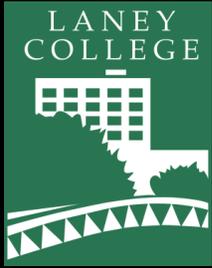


# Laney College Student Equity Plan

*April 13, 2010*



# STUDENT ACCESS

## 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.

## PLAN

- ❖ The College has increased outreach initiatives working with service area high schools targeting underserved students interested in CTE careers, Ubaka, Bridge, and the Puente program. Additionally, the college has increased college wide programs integrating student services and Instruction. Examples include: CAA, Gateway, Green jobs initiatives, and LEAP. The College has applied for TRIO grants and is in the process of applying for two Title V grants focused on Asian and Pacific Islander students as well as African American students.

## OUTCOME

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



# STUDENT COURSE COMPLETION

## 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.

## PLAN

- ❖ The College hired a Learning Skill Specialist to increase success with learning disabled students. The College continues to support programs such as Ubaka, LEAP, Bridge, and Puente which assists foundation skill level students to successfully achieve their academic goals. To further support course completion, the College is applying for two Title 5 grants.

## OUTCOME

- ❖ Increased course completion rates for all students.



# BASIC SKILLS COMPLETION

## 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

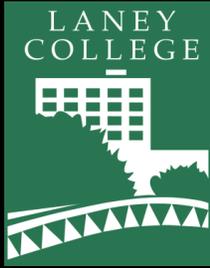
- ❖ Increase retention and completion rates of basic skills and ESL students. Goals and activities are focused on instruction and student support programs in Basic Skills/ESL courses.

## PLAN

- ❖ The College has coordinated campus wide tutoring, as well as established drop-in writing and math labs. The College continues to support programs such as Ubaka, Puente, LEAP, and others to increase completion. Additionally, the College has applied for TRIO grants including an ESL Trio grant to increase completion and success.

## OUTCOME

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



# DEGREE AND CERTIFICATE COMPLETION

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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.

## PLAN

- ❖ The College has increased counseling in CTE programs to support underserved students in successfully completing their programs. The College will increase in-reach to undecided students to support goal decision making and increase successful certificate and degree completion.

## OUTCOME

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



# TRANSFER RATES

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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.

## PLAN

- ❖ The College has created programs such as Ubaka, and LEAP to support students in achieving their transfer goals. The College has applied for three TRIO grants, including general, ESL, and disability student services and is applying for two Title 5 grants.

## OUTCOME

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