



COLLEGE OF
ALAMEDA

STUDENT EQUITY PLAN

PRESENTATION TO BOARD

JULY 21, 2009

ACCESS: The percentage of each student subgroup (ethnic, gender, persons with disabilities) that is enrolled compared to that group's representation in the adult population within the cities of Alameda and Oakland.

FINDINGS: LOW PERCENTAGES OF LATINO AND WHITE STUDENTS AT COA

GOAL: 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.

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

COURSE COMPLETION AND PERSISTENCE: *Percentages of successful completions in degree and non-degree credit courses by students' subgroups. Percentages of new first-time students by subgroups persisting from fall to spring terms and fall to fall terms, based on census day enrollments.*

FINDINGS: **SUCCESS RATES IN DEGREE AND NON-DEGREE COURSES ARE DECLINING**
FALL TO SPRING PERSISTENCE IS DECLINING
FALL TO FALL PERSISTENCE IS DECLINING

GOAL: Improve success for those "at risk" students for whom retention strategies must be employed to enable successful completion of courses and/or programs.

OUTCOME: Increase course completion rates for all groups, but particularly for African American and Latino students.

BASIC SKILLS: *Percentages of students' subgroups who successfully completed ESL or basic skill English or mathematics courses and continued to successfully a higher-level course in English or mathematics.*

FINDINGS: ESL RATES APPEAR TO BE SOMEWHAT STEADY FOR SUCCESS AND DECREASING FOR WITHDRAWALS/ IMPROVEMENT RATES APPEAR TO BE INCREASING

ENGLISH SUCCESS RATE STEADY WITH WITHDRAWAL DECREASING/ IMPROVEMENT IS DECREASING

MATHEMATICS SUCCESS RATE STEADY WITH WITHDRAWAL DECREASING/ IMPROVEMENT FLUCTUATING

GOAL: 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.

OUTCOME: Increase in success of students and their continuation to higher level courses.

DEGREES AND CERTIFICATES: *Trends of award types.
Pathway of students' subgroups with a minimum of 12 earned
who attempted either a degree or 18+ credit certificate.*

FINDINGS: DEGREES AND CERTIFICATES DRAMATIC
DECREASE IN 2007-08 / LOWER THAN EXPECTED DEGREE
ATTAINMENT: LATINOS, WHITES & MALES/ LOWER THAN
EXPECTED CERTIFICATE ATTAINMENT: AFRICAN AMERICANS,
LATINOS & DSP STUDENTS.

FOR FIRST-TIME STUDENTS: LOW IN ACHIEVING
30 UNITS – AFRICAN AMERICANS, FILIPINOS & WHITES/ LOW
IN DEGREE ATTAINMENT: LATINOS & WHITES STUDENTS ARE
MORE LIKELY TO ATTAIN DEGREES THAN CERTIFICATES
[ALMOST 3:1]

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

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

TRANSFER: *Transfer trends of students' subgroups. Pathway of students' subgroups with a minimum of 12 earned credits who either became transfer directed by completing both English and mathematics transfer level courses, who became transfer prepared by completing 60 transferable units, and/or who actually transferred to a four-year institution.*

FINDINGS: ENROLLMENTS: UC DECREASING AND CSU SOMEWHAT INCREASING THE RATIO OF STUDENTS FOR THE 2007-08 YEAR IS 3 TO 1 FAVORING CSU. GREATER THAN 3 TO 1 PORTIONS OF AFRICAN AMERICAN, LATINO & FILIPINO STUDENTS ENTER THE CSU SYSTEM.

FOR FIRST-TIME COHORTS TRANSFER DIRECTED STUDENTS APPEAR TO BE INCREASING, TRANSFER PREPARED DECREASING AND TRANSFERS STEADY AT AN AVERAGE 33.5% RATE. STUDENTS NEEDING THE MOST HELP ARE AFRICAN AMERICAN, LATINOS AND WHITES (IN THE EARLY STAGES).

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

OUTCOME: 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.