

At Laney College, the success of all of our students matters. Our faculty, staff, and administrators are deeply dedicated to the students we serve. Through the collaborative efforts of our student equity planning process, Laney has taken a significant step forward in understanding the equity problems at our college, and indeed our larger community.

Target Groups

Based on our analysis using the “Proportionality Index,” the Student Equity Committee and Office of Institutional Research identified several groups who are achieving success at significantly lower rates. There were equity gaps in nearly all indicators for African Americans and for students who have a documented disability. There were two areas where there are equity gaps for Latino students (ESL completion and degree/certificate completion).

The chart below summarizes these findings:

Success Indicator	Underserved Student Groups
Access	Students who are White, who have a documented disability, and Veterans
Course Completion	Students who are African American and Foster Youth
Basic Skills Completion—ESOL	Students who are Hispanic/Latino
Basic Skills Completion—English	Students who are African American, who have a documented disability, and Foster Youth
Basic Skills Completion—Math	Students who are African American, who have a documented disability, and Pacific Islanders
Degree and Certificate Completion	Students who are African American, male, and who have a documented disability
Transfer	Students who are African American, who have a documented disability, and Foster Youth

African American students were disproportionately impacted across nearly every success indicator. They were not disproportionately impacted in Access. The greatest disproportionate impact for African American students was course completion (aka, course success rate) for 41,918 enrollments summed over three years, Fall 2012 to Spring 2015). Consequently, our action plans to develop a comprehensive program for African American student success is our college’s highest priority.

Activities

The college plans to develop and expand the following high-impact evidence-based activities to close achievement gaps:

- **Expand our African American Student Success Program** from our current learning community model (UBAKA) to incorporate a cohort model that can reach significantly more students with comprehensive support services, counseling, mentoring, tutoring, and professional development for faculty. Become an affiliated program of the state-wide Umoja Community. Hire a program coordinator, academic and mental health counselor, outreach specialist, and administrative assistant. Identify a dedicated “Village Space” on campus for the Umoja program. Conduct outreach to make the program more visible on campus. Provide embedded mental health counseling for students in the Umoja program. Because of the large number of students disproportionately impacted across multiple indicators, African American student success is the college’s top priority (Umoja Community, umojacommunity.org). Provide direct student support for students: Significantly increase required textbooks in the reference section of the library; purchase laptops, books, and supplies for laptop and book loan programs; smart pens, and other supplies

- **Hire additional Disabled Student Program and Services counselor;** provide regular, ongoing training for faculty on how to provide accommodations for DSPTS students; offer more Learning Resources courses for disabled students with embedded tutors; provide additional resources and direct support for DSPTS students and staff.
- **Conduct additional research, including focus groups,** on how to support smaller disproportionately impacted subgroups in various success indicators, including: foster youth, veterans, students with documented disabilities, and Latino students (in ESOL and degree/certificate completion), as well as Native American and Pacific Islanders. Laney will explore reinstating a Puente program to support Latino student degree and certificate completion. We also need more research on access and outreach for key populations.
- **Seek RFP proposals from the college** to identify the best ways to impact the success of particular subgroups. RFPs will be analyzed with a rubric and prioritized by the Student Equity Committee, to ensure alignment with college integrated planning efforts and student equity goals (See Appendix for RFP Rubric). All RFP proposals must be submitted with a plan for their evaluation and assessment.
- **Professional development college-wide** for administrators, faculty, staff and students on best practices for supporting student success. Provide regular, ongoing professional development for all faculty to ensure cultural competence, awareness of affective domain and multiple learning styles, accommodating students with documented disabilities, promoting student engagement, effective use of instructional technology, and learner-centered andragogy and heutagogy. Encourage faculty to develop equity-related Communities of Practice.
- **Increase students' access to quality, trained tutors** by applying for certification from the College Reading and Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC) to ensure consistent standards for tutor training and evaluation; and expand tutoring hours. Implement Enhanced Tutoring Program including high-level Instructional Assistants to support ESL, Basic Skills, Degree/Certificate Completion and Transfer students. Provide embedded tutors (Writing Workshop and Math 501 courses) linked to Basic Skills English, Math and ESOL classes to improve Basic Skills pathways completion. ("Basic Skills as a Foundation for Success in the California Community Colleges," The RP Group, 2010).
- **Create new curriculum and employ current mechanisms, as appropriate, for acceleration** through pathways for Basic Skills course completion in English and Math; evaluate the ESOL department's accelerated sequences (California Acceleration Project, <http://cap.3csn.org/why-acceleration/>)
- **Develop career development and college preparation non-credit course sequences, as appropriate,** to provide alternative pathways for students to develop foundation skills prior to entering credit sequences to improve course completion and retention.
- **Create an Enrollment Management Committee** to ensure course offerings are scheduled most effectively for students to achieve degrees, certificates, and transfer, and

to coordinate efficient use of computer lab time for supplemental instruction courses (Writing Workshops, etc.) to support Basic Skills completion.

- **Create a Center for Community and Civic Engagement**, to foster civic engagement so students are empowered to integrate service and learning and to develop meaningful leadership opportunities, both of which are critical to improving course and degree certificate completion and transfer; to collaborate with community-based partners so community support services are visible on campus; and to create an ethos of collaboration, inclusion, social justice, and belonging for all.
- **Expand outreach to key populations** (Latinos, veterans, students with disabilities). Work with Peralta TV to promote our successful programs. Inform high school transition teams and adult schools about Laney programs.
- **Provide support for coordination** for Student Equity Co-Coordinators, key faculty, and student service professionals to coordinate new initiatives. Create a district-coordinated Center for Your Educational Success (C-YES) and hire a coordinator.
- Explore developing a system to **automatically grant transfer students an AAT or AST** if they meet the criteria.
- **Develop a college-wide career-transfer plan** with specific goals, objectives and interventions designed to increase degree attainment and transfer, integrated with the Career Pathways Project

Goals/Outcomes

As a college, our goal is to improve rates of success by 5 percentage points in each indicator, or completely eliminate achievement gaps within five years.

In accordance with our data, we seek to:

1. Increase access for Veterans and Latinos students by 5 percentage points within five years
2. Increase course completion by 5 percentage points within five years for students who are African American and Foster Youth
3. Increase Basic Skills course completion by 5 percentage points within five years for African Americans in Math and English; for students who have a documented disability in Math, English and ESOL; and for Latino students in ESOL
4. Increase degree and certificate completion by 5 percentage points within five years for African Americans, Latinos, Males, and students who have a documented disability
5. Increase transfer rates by 5 percentage points within five years for African Americans and students who have a documented disability