



# **Laney College Student Equity Plan**

*Board Presentation*

*July 21, 2009*

# ACCESS

The percentage of each population group that is enrolled at Laney compared to that group's representation in the adult population within the community served (Alameda County and more specifically the City of Oakland).

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## FINDINGS

- ❖ Hispanic/Latinos (12% compared to 20%), white (15% compared to 38%), men in general (42% compared to 50%) and students with disabilities 3% compared to 10%) are under-represented in comparison with the service area populations.

## GOAL

- ❖ Develop and implement activities to increase access and enrollment of all populations in the Laney service area, particularly those that are underrepresented.

## OUTCOME

- ❖ Maintain representation of all groups, particularly historically underrepresented groups to reflect the makeup of the service area population.

# 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. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or credit.

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## FINDINGS

- ❖ Course completion rates for African-American, Native-American and disabled students are significantly below the average completion rate for Laney college.

## GOAL

- ❖ Progressively increase and maintain an increased course completion rate for African American, Native American and disabled students each year.

## OUTCOME

- ❖ Increased course completion rates for all students.

# All Course Completion by Ethnicity, Gender, and Disability Status Fall 2007

| Category                 | Courses Attempted | Courses Completed | Completion Rate |
|--------------------------|-------------------|-------------------|-----------------|
| Asian                    | 9,332             | 6,969             | 75%             |
| African American.        | 8,675             | 4,630             | 53%             |
| Hispanic/Latino          | 3,183             | 2,038             | 64%             |
| Pacific Islanders        | 422               | 263               | 62%             |
| White                    | 3,453             | 2,451             | 71%             |
| Native American          | 126               | 50                | 40%             |
| Other                    | 2,216             | 1,503             | 68%             |
| <b>Total</b>             | <b>27,407</b>     | <b>17,904</b>     | <b>65%</b>      |
| Men                      | 12,077            | 7,758             | 64%             |
| Women                    | 15,194            | 10,056            | 66%             |
| Other                    | 136               | 90                | 66%             |
| <b>Total</b>             | <b>27,407</b>     | <b>17,904</b>     | <b>65%</b>      |
| <b>Disabled Students</b> | <b>1,083</b>      | <b>654</b>        | <b>60%</b>      |

Source: PCCD data warehouse

Note: Includes "duplicated headcount," since individual students who take more than one course are counted multiple times.

# BASIC SKILLS

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 completed such a final course.

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## FINDINGS

- ❖ ESL Hispanic/Latino students, Native American, Pacific Islander and male students have significantly lower success rate in ESL enrollment to completion of degree applicable course.
- ❖ Math African American and Native American students have a significantly lower success rate in Math enrollment to completion of a degree applicable course.
- ❖ English Native American, Hispanic/Latino, Pacific Islander, White and male students are significantly below the college average in course completion and enrollment in a degree applicable course in the same subject area.

## GOAL

- ❖ Increase retention and completion rates of basic skills and ESL students. Goals and activities are focused on instruction and student support programs in Basic Skills/ESL courses.

## OUTCOME

- ❖ Increase basic skills and ESL students enrolling in higher level courses.

# ESL 251B Students Completing a Degree-Applicable Course After Having Completed the Final ESL Course in that Subject Area, by Ethnicity and Gender:

| Population           | ESL 251B<br>Total<br>Enrollment | Completion of<br>Degree-Applicable ESL Courses |                    |                 |           | Success<br>Rate |
|----------------------|---------------------------------|--|--------------------|-----------------|-----------|-----------------|
|                      |                                 | Eng 100-<br>249                                | ESL<br>021A/B      | Eng 001-<br>099 | TOTAL     |                 |
| Asian                | 166                             | 11   | 23                 | 28              | 62        | 37%             |
| African Amer.        | 18                              | 1  | 2                  | 7               | 10        | 56%             |
| Hispanic/Latino      | 45                              | 0  | 4                  | 3               | 7         | 16%             |
| Pacific<br>Islanders | 2                               | 0  | 0                  | 0               | 0         | 0%              |
| White                | 5                               | 0  | 1                  | 1               | 2         | 40%             |
| Native<br>American   | 0                               | 0  | 0                  | 0               | 0         | 0%              |
| Other/Unknown        | 4                               | 0  | 0                  | 2               | 2         | 50%             |
| <b>TOTAL F03</b>     | <b>215</b>                      | <b>20</b>                                      | <b>No<br/>Data</b> | <b>26</b>       | <b>46</b> | <b>21%</b>      |
| <b>TOTAL F07</b>     | <b>240</b>                      | <b>12</b>                                      | <b>30</b>          | <b>41</b>       | <b>83</b> | <b>36%</b>      |
| Men                  | 84                              | 2  | 9                  | 14              | 25        | 29.8%           |
| Women                | 154                             | 10   | 21                 | 27              | 58        | 38%             |
| Other/Unknown        | 2                               | 0  | 0                  | 0               | 0         | 0%              |
| <b>TOTAL F03</b>     | <b>215</b>                      | <b>20</b>                                      | <b>No<br/>Data</b> | <b>26</b>       | <b>46</b> | <b>21%</b>      |
| <b>TOTAL F07</b>     | <b>240</b>                      | <b>12</b>                                      | <b>30</b>          | <b>41</b>       | <b>83</b> | <b>35%</b>      |

# Math 253 pre-Algebra Students Who Completed a Degree-Applicable Course After Having Completed the Final Basic Skills Math Course, by Ethnicity and Gender

| Population           | Math 253<br>Total<br>Enrollment | Completion of<br>Degree-Applicable Math<br>Courses |              |            | Success<br>Rate |
|----------------------|---------------------------------|--|--------------|------------|-----------------|
|                      |                                 | 100-<br>249  | 001A-<br>099 | TOTAL      |                 |
| Asian                | 71                              | 36   | 10           | 46         | 65%             |
| African Amer.        | 150                             | 50   | 28           | 78         | 52%             |
| Hispanic/Latino      | 44                              | 17   | 7            | 24         | 55%             |
| Pacific<br>Islanders | 7                               | 3  | 1            | 4          | 57%             |
| White                | 20                              | 6  | 5            | 11         | 55%             |
| Native<br>American   | 1                               | 0  | 0            | 0          | 0%              |
| Other/Unknown        | 17                              | 9  | 4            | 13         | 76%             |
| <b>TOTAL F03</b>     | <b>313</b>                      | <b>121</b>   | <b>45</b>    | <b>166</b> | <b>53%</b>      |
| <b>TOTAL F07</b>     | <b>310</b>                      | <b>121</b>   | <b>55</b>    | <b>176</b> | <b>59%</b>      |
| Men                  | 102                             | 41   | 16           | 57         | 56%             |
| Women                | 201                             | 79   | 37           | 116        | 58%             |
| Other/Unknown        | 7                               | 1  | 2            | 3          | 43%             |
| <b>TOTAL F03</b>     | <b>313</b>                      | <b>121</b>   | <b>45</b>    | <b>166</b> | <b>53%</b>      |
| <b>TOTAL F07</b>     | <b>303</b>                      | <b>120</b>   | <b>53</b>    | <b>176</b> | <b>52%</b>      |

# English 250 Composition and Reading Students Completing a Degree-Applicable Course After Having Completed the Final Basic Skills English Course, by Ethnicity and Gender

| Population           | English 250<br>Total<br>Enrollment | Completion of<br>Degree Applicable English<br>Courses |                  |            | Success<br>Rate |
|----------------------|------------------------------------|---|------------------|------------|-----------------|
|                      |                                    | Eng 100-<br>249                                       | Eng 001A-<br>099 | TOTAL      |                 |
| Asian                | 80                                 | 16  | 29               | 45         | 56%             |
| African Amer.        | 230                                | 63  | 31               | 94         | 41%             |
| Hispanic/Latino      | 60                                 | 12  | 9                | 21         | 35%             |
| Pacific<br>Islanders | 9                                  | 1   | 1                | 2          | 22%             |
| White                | 21                                 | 0   | 5                | 5          | 24%             |
| Native<br>American   | 19                                 | 3   | 0                | 3          | 16%             |
| Other/Unknown        | 24                                 | 8   | 7                | 15         | 63%             |
| <b>TOTAL F03</b>     | <b>248</b>                         | <b>32</b>   | <b>19</b>        | <b>51</b>  | <b>21%</b>      |
| <b>TOTAL F07</b>     | <b>443</b>                         | <b>103</b>  | <b>82</b>        | <b>185</b> | <b>40%</b>      |
| Men                  | 189                                | 39  | 27               | 66         | 25%             |
| Women                | 248                                | 63  | 53               | 116        | 47%             |
| Other/Unknown        | 6                                  | 1   | 2                | 3          | 50%             |
| <b>TOTAL F03</b>     | <b>248</b>                         | <b>32</b>   | <b>19</b>        | <b>51</b>  | <b>21%</b>      |
| <b>TOTAL F07</b>     | <b>443</b>                         | <b>103</b>  | <b>82</b>        | <b>185</b> | <b>41%</b>      |

# 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.

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## FINDINGS:

- ❖ This data suggests a significantly lower level of completion for Hispanic/Latino, Native American students who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. While this is true, the Native American data is confounded by the small sample size of this particular student populations.

## GOAL:

- ❖ The college will actively support matriculating students in achieving their educational goals.

## OUTCOME:

- ❖ Increase number of degree and certificate completions for all students.

# Historical Perspective of All Laney Certificates and Degrees by Ethnicity

| Year      | Degree Type              | Asian/     |            |           |            | Nat       |           | NonRes     |            | No        | Totals      |
|-----------|--------------------------|------------|------------|-----------|------------|-----------|-----------|------------|------------|-----------|-------------|
|           |                          | Pac Is     | Black      | Filipino  | Latino     | Amer      | Other     | White      | Alien      | Response  |             |
| 2003/2004 | <b>Associate Degrees</b> | 205        | 163        | 13        | 48         | 3         | 9         | 54         | 53         | 14        | 562         |
|           | <b>% of Total</b>        | <b>36%</b> | <b>29%</b> | <b>2%</b> | <b>9%</b>  | <b>1%</b> | <b>2%</b> | <b>10%</b> | <b>9%</b>  | <b>2%</b> | <b>100%</b> |
|           | <b>All Certificates</b>  | 82         | 49         | 4         | 41         | 0         | 3         | 17         | 10         | 6         | 212         |
|           | <b>% of Total</b>        | <b>39%</b> | <b>23%</b> | <b>2%</b> | <b>19%</b> | <b>0%</b> | <b>1%</b> | <b>8%</b>  | <b>5%</b>  | <b>3%</b> | <b>100%</b> |
| 2004/2005 | <b>Associate Degrees</b> | 151        | 149        | 6         | 30         | 0         | 2         | 32         | 43         | 15        | 428         |
|           | <b>% of Total</b>        | <b>35%</b> | <b>35%</b> | <b>1%</b> | <b>7%</b>  | <b>0%</b> | <b>0%</b> | <b>7%</b>  | <b>10%</b> | <b>4%</b> | <b>100%</b> |
|           | <b>All Certificates</b>  | 76         | 61         | 0         | 18         | 1         | 4         | 14         | 12         | 5         | 191         |
|           | <b>% of Total</b>        | <b>40%</b> | <b>32%</b> | <b>0%</b> | <b>9%</b>  | <b>1%</b> | <b>2%</b> | <b>7%</b>  | <b>6%</b>  | <b>3%</b> | <b>100%</b> |
| 2005/2006 | <b>Associate Degrees</b> | 155        | 131        | 12        | 33         | 0         | 8         | 37         | 44         | 20        | 440         |
|           | <b>% of Total</b>        | <b>35%</b> | <b>30%</b> | <b>3%</b> | <b>8%</b>  | <b>0%</b> | <b>2%</b> | <b>8%</b>  | <b>10%</b> | <b>5%</b> | <b>100%</b> |
|           | <b>All Certificates</b>  | 68         | 44         | 2         | 19         | 0         | 1         | 16         | 6          | 10        | 166         |
|           | <b>% of total</b>        | <b>41%</b> | <b>27%</b> | <b>1%</b> | <b>11%</b> | <b>0%</b> | <b>1%</b> | <b>10%</b> | <b>4%</b>  | <b>6%</b> | <b>100%</b> |
| 2006/2007 | <b>Associate Degrees</b> | 149        | 116        | 3         | 29         | 5         | 14        | 34         | 27         | 20        | 397         |
|           | <b>% of Total</b>        | <b>38%</b> | <b>29%</b> | <b>1%</b> | <b>7%</b>  | <b>1%</b> | <b>4%</b> | <b>9%</b>  | <b>7%</b>  | <b>5%</b> | <b>100%</b> |
|           | <b>All Certificates</b>  | 71         | 50         | 5         | 27         | 1         | 1         | 11         | 10         | 4         | 180         |
|           | <b>% of Total</b>        | <b>39%</b> | <b>28%</b> | <b>3%</b> | <b>15%</b> | <b>1%</b> | <b>1%</b> | <b>6%</b>  | <b>6%</b>  | <b>2%</b> | <b>100%</b> |
| 2007/2008 | <b>Associate Degrees</b> | 174        | 136        | 12        | 41         | 2         | 12        | 31         | 25         | 20        | 453         |
|           | <b>% of Total</b>        | <b>38%</b> | <b>30%</b> | <b>3%</b> | <b>9%</b>  | <b>0%</b> | <b>3%</b> | <b>7%</b>  | <b>6%</b>  | <b>4%</b> | <b>100%</b> |
|           | <b>All Certificates</b>  | 100        | 104        | 2         | 28         | 1         | 4         | 16         | 10         | 6         | 271         |
|           | <b>% of Total</b>        | <b>37%</b> | <b>38%</b> | <b>1%</b> | <b>10%</b> | <b>0%</b> | <b>1%</b> | <b>6%</b>  | <b>4%</b>  | <b>2%</b> | <b>100%</b> |

# TRANSFER

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.

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## FINDINGS

- ❖ The data showed that African American, Hispanic/Latino, Pacific Islander, White and other ethnic groups have significantly lower transfer rates than their Asian counterparts.

## GOAL

- ❖ Increase the number of students from underrepresented populations transferring to four year institutions.
- ❖ The college will implement new strategies to enhance counseling programs and services in order to strengthen student transfer rates.

## OUTCOME

- ❖ Increase the number of disabled students and students from all underrepresented populations transferring to four year institutions.

# Transfer Rate by Ethnicity and Gender

| <b>RACE</b>   |                 | <b>% of</b>         |
|---------------|-----------------|---------------------|
| <b>GENDER</b> | <b>TRANSFER</b> | <b>TRANSFER POP</b> |
| ASIAN         | 233             | 52%                 |
| AF-AMER       | 81              | 18%                 |
| PACISL        | 11              | 2%                  |
| LATINO        | 40              | 9%                  |
| NATIVE AM     | 1               | 0%                  |
| OTHER         | 7               | 2%                  |
| WHITE         | 50              | 11%                 |
| UNKNOWN       | 21              | 5%                  |
| <b>TOTALS</b> | <b>444</b>      | <b>100%</b>         |
| Female        | 240             | 54%                 |
| Male          | 201             | 45%                 |
| UNKNOWN       | 3               | 1%                  |
| <b>TOTALS</b> | <b>444</b>      | <b>100%</b>         |