	38%	144	39%	132	45%	159	32%
TOTALS	221	37%	197	36%	183	45%	211	33%

Source: CCCC ARCC 2009 database.

MATHEMATICS

Using the averages as baseline measures (Table 13), the overall findings suggest that the students' success ranges from 48% to 52%, while the withdrawal averages are between 36% to 39%.

Regarding students' success rates, the following findings were based on comparisons to their respective baseline average for the 2007-2008 year (Table 13).

- Student subgroups falling five percent or more below the success average were: African American and Latino.
- The student subgroups with the largest withdrawal rates were: African American and Latino.

Table 13. The percentages of basic skills mathematics student subgroups who successfully completed or withdrew from their courses.

	2005-06			2006-07			2007-08		
	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW	TOTAL	%SUCC	%WDRAW
ASIAN	75	55%	31%	80	53%	30%	65	59%	25%
AFRAM	200	44%	43%	176	47%	43%	171	36%	44%
FILIPINO	21	57%	19%	27	52%	37%	13	54%	15%
LATINO	60	43%	52%	78	51%	46%	81	43%	44%
NATAM	4	5%	0%	1	0%	100%	3	100%	0%
OTHER	10	7%	30%	10	80%	20%	8	62%	38%
PACILS	4	25%	25%	5	40%	60%	7	71%	29%
WHITE	52	58%	37%	51	65%	33%	47	72%	19%
UNKNOWN	26	77%	19%	17	41%	41%	19	53%	32%
FEAMLE	249	51%	39%	251	52%	39%	225	49%	34%
MALE	195	49%	36%	192	50%	41%	188	47%	38%
UNKNOWN	8	63%	38%	2	100%	0%	1	0%	100%
DSPS	70	49%	37%	63	52%	38%	65	66%	20%
NOT DSPS	382	50%	38%	382	51%	40%	349	45%	39%
TOTALS	452	48%	38%	445	52%	39%	414	48%	36%

Source: CCCC ARCC 2009 database.

Using the averages as baseline measures (Table 14), the overall findings suggest students successful in completing their prerequisite courses and successful in the next higher level courses ranged from 39% to 50%.

Regarding students' success improvement rates, the following findings were based on comparisons to their respective baseline average for the 2005-2006 year (Table 14).

- The student subgroups five percent or more below the average were: African American, Other, Pacific Islanders, and Unknown.

Table 14. The percentages of basic skills mathematics subgroups who successfully completed their pre-requisite courses and the next level of courses.

	2002-03	%IMPROVE	2003-04	%IMPROVE	2004-05	%IMPROVE	2005-06	%IMPROVE
ASIAN	32	53%	36	42%	42	50%	42	69%
AFRAM	83	33%	89	28%	82	37%	89	43%
FILIPINO	9	67%	14	50%	21	52%	12	50%
LATINO	25	44%	40	55%	33	33%	28	46%
NATAM	2	100%	1	0%			2	50%
OTHER	9	11%	6	0%	4	75%	6	33%
PACILS	3	67%	2	50%	4	50%	1	0%
WHITE	27	48%	31	45%	27	30%	30	63%
UNKNOWN	8	13%	13	46%	11	46%	20	40%
FEMALE	129	39%	156	39%	148	43%	128	48%
MALE	65	43%	67	36%	75	36%	98	55%
UNKNOWN	4	50%	9	56%	1	0%	4	0%
DSPS	35	46%	38	40%	29	52%	38	47%
NONDSPS	163	39%	194	39%	195	39%	192	51%
TOTALS	198	40%	232	39%	224	41%	230	50%

Source: CCCC ARCC 2009 database.

CAMPUS-BASED RESEARCH

4. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

For many community college students achieving degrees and certificates are important events that not only validate their progress in post-secondary education but also make them more employable in the labor market. Goal attainment for an AA or AS degree requires 60 credits; whereas, certificates will require half or less than 60 credits. For part-time students (constituting 80% of COA attendance) committing to goal of an associate degree or an 18-credit certificate, may require three or more years of studies.

Table 15 illustrates interesting patterns of student achievement in degree awards. First, there appears to be a dramatic drop in degree attainment for the 2007-08 year. However, using the portion of students as provided on page two under the ACCESS section, the percentages of students lower than expected in degree attainment are Latinos, Whites, and male. Table 16 also illustrates a dramatic drop in certificate attainment for the 2007-08 year. The student subgroups falling below expected attainment are African American, Latino, and DSPS.

Table 15. The numbers of degrees awarded by student subgroups from 2003-04 to 2007-08.

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
ASIAN	123 46%	94 35%	106 40%	106 38%	86 42%
AFRAM	72 27%	69 26%	58 22%	66 24%	47 23%
FILIPINO	7 3%	11 4%	12 5%	18 6%	6 3%
LATINO	16 6%	31 12%	34 13%	24 9%	17 8%
NATAM	1 0%	0 0%	2 1%	1 0%	1 0%
OTHER	5 2%	4 1%	4 2%	8 3%	8 4%
WHITE	25 9%	41 15%	40 15%	32 12%	18 9%
NONRES ALIEN	14 5%	10 4%	5 2%	10 4%	6 3%
NO RESPONSE	2 1%	7 3%	3 1%	13 5%	17 8%
FEMALE	168 63%	177 66%	174 66%	155 56%	143 69%
MALE	95 36%	90 34%	87 33%	121 44%	60 29%
UNKNOWN	2 1%	0 0%	3 1%	2 1%	3 1%
DSPS	14 5%	16 6%	11 4%	14 5%	NA
NOT DSPS	251 95%	251 94%	252 95%	264 95%	NA
TOTALS	265	267	264	278	206

Source: CPEC DATABASE June 2009

Table 16. The numbers of certificates awarded by student subgroups from 2003-04 to 2007-08.

	2003-	2004	2004-	2005	2005-	2006	2006-	2007	2007-	2008
ASIAN	56	43%	25	27%	31	19%	32	32%	33	48%
AFRAM	25	19%	15	16%	24	15%	23	23%	6	9%
FILIPINO	2	2%	2	2%	17	11%	4	4%	2	3%
LATINO	6	5%	10	11%	33	21%	13	13%	6	9%
NATAM	0	0%	0	0%	0	0%	0	0%	0	0%
OTHER	4	3%	4	4%	2	1%	5	5%	1	1%
WHITE	30	23%	19	20%	45	28%	11	11%	10	14%
NONRES ALIEN	7	5%	4	4%	5	3%	4	4%	4	6%
NO RESPONSE	1	1%	4	4%	3	2%	9	9%	7	10%
FEMALE	46	35%	56	60%	35	22%	39	39%	38	55%
MALE	84	64%	37	40%	120	75%	61	60%	31	45%
UNKNOWN	1	1%	0	0%	5	3%	1	1%	0	0%
DSPS	6	5%	5	5%	4	3%	2	2%	NA	
NOT DSPS	125	95%	88	95%	156	98%	99	98%	NA	
TOTALS	131		93		160		101		69	

Source: CPEC DATABASE June 2009

Table 17 is of three first-time cohorts (2000-01, 2001-02 and 2002-03) who achieved 12 or more units. The percentages of these cohorts accumulating 30 or more units, a certificate and/or a degree within six years are provided. Overall the percentages of achievement have been steady for these three events with an accumulation of 30 or more units having the highest level of participation and certificates have the least.

By subgroups the findings from the 2002-03 cohort suggest:

- African Americans, Filipinos, Whites and Unknowns are far less likely than other racial/ethnic groups to earn 30 credits.
- Latinos, Native Americans, and Whites are far less likely than other racial/ethnic groups to attain an AA/AS degree.
- Females are more likely than males to earn 30 credits and to attain an AA/AS degree.
- Females and males equally attain certificates.

Table 17. First-time students by student subgroups with 12 or more units achieving 30 or more units, an 18-unit or more certificate, and/ or an AA or AS degree within six years.

ETHNICITY	2000-01 TO 2005-2006				2001-02 TO 2006-07				2002-03 TO 2007-08			
	TOTAL	%30U NITS	%CERTS	%DEGREES	TOTAL	%30U NITS	%CERTS	%DEGREES	TOTAL	%30U NITS	%CERTS	%DEGREES
ASIAN	231	71%	7%	18%	289	72%	5%	17%	254	77%	4%	17%
AFRAM	141	61%	6%	23%	147	62%	6%	18%	130	60%	5%	14%
FILIPINO	30	70%	0%	13%	39	56%	3%	3%	50	62%	2%	16%
LATINO	89	57%	8%	6%	84	64%	10%	13%	86	64%	8%	8%
NATAM	3	33%	33%	0%	4	100%	0%	0%	2	100%	0%	0%
OTHER	16	69%	0%	0%	15	53%	0%	7%	20	75%	10%	15%
PACISLS	5	100%	20%	20%	2	100%	0%	0%	6	83%	17%	17%
WHITE	110	67%	5%	14%	105	62%	5%	15%	113	60%	4%	9%
UNKNOWN	28	68%	7%	11%	31	61%	0%	3%	25	60%	8%	12%
FEMALE	352	67%	7%	19%	369	70%	5%	18%	356	70%	5%	17%
MALE	291	66%	5%	11%	341	63%	5%	11%	322	65%	5%	10%
UNKNOWN	10	70%	20%	0%	6	33%	0%	17%	8	100%	13%	25%
TOTALS	653	66%	6%	15%	716	66%	5%	15%	686	68%	5%	14%

Source: CCCC ARCC 2009 database.

CAMPUS-BASED RESEARCH

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

Table 18 displays the transfer pattern differences of the various racial/ethnic groups between the two California public university systems for the past five years. The UC system is more selective and expensive than the CSU system. Consequently, the total number of student transfers to CSU is almost triple than those to UC. The numbers of both CSU and UC transfer students appear to cycle up and down. Although the numbers of African American, Hispanic, and Pacific Island/ Filipino students transferring to the public California universities have been increasing since 2004-05 they are still lower than the expected.

Table 18. The total numbers of students by race/ethnicity who transferred to public California universities.

UC TRANSFERS	TOTAL	AFRICAN AMERICAN	LATINO	NATIVE AMERICAN	PACIFIC ISL & FILIPINO	ASIAN	WHITE	OTHER	UNKNOWN
2003-04	39	2	1	0	3	22	9	0	2
2004-05	61	4	2	0	1	37	13	3	1
2005-06	61	9	6	0	1	32	10	1	2
2006-07	57	9	4	0	5	31	4	2	2
2007-08	51	6	4	1	1	24	10	2	3
CSU TRANSFERS	TOTAL	AFRICAN AMERICAN	LATINO	NATIVE AMERICAN	PACIFIC ISL & FILIPINO	ASIAN	WHITE	OTHER	UNKNOWN
2003-04	145	30	9	2	6	53	21	0	24
2004-05	137	38	12	1	9	46	14	0	17
2005-06	141	35	13	2	12	49	18	0	12
2006-07	163	40	13	2	15	57	16	0	20
2007-08	153	33	18	0	2	54	17	0	29

Source: CPEC database

Early attempts to identify an appropriate transfer readiness numbers for a denominator estimating transfer rates were undertaken in the late 1980s and early 1990s by Cohen, Brawer and Banks at UCLA and by Berman, Weiler and Banks in Berkeley.⁴ In the late 1990s the California Intersegmental Council decided 12 or more transferable credits with a transferable English or mathematics course would serve as the denominator for measuring estimated transfer rates.

⁴ 1993 Cohort Transfer Indicators: How Do They Compare? Presentation at the Association for Institutional Research Annual Conference, Chicago, IL. (Sponsor: CA Community Colleges Board of Governors with the CA Legislature).
 1994 Developing Common and Practical Transfer Measures. Berman and Weiler Associates, Berkeley, CA (coauthors Weiler and Berman). (Sponsor: CA Community Colleges Board of Governors with the CA Legislature).

Tables 19 display the percentages of students by race/ethnicity and gender who earned a minimum of 12 units and achieved one or more of the following outcomes: 1) became transfer directed by completing both English and mathematics transfer level courses, 2) became transfer prepared by completing 60 transferable units with a GPA ≥ 2.0 , or 3) actually transferred to a four-year institution. Overall the percentages of achievement have varied for these three events. The trends suggest that the percentages of transfer directed students have been increasing while the percentages of transfer prepared students have decreased. Yet the percentages of actual transfers have remained somewhat steady.

For the 2002-03 cohort the findings were:

- Transfer directed: the subgroups at or below five points of the baseline average were: African American, Latino, Whites, and Unknown.
- Transfer prepared: the subgroups at or below five points of the baseline average were: African American, Latino, Native American, and Whites.
- Actual transfers: the subgroups at or below five points of the baseline average were: Latino, Other, Pacific Islanders.

Table 19. First-time students by student subgroups with 12 or more units becoming transfer directed, transfer prepared, or an actual transfer within six years.

ETHNICITY	2000-01 TO 2005-06				2001-02 TO 2006-07				2002-03 TO 2007-08			
	TOTAL S	%TDIR	%TPRE P	%TRANS	TOTAL S	%TDIR	%TPRE P	%TRANS	TOTAL S	%TDIR	%TPRE P	%TRANS
ASIAN	231	30%	42%	45%	357	37%	27%	36%	254	46%	34%	37%
AFRAM	141	14%	26%	27%	100	39%	27%	34%	130	28%	16%	30%
FILIPINO	30	30%	47%	40%	21	43%	24%	33%	50	30%	24%	32%
LATINO	89	12%	16%	18%	61	36%	30%	34%	86	23%	17%	23%
NATAM	3	33%	0%	0%	5	40%	20%	40%	2	50%	0%	50%
OTHER	16	19%	38%	38%	7	43%	0%	57%	20	40%	25%	25%
PACILS	5	0%	20%	20%	1	100%	0%	0%	6	33%	33%	17%
WHITE	110	25%	37%	39%	86	35%	29%	36%	113	27%	15%	31%
UNKNOWN	28	4%	21%	36%	28	43%	21%	36%	25	20%	24%	36%
FEMALE	352	19%	32%	36%	353	38%	26%	36%	356	36%	24%	35%
MALE	291	24%	35%	34%	310	37%	28%	35%	322	32%	24%	28%
UNKNOWN	10	40%	20%	30%	3	33%	67%	0%	8	50%	13%	38%
TOTAL S	653	22%	33%	35%	666	38%	27%	35%	686	34%	24%	32%

Source: CCCC ARCC 2009 database.

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.”

GOAL 1. To continue to provide increasing levels of access to educational opportunities for all students, particularly the historically underrepresented groups, and to reflect the profile of the adult population served by COA.

ACTIVITY 1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

- | | | | |
|--------|---|-----------|---|
| 1.1.1 | Increase bilingual signage on campus. Update a bilingual resource list | 2009-2010 | Student Services Division |
| 1.1.2. | Develop basic skills based ethnic learning communities to provide access to underrepresented groups that are not achieving equal success. | 2009-2010 | Student Success Initiative |
| 1.1.3 | Develop a Speakers Bureau to market the college to underrepresented groups. | 2009-2010 | Office of Instruction, Student Activities, Outreach and Recruitment, One-Stop Career Center |
| 1.1.4 | Develop alliances with Latino; Afghani; African-American; Ethiopian; Asian; Gay/ Lesbian/Bi-sexual/Transgender; and others and disability-related community agencies, Chambers of Commerce and cultural centers to increase the awareness of higher education, retention in high school, and career goal setting. | 2009-2010 | Student Services Division, Outreach and Recruitment, EOPS/CARE, DSPS |
| 1.1.5 | Establish universal design policy at COA so that 10% of all lab stations are physically and electronically accessible to students with disabilities. | 2009-2010 | Technology Committee, VP Instruction |

		VP Student Services
1.1.6 Provide training on designing accessible websites.	2009-2010	Academic Senate, Staff Development Committee, DSPS
1.1.7 Work with Passport Implementation Team and the Associate Vice chancellor for Admissions and records to implement the Spanish version of CCCApply.	2009-2010	Vice-President, Student Services

EXPECTED OUTCOME 1.1.1

Maintain representation of all groups. Increase numbers of Latino students in accordance with populations in service areas.

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

GOAL 2. To improve success for those “at risk” students for whom retention strategies must be employed to enable successful completion of courses and/or programs as evidenced by increasing success and persistence rates especially for under-represented groups.

ACTIVITY 2.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

- | | | |
|--|-----------|--|
| 2.1.1 Implement Basic skills based ethnic learning communities to provide access to underrepresented groups that are not achieving equal success. | 2009-2010 | Student Success Initiative |
| . | | |
| 2.1.2 Establish Summer College Readiness Academy for EOPS, and other selected students. | 2011-2012 | EOPS, |
| 2.1.3 Continue to offer faculty/staff development opportunities (workshops, open mic forum, etc.) to sensitize faculty and staff to the needs and cultural experiences of students. Encourage the integration of cultural diversity within the curriculum. | 2009-2010 | Staff Development
Committee; Academic
Senate |

- | | | |
|---|-----------|---|
| 2.1.4 Strive to hire qualified faculty and staff who reflect the diverse population of COA and who demonstrate sensitivity to the needs of underrepresented groups. | 2010-2011 | College Administration,
Affirmative Action
Campus Climate Committee,
Academic Senate,
Classified Council/SEIU |
| 2.1.5 Expand and support student activities (i.e., Black History Month, Cinco de Mayo, Asian New Year, Disability Awareness Day, etc.), and increase the number of student clubs, in order to promote the visibility of ethnically diverse or different groups. | 2009-2010 | ASCOA, Club Advisors,
College Administration
Student Activities, Academic
Senate,
Classified Council |
| 2.1.6 Add cultural diversity into the leadership program for student clubs for increased understanding and awareness. | 2009-2010 | ASCOA, Club Advisors,
Student Activities |
| 2.1.7 Require an Orientation to the Library for all new students. | 2009-2010 | Library faculty |
| 2.1.8 Apply for relevant grants to add to current mentoring programs by developing faculty advising program to include advising during registration period; developing a student enrollment reception; establishing a faculty/staff community volunteer mentoring program, targeting at-risk students but open to all each semester | 2010-2011 | Student Success Initiative |
| 2.1.9 Participate in the textbook rental program to expand student access to affordable textbooks. | 2009-2010 | Vice-President, Student
Services; Academic Senate; Bookstore staff |

EXPECTED OUTCOME 2.1.1

Increase course completion rates for all groups, but particularly for African American students.

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.”

GOAL 3. To increase the percentage of students who successfully complete a degree applicable course after having completed the final ESL or basic skills English and math courses.

ACTIVITY 3.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

3.1.1 Develop basic skills based ethnic learning communities for Latino, African-American, and Asian students who are not successful in the above area.

2009-2010

Student Success Initiative

3.1.2 Implement Basic Skills program.

2010-2011

Student Success Initiative

3.1.3 Provide in-class presentations to help students understand higher education and its opportunities.

2009-2010

Outreach / In-reach Specialist, College Reps,
Transfer Center

3.1.4 Apply for relevant grants to create a mentoring program to help students who might need motivation and encouragement.

2009-2010

Faculty, counselors & administration

3.1.5 Develop workshops to improve skills in specific areas in math, English, and Information Literacy.

2009-2010

Writing & Math Lab Faculty
Library Faculty

3.1.6 Create an alert system to help students before they fail a class.

2010-2011

Faculty, Counselors, Matriculation Program
Passport Implementation Team

EXPECTED OUTCOME 3.1.1

Increase in success of students by 5 %age points by the end of the academic year 2011.

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”

GOAL 4. To increase the number of degrees (especially in the sciences) and certificates awarded for all under-represented groups.

ACTIVITY 4.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

- | | | |
|--|-----------|--|
| 4.1.1 Develop Supplemental Instructional in Science. | 2009-2010 | Office of Instruction |
| 4.1.2 Offer information in major languages of the community at understandable reading levels. | 2009-2010 | Office of Instruction/Student Services,
Faculty, Community-at-large |
| 4.1.3 Establish multi-lingual peer advisor or mentor program using students who have completed COA programs. | 2010-2011 | Student Services (Counseling and Tutorial staff) |
| 4.1.4 Increase advertising of programs and services. Publicize all deadlines for financial aid, petitions for degrees and certificates, transfer applications, scholarships, etc. Promote the Associate Degree and Certificate Program by (1) developing promotional materials for students on the benefits of a degree or certificate and steps to accomplishment | 2009-2010 | Public Information Officer, Marketing Department
Student Services |

- 4.1.5 Promote the Associate Degree and Certificate Program by and (2) identifying students who are close to completion of degree or certificate requirements and informing them of their status and remaining requirements.
2009-2010 Student Services, Faculty
Office of Instructional Development
- 4.1.6 Establish career workshops/sessions. Refer students without a goal (after 15 units) to counseling or career workshops/sessions.
2009-2010 Student Services, Counselors
One-Stop Career Center
- 4.1.7 Apply for relevant grants to provide career fest/career days with guest speakers from academic institutions and industry during College Hour.
2010-2011 One-Stop Career Center
- .
- 4.1.8 Work with business and industry to develop entry-level positions, internships, and mentoring opportunities, to stimulate interest in academic and career technical skill development at COA.
2009-2010 ONE Stop Career Center, Dean of Instruction, COA
Business Advisory,
Faculty
- 4.1.9 Report to faculty, staff and feeder high schools the number of graduates by major in the awarding of degrees and certificates for each academic term or year. Include gender and ethnicity information.
2009-2010 Research & Planning Officer, Student Services

4.1.10 Require an Orientation to the Library for all new students.

2009-2010

Library faculty

EXPECTED OUTCOME 4.1.1

Increase the percentage of students receiving degrees and certificates by 2% by the end of the academic year 2012.

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

GOAL 5. Increase the combined number of students (by underrepresented group) who transfer to a four-year institution each term.

ACTIVITY 5.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

5.1.1 Apply for relevant grants to identify members of the population of at-risk students who want to transfer, inform them about existing programs, and design appropriate academic support programs to meet student needs.

2009-2010 Student Services Division

5.1. 2 Arrange for opportunities for greater on-site familiarity with 4-year institutions (i.e., video/CD presentations, field trips, publications, such as a Transfer Guide, etc.).

2009-2010 Transfer Center Coordinator

5.1. 3 Continue Transfer Club activities.

2009-2010 Transfer Center Coordinator

5.1. 4 Join with regional community college consortiums to increase concurrent enrollment and transfer guarantee programs.

2009-2010 Transfer Center Coordinator, Counseling Department

5.1.5 Apply for relevant grants to develop an underrepresented minority student-mentoring program for those students interested in transfer to a UC or CSU institution.

2009-2010 College and community wide effort under leadership of college administration

EXPECTED OUTCOME 5.1.1

Improved measure of transfer rates (completed transfer) and the rate of transfer readiness. Increase percentage of students who actually transfer by 5% by the end of academic year 2011.

Budget

The intent of College of Alameda's Student Equity Plan is to increase student equity without requiring additional funds, except where specific grants and allocations are cited in the activities. For example, the Basic Skills allocation will be used primarily to fund the ethnically based Learning communities for 09/10 and 10/11. Increasing services to underrepresented groups may require additional grant funding.

Evaluation Schedule and Process

Each of the activities under each equity indicator has a timeline for implementation, but the overall indicator will be evaluated annually, according to the same protocols described in the campus based research sections.

The Vice-President of Student Services will initiate the evaluation of each equity indicator and will update this plan annually.

Attachments
