



COLLEGE OF  
ALAMEDA

# **STUDENT EQUITY PLAN**

## **College of Alameda**

**PRESENTATION TO BOARD**

**April 13, 2010**

***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 PERCENTAGE OF LATINO STUDENTS AT COA**

**GOALS: 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.**

**PLANS:**                    **Develop basic skills based ethnic learning communities to provide access to underrepresented groups that are not achieving equal success**

**Implement the Spanish version of CCCApply**

**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**

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

**PLANS:** Establish Summer College Readiness Academy for EOPS and other selected students.

Add cultural diversity into the leadership program for student clubs for increased understanding and awareness

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

**BASIC SKILLS:** *Percentages of students' subgroups who successfully completed ESL or basic skill English or mathematics courses and continued to complete a degree-applicable/transfer 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 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.

**PLANS:** Within the Basic skills program, develop basic skills based ethnic learning communities for Latino, African-American, and Asian students who are not successful in the above area.

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

**OUTCOME:** Increase in success of students

**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.**

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

**PLANS:** Develop Supplemental Instructional in Science

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.

**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 and CSU decreasing

**FOR FIRST-TIME COHORTS TRANSFER DIRECTED STUDENTS APPEAR TO BE INCREASING, TRANSFER PREPARED DECREASING AND TRANSFERS STEADY AT AN AVERAGE 33.5% RATE.**

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

**PLANS:** 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

**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.