



COLLEGE OF  
ALAMEDA

# **STUDENT EQUITY PLAN PROGRESS**

**PRESENTATION TO BOARD of  
TRUSTEES**

**May 8, 2012**

**Dr. Kerry Compton**

**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 in 2007:      LOW WHITE AND LATINO PERCENTAGES AT COA (COMPARED TO CENSUS DATA)**

**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.

# **ACCESS, CONTINUED**

**FINDINGS in 2011:      DECLINING WHITE, LATINO,  
AND ASIAN PERCENTAGES  
AT COA**

**AFRICAN AMERICAN: FROM 24% IN 2007 TO 23.6%  
IN 2011**

**WHITE: FROM 15% TO 14.3%**

**LATINO: FROM 14% TO 11.8%**

**ASIAN AMERICAN: FROM 38% TO 28%**

**OVERALL STUDENT HEADCOUNT: FROM 5952 TO 6838**

**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 IN 2007: SUCCESS RATES IN DEGREE AND NON-DEGREE COURSES ARE DECLINING  
FALL TO SPRING PERSISTENCE IS DECLINING  
FALL TO FALL PERSISTENCE IS DECLINING  
AT RISK GROUPS: AFRICAN AMERICANS,  
LATINOS, NATIVE AMERICANS, FILIPINOS & WHITES**

**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.

# **COURSE COMPLETION, cont'd**

## **FINDINGS in 2010**

## **SUCCESS RATES IN DEGREE COURSES ARE STEADY**

**AFRICAN AMERICANS: FROM 52% IN 2007 TO 50% IN 2010**

**ASIAN AMERICANS: FROM 73% TO 75%**

**LATINOS: FROM 61% TO 65%**

**WHITES: FROM 71% TO 72%**

## **FALL TO SPRING PERSISTENCE CONTINUES TO DECLINE**

**AFRICAN AMERICANS: FROM 42.7% IN 2007 TO 34.9% IN 2010**

**ASIAN AMERICANS: FROM 55.9 TO 50.1**

**LATINO: FROM 44.1 TO 40.6**

**WHITE: 46.5 TO 38.1**

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

**FINDINGS IN 2008:** 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  
AT RISK: AFRICAN AMERICANS & LATINO

**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.

# **BASIC SKILLS, CONT.**

**FINDINGS in 2010: ESL SUCCESS RATE STEADY AT 82%**

**CREDIT BASIC SKILLS SUCCESS RATE STEADY AT 62%**

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

**FINDINGS in 2008:** 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.

# **DEGREE & CERTIFICATE ATTAINMENT, CONTINUED**

**FINDINGS in 2010: DEGREES AND CERTIFICATES  
RETURNED TO PRE-2008 LEVELS BUT STILL DECLINED  
SINCE 2001.**

**AFRICAN AMERICAN AND ASIAN AMERICAN STUDENTS  
DECLINED FROM 25% TO 13% AND 43% TO 35%**

**LATINO AND WHITE STUDENTS SHOWED SMALL  
INCREASES**

**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 IN 2008:** 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.

# Transfer, continued

## **FINDINGS in 2010:**

**The numbers of students transferring to UCs and CSUs in 2008 was 204; in 2010 134. Similar data on transfer readiness is not yet available.**

# Student Equity Programs and Strategies 2009 to 2012 and Beyond

## What We Have Done:

Established Basic skills based culturally centered learning communities: Adelante, Amandla, & APASS

Established Workforce Development Learning Communities (ATLAS, Career Advancement Academy, Direct Support Professionals)

Expanded Outreach/In-reach and Student Ambassador Program.

Created High touch/high tech Orientation programs

Implemented eCounseling

# Student Equity Programs and Strategies 2009 to 2012

Developed Student Leadership course and shifted focus from student activities to Student Leadership and Development

Reorganized Student Services to cluster EOPS/CARE/CalWORKs and Foster Youth Program in one department

Financial aid & Counseling developed collaborative approach to students on probation

Developed relationships with community groups, especially those with a multi-cultural mission

Developed Bi-Lingual Resource List

## **Student Equity Programs and Strategies 2009 to 2012**

Provided training on designing accessible websites

Utilized computers in the Welcome Center

Continued to offer faculty/staff development opportunities (workshops, open mic forum, etc.) to sensitize faculty and staff to the needs and cultural experiences of students. Encouraged the integration of cultural diversity within the curriculum

Participated in the textbook rental program to expand student access to affordable textbooks.

Developed workshops to improve skills in Information Literacy

# Student Equity Programs and Strategies 2009 to 2012

Publicized all deadlines for financial aid, petitions for degrees and certificates, transfer applications, scholarships, etc. Provided workshops for students in all of the above areas

Promoted the Associate Degree and Certificate Program by identifying students who are close to completion of degree or certificate requirements and informing them of their status and remaining requirements

Reported to faculty, staff and feeder high schools the number of graduates by major in the awarding of degrees and certificates for each academic term or year. Included gender and ethnicity information

## **Student Equity Programs and Strategies 2009 to 2012**

Arranged for opportunities for greater on-site familiarity with 4-year institutions (i.e., video/CD presentations, field trips, publications, such as a Transfer Guide, etc

Joined with regional community college consortiums to increase concurrent enrollment and transfer guarantee programs

Utilized computers in the welcome center and made student ambassadors (of diverse linguistic and cultural backgrounds) available to assist with online help

# Beyond: *The Future*

- Embrace "*Positive Deviance*"

Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges.

## Beyond: *The Future*

- The *Positive Deviance* approach is an asset-based, problem-solving, and community-driven approach that enables the community to discover these successful behaviors and strategies and develop a plan of action to promote their adoption by all concerned.

# **Beyond: *The Future***

**From the "Futures Workshop" held Sat., 4/14/12**

## ***STRATEGIES FOR THE FUTURE:***

**Use Empowerment models + strengths & skills-based (online tools to assess self discovery/Meyers-Briggs/multiple intelligences)**

**Stop silo-ing programs and services (esp. between Student Services & Academics – integrate departments & constituency groups)**

# **Beyond: *The Future***

**Student-teacher hierarchies (no more banking (tiered) system of education**

**Stop assessments that push instructors & students to teach/learn to a test**

**Stop Poor, under-resourced technology**

**Stop lecture only curricula delivery**

**Implement Learning Tracks where students can directly engage and facilitate campus communication**

# **Beyond: *The Future***

**Streamline documents online (with ability to fill in and submit forms online)**

**Implement social media ( Facebook or Twitter) to make announcements**

**Fully leverage open -source platforms such as Google docs, Twitter, Facebook**

**Contextualize curriculum to students' realities**

**Create acceleration opportunities that allow more students to advance more quickly to pre-transfer level classes**

# **Beyond: *The Future***

**Create research group to inquire of all constituency groups what is desired in regards to technology and data gathering**

**Install internal communications: an inclusive information and communication portal/network to be used with smart phones, tablets**

**Include technology in the orientation of new students (train in the use of technology)**

**Desktop support from CIS students**

**Encourage e-Friends Environment**

# **Beyond: *The Future***

**Full access to web-based Student Services**

**Require Peralta e-mail for all students**

**Provide regular “check-ups” for college computers**

**Adequate training for all in the use of technology; increased IT staffing at the college**

**Training in on-line pedagogy**

**Expand hours for college computer labs**

# **Beyond: *The Future***

**Increase Computer Information Systems unit requirements for a degree in CIS**

**Implement Mandatory Orientation, a one to two day intensive Orientation and a two to four semester on-going orientation that includes the use of technology**

**Don't put policy and red tape in the way of creative/innovative curriculum (change red tape to dedicate space for innovation & creative curricula development)**

# **Beyond: *The Future***

***Equity for all students can be  
achieved through***

***"Positive Deviance"***

***[www.positivedeviance.org](http://www.positivedeviance.org)***

***Are You a Positive Deviant?***