

# Advancing Black Student Success: A Five-Year Strategic Commitment from College of Alameda

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## 1. Institutional Commitment to Black and African American Student Success

The College of Alameda (CoA) is unwavering in its commitment to racial equity, educational justice, and the holistic success of Black and African American students. This commitment is not aspirational—it is foundational to the College’s mission and operationalized through strategic planning, budgetary priorities, institutional programming, and collaborative leadership. Guided by its mission, *“to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals,”* CoA recognizes that empowering Black students requires intentional and systemic efforts to remove institutional barriers and uplift culturally affirming practices.

CoA’s commitment is inextricably linked to the history and location of the Peralta Community College District. The district’s role as a space for social justice activism and the formation of the Black Panther Party played a significant role in the Black liberation movement. Merritt College, in particular, was a hub for civil rights activism and Black Panther Party activism. This rich history with the black community is ever present today and the need is greater than ever to create an eco-system rooted in educational justice to ensure economic mobility for the black community.

The Peralta Community College District can serve as the eco-system to respond to the rapid decline in academic, social and economic advancement for the black community in the Bay area. Not only is our history rich, but our reach is broad. The Peralta Community College District spans 78 miles and serves the six cities of Oakland, Berkeley, Alameda, Piedmont, Emeryville, and Albany in northern Alameda County, California.

### Equity at the Core: From Plan to Practice

As outlined in the **College of Alameda Student Equity and Achievement (SEA) Plan**, the college has prioritized closing disproportionate gaps in retention, degree and certificate completion, and transfer outcomes for Black and African American students. The plan identifies black students as among the most disproportionately impacted populations on campus. In response, CoA has and will continue to adopt evidence-based interventions, such as, but not limited to high-touch academic counseling, culturally responsive professional development, and targeted learning communities such as UMOJA, which creates affirming spaces rooted in African American culture, identity, and history.

## **Alignment with the Educational Master Plan and Board Priorities**

The College's Educational Master Plan (EMP) outlines equity, access, and student-centered success as core institutional goals. Strategic goals within the EMP explicitly state the importance of dismantling systemic barriers and embedding equity-minded approaches across instruction and student services. CoA's Student Equity and Achievement (SEA) Committee will be adopting and implementing the National Association of Diversity Officers in Higher Education (NADOHE) Anti-Racism Framework to effectively assess our policies and procedures. Board reports consistently demonstrate the College's accountability to these goals through public updates on equity progress, program investments, hiring practices, culturally specific partnerships, and institutional climate surveys.

The Peralta Community College District Board of Trustees, which governs College of Alameda, has passed resolutions affirming anti-racism as an institutional imperative. These include the "Resolution Affirming our Commitment to Racial Justice and Equity," which calls for district-wide accountability in eliminating equity gaps for Black students. CoA's implementation of this resolution is evidenced by equitizing our hiring practices, culturally responsive curriculum reform, expansion of Dual Enrollment through MOU with Oakland Unified School District, Professional Development across constituency groups, Community Partnerships and eco system of support services and programs.

## **State-Level Accountability and Best Practices**

Through evaluation of feedback and technical assistance from the California Community Colleges Chancellor's Office (CCCCO), CoA has continued to refine its equity infrastructure. External evaluations have emphasized the importance of integrated planning, data transparency, and culturally sustaining pedagogy. CoA has responded by:

- Launching a **real-time equity dashboard** to track key performance indicators disaggregated by race and ethnicity.
- Embedding **equity action items** in program review and annual unit planning processes.
- Participating in statewide professional learning cohorts such as the **Institutional Effectiveness Partnership Initiative (IEPI)** and **Guided Pathways Equity Institute**.
- Strengthening the use of **disaggregated student success metrics** to inform resource allocation, instructional support, and student programming.

## **Institutionalization of Black Student Voice and Leadership**

CoA is actively working to center Black student voice through the formation of a **Black Student Advisory Council**, which will be co-led by student leaders, classified professionals, faculty, and administrators. This body will provide critical feedback on the effectiveness of

academic and student services, help identify institutional pain points, and co-design improvements to the student experience. The College also supports Black student representation in governance and works with community partners, such as the African American Regional Educational Alliances, to build bridges from K-12 to transfer.

### **Investment in Equity-Focused Structures**

Key institutional investments demonstrate CoA's ongoing commitment:

- Expansion of Zero Textbook Cost (ZTC) pathways to remove financial barriers.
- Dedicated staffing for UMOJA coordination, student outreach, and retention case management.
- Annual funding allocated to support Black History Month, Black Student Success Week, Malcolm X Day, Juneteenth, Black Excellence, African and African American Graduation, Sista Circle and other culturally relevant programming.
- Integration of training and workshops **as a** professional learning model to promote racial literacy and reflective leadership.

This commitment to Black student success is not siloed—it is actively embedded in every core function of the institution. Whether through curriculum, co-curricular programming, budget prioritization, or strategic planning, CoA remains deeply focused on transforming outcomes for Black students. The College is resolute in its belief that equity is a moral imperative, and student success is a shared responsibility. As CoA moves toward becoming a designated California Black-Serving Institution, it does so with intentionality, data-informed decision-making, and an unwavering commitment to justice.

## **2. Academic Goals for the Five-Year Designation Period (Use Vision 2030 as the framework along with the SEA Plan)**

*Anchored in Vision 2030, the California Community Colleges Vision for Success, and CoA's commitment to racial equity*

Over the next five years, the College of Alameda (CoA) will pursue ambitious, data-driven academic goals to improve outcomes for Black and African American students. These goals are grounded in the Vision 2030 Equity Framework and align directly with the Student Equity and Achievement (SEA) Program, Vision for Success metrics, and the College of Alameda Educational Master Plan (2024–2029).

At the core of these goals is a threefold equity lens from the Vision 2030 framework:

- **Equity in Access** – Ensuring Black students can enroll in programs that lead to meaningful completion.

- **Equity in Support** – Providing timely, culturally responsive interventions to keep Black students on track.
- **Equity in Success** – Ensuring Black students reach degree, certificate, and transfer outcomes at equitable rates.

### **Goal 1: Increase Retention Rates**

- **Current Baseline (2023–24):** 56% Fall-to-Spring retention for Black students.
- **Target (2030):** 70% retention rate.
- **Strategic Interventions:**
  - Expansion of learning communities such as **UMOJA** and African American Male Education Network and Development (**A<sup>2</sup>MEND**) partnerships.
  - Implementation of proactive case management advising and early alert systems.
  - Integration of culturally relevant pedagogies via faculty equity training (CREED model).

### **Goal 2: Reduce Time-to-Completion**

- **Target:** Decrease average time-to-degree or certificate for Black students by **25%** by 2030.
- **Strategic Interventions:**
  - Build out **Guided Pathways**-aligned program maps with embedded support milestones.
  - Expand access to Zero Textbook Cost (ZTC) and Open Educational Resources (OER) pathways.
  - Leverage degree audits and auto-awarding technologies to identify near-completers.

### **Goal 3: Double Graduation Rates**

- **Current Baseline (2023–24):** 15% of Black students complete a degree or certificate within 3 years.
- **Target (2030):** 30% graduation rate.
- **Strategic Interventions:**

- Increase enrollment in Associate Degrees for Transfer (ADTs) and accelerate ADT pathways with clearer articulation.
- Embed milestone tracking dashboards into Starfish or equivalent systems to monitor progress.
- Offer targeted completion grants to remove financial barriers in final semesters.

#### Goal 4: Increase Transfer Rates

- **Current Baseline (2023–24):** 23% transfer rate for Black students.
- **Target (2030):** 32% transfer rate.
- **Strategic Interventions:**
  - Strengthen partnerships with CSUs, UCs, and HBCUs (including California HBCU Transfer Guarantee).
  - Host **Black Transfer Success Fairs** and **Transfer Bootcamps** each semester.
  - Ensure every Black student on a transfer path receives a comprehensive education plan in Year 1.

#### Supporting Metrics: Completion and Degree Attainment Goals

These academic goals are also directly tied to institutional targets around degree and certificate completion:

Metric	Current (2023–24)	Target (2030)
Fall-to-Spring Retention (Black students)	56%	70%
Graduation Rate (3-year cohort)	15%	30%
Average Time to Degree (Black students)	5.2 years	< 3.9 years (25% ↓)
Transfer Rate (3-year cohort)	23%	32%
ADT Completion (Black students)	34 awards	68 awards (2x)
Transfer Readiness (per SEA metric)	27%	40%

## Equity-Focused Infrastructure to Support Academic Goals

To meet these academic goals, CoA will:

- **Launch an Equity Data Dashboard (2025)** to provide real-time tracking of completion, retention, and transfer by race/ethnicity, program, and term.
- **Expand the UMOJA Program by 25%**, with increased staffing, case management, and embedded tutoring models.
- **Implement Progress Monitoring at Milestones**, such as completion of English and Math in Year 1 and 30/60-unit thresholds.
- **Build Completion Ecosystems**, including summer bridge programs, peer mentoring, and culturally sustaining curriculum in transfer-level courses.

## Alignment with Institutional Plans and Board Priorities

These academic goals align with:

- **College of Alameda's Educational Master Plan (EMP)** Goal 1: *"Advance equitable student achievement and reduce equity gaps across all demographics."*
- **Student Equity Plan (2022–25)**, which calls for targeted investments in Black student success based on disproportionate impact metrics.
- **Board of Trustees' Resolution on Racial Equity and Anti-Racism**, which mandates measurable institutional responses to equity gaps.
- **Peralta District's Strategic Goals**, including Goal 2: *"Increase student access, equity, and success."*

Together, these academic goals embody CoA's deep commitment to racial equity, educational justice, and institutional transformation. By operationalizing the equity principles in Vision 2030, College of Alameda is actively creating the conditions in which Black students can not only succeed, but thrive.

## 3. Academic Equity Goals

As part of its pursuit of designation as a California Black-Serving Institution (BSI), College of Alameda (CoA) is expanding its institutional commitment to equity-focused strategies that directly improve outcomes for Black students. This plan draws from the College's Student Equity Plan, Educational Master Plan (EMP), BoardDocs, Peralta Community College District

(PCCD) strategic initiatives, Vision 2030, and statewide frameworks such as AB 928, AB 1111, AB 1705 and the Vision for Success.

#### 1. Retention Gap Reduction

- *Goal:* Narrow the 14-point Fall-to-Spring retention gap between Black students and the overall student body.
- *Metric:* Reduce the gap to less than 5 percentage points by 2030.
- *Strategy:* Deploy targeted advising, peer mentoring, early alert systems, and wraparound services across equity-priority programs.

#### 2. Completion Equity Improvement

- *Goal:* Eliminate disparities in timely degree and certificate completion.
- *Metric:* Improve completion rates for Black students in high-demand programs by 20% by 2030.
- *Strategy:* Expand ZTC pathways, academic counseling, embedded tutoring, and career-aligned cohort programming.

#### 3. Real-Time Equity Monitoring

- *Goal:* Launch a comprehensive data dashboard to track student equity metrics.
- *Metric:* Fully implement by end of 2025.
- *Strategy:* Disaggregate data by race/ethnicity, program, and semester; integrate into program review, scheduling, and faculty inquiry cycles.

#### 4. Empower Student Voice

- *Goal:* Establish a Black Student Advisory Council to influence service design and classroom culture.
- *Metric:* Council formed in Fall 2025; integrate 75% of formal recommendations within one year.
- *Strategy:* Regular listening sessions, co-chaired meetings with administrators, and direct policy feedback channels.

**Appendix: Key Metrics Summary Table**

<b>Metric Category</b>	<b>Baseline (2023–24)</b>	<b>2030 Target</b>
Fall-to-Spring Retention	56%	70%
Graduation Rate (3-Year)	15%	30%
Time-to-Degree	Avg. 5.2 years	3.9 years (25% reduction)
Transfer Rate	23%	32%
ADT Completion	34 awards	68 awards (2x)
UMOJA Enrollment Growth	-	25% increase
CEP Completion (UMOJA)	-	100% by end of Year 1
Transfer Readiness (UMOJA)	27%	40%
Math/English First-Year Completion	-	25% improvement

Real-Time Equity Dashboard	Not implemented	Full implementation by 2025
Black Student Advisory Council	Not established	Formed by Fall 2025; 75% recommendation integration by 2026

#### 4. Institutional Memberships and Affiliations

College of Alameda and Peralta Community College District maintain active institutional affiliations with the following organizations dedicated to Black student advancement and leadership development:

- **Umoja Community Education Foundation** – for culturally responsive academic and social support
- **A<sup>2</sup>MEND (African American Male Education Network & Development)** – to foster leadership and advocacy among African American male students
- **Nandi** – to Inspire, uplift and support Black female students.
- **National Council on Black American Affairs (NCBAA)** – to inform equity-centered practices and professional development
- **Community College League of California African American Leadership Alliance** – to strengthen Black leadership pipelines in higher education
- **California Community Colleges Chancellor’s Office Equity Leadership Alliance** – to align college-level equity work with state priorities and professional learning networks
- **Peralta Association African American Affairs** – to provide district wide programming focused on the black experience and to generate scholarship support for black students.
- **California State University, Sacramento** – to build transfer pipeline to Black Honor’s College.
- **Historically Black Colleges and Universities (HBCU) Transfer Project** – to increase access to HBCU’s and increase transfer pipeline for black students.
- **National Association of Diversity Officers in Higher Education (NADOHE)** - to engage in professional development and thought partnership.



## 5. Strategic Plan for Black Student Success

### A. Mission Alignment

The College of Alameda's mission emphasizes "inclusive excellence" by committing to equitable access, high-quality instruction, and comprehensive support services for all students. This Strategic Plan for Black Student Success is directly aligned with that mission. It centers racial equity as a guiding principle and explicitly affirms that the academic and personal success of Black students is foundational to the College's broader institutional effectiveness.

This plan is also deeply rooted in the Peralta Community College District's (PCCD) **Vision 2030**, which aims to eliminate equity gaps, promote social justice, and reimagine higher education to better serve historically marginalized populations. Through intentional design, the College of Alameda seeks to actualize its Student Equity and Achievement Plan (SEAP), ensure compliance with AB 1705, and drive systemic transformation.

### B. Outreach Services

To reduce barriers to entry and foster a strong sense of belonging, CoA is expanding culturally affirming outreach initiatives that directly engage Black students and families across Oakland and Alameda County. These services are aligned with **Strategic Goal 1: Equitable Access**, and support early onboarding and community integration.

Key outreach strategies include:

- **Dual Enrollment Partnerships** with Oakland Unified School District (OUSD) and BayTech Charter School to expand college exposure and credit attainment for Black high school students.
- **Black Student Welcome Events & Family Nights** to create culturally resonant on-ramps to college life.
- **Embedded Umoja Counselors** during high school visits to provide proactive guidance and identity-affirming support.

### C. Academic & Basic Needs Support

Responding to the College's Strategic Goals 2 and 3—**Retention and Completion** and **Support for Basic Needs**—CoA will enhance academic pathways and holistic services tailored to Black students' lived realities.

Support initiatives include:

- **Umoja Program Expansion** to strengthen culturally grounded pedagogy, leadership development, and community building.
- **Black Student Success Center** development as a dedicated, identity-affirming space providing academic coaching, financial aid navigation, and wellness referrals.
- **Emergency Grants** addressing food and housing insecurity, in alignment with the SEAP's call for wraparound support.
- **Peer Mentorship and Tutoring** models rooted in shared experience and cultural affirmation, aligned with Vision 2030's directive for student-led support structures.

#### D. Planned Resource Allocation

To ensure sustainability and institutional accountability, CoA will commit to an annual investment plan through FY 2025–2030. Funding aligns with the PCCD Board's directive for **resource prioritization grounded in equity and need**.

##### Annual Investment Plan (2025–2030):

Initiative	Amount
Umoja & Black Success Center Staffing	\$85,000
Student Mentorship & Tutors	\$40,000
Faculty Equity PD & Stipends	\$30,000
Emergency Basic Needs Fund	\$25,000
Curriculum Equity Projects	\$20,000
<b>Total Annual Allocation</b>	<b>\$200,000</b>

These investments are aligned with the PCCD Budget Prioritization Framework and demonstrate a commitment to strategic, outcomes-driven resource use.

#### E. Culturally Relevant Professional Development

Culturally responsive teaching and anti-racist pedagogy are central to improving learning conditions for Black students. CoA will operationalize **Strategic Goal 4: Excellence in Teaching and Learning** by embedding equity-minded professional development across the institution.

Planned activities include:

- **Annual FLEX Day Trainings** on structural racism, implicit bias, and Black student experiences.
- **Districtwide Engagement** through the Peralta Equity Innovation Hub, promoting interdisciplinary and cross-college collaboration.
- **Certification Pathways** in culturally responsive pedagogy, trauma-informed practices, and inclusive curriculum design.

These initiatives are supported by both SEAP and Vision 2030 directives, particularly the goal to professionalize equity leadership across all employee groups.

## 6. Three-Year Data Summary (2021–2024)

The following metrics illustrate persistent opportunity gaps for Black students across completion, time-to-degree, and transfer rates.

Metric	All Students	Black Students
Avg Degrees Awarded/Year	550	85
Avg Certificates Awarded/Year	375	50
Completion in Normal Time (2 yrs)	28%	15%
Completion in 300% Time (6 yrs)	50%	30%
Transfer Rate (within 6 yrs)	42%	23%

These data underscore the urgent need for targeted investment and redesign. The College's Equity Plan and Strategic Enrollment Management frameworks both identify Black students as a priority group requiring sustained institutional attention.

By anchoring this strategic plan in measurable goals and mission-aligned strategies, the College of Alameda reaffirms its commitment to eliminating equity gaps and actualizing educational justice.

## 7. Institutional Certification

A letter signed by the President and Vice President of Instruction of the College of Alameda certifies:

"The College of Alameda affirms its institutional commitment to support Black and African American student success. Our strategic direction is aligned with California's Vision for Success and the goals of the California Community Colleges Chancellor's Office to ensure equitable outcomes across racial and ethnic groups."

## 8. Campus Resources Supporting Black Student Equity

CoA offers a comprehensive support ecosystem, including:

- Umoja Program
- Affinity Counseling Model
- Basic Needs Services
- Cultural Events: Black Student Recognition Ceremony, Hip Hop Ed Series, Juneteenth
- Clubs/Orgs: Black Student Union, Umoja Scholars Council
- Scholarship Programs: Black Chamber of Commerce, Peralta Foundation, NAACP partnerships

## 9. Additional Information for Consideration

CoA is committed to structural transformation to support Black excellence through:

- Active recruitment of Black faculty and staff
- Curriculum expansion in African American Studies
- Annual campus climate surveys
- Black student leadership retreats and conference opportunities

### References

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