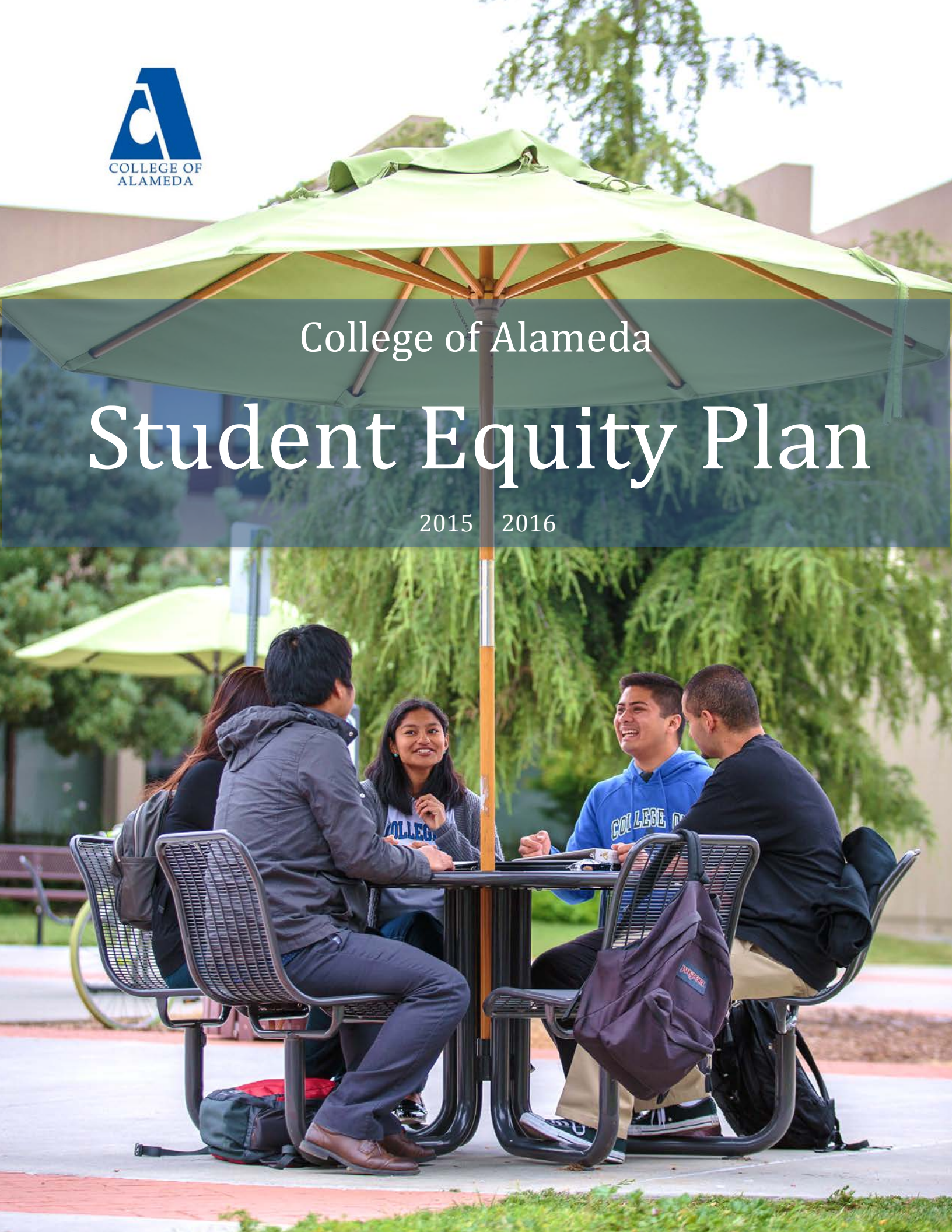


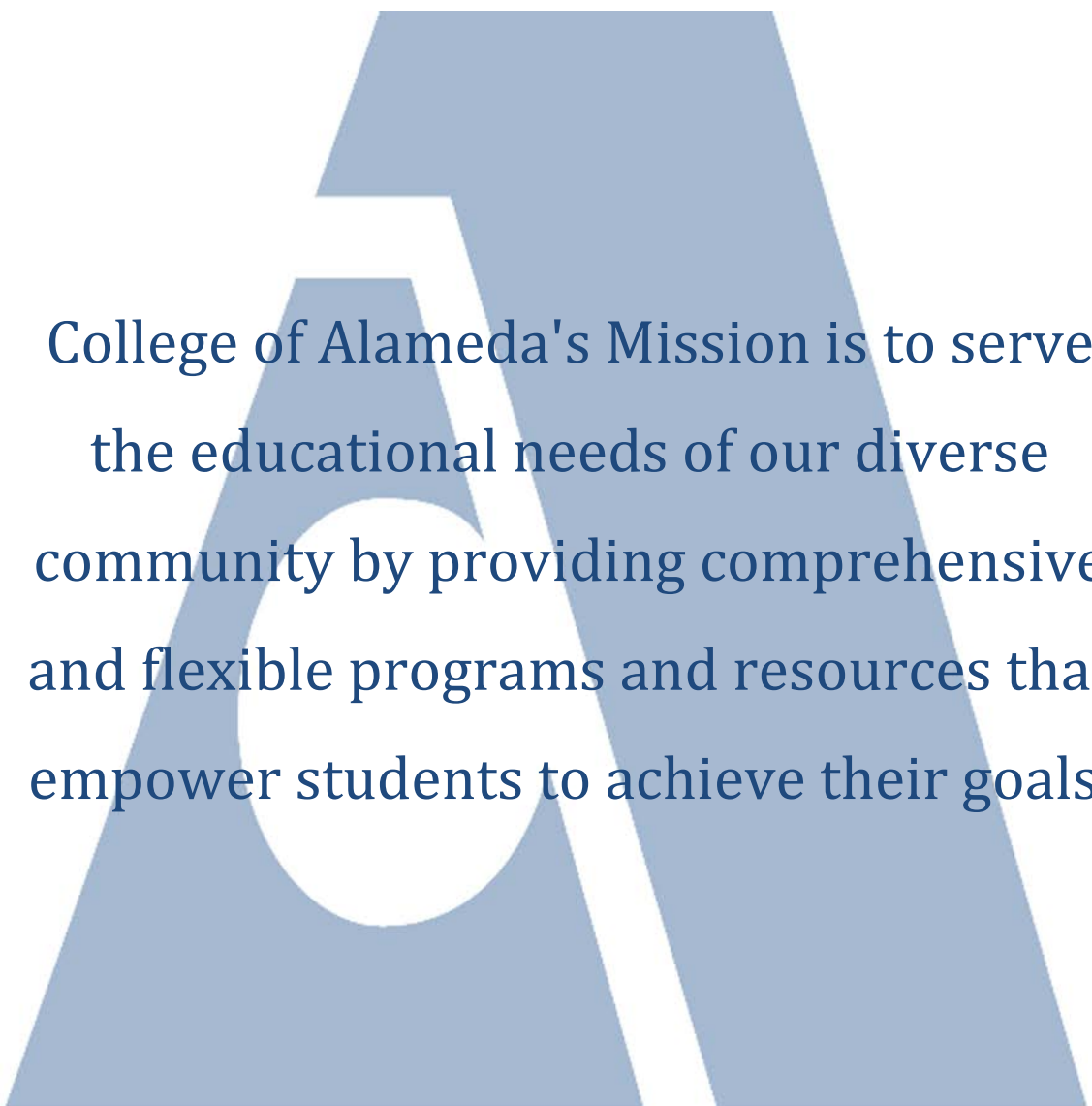


College of Alameda

# Student Equity Plan

2015 2016





College of Alameda's Mission is to serve the educational needs of our diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

COLLEGE OF  
ALAMEDA

COLLEGE OF ALAMEDA STUDENT EQUITY PLAN

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## College of Alameda Student Equity Plan Signature Page

District: Peralta Community College District

Board of Trustees Approval Date: 8 Dec 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

---

College President : Dr. Joi Lin Blake

Email jlblake@peralta.edu

We certify that student equity categorical funding allocated to my college/district will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

---

College Chief Business Officer: Name MaryBeth Benvenuti

Email mbbenvenuti@peralta.edu

---

District Chief Business Officer: Ron Little

Email rlittle@peralta.edu

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Chief Student Services Officer: Dr. William Watson

Email wwatson@peralta.edu

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Chief Instructional Officer: Tim Karas

Email tkaras@peralta.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

Academic Senate President: Rochelle Olive

Email rolive@peralta.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

Classified Senate President: La Shawn Brumfield

Email lbrumfield@peralta.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

---

Associated Student Body President: Denis Salazar

Email salazaradenis@gmail.com

---

[Student Equity Coordinator/Contact]

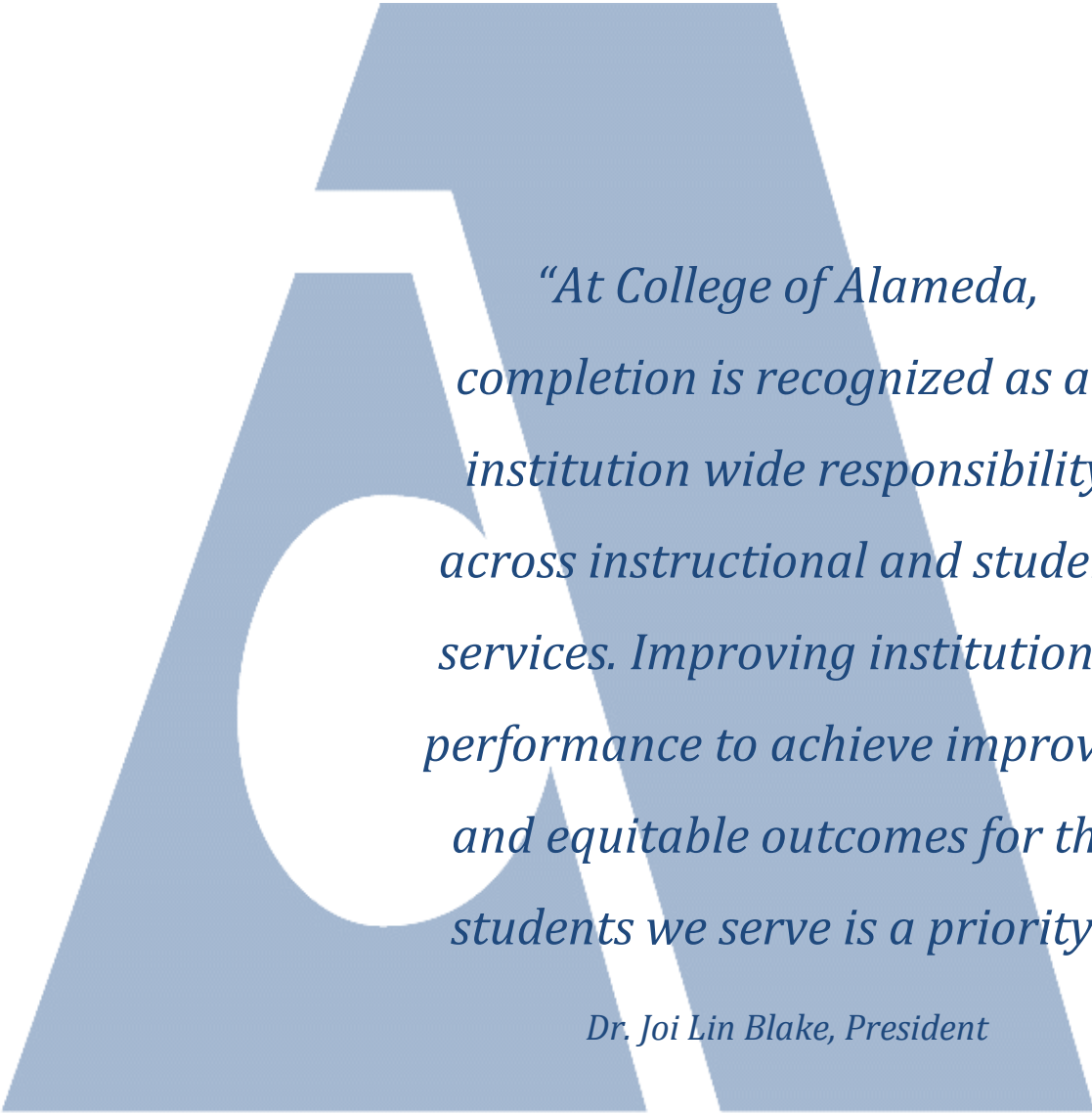
Dr. William Watson, Interim VPSS

Email:

wwatson@peralta.edu

Phone

510-748-2205



*“At College of Alameda, completion is recognized as an institution wide responsibility across instructional and student services. Improving institutional performance to achieve improved and equitable outcomes for the students we serve is a priority.”*

*Dr. Joi Lin Blake, President*

COLLEGE OF  
ALAMEDA





## College of Alameda Student Equity Plan Executive Summary

College of Alameda is part of the Peralta Community College District, which is located on the east side of San Francisco Bay. Since 1970, College of Alameda has held classes on a 62-acre campus on the island that is Alameda, California. College of Alameda is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Associate in Arts (AA) or Associate in Science (AS) degrees and certificates may be earned in many areas of studies. Most credits earned are transferable to the University of California, California State Universities and to other public and private four-year colleges and universities across the state and the nation.

During the Fall Semester of 2014, approximately 6,500 students enrolled at College of Alameda in 1,120 sections. Fifteen percent of students were pursuing full-time studies, and 85% were enrolled part-time. Between the 2002-2003 and 2013-2014 academic years, College of Alameda transferred 1,752 students to the California State University system, and 635 students to the University of California system. For over 40% of our students, Oakland, California, is home.

Diversity is valued at the College of Alameda through our institutional values and commitment to social justice and educational equity. The College is committed to high quality educational programs and services for every member of our community. Our commitment to social justice and educational equity is vital for our community. Educational attainment proves to be a powerful factor in mitigating economic disparities in Alameda County. Over

70% of people in Alameda County with less than a High School diploma cannot make ends meet, compared to only 12.5% of college graduates. Clearly, college completion matters. Unfortunately, too many do not realize their educational goals. Historically, California's community colleges have expressly functioned as access to a bridge of opportunity for students with the ability to benefit from education. Unfortunately, extreme disparities in educational outcomes show us that while access to higher education is necessary, access alone is not sufficient to realize its promise for everyone.

College of Alameda plays a crucial role in this imperative to make real the promise of higher education for a better life for our students and their families. We understand that institutional effectiveness means that we are capable of making real this essential promise inherent in our charge. Because we feel the urgency of this opportunity, we aspire to greater institutional effectiveness and we embrace equity planning as a key effort to this end.

***The equity plan that follows signals both the great challenges we face and our excitement that we are emerging as a reinvented community with enhanced capacity for institutional effectiveness.*** The following summarizes our research and planning for the 2015-2016 College of Alameda Student Equity Plan in six major areas including: 1. Access, 2. Course Completion, 3. ESL and Basic Skills Completion, 4. Degree-Certificate Completion, 5. Transfer, and 6. College Wide Initiatives.

*To best understand the research that is presented, please note the term Proportionality Index:*

*Proportionality Index compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. (outcome % / cohort %). A ratio of 1.0 indicates that the subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. From CCCCO August 24, 2015 document "Proportionality is recommended as a preferred methodology".*

*Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure.*

## Access

While the proportion of Males and Females in the COA service area is about evenly split, at COA **Males** are underrepresented at only 42.8%. **Veterans** in the COA service area total 7.4% but equal only 1.4% of COA students. **Persons with disabilities** in the COA service area total 9.20% but total only 3.9% of the COA population. **Whites** are underrepresented at COA compared to the percentage of Whites in the college service area. Since educational outcomes for Whites generally exceed students in other groups, equity planning and funding in this plan does not target the underrepresentation of Whites. However, mitigating the underrepresentation of Whites at COA could be an opportunity for growing enrollment in the context of a comprehensive enrollment management plan which would ultimately strengthen college funding for all groups. The following strategies will be implemented to decrease identified underrepresentation:

1. Targeted Pre-Enrollment Equity Strategies
2. **Open Gate**: Ex-Offenders & Foster Youth
3. **Brotherhood** for Men of Color
4. IntelliResponse: 24/7/365 Online Responsiveness
5. Student Accessibility Manager (MIS System for DSPS)
6. Disabled Students Program and Services Center Renovation
7. New **COA Veterans Resource Center**.

## Course Completion

Among all COA students in **distance education**, **African Americans** are the only group below the Proportionality Index threshold of .85 for course completion at .71. This represents a 41.20% success rate compared to White Non-Hispanic students at 69.54%. The overall COA success rate for students in distance education is 65.25%. Among all COA students in **non-distance education**, **African Americans and American Indians / Alaskan Natives** are below the Proportionality Index threshold of .85 for course completion at .83 and .77 respectively. This represents a 55.59% success rate for African Americans and 51.68% for American Indians / Alaskan Natives compared to White Non-Hispanic students at 71.52%. The overall COA success rate for students in non-distance education is 66.99%. For students with **low incomes in distance education** coursework the success rate is 61.82 compared to 68.67 for students not identified as low income. The success rate for students not identified as foster youth is 66.20 while the success rate of **non-distance education foster youth** is 52.23 (proportionality index of 0.79). The following

strategies will be implemented to increase course completion for identified groups:

1. Brotherhood Tutoring
2. Equity Service Integration with Existing Categorical Programs
3. Leverage Cooperating Agencies Foster Youth Educational Support Program (CAYES) to increase services to Foster youth.

### ESL & Basic Skills Completion

Basic Skills English Outcome Rates for the three groups with the lowest P index scores are: **American Indian/Alaskan Natives** at 4.76% (proportionality index = 0.16) for a gap of 24.59% with the general cohort; **African Americans**, at 18.37% (proportionality index = 0.63) for a gap of 10.98% with the general cohort; and **DSPS** at 18.75% (proportionality index = 0.64) for a gap of 10.6%.

Basic Skills Math Outcome Rates for the four groups with the lowest P index scores are: **African Americans** at 21.6%, a gap of 9.60 (proportionality index = .69); **American Indian / Alaskan Natives** at 17.65%, a gap of 13.68 (proportionality index = .56); **Pacific Islanders** at 17.07%, a gap of 14.26 (proportionality index = .54); and **Foster Youth** at 12.50% a gap of 18.83 (proportionality index = 0.40).

Basic Skills ESL outcome rates for any cohort larger than 10 students over 5 years includes only one group: **Hispanics** have an outcome rate of 9.02%, a gap of 8.38 (proportionality index = .52). The following strategies will be implemented to increase ESL and Basic Skills Completion for identified groups:

1. Restructure Learning Communities. Add individual coordination for each Learning Community v one coordinator for all Learning Committees
2. Replicate **“Math Jam”** to improve preparation for Math Placement and improve course success in Math
3. Participate in the **Multiple Measures** Pilot project with Peralta Colleges
4. Provide Professional Development
  - a. (5 faculty | 2 Students) National Conference on Race and Ethnicity in Higher Education
  - b. Additional professional development such as: **Museum of Tolerance; “Advancing Success for College Men of Color,” MK Asante, Shakti Butler, Lee Mun Wah; AB-540 students, Dreamers.**

### Degree & Certificate Completion

The Associate Degree Outcome Rate for COA = 14.12%. Five groups fall below the P Index = .85 threshold for Associate Degree Outcomes. The rate for **Foster Youth** is 7.14, a gap of 6.98 (proportionality index = .51); **Hispanics** 8.57, a gap of 5.55 (proportionality index = .61); **Pacific Islanders** 9.09 a gap of 5.03 (proportionality index = .64); Low Income 9.56, a gap of 4.56 (proportionality index = .68); **African Americans** 10.55, a gap of 3.57 (proportionality index = .75); **Males** 11.78, a gap of 2.34 (proportionality index = .83).

The Certificate Outcome Rate for COA is 3.81%. Of all cohorts larger than 10 over a five year period, three groups fall below the proportionality threshold of .85: **Low Income**

1.99 for a gap of 1.82 (proportionality index = .52), **Hispanics** 2.45 for a gap of 1.36 (proportionality index = .64), **African Americans** 2.98 for a gap of .83 (proportionality index = .78). The following strategies will be implemented to increase degree and certificate completion for identified groups:

1. Use an Information Literacy Framework to embed a librarian in gatekeeper courses to improved students' information competencies
2. Implement equity focused coordination & support for the Alameda Transportation & Logistics Academic Support Cert. Program (leverage WIA One Stop on campus)
3. Career Development: **InterviewStream** (online interview preparation).

## Transfer

The COA transfer rate is 45.79%. At 54.83%, Asians exceed the college rate by 9.04 percentage points. At 46.30%, Whites exceed the college rate by a small margin. Females transferred at a rate of 51.47% vs Males who transferred at rate of 40.58%. Of any cohort larger than 5, four groups fall below the .85 Proportionality Index Threshold. **African-Americans'** transfer rate is 36.96%, a gap of 8.83 points between the COA transfer rate (proportionality index = 0.81); **Hispanics'** transfer rate is 35.68%, a gap of 10.11 (proportionality index = .78); **Filipinos'** transfer rate is 29.41%, a gap of 16.38 (proportionality index = .64). **DSPS** students have a transfer rate of 26.83% a gap of 18.96 (proportionality index = .59). The following strategies will be

implemented to increase transfer for identified groups:

1. Diversify STEM Pathways – MESA Equity
2. Transfer Academy
3. Grow Early College (*ASTI at COA ranked the #8 High School in CA*)
4. Pathways to Law School
5. Tour of Historically Black Colleges and Universities.

## College-wide Initiatives

College of Alameda strives to create a culture of inquiry and inclusive excellence. Additional initiatives will be implemented, which are considered college-wide and intended to impact equity across the college:

1. College of Alameda Promise
2. 18% of a College Based Researcher (new hire will adopt college research agenda to include required equity groups and undocumented and LGBTQQIA students)
3. Equity Liaison to Campus Life & Student Activities
4. Bookstore Renovation (eliminate clerk service & open stacks to students)
5. Advocate System
6. Financial Capability Center
7. Collateral materials, equity supplies
8. PCCD Equity Coordination
9. PCCD Umoja.

**Two tables follow that summarize the College of Alameda Equity Plan.**

**TABLE 1. IDENTIFIED GROUPS, GOALS & ACTIVITIES SUMMARY**

SUCCESS MEASURE	STUDENT GROUPS	GOALS	ACTIVITIES
<b>Access</b>	Males, Veterans, Students with Disabilities, Foster Youth	Decrease Under-representation	<ol style="list-style-type: none"> <li>1. Targeted Pre-Enrollment Equity Strategies</li> <li>2. Open Gate for Ex-Offenders and Foster Youth</li> <li>3. Brotherhood Program for Men of Color</li> <li>4. IntelliResponse: 24/7/365 Online Responsiveness</li> <li>5. Student Accessibility Manager (MIS System)</li> <li>6. DSPS Center Renovation</li> <li>7. Open COA Veterans Resource Center</li> </ol>
<b>Course Completion</b>	African Americans, American Indians - Alaskan Natives, Low Income , Foster Youth	Improve Course Completion Outcomes	<ol style="list-style-type: none"> <li>1. Brotherhood Tutoring</li> <li>2. Equity Service Integration with Existing Categorical Programs</li> <li>3. Leverage CAYES to increase services to Foster youth</li> </ol>
<b>Basic Skills English</b>	American Indians – Alaskan natives, African Americans, Students with Disabilities	Strengthen Capacity to Advance Students Past Gatekeeper Courses	<ol style="list-style-type: none"> <li>1. Restructure Learning Communities. Add individual coordination for each Learning Community v one coordinator for all Learning Committees</li> <li>2. Replicate “Math Jam” to improve preparation for Math Placement and improve course success in Math</li> <li>3. Participate in the Multiple Measures Pilot project with Peralta Colleges and statewide initiative</li> <li>4. Provide Professional Development - (5 faculty   2 Students) National Conference on Race and Ethnicity in Higher Education, Advancing Success for College Men of Color, Museum of Tolerance, AB-540, DACA</li> </ol>
<b>Basic Skills Math</b>	African Americans, American Indians – Alaskan Natives, Pacific Islanders, Foster Youth		
<b>Basic Skills ESL</b>	Hispanics		
<b>Degree and Certificate Completion</b>	Foster Youth, Hispanics, Pacific Islanders, African Americans, Males	Increase credential attainment	<ol style="list-style-type: none"> <li>1. Use an Information Literacy Framework to embed a librarian in gatekeeper courses to improved students’ information competencies.</li> <li>2. Implement equity focused coordination &amp; support for the Alameda Transportation &amp; Logistics Academic Support Cert. Program (leverage WIA One Stop on campus)</li> <li>3. Career Development: InterviewStream (online interview prep)</li> </ol>
<b>Transfer</b>	African Americans, Hispanics, Filipinos, Students with Disabilities	Improve Transfer Rates	<ol style="list-style-type: none"> <li>1. Diversify STEM Pathways – MESA Equity</li> <li>2. Transfer Academy</li> <li>3. Grow Early College (<i>ASTI at COA ranked the #8 High School in CA</i>)</li> <li>4. Pathways to Law School</li> <li>5. Tour of Historically Black Colleges and Universities</li> </ol>
<b>College Wide</b>	All Students	Create a Culture of Inquiry and Inclusive Excellence	<ol style="list-style-type: none"> <li>1. College of Alameda Promise</li> <li>2. 18% of a College Based Researcher</li> <li>3. Equity Liaison to Campus Life &amp; Student Activities</li> <li>4. Bookstore Renovation (Eliminate clerk service)</li> <li>5. Advocate System</li> <li>6. Financial Capability Center</li> <li>7. Collateral Materials, Supplies</li> <li>8. PCCD Equity Coordination C-YES</li> <li>9. PCCD Umoja</li> </ol>

**TABLE 2. COA STUDENT EQUITY FUNDING BY ACTIVITY 2015-2016**

ACTIVITY	FUNDING
Embedded Librarian for Information Competency	\$11,500.00
Brotherhood (Men of Color)	\$15,000.00
Professional Development Activities	\$23,000.00
Outreach Specialist for Identified Communities	\$41,000.00
IntelliResponse for Online 24/7/365 Access and Responsiveness	\$25,000.00
Open Gate (Re-entry and Foster Youth)	\$27,000.00
Learning Communities	\$34,095.00
Math Jam	\$20,000.00
Dean Institutional Research 18%	\$33,000.00
2016 National Conference on Race and Ethnicity in higher Education in San Francisco (Students 2*\$495-10% + 5 faculty \$700)	\$4,490.00
Math Engineering Science Achievement   Equity Support to Diversify the STEM Pipeline	\$22,467.00
InterviewStream for Web-based Career Development	\$2250.00
Historically Black Colleges & University Tours (1499*10) Students + (1849*2) Chaperones (Out of State Travel)	\$18,688.00
Collateral Materials for Equity Strategies and Activities	\$20,647.00
Alameda Transportation and Logistics Academic Support Program	\$25,000.00
Equity Coordination in Campus Life and Student Activities	\$92,000.00
PCCD District Wide Equity Coordination C-YES	\$86,250.00
PCCD Umoja	\$86,250.00
<b>Total</b>	<b>\$587,637.00</b>

## College of Alameda Student Equity Planning Committee and Collaboration

NAME	FACULTY   STAFF   STUDENT   ADMINISTRATOR
Patricia Nelson	Faculty, English
Debbie Green	Faculty, DSPS
Christa Ferrero	Faculty, ESL
Stefanie Ulrey	Faculty, ESL/English
Evan Schloss	Health Services Coordinator
Timothy Karas	Vice President, Instruction
Amy H. Lee	Dean, Enrollment Services
Caitlin Fisher	Classified Professional, Co-Chair, COA Accreditation Committee
Florentino Ubungen	Director, Student Activities & Campus Life
Rochelle Olive	President, Academic Senate
Vivian Virkkila Felsch	Faculty, Transfer Counselor
Sherrone Smith	Faculty, African American Studies
Rachel Goodwin	Coordinator, DSPS
Paula Armstead	Classified Professional, Program Manager, EOPS/CARE
Vanson Nguyen	Faculty, Mathematics
La Shawn Brumfield	President, Classified Senate   Coordinator, Veterans Services
Charlene Perlas	Dean, Workforce Development & Applied Sciences
Toni Cook	Dean, Special Programs & Grants
Denis Salazar	President, ASCOA
William Watson	Interim Vice President of Student Services

Persons who served as members of the College of Alameda Student Equity Committee to provide counsel in the development of the 2014-2015 plan remained an important voice in the construction of the 2015-2016 plan. New members included Dr. William Watson as the Interim Vice President Student Services, Denis Salazar as the President of ASCOA for 2015-2016 and

Florentino Ubungen, the Interim Director of Student Activities and Campus Life. The Interim Vice President Student Services presented drafts of the plan throughout its development to the following constituencies:

- Academic Senate
- Classified Senate
- Budget Committee
- Associated Students College of Alameda
- Student Services Council
- College Council
- Planning Research and Institutional Effectiveness Committee
- The Vice Presidents of Student Services of the Peralta Community College District
- Dean of Institutional Research of the Peralta Community College District
- Dean of Student Success and Equity for the Peralta Community College District

In addition, the VPSS presented drafts of the plan at several meetings of the Senior Staff; and counseled with individuals such the President of the Academic Senate, EOPS/CARE Program Manager, President of the ASCOA, Dean of Special Programs and Grants, and members of the English, ESL and math faculty. Planning and coordination included the following groups:

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Math, Engineering, Science Achievement (MESA), Adelante, and Alameda Science and Technology Institute (ASTI - Early College High School Program)
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI)

The following graphic presents a planning and collaboration timeline for the College of Alameda Student Equity Plan.





# Introduction

**RESPECT**

**COLLEGE OF  
ALAMEDA**

**SUCCEED**

# Introduction

## ***College of Alameda***

College of Alameda is part of the Peralta Community College District located on the east side of San Francisco Bay. Since 1970 College of Alameda has held classes on a 62-acre campus on the island that is Alameda, California. The campus is easily accessible from downtown Oakland by personal or public transportation, auto or AC Transit bus. The College has a satellite campus housing the Aviation Maintenance Programs located on a 2.5-acre site on Harbor Bay Parkway, adjacent to the Oakland International Airport's North Field. We also have a science lab and classroom building at 860 Atlantic, one block east of our main campus.

College of Alameda is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Individual College of Alameda occupational programs are accredited or certified by the American Dental Association (ADA) Council on Dental Education for Dental Assistants, the Federal Aviation Administration (FAA), and the National Institute for Automotive Service Excellence (ASE).

Associate in Arts (AA) or Associate in Science (AS) degrees and certificates may be earned in many areas of liberal arts and occupational studies. Most credits earned are transferable to the University of California, California State Colleges and Universities, and to other public and private four-year colleges and universities across the state and the nation.

During the Fall Semester of 2014, approximately 6,500 students enrolled at College of Alameda in 1,120 sections. Fifteen percent of these students were pursuing full-time studies, and 85% were enrolled part-time. Between the 2002-2003 and 2013-2014 academic years, College of Alameda transferred 1,752 students to the California State University system, and 635 students to the University of California system.

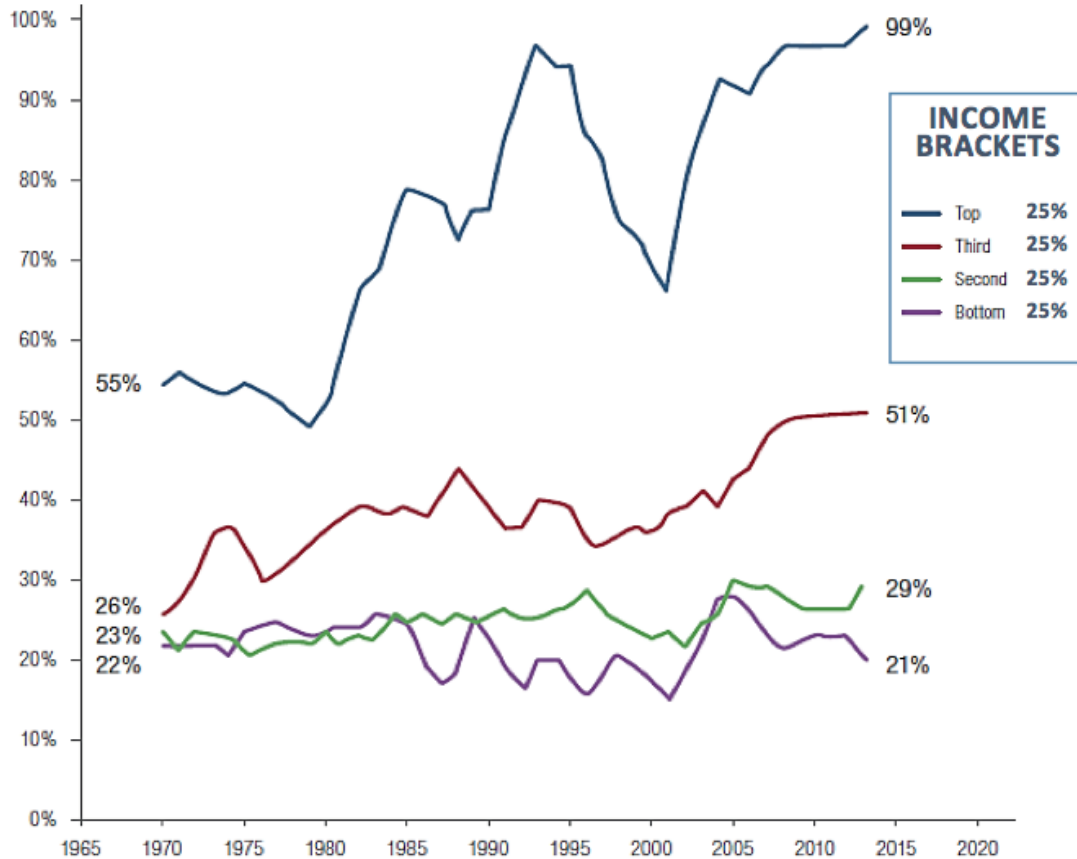
Diversity is valued at the College of Alameda. Through our 'learning excellence philosophy', College of Alameda values diversity as demonstrated through our institutional values and commitment to social justice and educational equity. We are committed to mutual respect between all constituencies and the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, sexual orientation, gender identity, or disability. Our institutional culture creates opportunities for engagement through fair, inclusive, and transparent processes based on an open and honest collegial environment.

## ***Context for the College of Alameda Student Equity Plan***

According to a 2015 report released by the Pell Institute, *Indicators of Higher Education Equity in the United State: A 45 Year Trend Report*, in 2013, 99% of students from high-income families were likely to obtain a bachelor's degree by age 24. This contrasts sharply with outcomes for low income families where only 21% of these students were likely to obtain a bachelor's degree by age 24.

# HIGH FAMILY INCOME PREDICTS HIGH BACHELOR'S DEGREE ATTAINMENT

Source: Pell Institute Indicators of Higher Education Equity in the US: 45 Year Trend Report 2015



**99% of students from high-income families in 2013 were likely to obtain a bachelor's degree by age 24.**

**21% of students from low-income families in 2013 were likely to obtain a bachelor's degree by age 24.**

Source: U.S. Census Bureau, Current Population Survey, October Education Supplement.  
 Data from 1970 to 1986 consider unmarried 18 to 24 year olds and data from 1987 to 2013 are based on dependent 18 to 24 year olds. We used data in Table 14 in Census Bureau P20 report on School Enrollment. After 2006, the Census Bureau no longer published Table 14. We received unpublished data. Mortenson, Thomas, 2014, "Unequal Family Income and Unequal Higher Education Opportunity, 1970 to 2013", Postsecondary Educational Opportunity, no. 267, Pell Institute for the Study of Opportunity in Higher Education, Washington DC, September. <http://www.postsecondary.org/>

If income is such a strong predictor of educational attainment, it begs the question, who has wealth in the United States?

According to the Pew Research Center Tabulations of the Federal Reserve Bank's Survey of Consumer Finances Public Use Data, (Kochhar & Fry, 2014) in 2013 dollars the median net worth of

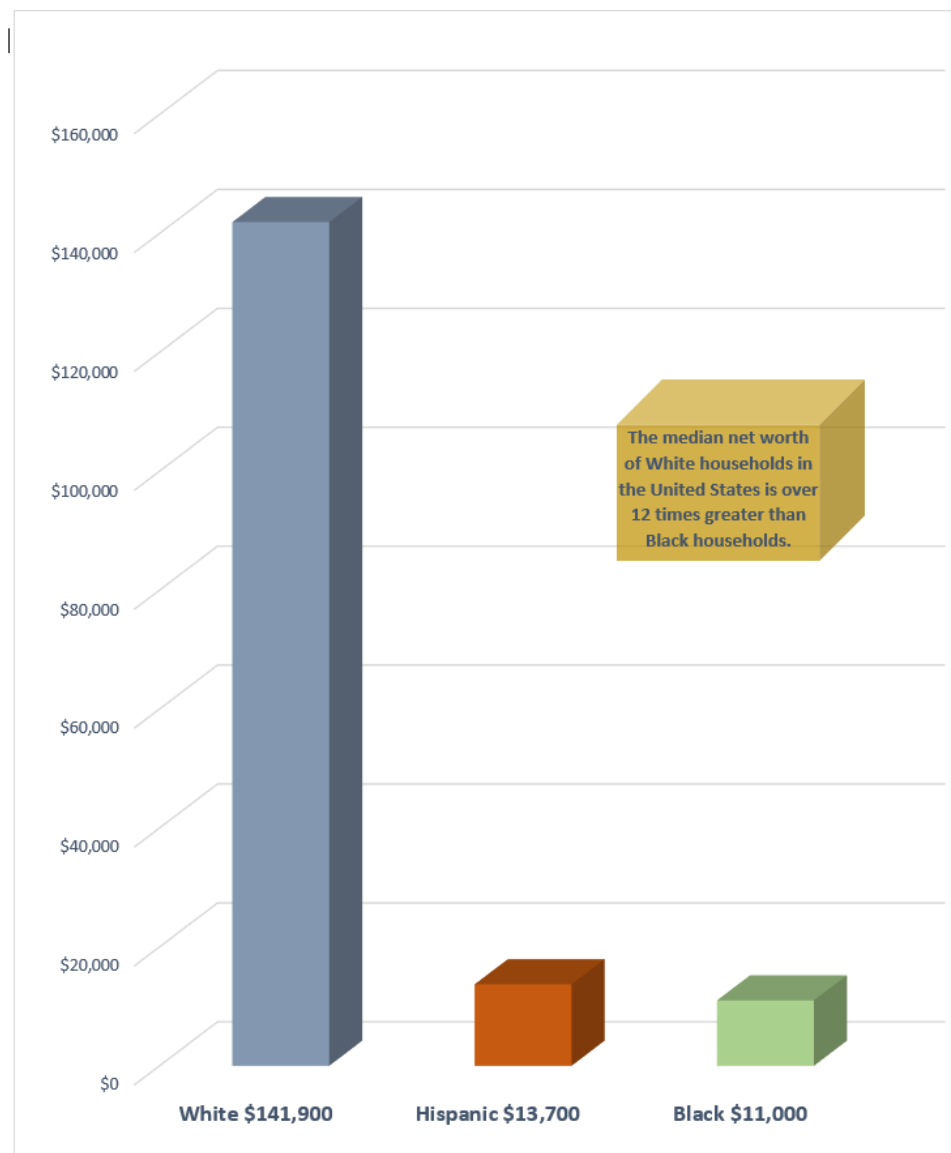
- White households in the United States is over **12 times** greater than Black households and
- over **11 times** greater than Hispanic households.

This national context informs our understanding of self-sufficiency in Alameda County where 29% of

work eligible households fall below the ***Self Sufficiency Standard (SSS)*** (Pearce, 2009). (Unlike the Federal Poverty Rate, which is standardized for the entire United States regardless of regional cost of living differences, the SSS measures the actual cost of living, on a county-by-county basis, accounting for different family sizes, ages of children and local variation in costs.)

## Median Household Wealth of Whites, Hispanics & Blacks

Pew Research Center Tabulations of Survey of Consumer Finances Public-Use Data 2013 Dollars



SOCIO-ECONOMIC FACTORS THAT CONTEXTUALIZE THE NEED FOR MITIGATING ECONOMIC DISPARITIES IN HIGHER EDUCATION  
DOCUMENT COMPILED FROM CITED SOURCES | BY WILLIAM WATSON, Ed.D., INTERIM VICE PRESIDENT OF STUDENT SERVICES, COLLEGE OF ALAMEDA | JUNE 2015

# SELF SUFFICIENCY in ALAMEDA COUNTY

Unlike the Federal Poverty Rate, which is standardized for the entire United States regardless of regional cost of living differences, the Self Sufficiency Standard (SSS) measures the actual cost of living, on a county-by-county basis, accounting for different family sizes, ages of children, and local variation in costs.

<b>545,071</b>	<b>120,912</b>	<b>29%</b>
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\* Excludes seniors and persons with disabilities from total Alameda County households

**The Self Sufficiency Standard represents a budget of essential costs and tax credits for a given family to be self-sufficient.**

The following family example assumes: 1 adult, 1 pre-school age child. To be self-sufficient, this Alameda County family needs an annual household income of

**\$67,879**

Expense and Income	
Expense Type	Monthly Cost
Housing	\$1,441
Child Care	\$1,080
Food	\$455
Transportation	\$151
Health Care	\$450
Miscellaneous	\$358
Taxes	\$842
Earned Income Tax Credit	\$0
Child Care Tax Credit	(\$50)
Child Tax Credit	(\$83)
Self-Sufficiency Wage	
Hourly Per Adult	\$26.38
Monthly	\$4,644
Annually	\$55,725
Emergency Savings Fund	
Monthly	\$146

The following family example assumes: 2 adults, 1 elementary school age child, 1 pre-school age child. To be self-sufficient, this Alameda County family needs an annual household income of

**\$85,090**

Expense and Income	
Expense Type	Monthly Cost
Housing	\$1,441
Child Care	\$1,603
Food	\$939
Transportation	\$302
Health Care	\$534
Miscellaneous	\$482
Taxes	\$1,034
Earned Income Tax Credit	\$0
Child Care Tax Credit	(\$100)
Child Tax Credit	(\$167)
Self-Sufficiency Wage	
Hourly Per Adult	\$17.24
Monthly	\$6,069
Annually	\$72,830
Emergency Savings Fund	
Monthly	\$85

53% of Latino households and 42.5% of African American households in Alameda County fall below the SSS compared to 16.5% of White households.

66% of Single Mother households in Alameda County fall below the SSS.

70.5% in Alameda County with less than a High School diploma can't make ends meet, compared to only 12.5% of college graduates.

% of Alameda County households below the SSS with 1 or more workers = 77.1%

Sources: Insight Center for Community Economic Development | US Census – American Community Survey Quickfacts. Additional analysis on data provided by Lisa Manzer and Diana Pearce at the University of Washington.

SOCIO-ECONOMIC FACTORS THAT CONTEXTUALIZE THE NEED FOR MITIGATING ECONOMIC DISPARITIES IN HIGHER EDUCATION DOCUMENT COMPILED FROM CITED SOURCES BY WILLIAM WATSON, Ed.D., INTERIM VICE PRESIDENT OF STUDENT SERVICES, COLLEGE OF ALAMEDA | JUNE 2015

In Alameda County, disaggregated data on the 29% who fall below the SSS show the impact of the national disparities on race – ethnicity and household net worth. Sixteen and one half of Whites fall below the SSS compared to 53% of Latino households and 42.5% of African American households. Dispelling myths about merit and bootstraps, 77.1% of households falling below the SSS have at least one worker.

Educational attainment proves to be a powerful factor in mitigating economic disparities in Alameda County. Over 70% of people Alameda County with less than a High School diploma can't make ends meet, compared to only 12.5% of college graduates. Historically in California, community colleges have expressly functioned as access to a bridge to opportunity for students with the ability to benefit from education. Despite being a beacon of hope on a large scale given California's disproportionately large and diverse population, extreme disparities in educational outcomes document that access to higher education is necessary but not sufficient to realize its promise for everyone.

College of Alameda plays a crucial role in the moral imperative to make real the promise of higher education for a better life. The equity plan that follows emerges out of a *"la familia"* culture at College of Alameda where, despite significant challenges, good intentions for those we serve is virtually universal and we are emerging as a reinvented community with enhanced capacity and promise.

The engagement to date and the engagement which is to come out of the on-going equity planning process, represents an opportunity for College of Alameda to cultivate data informed organizational capacity-building which will lead to greater institutional effectiveness over time.

**The following plan addresses opportunities for capacity building in four major areas of educational equity including:**

- Access,
- Course Completion,
- ESL and Basic Skills Completion,
- Degree and Certificate Completion and
- Transfer.

*Educational attainment proves to be a powerful factor in mitigating economic disparities in Alameda County.*

*70.5% of people in Alameda County with less than a high school diploma can't make ends meet, compared to only 12.5% of college graduates.*

*This underscores how vital our work is to make real the promise of higher education for everyone we serve.*





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# Access

## NOTES for COA ACCESS DATA

1. Figures for the Service Area are derived from the 2010 US Census ZIP code tabulations, weighted by enrollment.
2. In order to compare local data to the 2010 US Census, ethnicity and race are analyzed separately.
3. The 2010 US Census collected information on sex. CCC Apply collected information on gender.
4. College headcount includes academic years 2008-2009 through 2013-2014.
5. Proportionality Index = "2009-2014 AY Percent" divided by "Service Area Percent". For more information about using the Proportionality Index in equity planning, see Appendix B.

Service Area Definition: Within these tables, the service area is defined by ZIP code of students' home address from enrollments between 2009 and 2014. Headcount by ZIP code was used to weight census figures for each respective ZIP code.

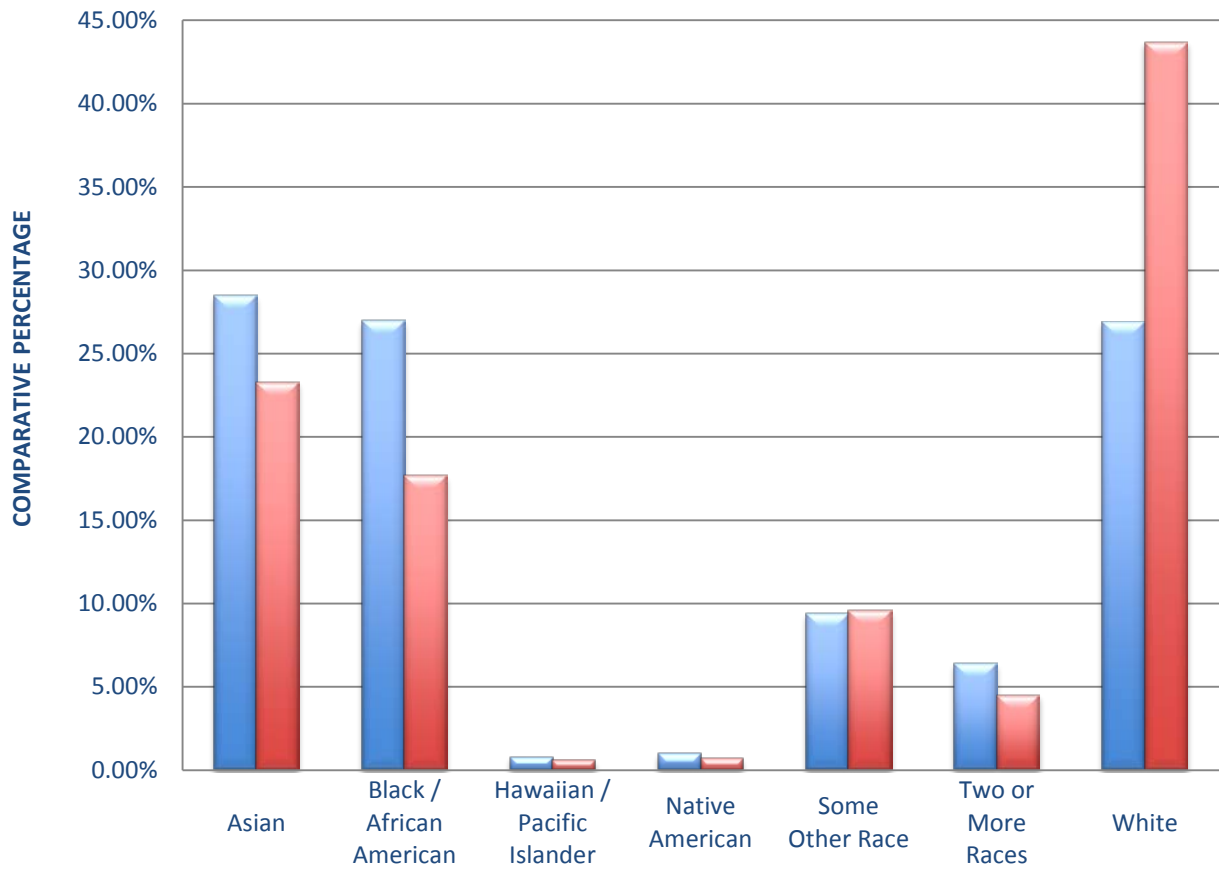
Student ethnicity and race data from CCC Apply was aligned with the categories used in the 2010 US Census (<http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>). Students missing race information were assigned according to proportions obtained from the 2010 US Census for Alameda County, conditional on the ethnicity response.

## Access Summary

While the proportion of Males and Females in the COA service area splits about evenly, at COA **Males** are underrepresented at only 42.8%. **Veterans** in the COA service area total 7.4% but equal only 1.4% of COA students. **Persons with disabilities** in the COA service area total 9.20% but total only 3.9% of the COA population. **Whites** are underrepresented at COA compared to the percentage of Whites in the college service area. Since educational outcomes for Whites (and Asians) generally exceed students in other groups, equity planning and funding in this plan does not target the under-representation of Whites. However, mitigating the under-representation of Whites at COA could be an opportunity for growing enrollment in the context of a comprehensive enrollment management plan which would ultimately strengthen college funding for all groups.

At College of Alameda, people of color including Asian, Black / African American, Hawaiian / Pacific Islander, Native American, and Two or More Races exceed their representation in the service area. A greater percentage of each of these groups attends College of Alameda than are represented in the service area.

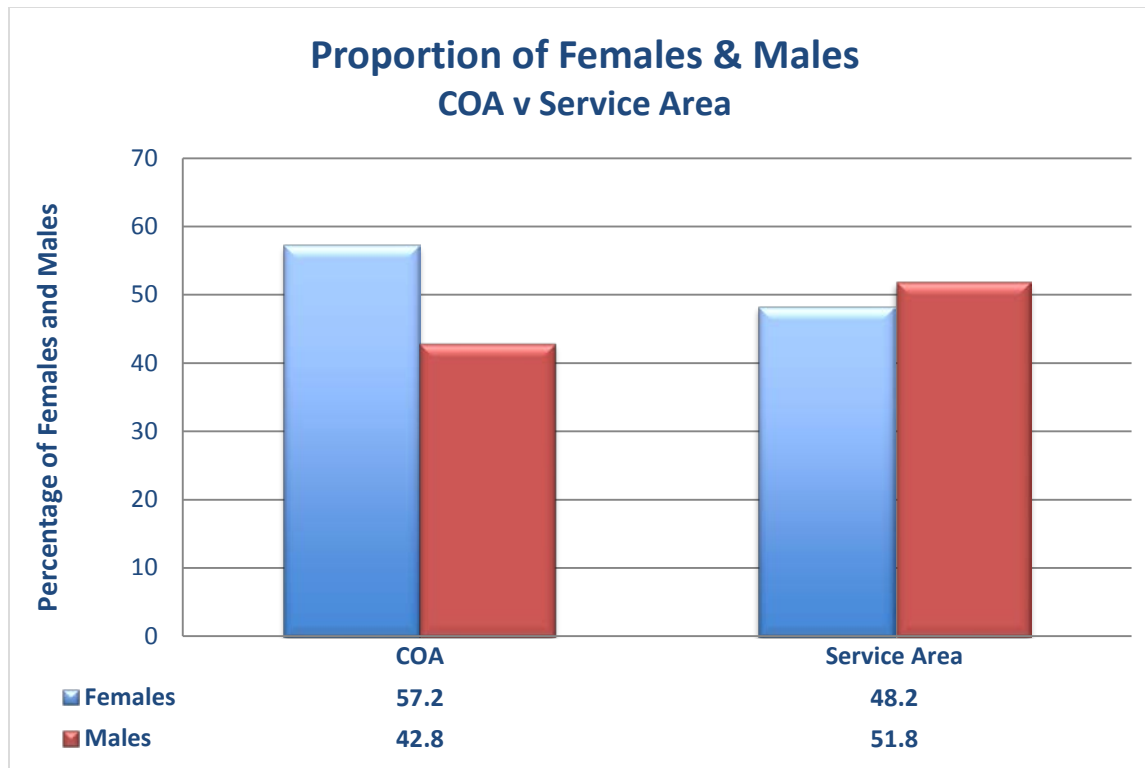
## COA STUDENT POPULATION COMPARED TO SERVICE AREA POPULATION



■ 2009-2014 AY Percent	28.50%	27.00%	0.80%	1.00%	9.40%	6.40%	26.90%
■ Service Area Percent	23.30%	17.70%	0.60%	0.70%	9.60%	4.50%	43.70%

Whites are underrepresented at College of Alameda compared to the percentage of Whites in the college service area. Additional research is needed to determine the factors that may be contributing to this under-representation. Research could analyze the college going rates of Whites to other community colleges or directly to four year colleges and universities. Since educational outcomes for Whites generally exceed students in other groups, equity planning and funding in this plan do not target the under-representation Whites.

Additional research could assess if mitigating the under-representation of Whites at COA could be an opportunity for growing enrollment in the context of a comprehensive enrollment management plan which would ultimately strengthen college funding for all groups.

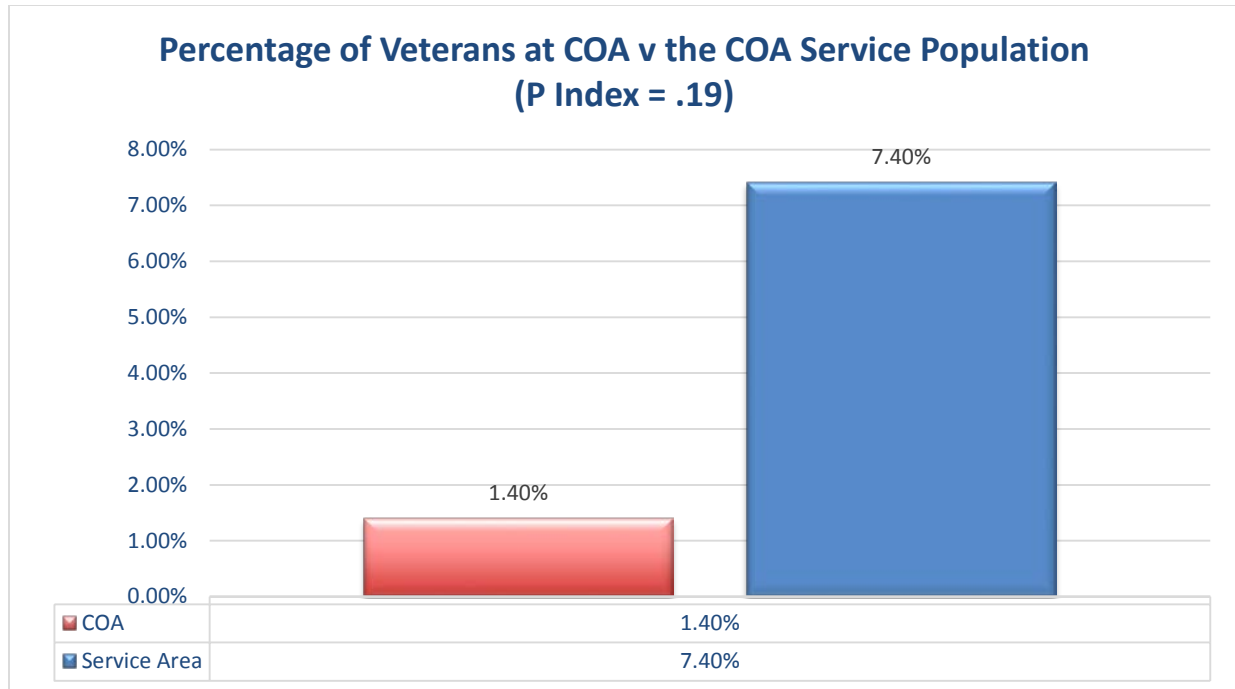


Males in the service area total 51.8% of the population. At College of Alameda, males make up only 42.8% of the population which is 9 percentage points less than males in the service area.

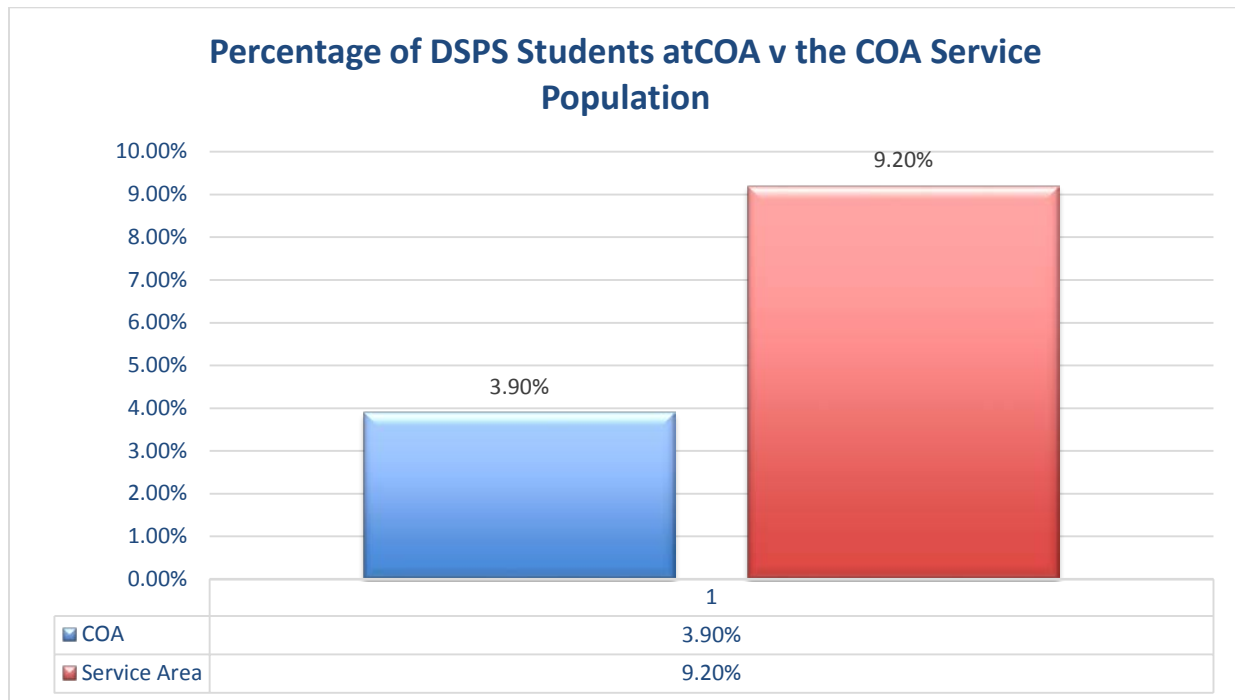
At a Proportionality Index of 0.83, males are under-represented.

Programs and services are needed to support access for males with a focus on multiple male sub-populations including:

- first generation males,
- formerly incarcerated males,
- men of color,
- immigrant males and
- males with low incomes.



Veterans are represented in the COA service area at a rate of 7.4%. Veterans are represented at COA at a rate of 1.4% (P Index = .19).



DSPS Students are represented in the COA service area at a rate of 3.90%. People with disabilities in the COA Service area represent 9.2% of the population (P Index = .43).

### Participation and Proportionality in College Service Area, by RACE

Race	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent	Participation Rate	Proportionality Index
Asian	15,683	28.5%	68,729	23.3%	6.8%	1.22
Black / African American	14,878	27.0%	52,108	17.7%	7.5%	1.53
Hawaiian / Pacific Islander	417	0.8%	1,635	0.6%	6.7%	1.37
Native American	569	1.0%	2,060	0.7%	6.7%	1.48
Some Other Race	5,190	9.4%	28,283	9.6%	5.2%	0.98
Two or More Races	3,534	6.4%	13,198	4.5%	5.8%	1.43
White	14,826	26.9%	129,025	43.7%	2.7%	0.62
<b>Total</b>	<b>55,097</b>	<b>100.0%</b>	<b>295,039</b>	<b>100.0%</b>	<b>4.9%</b>	

### Participation and Proportionality in College Service Area, by ETHNICITY

Ethnicity	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent	Participation Rate	Proportionality Index
Hispanic	9,426	17.1%	57,145	18.5%	3.8%	0.92
Non-Hispanic	45,670	82.9%	251,231	81.5%	4.9%	1.02
<b>Total</b>	<b>55,096</b>	<b>100.0%</b>	<b>308,376</b>	<b>100.0%</b>	<b>4.7%</b>	

### Participation and Proportionality in College Service Area, by GENDER

Gender or Sex	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent	Participation Rate	Proportionality Index
Female	31,488	57.2%	148,589	48.2%	5.5%	1.19
Male	23,608	42.8%	159,787	51.8%	4.0%	0.83
<b>Total</b>	<b>55,096</b>	<b>100.0%</b>	<b>308,376</b>	<b>100.0%</b>	<b>4.7%</b>	

### Participation and Proportionality in College Service Area, by Age Group

Age Group	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent	Participation Rate	Proportionality Index
15-17	2,457	3.5%	13,337	4.3%	3.4%	0.81
18-19	9,778	14.0%	9,788	3.2%	18.3%	4.40
20-21	13,449	19.2%	10,564	3.4%	25.2%	5.60
22-24	13,597	19.4%	16,386	5.3%	16.9%	3.65
25-29	12,263	17.5%	30,103	9.8%	8.6%	1.79
30-34	6,883	9.8%	29,333	9.5%	5.1%	1.03
35-44	6,385	9.1%	56,173	18.2%	2.7%	0.50
45-54	3,390	4.8%	53,467	17.3%	1.6%	0.28
55 & Above	1,843	2.6%	89,225	28.9%	0.5%	0.09
<i>Total</i>	<i>70,045</i>	<i>100.0%</i>	<i>308,376</i>	<i>100.0%</i>	<i>4.7%</i>	

### Participation and Proportionality in College Service Area, by Veteran Status

Veteran Status	2010 AY Headcount	2010 AY Percent	Service Area (N)	Service Area Percent	Participation Rate	Proportionality Index
Veterans	192	1.4%	4,107	7.4%	4.7%	0.19
Non-Veterans	13,670	98.6%	51,630	92.6%	26.5%	1.06
Total	13,862	100.0%	55,737	100.0%	24.9%	

### Participation and Proportionality in College Service Area, by Disability Status

Disability Status	2010 AY Headcount	2010 AY Percent	Service Area (N)	Service Area Percent	Participation Rate	Proportionality Index
Yes	546	3.9%	6,235	9.2%	8.8%	0.43
No	13,316	96.1%	61,472	90.8%	21.7%	1.06
Total	13,862	100.0%	67,707	100.0%	20.5%	

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A. The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:**

Target Population(s)	Current gap, year	Goal	Goal Year
Males	9%	P Index greater than .85	2020
Veterans	6%	P Index greater than .85	2020
DSPS	5.3%	P Index greater than .85	2020

**ACTIVITIES: A. ACCESS**

**A. 1: Pre-Enrollment Strategy with emphasis on identified groups**

• **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	Males	4,254
	Vets	140
	DSPS	388



- **Activity Implementation Plan**

**Pre-Enrollment Strategy with emphasis on identified groups** - College of Alameda will expand outreach and pre-enrollment strategies to support students in connecting to college. The College's partnership and pre-enrollment strategy is based on the belief that students and families seek guidance regarding higher education options from three main sources: 1) the traditional school system which includes teachers, counselors, and administrators, 2) higher education outreach/college readiness programs that partner with schools to serve student cohorts and provide augmented college-readiness activities at school sites and 3) community educators/youth advocates who generally work with students and families outside of the traditional school day in after-school, weekend, and summer programs in community spaces.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	2015-2016 (continuing)	\$41,000	SSSP - \$100,000; PASS – Student Ambassadors - \$7000

- **Link to Goal**

**The College of Alameda Outreach Department (Outreach & Retention Specialist and Student Ambassadors)** implements pre-enrollment activities via partnerships with counselors, students and staff at local high schools, adult schools, and community organizations. College of Alameda serves a significant percentage (over 40%) of students who are Oakland, California residents. Our highly diverse urban population demands a **culturally competent and culturally relevant strategy** for connecting members of the service area to college opportunity. Pre-enrollment begins at the point of initial interest in attending College of Alameda. Students learn about the pathway from application, assessment, orientation, counseling and advising. Students also learn about special programs such as Learning Communities (e.g., Adelante, Amandla, APASS), EOPS/Care/CalWORKS, DSPS, Veterans Services, and other programs). High school seniors receive pre-admission information and guidance in completing the CoA application as well as guidance on financial aid. In an attempt to help prospective students identify an educational goal, the Specialist also coordinates workshops for students to learn about CoA's instructional programs. Students are also afforded the opportunity for assessing at the high school and developing an abbreviated education plan with a CoA counselor.

- **Evaluation**

Annual unit planning, monthly program reporting, qualitative feedback from students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services.

## A.2: Open Gate

### • Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

### • Target Student Group(s) & # of Each Affected

ID	Target Group	# of Students Affected
A.2	Males (Formerly Incarcerated)	47
	Foster Youth	55

### • Activity Implementation Plan

**Open Gate: Non Violent Parolees and Probationers** Beginning as a pilot in 2013, Open Gate is a special admissions and support program targeted at assisting non-violent parolees, probationers and formerly incarcerated members of the community to enter, and successfully progress through and graduate from, the College of Alameda. Non-violent parolees and probationers are disproportionately men and men of color.

**Open Gate: Foster Youth** Open Gate is adding a second strand serving youth ages 18 to 24 who have transitioned or are near to transitioning from the foster care system. The College of Alameda will use CAFYES funds to build upon and strengthen its existing EOPS and Open Gate programs. COA will establish its own CAFYES Team, and its EOPS/CAFYES staff will participate in regular meetings of Peralta's CAFYES Committee.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	2015 - 2016	\$27,000	CAFYES – 2015-2016 - \$307,385

- ***Link to Goal***

Serving formerly incarcerated students at a time when non-violent offenders are increasingly re-entering society meets critical reform needs and ensures that access to higher education is a part of stabilization, self-sufficiency and the prevention of recidivism. According to the *Pew Center on the States, One in 31: The Long Reach of American Corrections* (Washington, DC: The Pew Charitable Trusts, March 2009) 1 in 36 adults in California were under correctional control. In Alameda County, neighborhoods like Ashland/Cherryland, and both East and West Oakland have substantially higher densities of formerly incarcerated people than other parts of the county. As outlined in the ***Alameda County Adult Re-Entry Strategic Plan*** adopted by the Alameda County Board of Supervisors, community colleges are an integral part of the re-entry education network. ***Key leadership has been provided by Chief Probation Officer LaDonna Harris who has become a member of the College of Alameda Open Gate Advisory Committee.***

The ***Peralta Initiative for Foster Youth Success*** leverages previous investments in Laney College through the California College Pathways initiative and in College of Alameda through the Foster Youth Success Initiative to scale a successful model of community college/community-based organization partnership. The Peralta CCD will utilize CAFYES funding to scale its specialized foster youth support services from the current level of 43 students / year to 250 students/year by June 2016, **reaching full implementation at 500 students/year by 2017-18.**

- ***Evaluation***

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services.

### A.3: Brotherhood Program for men of color

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
A.3	Males including men of color	3481

- **Activity Implementation Plan**

The Brotherhood Program for Men of Color (BMOC) is a structured cohort based educational retention and success strategy that promotes connection to college for men of color. BMOC is committed to provide structured support to students from the first semester they enroll up to their goal completion. There will be unique “pathways” students will enter depending on their educational goal. The “Pathways” are as follows: 1) Behavioral and Social Science transfer pathway. 2) Associate degree pathway 3) Career Technical Education pathway. Wrap around structured support will take place in the form of the following program components: cohort courses, counseling, professional and peer mentoring, tutoring and leadership development.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.3	2015 - 2016	\$15,000	General Fund

- **Link to Goal**

Counseling Support, Peer Mentoring, Tutoring and Leadership Development will create a culturally relevant community of learners who learn and grow with an emphasis on inclusive excellence to achieve equitable educational outcomes. A 0.67 counselor will be assigned to work with all Brotherhood students. The counselor will help students identify educational goals, explore career interests, and develop complete

educational plans tailored to student educational goals. Moreover, in close collaboration with instructors of the cohort courses, counselors will be notified when students are not succeeding in courses to be able to provide proper support and resources.

Peer mentoring seeks to ease the transition from high school to higher education and facilitating student engagement by connecting students to critical campus resources. Through peer mentoring students will also benefit from: assistance with searching and enrolling in courses; learn important deadlines; connect to tutoring services; develop sense of community and connection to campus; peer support in the transfer process; increased access to student organizations and clubs; develop leadership skills; college tours; college success workshops. Students will have access to Brotherhood English and Math tutors. Students can utilize tutoring voluntarily or may be referred by an instructor or counselor.

Tutors will be selected and trained for competence to specifically work with Brotherhood students. Tutoring will provide additional support in addressing inequity the data reveals in English and Math course completion. Brotherhood provides students wrap around support services that gives them access to meaningful and relevant instruction, a dedicated counselor, peer support, and tutoring. Through instruction in the first semester course and through service learning opportunities facilitated by mentors students will gain leadership skills and have an opportunity to put into practice what they have learned in the classroom. Service learning opportunities will take form through the development of a student club that results in students identifying needs in their campus and off campus community that they will work in unity towards addressing.

- ***Evaluation***

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services.

## A.4: IntelliResponse

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
A.4	All students	11,000

- **Activity Implementation Plan**

College of Alameda will contract with IntelliResponse to enhance the capacity of the college to be responsive to a diverse community 24 hours per day, 7 days per week, 365 days per year. From the homepage of the COA website, IntelliResponse will provide the functionality that allows students to ask questions and receive answers immediately regarding matters relating to connecting to COA, persisting at COA, completing, and achieving their goal for additional education or employment.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.4	2015 - 2016	\$25,000	

- **Link to Goal** - 24/7 access to information improves COA responsiveness to our diverse community. It provides information at night, on weekends, during holidays, during rush periods when services are impacted. Information that is readily available can ensure that future students know what to do to access college opportunity. For students already attending the college, information available via mobile device means that the number of steps required to solve problems is reduced, expense is mitigated, and delays in decision making are reduced.
- **Evaluation** - IntelliResponse software includes tracking information that will document hits and types of questions asked and that data will inform future planning.

## A.5: Student Accessibility Manager

### • Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

### • Target Student Group(s) & # of Each Affected

ID	Target Group	# of Students Affected
A.5	Students with Disabilities	388

### • Activity Implementation Plan

The Student Accommodation Manager, or SAM, is a web-based database application designed to help postsecondary Disability Service Providers manage student data, disabilities, accommodations, case notes, and much more. Functions include: system availability and backups, predefined reports, report writer to quickly and easily find, filter and transform data. SAM can serve as a forms repository and auto-generate accommodation notification letters. For Disability Services offices lacking strong institutional IT support, SAM offers a viable multi-user, web-based solution.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.5	2015 - 2016		\$4200 – DSPS; \$4200 One-time funds

### • Link to Goal

For Disability Services offices lacking strong institutional IT support, SAM offers a viable multi-user, web-based solution.

### • Evaluation

SAM reports will generate extensive data which can be filtered for multiple reports including DSPS Annual reporting, program review, and annual unit planning.

## A.6: DSPS Center renovation

### • Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

### • Target Student Group(s) & # of Each Affected

ID	Target Group	# of Students Affected
A.6	Students with Disabilities	388

### • Activity Implementation Plan

The DSPS Center will undergo a renovation to include new paint and carpet, new furniture to enhance functionality and accessibility, and a reconfigured reception to improve the student experience.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.6	2015 - 2016		\$60,000 Measure A

### • Link to Goal

Inviting facilities and improved functionality will enhance the student experience and send a message that students with disabilities are valued and supported at COA.

### • Evaluation

Satisfaction surveys at the end of the Spring 2016 semester will document the user experience.



## A.7: Open the new College of Alameda Veterans Center in partnership with Sentinels of Freedom

### • Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

### • Target Student Group(s) & # of Each Affected\*:

ID	Target Group	# of Students Affected
A.7	Student who are veterans	90

### • Activity Implementation Plan

Leverage public and private funding to construct / remodel facilities dedicated to the service of student Veterans. Partner with the Sentinels of Freedom Scholarship Foundation, PG&E, HomeAid and the Dahlin Group and PCCD General Services to create a space where veterans can connect, study, hold workshops or just have a place to reflect. The Center will house the Veterans Coordinator, a dedicated Veterans Counselor, the Veterans Club President, kitchen space, study space with multiple computer stations, reception area, community partner hoteling office, and recreation space with a big screen tv and bar-b-que for the balcony located just outside the center. Partners include the Dept. of Vet. Affairs Northern CA Health Care System, Alameda Point Collaborative for Homeless Veterans and others.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.7	2015 - 2016		\$250,000

### • Link to Goal

Facilities, staff, and partners aligned for enhanced and leveraged services and resource for our student veterans will serve to provide an attractive recruitment strategy for area veterans, enhance community partnerships, and support improved educational outcomes.

### • Evaluation

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services. Individual program reporting requirements will contribute to overall evaluation efforts.

# Course Completion



CAMPUS AREA



BUILDING A



BUILDING B



LIBRARY  
STUDENT CENTER

# Success Indicator: Course Completion

## Course Completion (Success) Data Notes

Course completion means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Proportionality Index: compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. (outcome %/cohort %)

A ratio of 1.0 indicates that the subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. (From CCCCO August 24, 2015 document "Proportionality is recommended as a preferred methodology.")

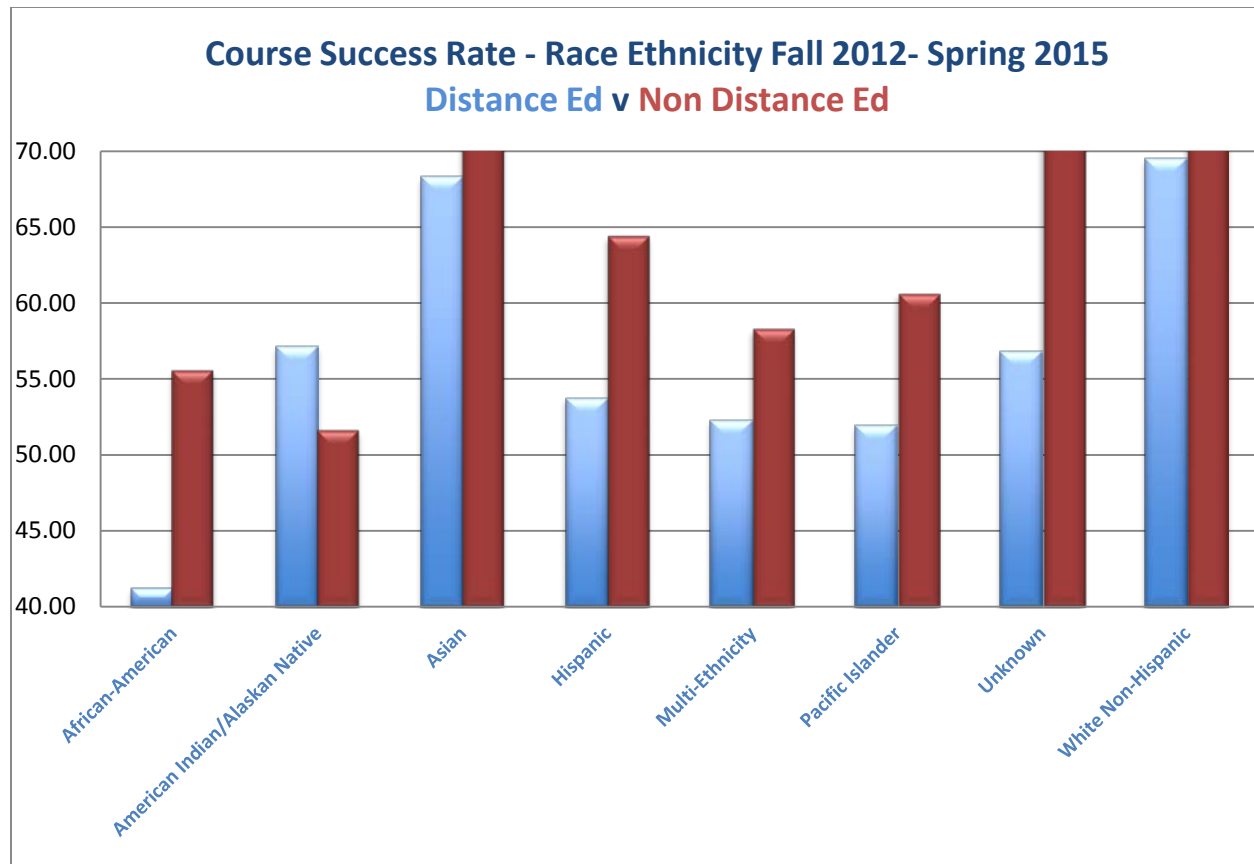
Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure."

## Course Completion Summary

The overall COA success rate for students in distance education is 65.25%. Among all COA students in **distance education, African Americans** are the only group below the Proportionality Index threshold of .85 for course completion at .71. This represents a 41.20% success rate compared to White Non-Hispanic students at 69.54%.

Among all COA students in **non-distance education, African Americans and American Indians / Alaskan Natives** are below the Proportionality Index threshold of .85 for course completion at .83 and .77 respectively. This represents a 55.59% success rate for African Americans and 51.68% for American Indians / Alaskan Natives compared to White Non-Hispanic students at 71.52%.

The overall COA success rate for students in non-distance education is 66.99%. For students with **low incomes in distance education** coursework the success rate is 61.82 compared to 68.67 for students not identified as low income. The success rate for students not identified as foster youth is 66.20 while the success rate of **non-distance education foster youth** is 52.23 (proportionality index of 0.79). Course completion for COA DSPS students is slightly higher than the general COA student population.

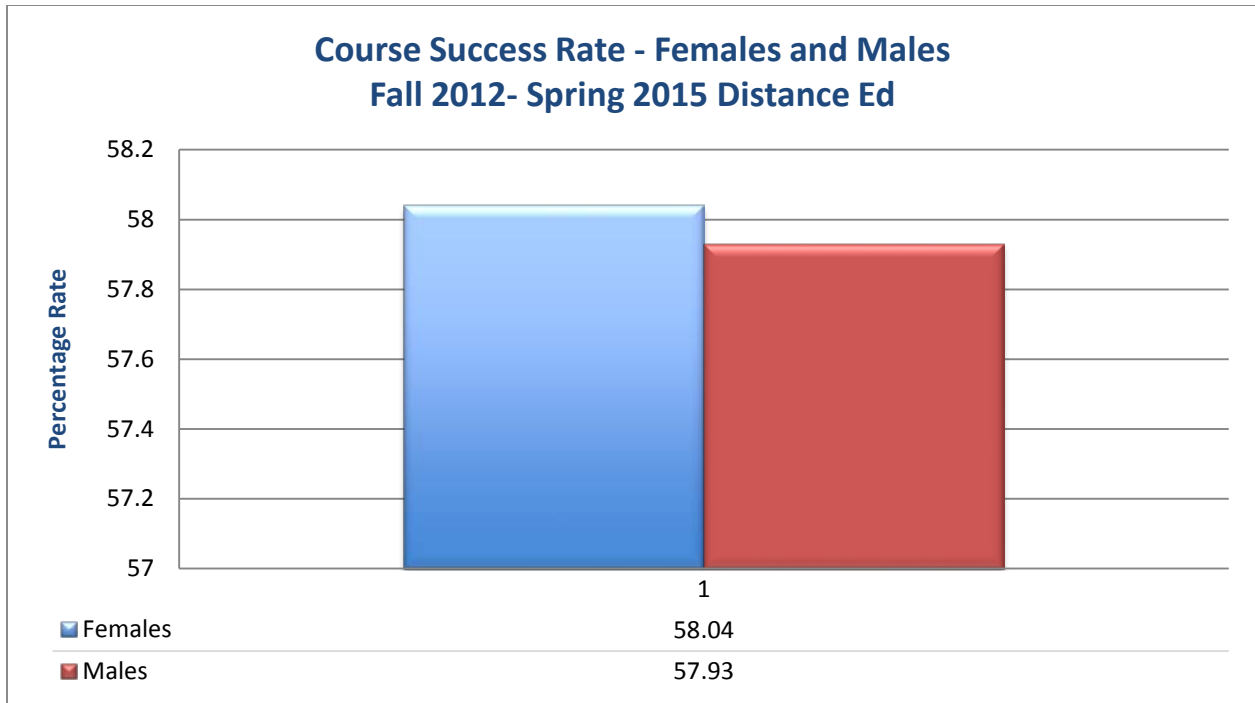


The overall COA success rate for students in distance education is 58.04%%.

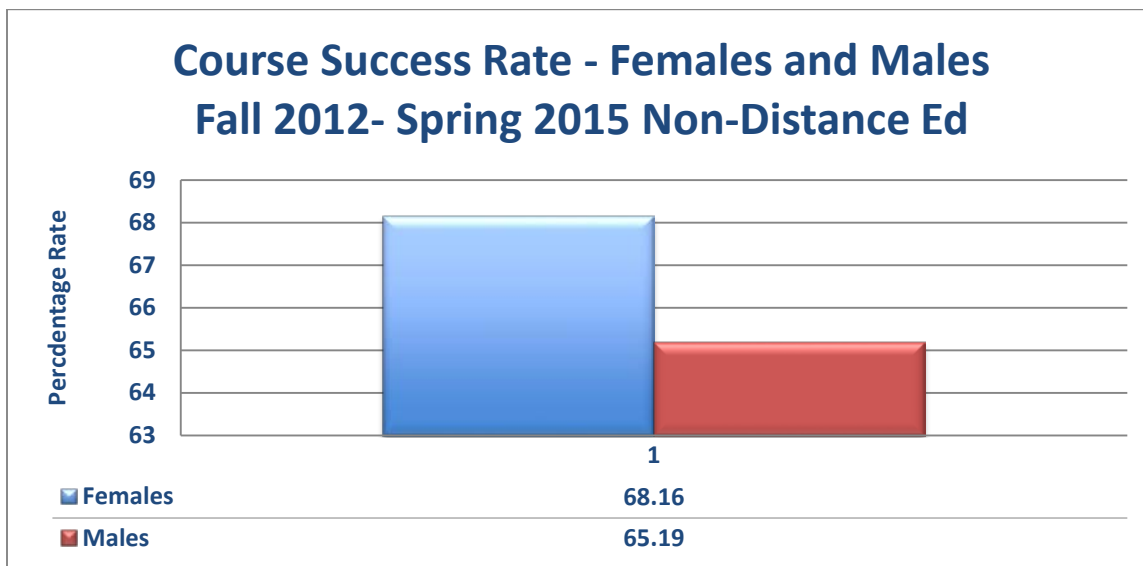
The overall COA success rate for students in non-distance education is 66.99%.

Among all COA students in distance education, African Americans are the only group below the Proportionality Index threshold of .85 for course completion at .71. This represents a 41.20% success rate compared to White Non-Hispanic students at 69.54%.

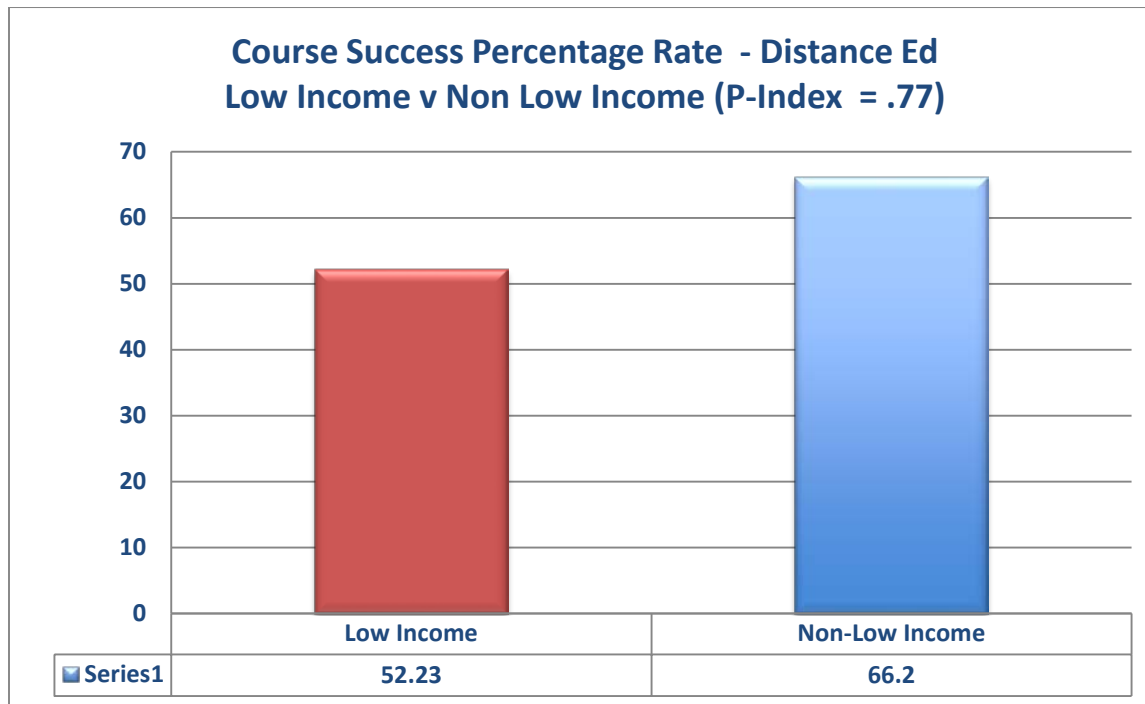
Among all COA students in non-distance education, African Americans and American Indians / Alaskan Natives are below the Proportionality Index threshold of .85 for course completion at .83 and .77 respectively. This represents a 55.59% success rate for African Americans and 51.68% for American Indians / Alaskan Natives compared to White Non-Hispanic students at 71.52%.



Course Success Rate Distance Education: Males P Index = 1 Females P Index = 1



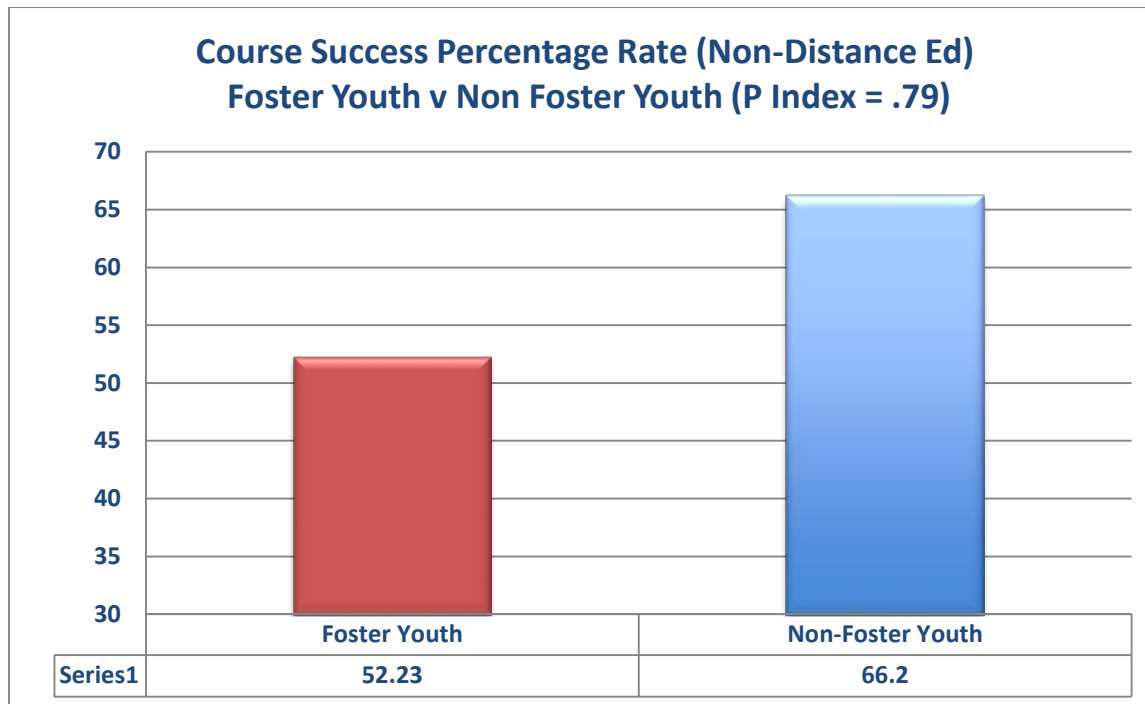
Course Success Rate Non Distance Education: Females P Index = 1.02 Males P Index = .97



For students with low income taking distance education coursework the success rate is 61.82 compared to 68.67 for students not identified as low income. (Neither rate falls below the P Index threshold .85).

*For students with low incomes not taking Distance Education coursework, the success rate is 64.89 compared to 71.43 for students identified without low income.*

*In the Low Income distance education category, for those students whose income status is unknown, their success rate is 48.84 (proportionality index of 0.77)*



The success rate for students not identified as foster youth is 66.20 while the success rate of foster youth is 52.23 (proportionality index of 0.79).



### Credit Course Retention / Success Rate *California Community Colleges Chancellor's Office*

Gender	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Success %	Enrollment %	Proportionality Index	80% Index
<b>Alameda Total</b>	<b>72,454</b>	<b>58,427</b>	<b>47,543</b>	<b>80.64%</b>	<b>65.62%</b>				
Internet Based Total	11,087	8,353	6,435	75.34%	58.04%	100.00%	100.00%		
Female	6,696	5,033	3,903	75.16%	58.29%	60.65%	60.40%	1.00	100.00%
Male	3,915	2,966	2,268	75.76%	57.93%	35.24%	35.31%	1.00	99.39%
Unknown	476	354	264	74.37%	55.46%	4.10%	4.29%	0.96	95.15%
Non Distance Education Total	61,367	50,074	41,108	81.60%	66.99%	100.00%	100.00%		
Female	31,090	25,441	21,190	81.83%	68.16%	51.55%	50.66%	1.02	100.00%
Male	27,606	22,381	17,997	81.07%	65.19%	43.78%	44.99%	0.97	95.65%
Unknown	2,671	2,252	1,921	84.31%	71.92%	4.67%	4.35%	1.07	105.52%
Ethnicity	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015	Fall 2012 to Spring 2015
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate	Success %	Enrollment %	Proportionality Index	80% Index
<b>Alameda Total</b>	<b>72,454</b>	<b>58,427</b>	<b>47,543</b>	<b>80.64%</b>	<b>65.62%</b>				
Internet Based Total	11,087	8,353	6,435	75.34%	58.04%	100.00%	100.00%		
African-American	2,415	1,654	995	68.49%	41.20%	15.46%	21.78%	0.71	59.25%
American Indian/Alaskan Native	35	28	20	80.00%	57.14%	0.31%	0.32%	0.98	82.18%
Asian	3,153	2,530	2,155	80.24%	68.35%	33.49%	28.44%	1.18	98.29%
Hispanic	2,050	1,499	1,102	73.12%	53.76%	17.13%	18.49%	0.93	77.31%
Multi-Ethnicity	629	438	329	69.63%	52.31%	5.11%	5.67%	0.90	75.22%
Pacific Islander	77	59	40	76.62%	51.95%	0.62%	0.69%	0.90	74.71%
Unknown	811	606	461	74.72%	56.84%	7.16%	7.31%	0.98	81.75%
White Non-Hispanic	1,917	1,539	1,333	80.28%	69.54%	20.71%	17.29%	1.20	100.00%
Non Distance Education Total	61,367	50,074	41,108	81.60%	66.99%	100.00%	100.00%		
African-American	13,910	10,621	7,732	76.36%	55.59%	18.81%	22.67%	0.83	73.35%
American Indian/Alaskan Native	149	107	77	71.81%	51.68%	0.19%	0.24%	0.77	68.19%
Asian	19,153	16,460	14,515	85.94%	75.78%	35.31%	31.21%	1.13	100.00%
Hispanic	12,659	10,243	8,152	80.91%	64.40%	19.83%	20.63%	0.96	84.97%
Multi-Ethnicity	2,888	2,209	1,684	76.49%	58.31%	4.10%	4.71%	0.87	76.94%
Pacific Islander	358	274	217	76.54%	60.61%	0.53%	0.58%	0.90	79.98%
Unknown	4,365	3,644	3,092	83.48%	70.84%	7.52%	7.11%	1.06	93.47%
White Non-Hispanic	7,885	6,516	5,639	82.64%	71.52%	13.72%	12.85%	1.07	94.37%

### Alameda: Course Completion (Success) for DSPS

Fall 2012 to Spring 2015 Total (3 years combined)

DSPS	Success Denominator	Success Numerator	Success Rate	Enrollment %	Success %	Proportionality Index	80% Index
No	70,069	46,048	65.72	92.73%	92.56%	1.00	97.66%
Yes	5,497	3,699	67.29	7.27%	7.44%	1.02	100.00%
<b>Grand Total</b>	<b>75,566</b>	<b>49,747</b>	<b>65.83</b>	<b>100.00%</b>	<b>100.00%</b>		

Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status

Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status

### Alameda: Course Completion (Success) for Low Income *Non Distance Ed*

Fall 2012 to Spring 2015 Total (3 years combined)

Low Income	Success Denominator	Success Numerator	Success Rate	Enrollment %	Success %	Proportionality Index	80% Index
No	13,512	9,652	71.43	27.88%	29.77%	1.07	100.00%
Yes	32,760	21,257	64.89	67.59%	65.57%	0.97	90.84%
Unknown	2,200	1,509	68.59	4.54%	4.65%	1.03	96.02%
<b>Grand Total</b>	<b>48,472</b>	<b>32,418</b>	<b>66.88</b>	<b>100.00%</b>	<b>100.00%</b>		

Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status

Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status

### Alameda: Course Completion (Success) for Low Income *Distance Ed*

Fall 2012 to Spring 2015 Total (3 years combined)

Low Income	Success Denominator	Success Numerator	Success Rate	Enrollment %	Success %	Proportionality Index	80% Index
No	8,937	6,137	68.67	32.50%	34.96%	1.08	100.00%
Yes	18,089	11,183	61.82	65.78%	63.71%	0.97	90.03%
Unknown	475	232	48.84	1.73%	1.32%	<b>0.77</b>	<b>71.13%</b>
<b>Grand Total</b>	<b>27,501</b>	<b>17,552</b>	<b>63.82</b>	<b>100.00%</b>	<b>100.00%</b>		

Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status

Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status

### Alameda: Course Completion (Success) for Foster Youth

Fall 2012 to Spring 2015 Total (3 years combined)

Foster Youth	Success Denominator	Success Numerator	Success Rate	Enrollment %	Success %	Proportionality Index	80% Index
No	73,726	48,807	66.20	96.91%	97.55%	1.01	100.00%
Yes	2,351	1,228	52.23	3.09%	2.45%	<b>0.79</b>	<b>78.90%</b>
<b>Grand Total</b>	<b>76,077</b>	<b>50,035</b>	<b>65.77</b>	<b>100.00%</b>	<b>100.00%</b>		

Note: Proportionality index lower than recommended .85 are highlighted in orange regardless of underserved group status

Note: 80% index lower than 80% rule are highlighted in orange regardless of underserved group status

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

**GOAL for Course Completion** - The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
African-Americans	28.34%	P Index > .85	2020
Foster Youth	13.97%	P Index > .85	2020
American Indians – Alaskan Natives	13.57%	P Index > .85	2020
Low Income – Distance Ed	6.85%	P Index > .85	2020

### ACTIVITIES:

Course Completion for African Americans - Distance Ed (P = .71) Non-Distance Ed (P = .83); Foster Youth; (P = .79) American Indians – Alaskan Natives (P = .77); Low Income Distance Ed (P = .77).

**B.1:** Ensure that African Americans in both Distance Education and Non-Distance Education, Foster Youth, American Indians – Alaskan Natives, and Low Income Students in Distance education access student support programs including categorical programs for which they are eligible.

- **Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected**

ID	Target Group(s)	# of Students Affected
B.1	African Americans Distance + Non Distance	2371 (Spring 2016)
	Foster Youth	55
	American Indians, Alaskan Natives	25 (Spring 201)
	Low Income Distance Ed Students	158

- **Activity Implementation Plan**

**Brotherhood Program for Men of Color** | Counseling Support, Peer Mentoring, Tutoring and Leadership Development will create a culturally relevant community of learners who learn and grow with an emphasis on inclusive excellence to achieve equitable educational outcomes. A 0.67 counselor would be assigned to work with all Brotherhood students. The counselor will help students identify educational goals, explore career interests, and develop complete educational plans tailored to student educational goals. Moreover, in close collaboration with instructors of the cohort courses, counselors will be notified when students are not succeeding in courses to be able to provide proper support and resources.

Peer mentoring seeks to ease the transition from high school to higher education and facilitating student engagement by connecting students to critical campus resources. Through peer mentoring students will also benefit from: assistance with searching and enrolling in courses; learn important deadlines; connect to tutoring services; develop sense of community and connection to campus; peer support in the transfer process; increased access to student organizations and clubs; develop leadership skills; college tours; college success workshops.

Students will have access to Brotherhood English and Math tutors. Students can utilize tutoring voluntarily or may be referred by an instructor or counselor. Tutors will be selected and trained for competence to specifically work with Brotherhood students. Tutoring will provide additional support in addressing inequity the data reveals in English and Math course completion. Brotherhood provides students wrap around support services that gives them access to meaningful and relevant instruction, a dedicated counselor, peer support, and tutoring.

Through instruction in the first semester course and through service learning opportunities facilitated by mentors students will gain leadership skills and have an opportunity to put into practice what they have learned in the classroom. Service learning opportunities will take form through the development of a student club that results in students identifying needs in their campus and off campus community that they will work in unity towards addressing.

**Student Services or Other Categorical Programs – EOPS/CARE and CalWORKs - Educational Opportunity Programs and Services (EOPS)** program is for students who demonstrate that they have educational, economic, social, cultural, or language challenges which interfere with their educational careers. The program offers special supportive services to EOPS students, including professional counseling and peer advising, priority registration, tutorial services, career and academic guidance, financial and book purchase assistance, transfer assistance and fee waivers for CSU and University of California, and cultural enrichment activities. Also, students are assisted with admissions and financial aid applications to four-year institutions.

**The Cooperative Agencies Resources for Education (CARE)** program in the California Community Colleges is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent population. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation and transfer rates of these individuals. Students participating in CARE may choose to earn a vocational certificate or license, associate degree or transfer program options

**The College of Alameda California Work Opportunity and Responsibility to Kids (CalWORKs)** program is to provide students who are TANF/CalWorks recipients with a solid foundation of support services as the program is specifically created to empower them to successfully pursue educational and career opportunities. Thus, the ultimate goal of the program is to assist CalWORKS students with vocational / educational training programs that lead to self-sufficiency. The program partners with several governmental and non-profit entities within Alameda County's Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and County food banks, etc.

In an attempt to respond to the demand of "doing more with less," the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program 2010-2011. This not only insures that the program has fulltime supervision, but students who have "time limited out" of their CalWORKs benefits are guaranteed a smooth transition, if eligible, for CARE services and counseling.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	2015 – 2016 with no end date		EOPS - \$687,753; CARE - \$79,611; CalWORKs - \$233,491; Presidents' Discretionary Fund

- ***Link to Goal***

Ensuring that African Americans in Distance Education receive all the categorical supports for which they are eligible will reduce the number of barriers that impact course completion.

- ***Evaluation***

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services. Individual categorical program reporting requirements will contribute to overall evaluation efforts.

## B.2: Ensure that faculty and staff receive professional development to better serve African American in both distance and non-distance education.

### • Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

### • Target Student Group(s) & # of Each Affected

ID	Target Group	# of Students Affected
B.2	African Americans in Distance and Non Distance Education	2371 (Spring 2015)

### • Activity Implementation Plan

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	2015 - 2016	\$4000	\$6000 Presidents' Discretionary Fund

### • Link to Goal

Providing professional development for faculty and staff will increase capacity for cultural competence and pedagogical effectiveness for African Americans in both Distance Education and Non-Distance Education. An example of professional development that will be targeted includes but will not be limited to the following:

**“Advancing Success for College Men of Color”** Professional Development Series. This professional development series is based on insights from research and practice relevant to men of color in community colleges. The series is co-presented by Drs. Frank Harris III and J. Luke Wood:

- Men of Color in Community Colleges: An Overview of Research and Trends Teaching Men of Color in the Community College;
- Counseling and Advising Men of Color in Community Colleges;

- Equity Inquiry and Planning for Men of Color in Community Colleges;
- The Effects of Racial Microaggressions on the Success of College Men of Color;
- Creating Conditions that Foster Engagement Among College Men of Color;
- Institutional Responsibility and the Success of College Men of Color;
- Successful Practices for Conducting Inquiry on College Men of Color;
- The Influence of Masculinities on Student Success for Men of Color.

***Drs. Frank Harris III and J. Luke Wood are Co-Directors of the Minority Male Community College Collaborative (M2C3), a national research and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color.***

M2C3 houses the ***National Consortium on College Men of Color*** (NCCMC) which host trainings, information sharing sessions, and provides resources to colleges with initiatives and programs supporting college men of color.

• ***Evaluation***

Both quantitative and qualitative assessment will be used to document effectiveness of professional development. Campus based research will document changes in completion rates. Assessment will occur when professional development is provided and year end data on course completion will occur annually.



**B.3: Significantly improve the postsecondary enrollment, retention, certificate/degree attainment, and transfer outcomes of current and former foster youth in Alameda County and the region by building Extended Opportunity Programs and Services (EOPS) capacity and extending internal and external collaborative networks.**

• **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.3	Foster Youth	250

• **Activity Implementation Plan**

**Peralta Initiative for Foster Youth Success – College of Alameda** - On October 19, 2015 Peralta Community College District received formal notification of intent to award Intent to Award Cooperating Agencies Foster Youth Educational Support (CAFYES) Program Funds for 2015-16. The four college Peralta Community College District (CCD) – on behalf of Berkeley City College, the College of Alameda, Laney College and Merritt College – proposes to significantly improve the postsecondary enrollment, retention, certificate/degree attainment, and transfer outcomes of current and former foster youth in Alameda County and the region by building Extended Opportunity Programs and Services (EOPS) capacity and extending internal and external collaborative networks.

The Peralta CCD will utilize CAFYES funding to scale its specialized foster youth support services from the current level of 43 students/year to 250 students/year by June 2016, reaching full implementation at 500 students/year by 2017 - 2018. Service strategies to be employed include foster youth specialized EOPS/CAFYES academic counseling; Beyond Emancipation’s evidence based coaching and case management model,

deeply coordinated with EOPS and delivered on campus to address students' barriers to academic success; peer networks established through group activities and dedicated Peer Advisors; and extensive referrals facilitated by participation in the Alameda County College Bridge Collaborative, a cross sector initiative led by the Alameda County Foster Youth Alliance. A district-wide CAFYES Community of Practice and coordinated data tracking and analysis, outreach and marketing, and professional development will support institutionalization of effective, data driven practices.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	2015 - 2018		CAFYES – 2015-2016 - \$307,385

- **Link to Goal**

COA's CAFYES program will be deeply integrated with the EOPS program, as is the Open Gate program currently. This will enable CAFYES services to be delivered within COA's EOPS/CARE/Open Gate office, where student privacy may be assured in private meeting spaces; and by COA's team of EOPS/CARE staff, who are highly experienced in serving culturally diverse students with multiple barriers to academic success. CAFYES services will supplement, rather than supplant, existing EOPS/CARE services by targeting services to underserved foster youth populations, enrolling new eligible students in EOPS/CARE, and providing core and over and above services unique to the CAFYES program.

COA will continue to cultivate the internal partnerships that are key to Open Gate's and now CAFYES' success. These will include the Welcome Center, Admissions and Records, Assessment, CalWORKs, College to Careers Program, One Stop Career Center, General Counseling, DSPS, WorkAbility and C2C programs, Financial Aid, Wellness, Learning Resource Center, Student Leadership and Development, and the Transfer Program. COA will also deepen external partnerships through participation in the Alameda County Foster Youth Alliance and its College Bridge Collaborative. Additionally, COA has initiated an Advisory Group of external partners for its Open Gate program and will continue to cultivate these valuable relationships on behalf of the college and the Peralta CAFYES program.

- **Evaluation**

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services. Individual categorical program reporting requirements will contribute to overall evaluation efforts. College research will document annually educational outcomes.



# Success Indicator: ESL and Basic Skills Completion

## ESL and Basic Skills English and Math Completion Notes

Cohorts: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Cohort = 6 years. Cohort is defined as the year the student attempts a course at "level below transfer" in Math, English, and/or ESL at that college.

ESL and basic skills completion: the 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 compared to the number of those students who complete such a final ESL or basic skills course.

Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra, or any collegiate course which is transferable to a 4-year institution, has a value of 3 or more units, and meets established academic requirements for rigor in literacy and numeracy.

**Proportionality Index:** compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. (outcome %/cohort %). A ratio of 1.0 indicates that the subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.

*(From CCCCCO August 24, 2015 document "Proportionality is recommended as a preferred methodology". Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure".)*

## Six Core Principles for Transforming Remediation Within A Comprehensive Student Success Strategy

*A Statement from Achieving the Dream, American Association of Community Colleges, Charles A. Dana Center at the University of Texas at Austin, Complete College America, Education Commission of the States, and Jobs for the Future (November 2015)*

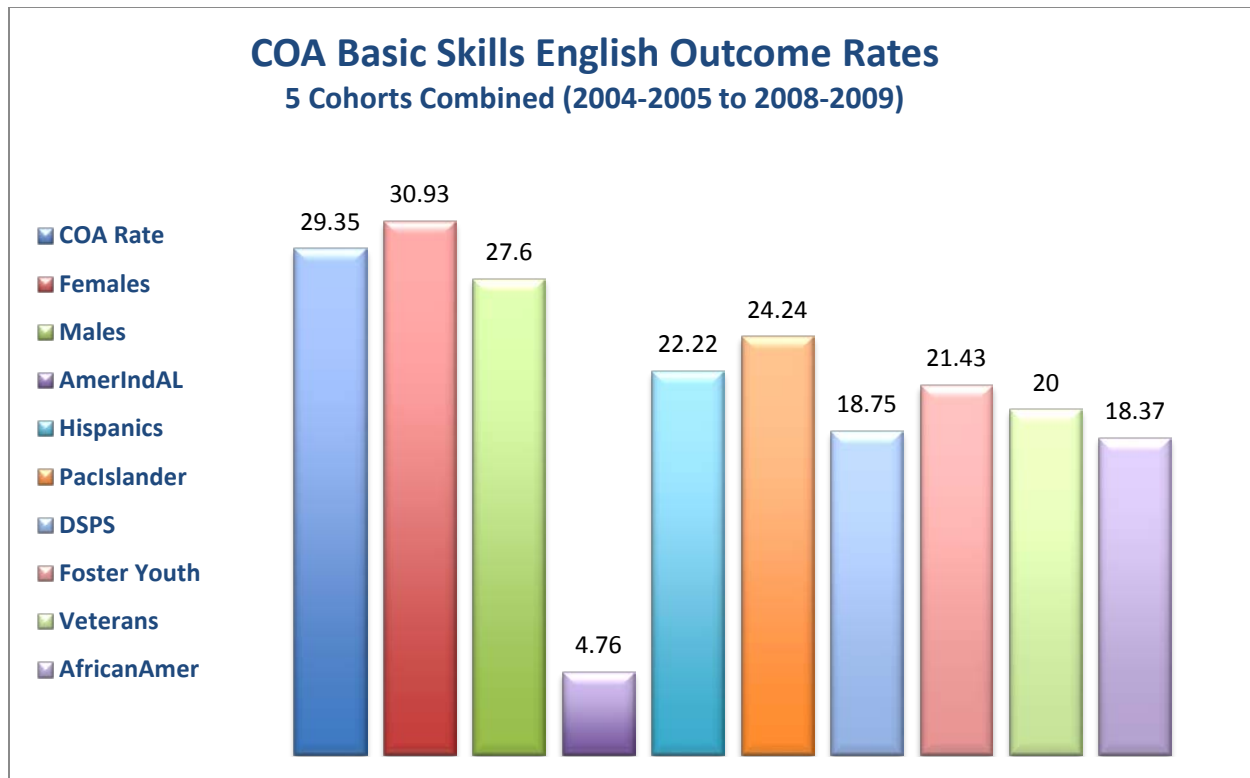
1. Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.
2. Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.
3. Academic and nonacademic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.
4. Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.
5. Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.
6. Every student is supported to stay on track to a college credential, from intake forward, through the institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

### Basic Skills English, Basic Skills Math and ESL Completion Summary

Basic Skills English Outcome Rates for the three groups with the lowest P index scores are: **American Indian/Alaskan Natives** at 4.76% (proportionality index = 0.16) for a gap of 24.59% with the general cohort; **African Americans**, at 18.37% (proportionality index = 0.63) for a gap of 10.98% with the general cohort; and **DSPS** at 18.75% (proportionality index = 0.64) for a gap of 10.6%.

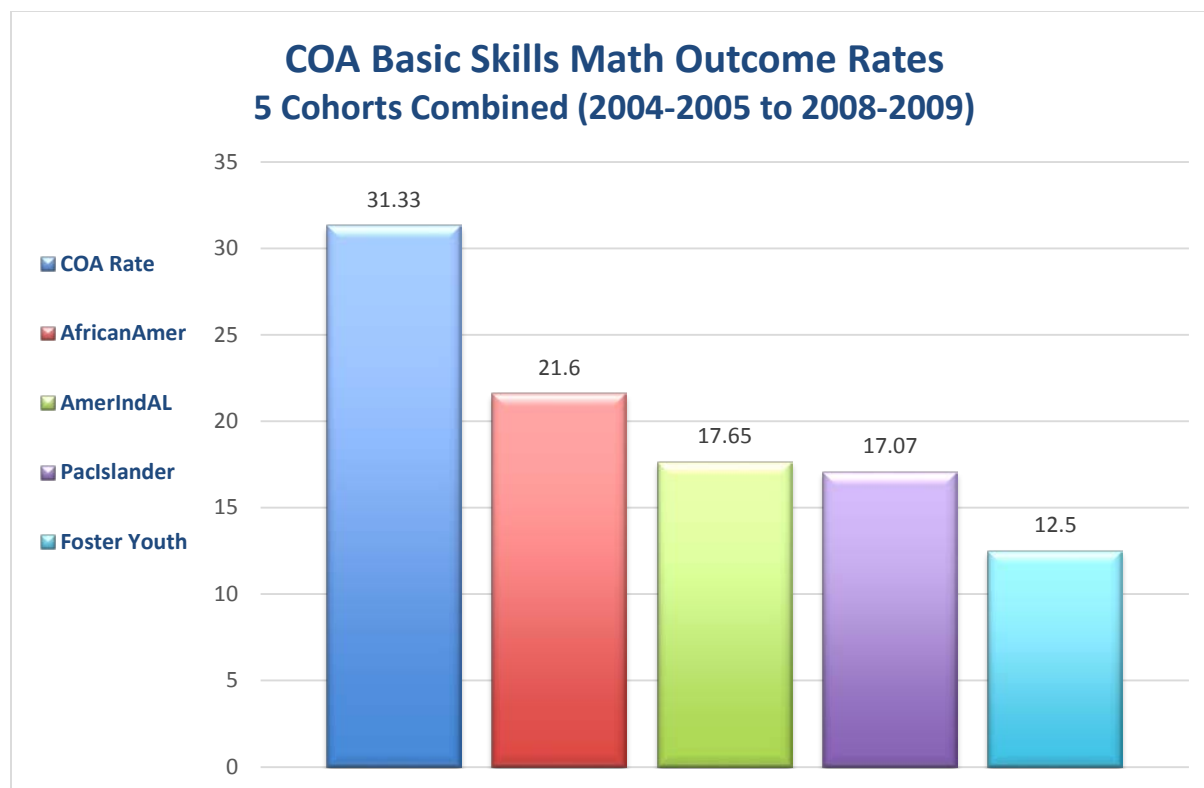
Basic Skills Math Outcome Rates for the four groups with the lowest P index scores are: **African Americans** at 21.6%, a gap of 9.60 (proportionality index = .69); **American Indian / Alaskan Natives** at 17.65%, a gap of 13.68 (proportionality index = .56); **Pacific Islanders** at 17.07%, a gap of 14.26 (proportionality index = .54); and **Foster Youth** at 12.50% a gap of 18.83 (proportionality index = 0.40).

Basic Skills ESL outcome rates for any cohort larger than 10 students over 5 years includes only one group: **Hispanics** have an outcome rate of 9.02%, a gap of 8.38 (proportionality index = .52).



**Basic Skills English Completion** The Basic Skills English Outcome Rate for COA students is **29.35%**.

- For females, the rate is 30.93%. For males, the rate is 27.60%.
- For American Indian/Alaskan Natives the rate is 4.76% (proportionality index = 0.16) for a gap of 24.59% with the general cohort.
- For African Americans, the rate is 18.37 (proportionality index = 0.63) for a gap of 10.98% with the general cohort.
- For Hispanics, the rate is 22.22% (proportionality index = 0.76) for a gap of 7.13%.
- For Pacific Islanders the rate is 24.24% (proportionality index = 0.83) for a gap of 5.11%.
- For DSPS the rate is 18.75% (proportionality index = 0.64) for a gap of 10.6%.
- The Basic Skills English Outcome rate for Foster Youth is 21.43% (proportionality index = .68) for a gap 7.92%.
- The Basic Skills English Outcomes rate for Veterans is 20.00% (proportionality index = .68) for a gap of 9.35%.

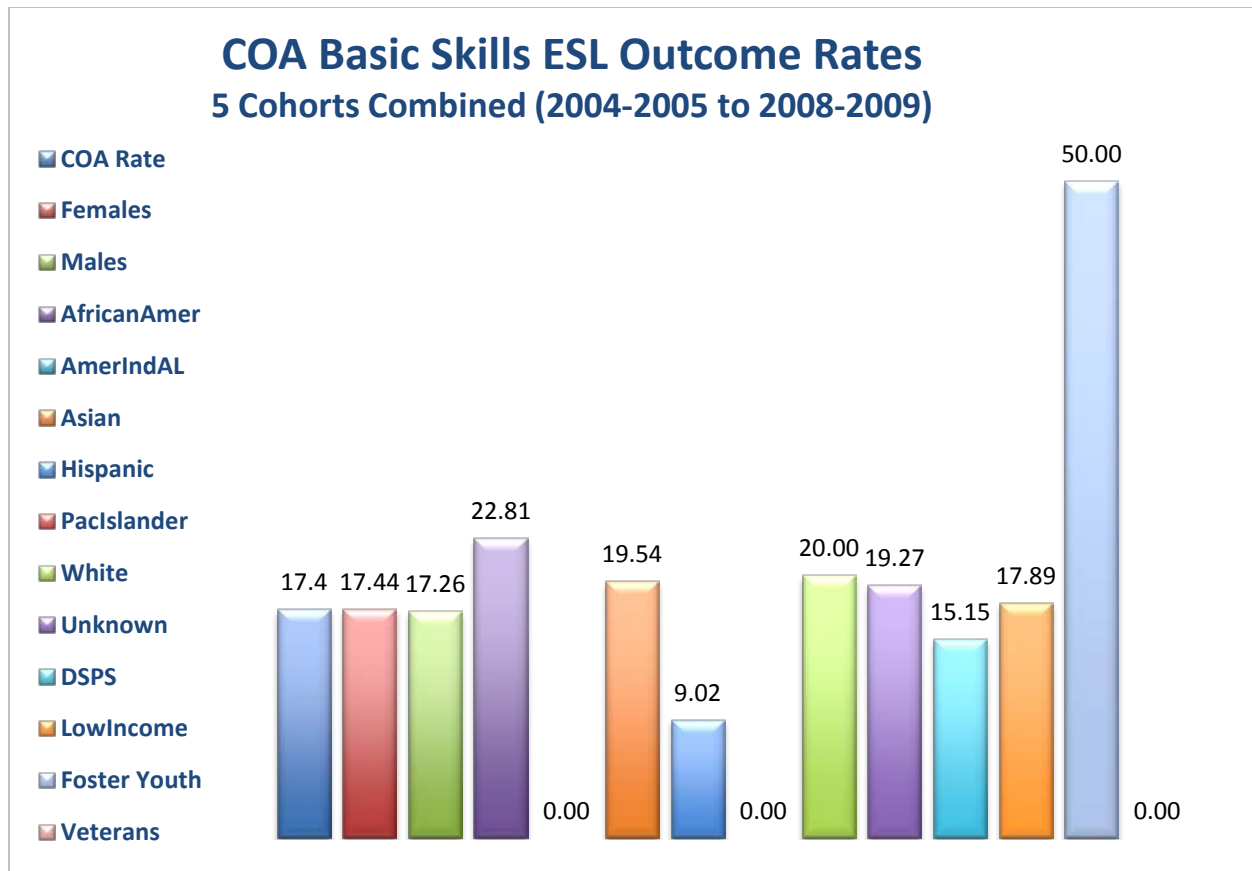


### Basic Skills Math Completion

The Basic Skills Math Cohort Outcome Rate = 31.33%.

The four subgroups falling the lowest below the proportionality index threshold of .85.

- For Pacific Islanders the outcome rate is 17.07%, a gap of 14.26 (proportionality index = .54).
- For American Indian / Alaskan Natives the Basic Skills Math Outcome Rate is 17.65%, a gap of 13.68 (proportionality index = .56).
- For African Americans, the Basic Skills Math Outcome rate is 21.6%, a gap of 9.60 (proportionality index = .69).
- For Foster Youth, the Basic Skills Math Outcomes rate is 12.50% a gap of 18.83 (proportionality index = 0.40).



## ESL Basic Skills Completion

The ESL Outcome rate = 17.40%.

Females total 63.17% of ESL students. Males total 35.76% of ESL students. There is no significant outcome difference between Males and Females.

Hispanics have an outcome rate of 9.02%, a gap of 8.38 (proportionality index = .52).

Cohort count for American Indians / Alaskan Natives, Pacific Islanders and Foster Youth is very low at 2 each.

For the relatively low cohort count of 7 Veterans, the ESL Outcome Rate is 0% which is a gap of 17.40 (proportionality index = 0).

That African Americans are included in this table is considered an anomaly. It is nonetheless how the data was collected and therefore it is included here. To remedy this type of an anomaly, this equity plan includes hiring a full time college based researcher who will partner with centralized research to provide additional analysis.



## Alameda: Basic Skills English, Math, ESL Completion

5 cohorts combined (2004-05 to 2008-09)

### Basic Skills English Completion

Gender	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,644</b>	<b>776</b>	<b>29.35%</b>	<b>100.00%</b>	<b>100.00%</b>		
Female	1,374	425	30.93%	51.97%	54.77%	1.05	100.00%
Male	1,232	340	27.60%	46.60%	43.81%	0.94	89.22%
Unknown	38	11	28.95%	1.44%	1.42%	0.99	93.59%

Ethnicity	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,644</b>	<b>776</b>	<b>29.35%</b>	<b>100.00%</b>	<b>100.00%</b>		
African American	920	169	18.37%	34.80%	21.78%	0.63	42.72%
American Indian/Alaskan Native	21	1	4.76%	0.79%	0.13%	0.16	11.07%
Asian	914	393	43.00%	34.57%	50.64%	1.47	100.00%
Hispanic	342	76	22.22%	12.93%	9.79%	0.76	51.68%
Pacific Islander	33	8	24.24%	1.25%	1.03%	0.83	56.38%
Two or More Races	0	0					
White	216	65	30.09%	8.17%	8.38%	1.03	69.99%
Unknown	198	64	32.32%	7.49%	8.25%	1.10	75.17%

DSPS	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,644</b>	<b>776</b>	<b>29.35%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	256	48	18.75%	9.68%	6.19%	0.64	61.50%
No	2,388	728	30.49%	90.32%	93.81%	1.04	100.00%

Low Income	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,644</b>	<b>776</b>	<b>29.35%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	1,803	527	29.23%	68.19%	67.91%	1.00	98.72%
No	841	249	29.61%	31.81%	32.09%	1.01	100.00%

Foster Youth	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,644</b>	<b>776</b>	<b>29.35%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	28	6	21.43%	1.06%	0.77%	0.73	72.80%
No	2,616	770	29.43%	98.94%	99.23%	1.00	100.00%

Veterans	Cohort Count	English Outcome Count	English Outcome Rate	Cohort %	English Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,644</b>	<b>776</b>	<b>29.35%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	25	5	20.00%	0.95%	0.64%	0.68	67.94%
No	2,619	771	29.44%	99.05%	99.36%	1.00	100.00%

### Basic Skills Math Completion

Gender	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,729</b>	<b>855</b>	<b>31.33%</b>	<b>100.00%</b>	<b>100.00%</b>		
Female	1,388	461	33.21%	50.86%	53.92%	1.06	100.00%
Male	1,293	379	29.31%	47.38%	44.33%	0.94	88.25%
Unknown	48	15	31.25%	1.76%	1.75%	1.00	94.09%
Ethnicity	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,729</b>	<b>855</b>	<b>31.33%</b>	<b>100.00%</b>	<b>100.00%</b>		
African American	898	194	21.60%	32.91%	22.69%	0.69	54.96%
Indian/Alaskan Native	17	3	17.65%	0.62%	0.35%	0.56	44.89%
Asian	809	318	39.31%	29.64%	37.19%	1.25	100.00%
Hispanic	374	113	30.21%	13.70%	13.22%	0.96	76.86%
Pacific Islander	41	7	17.07%	1.50%	0.82%	0.54	43.43%
Two or More Races	0	0					
White	328	122	37.20%	12.02%	14.27%	1.19	94.63%
Unknown	262	98	37.40%	9.60%	11.46%	1.19	95.16%
DSPS	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,729</b>	<b>855</b>	<b>31.33%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	220	66	30.00%	8.06%	7.72%	0.96	95.40%
No	2,509	789	31.45%	91.94%	92.28%	1.00	100.00%
Low Income	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,729</b>	<b>855</b>	<b>31.33%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	1,758	555	31.57%	64.42%	64.91%	1.01	100.00%
No	971	300	30.90%	35.58%	35.09%	0.99	97.87%
Foster Youth	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,729</b>	<b>855</b>	<b>31.33%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	24	3	12.50%	0.88%	0.35%	0.40	39.69%
No	2,705	852	31.50%	99.12%	99.65%	1.01	100.00%
Veterans	Cohort Count	Math Outcome Count	Math Outcome Rate	Cohort %	Math Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>2,729</b>	<b>855</b>	<b>31.33%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	34	9	26.47%	1.25%	1.05%	0.84	84.32%
No	2,695	846	31.39%	98.75%	98.95%	1.00	100.00%

ESL Completion							
Gender	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,879</b>	<b>327</b>	<b>17.40%</b>	<b>100.00%</b>	<b>100.00%</b>		
Female	1,187	207	17.44%	63.17%	63.30%	1.00	100.00%
Male	672	116	17.26%	35.76%	35.47%	0.99	98.98%
Unknown	20	4	20.00%	1.06%	1.22%	1.15	114.69%
Ethnicity	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,879</b>	<b>327</b>	<b>17.40%</b>	<b>100.00%</b>	<b>100.00%</b>		
African American	114	26	22.81%	6.07%	7.95%	1.31	100.00%
American Indian/Alaskan Native	2	0	0.00%	0.11%	0.00%	0.00	0.00%
Asian	1,172	229	19.54%	62.37%	70.03%	1.12	85.67%
Hispanic	410	37	9.02%	21.82%	11.31%	0.52	39.57%
Pacific Islander	2	0	0.00%	0.11%	0.00%	0.00	0.00%
Two or More Races	0	0					
White	70	14	20.00%	3.73%	4.28%	1.15	87.69%
Unknown	109	21	19.27%	5.80%	6.42%	1.11	84.47%
DSPS	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,879</b>	<b>327</b>	<b>17.40%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	33	5	15.15%	1.76%	1.53%	0.87	86.86%
No	1,846	322	17.44%	98.24%	98.47%	1.00	100.00%
Low Income	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,879</b>	<b>327</b>	<b>17.40%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	1,146	205	17.89%	60.99%	62.69%	1.03	100.00%
No	733	122	16.64%	39.01%	37.31%	0.96	93.04%
Foster Youth	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,879</b>	<b>327</b>	<b>17.40%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	2	1	50.00%	0.11%	0.31%	2.87	287.88%
No	1,877	326	17.37%	99.89%	99.69%	1.00	100.00%
Veterans	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,879</b>	<b>327</b>	<b>17.40%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	7	0	0.00%	0.37%	0.00%	0.00	0.00%
No	1,872	327	17.47%	99.63%	100.00%	1.00	100.00%

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

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**GOAL C. The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:****Basic Skills English Completion**

- For American Indian/Alaskan Natives the rate is 4.76% (proportionality index = 0.16) for a gap of 24.59% with the general cohort.
- For Hispanics, the rate is 22.22% (proportionality index = 0.76) for a gap of 7.13%.
- For Pacific Islanders the rate is 24.24% (proportionality index = 0.83) for a gap of 5.11%.
- For DSPS the rate is 18.75% (proportionality index = 0.64) for a gap of 10.6%.
- The Basic Skills English Outcome rate for Foster Youth is 21.43% (proportionality index = .68) for a gap 7.92%.
- The Basic Skills English Outcomes rate for Veterans is 20.00% (proportionality index = .68) for a gap of 9.35%.

**Basic Skills Math Completion**

- For Pacific Islanders the outcome rate is 17.07%, a gap of 14.26 (proportionality index = .54).
- For American Indian / Alaskan Natives the Basic Skills Math Outcome Rate is 17.65%, a gap of 13.68 (proportionality index = .56).
- For African Americans, the Basic Skills Math Outcome rate is 21.6%, a gap of 9.60 (proportionality index = .69).

**Basic Skills ESL**

- Hispanics have an outcome rate of 9.02%, a gap of 8.38 (proportionality index = .52).

Target Population(s)	Current gap, year	Goal	Goal Year
<b>Basic Skills English Completion</b>			
American Indians Alaskan Natives	24.59 point gap with the general cohort	P Index > .85	2020
Hispanics	7.13 "	P Index > .85	2020
Pacific Islander	5.11 "	P Index > .85	2020
DSPS	10.6 "	P Index > .85	2020
Foster Youth	7.92 "	P Index > .85	2020
Veterans	9.35 "	P Index > .85	2020
<b>Basic Skills Math Completion</b>			
Pacific Islanders	14.26 point gap with the general cohort	P Index > .85	2020
American Indians – Alaskan Natives	13.68 "	P Index > .85	2020
African Americans	9.60 "	P Index > .85	2020
<b>ESL Completion</b>			
Hispanics	8.38 "	P Index > .85	2020

**ACTIVITIES: C. Create and or enhance instructional support activities to improve ESL and basic skills course completion.**

**C.1: Restructure Learning Communities with added support and coordination.**

• **Activity Type**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.1	African Americans Eng	184
	Hispanics Eng	68
	Pacific Islanders Eng	7
	African Americans Math	180
	Hispanics Math	75
	Pacific Islanders Math	8
	Hispanics ESL	82

• **Activity Implementation Plan**

**Instructional Support Activities – Learning Communities** - As members of the California statewide Umoja Consortium, College of Alameda’s Student Success Learning Communities serve as a community and significant resource designed to enhance the educational experience of African-American, Asian/Pacific Islander, Latino, and other traditionally under-served and first-time college students.

The Student Success Learning Communities serve to:

- Deliberately recognize the history, contributions, and challenges of these cultural groups;
- Intentionally provide a foundation for academic success by encouraging self-efficacy and personal voices;
- Actively promote curriculum and pedagogy responsive to the legacy of these three communities; and
- Broadly include collaborations among all four learning communities to recognize commonalities and uniqueness among groups and promote awareness of others.

The combined efforts of Instruction and Student Services, the three Student Success Learning Communities are:

- Adelante [Spanish to motivate “onward” movement], which focuses on Latino readings and learning strategies;
- Amandla [Zulu for “power”], which focuses on African-American readings and learning strategies; and
- APASS [Asian/Pacific American Student Success], which focuses on Asian-American readings and learning strategies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	2015-2016 with no end date	\$34, 095	PASS - \$9,000; \$54,000 – Gen. Fund

- **Link to Goal**

**The Learning Communities** are designed to provide students with the necessary knowledge and self-confidence to succeed. Students take accelerated, cultural and theme-based English courses with a companion counseling/study skills course. Learning communities support academic achievement, encourage cooperative learning, promote service learning and civic responsibility, and cultivate collaboration among all three learning communities.

- **Evaluation**

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services. Individual categorical program reporting requirements will contribute to overall evaluation efforts. College research will document annually educational outcomes

## C.2: Math Jam to improve math placement scores

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.2	Open to all math students	50

- **Activity Implementation Plan**

In a report titled, *Degrees Of Freedom: Probing Math Placement Policies at California Colleges and Universities* (May 2015), Pamela Burdman writes that California’s higher education institutions should rethink their placement policies in the following ways:

- Community colleges should utilize their autonomy over placement policies to devise strategies that are pragmatic, transparent, and supportive of students’ success. Students’ high school grades and intended majors are potentially strong criteria to be utilized in placement decisions.
- Mandatory placement testing should be matched with opportunities for refreshers and pretests.
- Community colleges should consider aligning placement policies at the regional or state level, because greater consistency will enhance transparency, equity, and articulation with other segments.
- Policymakers and education leaders should collectively ensure that longitudinal data is available for colleges’ use in placement as well as for feedback to high schools about their students’ remedial placements.



- The education systems should study CSU’s Entry Level Mathematics (ELM) test, including its content and predictive validity, to understand its alignment with community college assessments, the Common Core state standards, and CSU’s own undergraduate courses. The implications of using high school grades for placement at CSU should also be analyzed.
- The CSU system and community colleges should analyze Texas’ new assessment to consider the possibility that the two systems could use a common placement exam.
- Researchers should study the effects of math anxiety and stereotype threat to support testing policies that mitigate these effects.

College of Alameda will replicate the award winning Cañada College Math Jam which offers the opportunity for students to improve their Placement Test results in Mathematics or prepare for math courses that they will be taking. Excelencia in Education recognized Cañada College Math Jam as the top program in the country at the associate level at increasing Latino student success. - See more at: <http://www.canadacollege.edu/STEMcenter/mathjam.php#sthash.06fqcoFI.dpuf>

Math Jam is a one-week intensive math preparation program designed to: Prepare students for their upcoming Math course Prepare students to retake the Math Placement Test (especially for students intending to major in Science, Technology, Engineering, or Mathematics (STEM) fields who placed into a college math course below pre-calculus).

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	2015-2016 Annually	\$20,000	

• **Link to Goal**

The goal of Math Jam is to help students acquire an appropriate math placement, complete their Associates Degree and/or transfer requirements for a 4-year college/university in less time than previously possible

• **Evaluation**

Annual unit planning, monthly program reporting and qualitative feedback for students served and advisory members regarding service outcomes will include both quantitative and qualitative indicators such as increases in the percentages of the population who connect to college and receive targeted services. Individual categorical program reporting requirements will contribute to overall evaluation efforts. College research will document annually educational outcomes.

### C.3: Multiple Measures Assessment Project

- **Activity Type**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.3	All students	11,000

- **Activity Implementation Plan**

Peralta Community College District is piloting improved placement processes using high school transcripts. Math and English lead faculty from all four of the Peralta Colleges will meet and agree to adopt the placement rules suggested by the Multiple Measures Assessment Project (MMAP), which is part of the Common Assessment Initiative (CAI), to improve the accuracy of placement of OUSD seniors enrolling in the Peralta Colleges. These rules are being piloted with students from participating K-12 districts. To assist Peralta Counselors, Peralta Institutional Research has applied the adopted MMAP placement rules to high school transcript data we received from Oakland Unified School District (data from Berkeley and Alameda Unified will be available shortly).

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3	2015-2016		SSSP \$6800

- **Link to Goal** The Common Assessment Initiative has documented the equity impact of multiple measures on college connection and completion.
- **Evaluation** As the Peralta Colleges pilot the use of high school transcript data to place students, Institutional Research will be tracking placements and evaluating the impact of this initiative on student outcomes. The resulting analysis will be made available to the Peralta community next year.

### C.4: Professional Development – National Conference on Race and Ethnicity in Higher Education

• **Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.4	All students	11,000

• **Activity Implementation Plan**

The National Conference on Race and Ethnicity in American Higher Education (NCORE) is a highly regarded annual conference that is a place of community and inclusion; it is a place for building skills, alliances, and knowledge about issues of race and ethnicity in higher education. At NCORE individuals and campus teams can work collaboratively under the guidance, tutelage and expertise of recognized and effective scholars, practitioners and change makers.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.4	2015-2016 Annually	\$4490	

- **Link to Goal** *NCORE* is a place where individuals and institutions share their on-the-ground knowledge about: program development, student development, academic assessment tools, effective theoretical frameworks, latest practice-based research findings and radical and innovative experiential curriculum to transform higher education in its mission for diversity and inclusion for students, staff, faculty and leadership. Participation brings faculty and staff together with those from more than 1000 institutions and organizations and allows them to create new or elevate existing networks with premier educators in the U.S.
- **Evaluation** – Faculty and Students will take their learning from the conference and provide professional development workshops for other faculty, staff and students. Those workshops will be evaluated with evaluation forms.

**C.5: Professional Development** – Opportunities will include trainings such as Museum of Tolerance, Shakti Butler (Author of Cracking the Codes: The System of Racial Inequity), Pamela Cox Otto (generational differences), Lee Mun Wah (Master Diversity Trainer – If These Walls Could Talk, and the Color Of Fear), Joy DeGruy (Post-Traumatic Slave Syndrome), Frank Harris III and J. Luke Wood (Advancing Success for College Men of Color), AB-540 – Dreamers; Visiting Scholars Program

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
C.5	All students	11,000

• **Activity Implementation Plan**

Professional Development activities will feature a wide range of investment in diversity and equity workshops that will be made available to faculty staff and students and members of the community. Visiting Scholars Program will feature extended scholarly engagement for students, faculty, staff and members of the community to learn noted experts who are on the cutting edge of educational equity research and policy.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.5	2015-2016	\$19,000	President’s Discretionary Fund

- **Link to Goal** - Increasing cultural competencies will positively impact completion.
- **Evaluation** - Workshops and experiences will be evaluated with evaluation forms.



## Success Indicator: Degree and Certificate Completion

### DEGREE AND CERTIFICATE COMPLETION NOTES

Cohorts: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Cohort = 6 years

Degree and certificate completion: the ratio of the number of students by population group who received a degree or certificate to the number of students in that group with the same informed matriculation goal.

Proportionality Index: compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. (outcome %/cohort %). A ratio of 1.0 indicates that the subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.

*(From CCCCO August 24, 2015 document "Proportionality is recommended as a preferred methodology". Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure".)*

#### Degree and Certificate Completion Summary

##### The Associate Degree Outcome Rate for COA = 14.12%.

Five groups fall below the P Index = .85 threshold for Associate Degree Outcomes.

- The rate for **Foster Youth** is 7.14, a gap of 6.98 (proportionality index = .51);
- **Hispanics** 8.57, a gap of 5.55 (proportionality index = .61);
- **Pacific Islanders** 9.09 a gap of 5.03 (proportionality index = .64);
- **Low Income** 9.56, a gap of 4.56 (proportionality index = .68);
- **African Americans** 10.55, a gap of 3.57 (proportionality index = .75);
- **Males** 11.78, a gap of 2.34 (proportionality index = .83).

##### The Certificate Outcome Rate for COA is 3.81%.

Of all cohorts larger than 10 over a five year period, three groups fall below the proportionality threshold of .85:

- **Low Income** 1.99 for a gap of 1.82 (proportionality index = .52),
- **Hispanics** 2.45 for a gap of 1.36 (proportionality index = .64),
- **African Americans** 2.98 for a gap of .83 (proportionality index = .78).

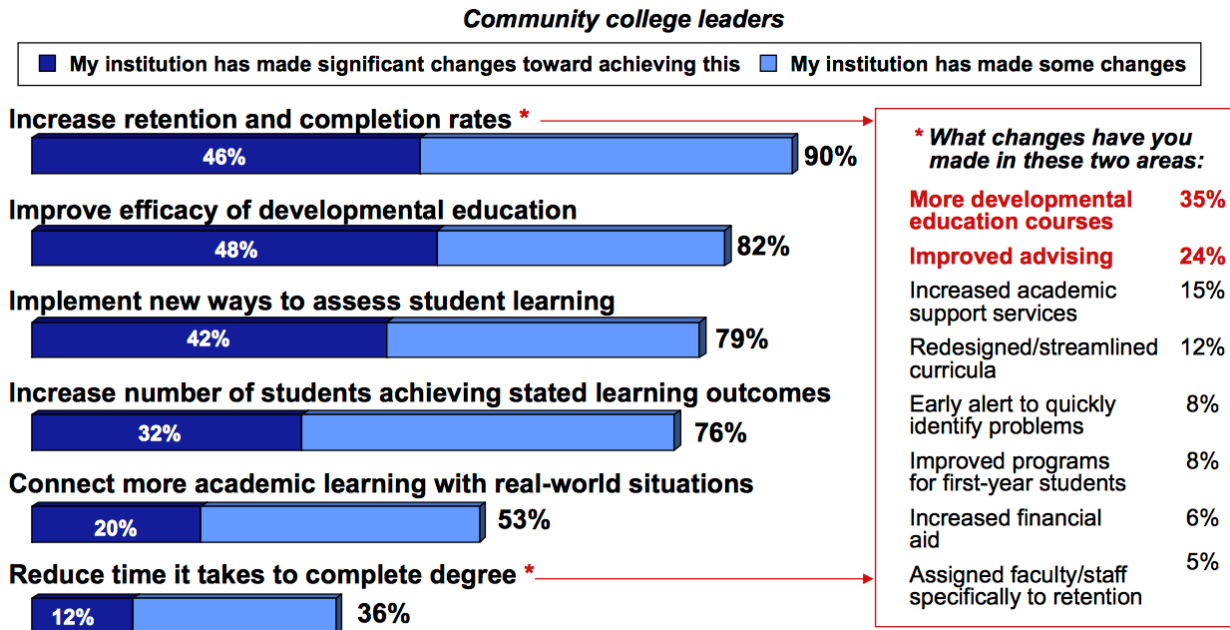
## National Context for College Completion

A policy paper by *The National Center for Public Policy and Higher Education (2011)*, provides context for college completion rates in the United States.

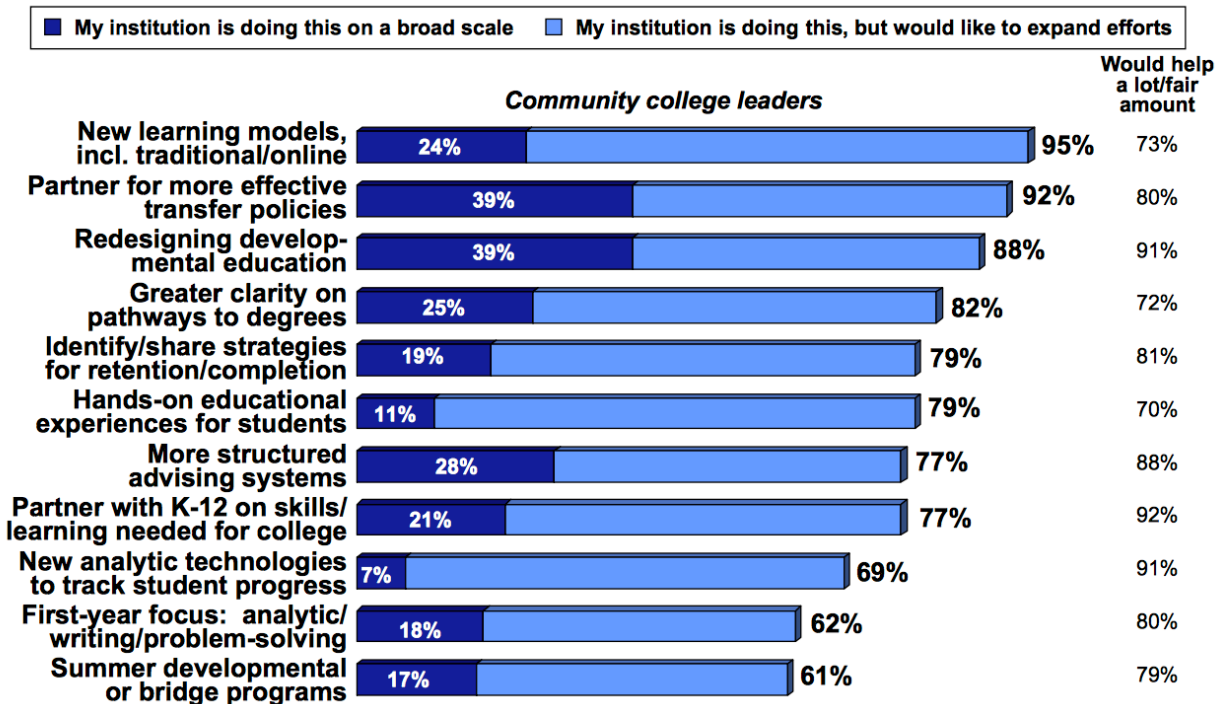
- College completion rates today are dismally low. Only 34% of all college students graduate with a degree from a two or four-year college. Only 3 out of 10 students who start at community colleges full-time graduate with an associate degree in three years.
- Nationally, too few students are completing college. The United States ranked sixth in postsecondary attainment in the world among 25-64 year-olds with only 40.3% of the population holding an associate's degree or higher.
- The numbers are even worse for minority populations. Only 19.2 percent of Latinos between the ages of 25 and 34 had earned an associate's degree or higher—less than half the national average of 41.1 percent and the lowest of any major racial or ethnic group.
- Even students enrolled in structured programs, can struggle to finish. Nearly 4 out of 10 (38%) of those who enroll in occupational certificate programs and 6 out of 10 (58%) of those enrolling in occupational associate degree programs fail to earn a credential of any type within six years.

Key findings from an online survey among post-secondary education leaders conducted November/December 2011 (*by Hart Research Associates Funded by the Bill & Melinda Gates Foundation*) were published in a paper titled ***The Completion Agenda: Post-Secondary Education Leaders' Perspectives On Issues Of/Strategies for Increasing Completion Rates***. Findings show that most community colleges have set a goal to increase completion rates.

The report illustrates this in the following table:



In this same survey community college leaders reported on their colleges' approaches to increasing completion rates. Those results are summarized in the table below.





*The Bill and Melinda Gates Foundation* has made important contributions to education policy and practice. College of Alameda recognizes the work of the Bill and Melinda Gates Foundation Completion Agenda and is informed by the Completion Agenda's 8 Factors that contribute to organizational change. In the 2010 paper, "Completion by Design" the following 8 factors are listed which pertain to both strong implementation and changing attitudes and beliefs:

- 1. Flexible vision.** The vision of leaders expresses the desired goal and paints a positive and compelling picture of what the college will look like when the goals are achieved. Flexibility is important, as external events may impinge upon plans.
- 2. Senior leadership.** The college president sets the initial vision, but also needs to provide resources for the effort. Other strong senior leaders oversee the day-to-day planning and implementation of the new practices and help faculty and staff view their jobs differently.
- 3. Distributed leadership.** A broad leadership base is necessary, as systemic change entails altering a myriad of practices as well as (usually) reshaping the values of faculty and staff — a large endeavor that requires many engaged and dedicated individuals.
- 4. Communication and engagement.** To create buy-in among rank-and-file staff, they need to know about the changes, understand how the separate reforms work toward the same overarching goal and how that goal is aligned with goals that they already hold, and have the opportunity to get involved in planning and shaping the reforms.
- 5. Incentives.** Incentives, both financial (including continued employment) and nonfinancial (such as responsibility), can induce people to do things in new ways.
- 6. Professional development.** Because change often entails different job responsibilities, another key ingredient of successful systemic changes involves providing faculty and staff with opportunities to acquire the new skills they need to do the new work effectively and confidently.
- 7. Visible actions.** It is easy for enthusiasm about systemic change initiatives to wane unless there are visible and publicized markers of progress.
- 8. Resources.** Resources establish the parameters under which systemic change is possible.

*College of Alameda  
recognizes the work of the  
Bill and Melinda Gates  
Foundation Completion  
Agenda.*

*We are informed by the  
Completion Agenda's 8  
Factors that contribute to  
organizational change.*

In March of 2015, the Gates Foundation announced that its Postsecondary Success advocacy plan will support a policy environment focused on four priorities:

- **Data and Information:** Create a national data infrastructure that enables consistent collection and reporting of key performance metrics for all students in all institutions that are essential for promoting the change needed to reform the higher education system.
- **Finance and Financial Aid:** Advance postsecondary finance and financial aid approaches aligned to the goal of increasing participation, progression and completion for low-income and at-risk students.
- **College Readiness:** Replace remedial education models that have been proven not to work with evidence-backed approaches.
- **Innovation and Scale:** Support the development and oversight of programs that shorten time and credits to credential and better fit with career and family obligations.

Postsecondary Success advocacy will engage these priorities at three levels: a) federal; b) across states on key issues; and c) within select states: California, Florida, Georgia, Kentucky, New York, North Carolina, Ohio, Tennessee, Texas, and Washington. *(Retrieved 11-21-2015 from: <http://postsecondary.gatesfoundation.org/wp-content/uploads/2015/03/PS-ADV-Priorities-V1.pdf>)*



## Understanding the Student Experience: LOSS AND MOMENTUM FRAMEWORK

Retrieved 11-21-2015 from: [http://www.completionbydesign.org/sites/default/files/site-uploads/main-site/pdf/loss\\_and\\_momentum\\_framework\\_rev\\_2013-04\\_0.pdf](http://www.completionbydesign.org/sites/default/files/site-uploads/main-site/pdf/loss_and_momentum_framework_rev_2013-04_0.pdf)

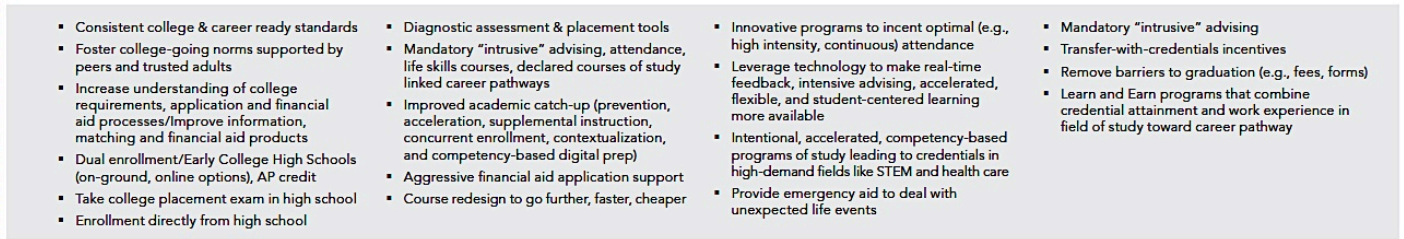
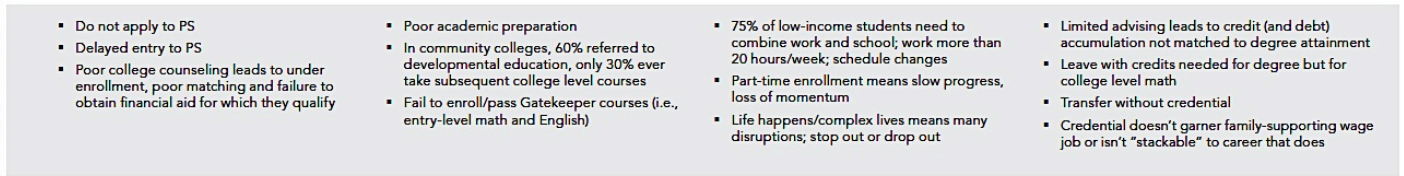
ENABLING SYSTEM INFRASTRUCTURE

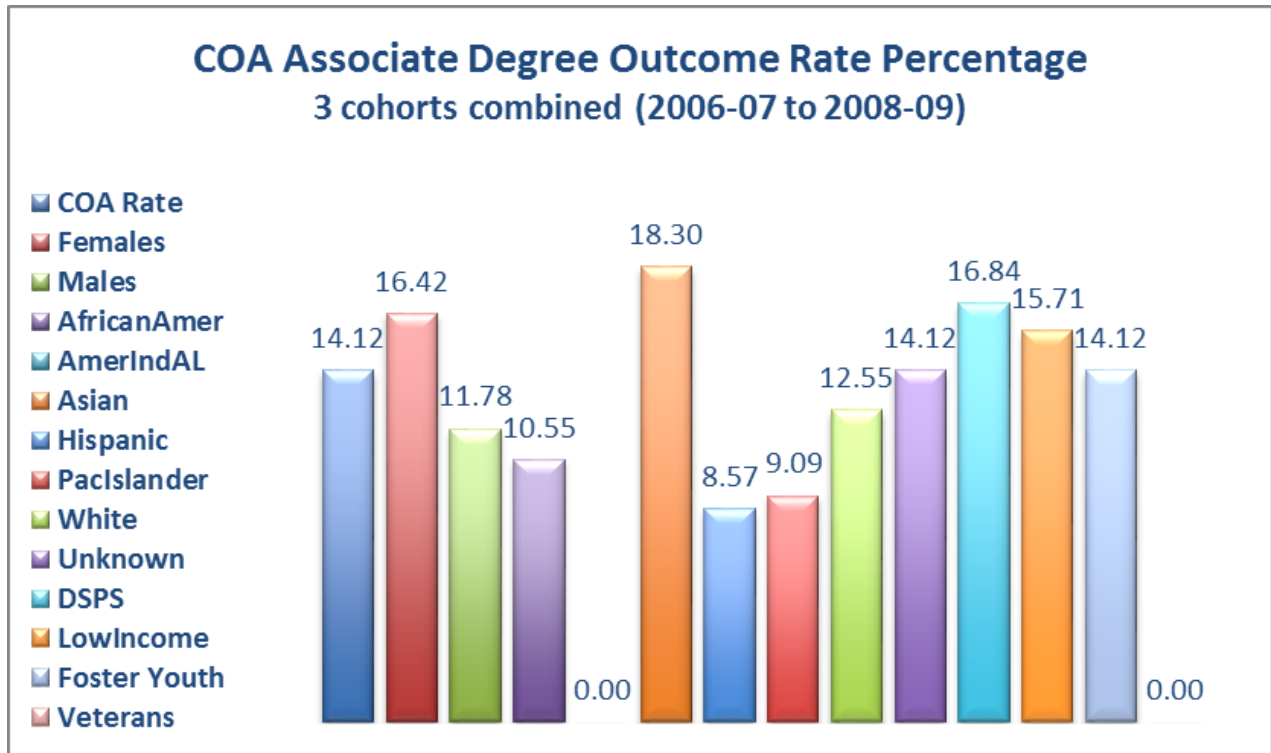
LOSS POINTS

STUDENT PROGRESSION

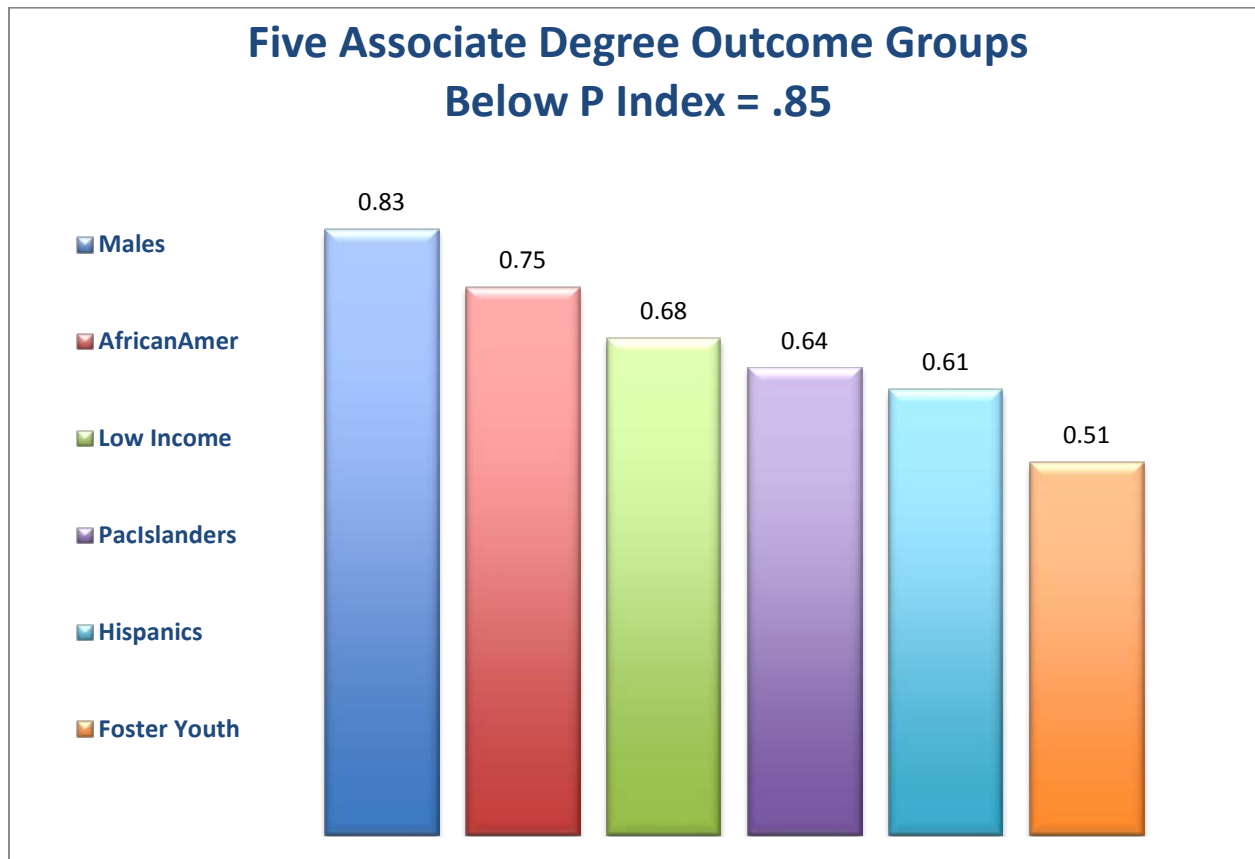
MOMENTUM STRATEGIES

ENABLING INSTITUTIONAL INFRASTRUCTURE





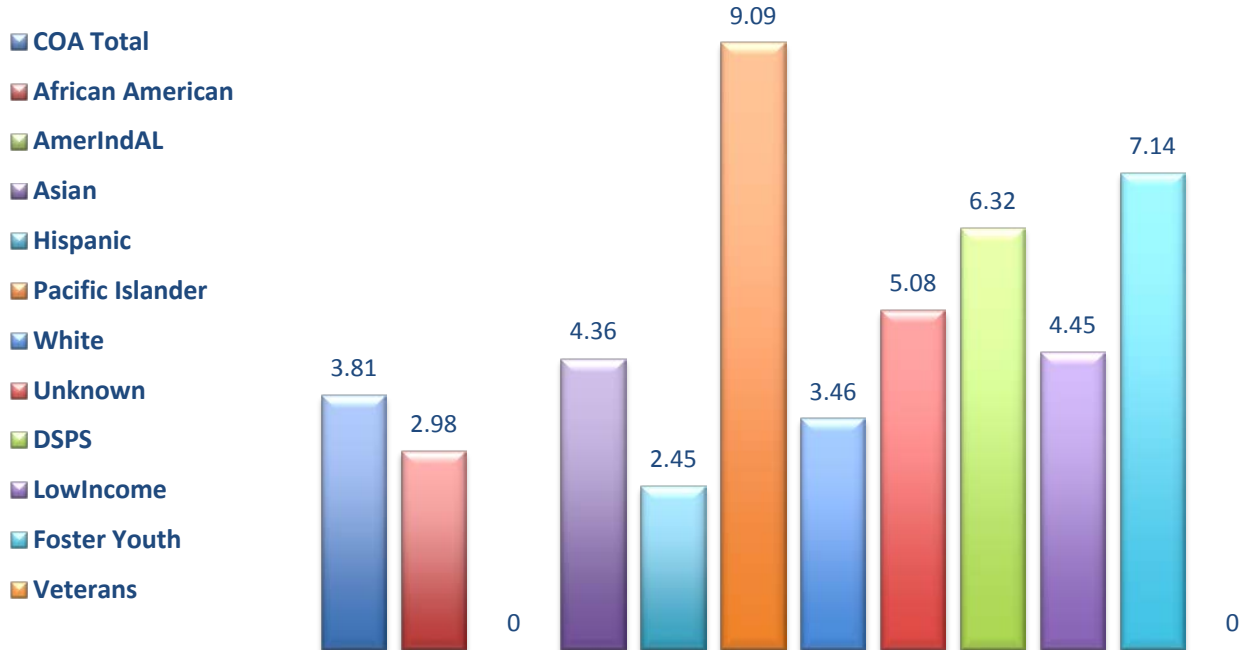
- The overall Associate Degree Outcome Rate for COA is 14.2%.
- Asians have the highest Associate Degree Outcome Rate at 18.3%
- The lowest Associate Degree Completion Rate of any group > 0 is Hispanics 8.57%
- The 2.3 point gap between Females (16.2%) and Males (14.2%) produces a P Index of .83 for males which falls below the Proportionality Index Threshold of .85.



Groups which falls below the **Proportionality Index Threshold of .85** signaling inequity include the following:

- males 83%
- African Americans 75%
- Low Income 68%
- Pacific Islanders 64%
- Hispanics 61%
- Foster Youth 51%

### COA Certificate Outcome Rate Percentage 3 cohorts combined (2006-07 to 2008-09)



For 3 cohorts combined (2006-07 to 2008-09) the cohort count for *Certificate Completion* totals 1941.

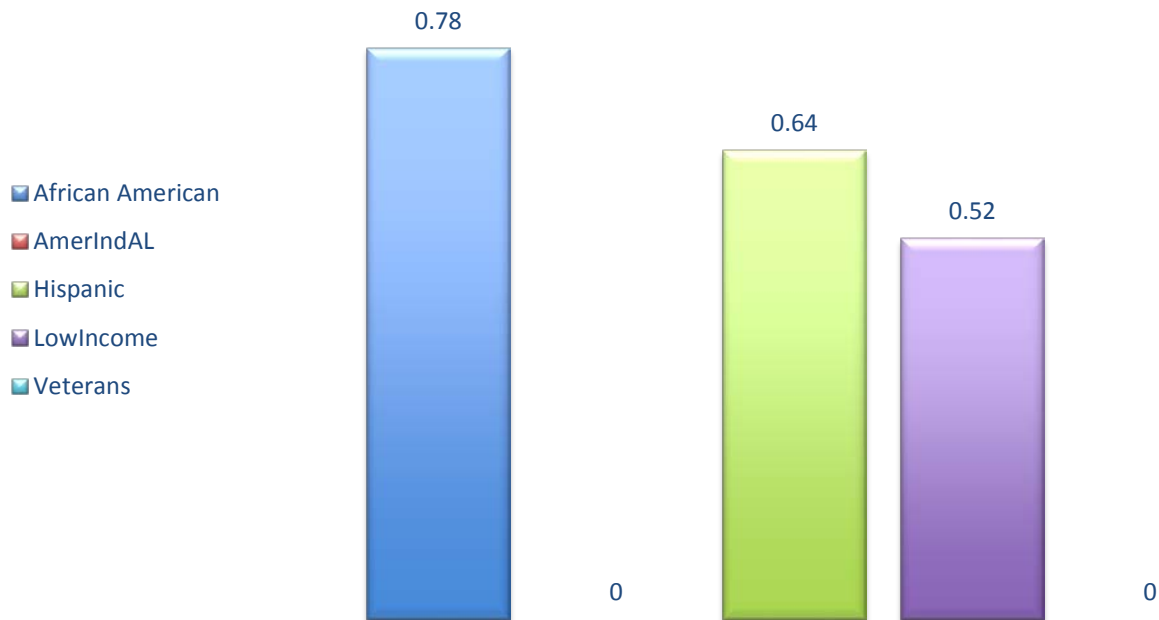
Of that number, the Certificate Outcome Count totals 74.

The overall Certificate Outcome Rate for COA is 3.81%.

Pacific Islanders have the highest Certificate Completion Rate at 9.09%.

The lowest Certificate Completion Rate of any cohort count > 5 is Hispanics 2.45%

### Five Certificate Outcome Groups Below P Index = .85 3 cohorts combined (2006-07 to 2008-09)



Five groups fall below the Proportionality Index Threshold of .85 which signals inequity.

- African Americans 78%
- American Indian Alaskan Native 00%
- Hispanics 64%
- Low Income 52%
- Veterans 00%

### Alameda: Associate Degree and Certificate Completion

3 cohorts combined (2006-07 to 2008-09)

#### ASSOCIATE DEGREE

Gender	Cohort Count	Degree Outcome Count	Degree Outcome Rate	Cohort %	Degree Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>274</b>	<b>14.12%</b>	<b>100.00%</b>	<b>100.00%</b>		
Female	956	157	16.42%	49.25%	57.30%	1.16	100.00%
Male	968	114	11.78%	49.87%	41.61%	0.83	71.71%
Unknown	17	3	17.65%	0.88%	1.09%	1.25	107.46%

Ethnicity	Cohort Count	Degree Outcome Count	Degree Outcome Rate	Cohort %	Degree Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>274</b>	<b>14.12%</b>	<b>100.00%</b>	<b>100.00%</b>		
African American	436	46	10.55%	22.46%	16.79%	0.75	57.64%
American Indian/Alaska Native	5	0	0.00%	0.26%	0.00%	0.00	0.00%
Asian	825	151	18.30%	42.50%	55.11%	1.30	100.00%
Hispanic	245	21	8.57%	12.62%	7.66%	0.61	46.83%
Pacific Islander	22	2	9.09%	1.13%	0.73%	0.64	49.67%
White	231	29	12.55%	11.90%	10.58%	0.89	68.59%
Unknown	177	25	14.12%	9.12%	9.12%	1.00	77.17%

DSPS	Cohort Count	Degree Outcome Count	Degree Outcome Rate	Cohort %	Degree Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,940</b>	<b>274</b>	<b>14.12%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	95	16	16.84%	4.90%	5.84%	1.19	100.00%
No	1,845	258	13.98%	95.10%	94.16%	0.99	83.03%

Low Income	Cohort Count	Degree Outcome Count	Degree Outcome Rate	Cohort %	Degree Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>274</b>	<b>14.12%</b>	<b>100.00%</b>	<b>100.00%</b>		
No	1,439	226	15.71%	74.14%	82.48%	1.11	100.00%
Yes	502	48	9.56%	25.86%	17.52%	0.68	60.88%

Foster Youth	Cohort Count	Degree Outcome Count	Degree Outcome Rate	Cohort %	Degree Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1941</b>	<b>274</b>	<b>14.12%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	14	1	7.14%	0.72%	0.36%	0.51	50.42%
No	1927	273	14.17%	99.28%	99.64%	1.00	100.00%

Veterans	Cohort Count	Degree Outcome Count	Degree Outcome Rate	Cohort %	Degree Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>274</b>	<b>14.12%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	6	0	0.00%	0.31%	0.00%	0.00	0.00%
No	1,935	274	14.16%	99.69%	100.00%	1.00	100.00%

**CERTIFICATE**

<b>Gender</b>	Cohort Count	Certificate Outcome Count	Certificate Outcome Rate	Cohort %	Certificate Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>74</b>	<b>3.81%</b>	<b>100.00%</b>	<b>100.00%</b>		
Female	956	35	3.66%	49.25%	47.30%	0.96	98.44%
Male	968	36	3.72%	49.87%	48.65%	0.98	100.00%
Unknown	17	3	17.65%	0.88%	4.05%	4.63	474.51%
<b>Ethnicity</b>	Cohort Count	Certificate Outcome Count	Certificate Outcome Rate	Cohort %	Certificate Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>74</b>	<b>3.81%</b>	<b>100.00%</b>	<b>100.00%</b>		
African American	436	13	2.98%	22.46%	17.57%	0.78	68.33%
American Indian/Alaskan Native	5	0	0.00%	0.26%	0.00%	0.00	0.00%
Asian	825	36	4.36%	42.50%	48.65%	1.14	100.00%
Hispanic	245	6	2.45%	12.62%	8.11%	0.64	56.12%
Pacific Islander	22	2	9.09%	1.13%	2.70%	2.38	208.33%
White	231	8	3.46%	11.90%	10.81%	0.91	79.37%
Unknown	177	9	5.08%	9.12%	12.16%	1.33	116.53%
<b>DSPS</b>	Cohort Count	Certificate Outcome Count	Certificate Outcome Rate	Cohort %	Certificate Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,940</b>	<b>74</b>	<b>3.81%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	95	6	6.32%	4.90%	8.11%	1.66	100.00%
No	1,845	68	3.69%	95.10%	91.89%	0.97	58.36%
<b>Low Income</b>	Cohort Count	Certificate Outcome Count	Certificate Outcome Rate	Cohort %	Certificate Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>74</b>	<b>3.81%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	1,439	64	4.45%	74.14%	86.49%	1.17	100.00%
No	502	10	1.99%	25.86%	13.51%	0.52	44.79%
<b>Foster Youth</b>	Cohort Count	Certificate Outcome Count	Certificate Outcome Rate	Cohort %	Certificate Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>74</b>	<b>3.81%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	14	1	7.14%	0.72%	1.35%	1.87	188.55%
No	1,927	73	3.79%	99.28%	98.65%	0.99	100.00%
<b>Veterans</b>	Cohort Count	Certificate Outcome Count	Certificate Outcome Rate	Cohort %	Certificate Outcome %	Proportionality Index	80% Index
<b>Total</b>	<b>1,941</b>	<b>74</b>	<b>3.81%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes	6	0	0.00%	0.31%	0.00%	0.00	0.00%
No	1,935	74	3.82%	99.69%	100.00%	1.00	100.00%



## GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

**GOAL D. The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:**

Target Population(s)	Current gap, year	Goal	Goal Year
African American	10.55%	P Index > .85	2020
Hispanic	5.55%	P Index > .85	2020
Pacific Islander	5.03%	P Index > .85	2020
Males	2.34%	P Index > .85	2020
Low Income	4.56%	P Index > .85	2020
Foster Youth	6.98%	P Index > .85	2020

### ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

**D.1 Embedded Librarian - Use an Information Literacy Framework to embed a librarian in gateway courses to increase students' information competency**

• **Activity Type**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
D.1	Students in gateway courses such as English 201, ESL 52, English 1A, or other relevant classes	180

- **Activity Implementation Plan**

Embed librarian as a key faculty component in a team effort to promote student success in gateway courses such as English 201, ESL 52, English 1A, or other relevant classes. Students would be encouraged to apply academic skills, including library and information competency skills, to real-world problem solving. Research topics could include issues identified by the students in the class as problems faced by students in the Peralta Community College District. The embedded librarian would help students develop the library and information competency skills needed to research the selected issues. The embedded librarian concept aligns with the new Information Literacy Framework and its emphases on information in context and information creation. (See <http://www.ala.org/acrl/standards/ilframework>)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1		\$11,500	PASS* \$11,000

- **Link to Goal**

The development of library and information competency skills is essential to student success. Being able to define a problem; identify, access and evaluate relevant information; and then apply that knowledge to find solutions are skills that are transferable to an academic setting and the workplace.

Having a librarian embedded in the course would also provide an additional source of direct student contact. The more campus relationships that students develop, the more likely that they will stay enrolled and involved. Embedded librarians contribute to student success.

- **Evaluation**

Use an Information Literacy Framework to embed a librarian in gateway courses to increase students' information competency

\*Peralta Accountability for Student Success funding

## D.2: Atlas (Alameda Transportation and Logistics Academic Support)

### • Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

### • Target Student Group(s) & # of Each Affected:

ID	Target Group	# of Students Affected
D.2	Atlas Program Participants	60

### • Activity Implementation Plan

**ATLAS** is a dynamic partnership among College of Alameda, Workforce Investment Boards and Community Based Organizations to design and deliver career pathways training. Curricula are designed with input from logistics industry experts, integrate college level, adult education and non-profit resources to create a comprehensive education, training and job placement program for adults 18 years and older. **ATLAS serves: Students** interested in entry-level jobs in logistics with career pathway opportunities.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2		\$25,000	\$48,000 Career Pathways Trust

### • Link to Goal

ATLAS provides an ideal opportunity for CTE students to enter a certificate program and then acquire good jobs in a condensed period of time. The popular program will be strengthened with a focus on equitable outcomes in enrollment, completion and placement.

### • Evaluation

Program Review and Program level outcomes on equity measures will be documented each semester. ATLAS will coordinate with the North Cities One Stop Career Center located on the COA campus (situated in Student Services) to document job development activities and placement information.

### D.3: Interview Stream

- **Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.3	All Students	11,000

- **Activity Implementation Plan**

ID	Timeline(s)	Student Equity Funds	Other Funds
D.3		\$2250	WIOA One Stop Funds

- **Link to Goal**

“InterviewStream, is a video interviewing technology that offers students a comprehensive solution to prep for job interviews. InterviewStream Prep helps students and job-seekers prepare for job interviews by creating a no-pressure environment to practice and review their skills and enter the workforce by developing the soft skills they need to land their dream job. The InterviewStream interview platform offers a mock interviewing experience to practice and assess communication skills. Video will also allow COA to share recordings of talented job-seekers to interested employers and create a memorable impression.”

- **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Annual reports will be made available through the built in reporting capability of InterviewStream.



# Transfer

## TRANSFER NOTES

Cohort year: 2003-2004 to 2008-2009 (6 academic years)

The cohorts are first time students with a minimum of 12 credit units and attempted transfer-level math or English course. The outcome is transfer to a 4-year institution within a given time period subsequent to initial enrollment (6 years).

Transfer: the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in Math or English, to the number of students in that group who actually transfer after one or more (up to 6) years.

6 years total = sum of cohort years 2003-04 to 2008-09

Proportionality Index: compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group (outcome %/cohort %). A ratio of 1.0 indicates that the subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. A ratio of greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.

*(From CCCCO August 24, 2015 document "Proportionality is recommended as a preferred methodology". Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure".)*

## Transfer Summary

The COA transfer rate is 45.79%. At 54.83%, Asians exceed the college rate by 9.04 percentage points. At 46.30%, Whites exceed the college rate by a small margin. Females transferred at a rate of 51.47% vs Males who transferred at rate of 40.58%. Of any cohort larger than 5, four groups fall below the .85 Proportionality Index Threshold. **African-Americans'** transfer rate is 36.96%, a gap of 8.83 points between the COA transfer rate (proportionality index = 0.81); **Hispanics'** transfer rate is 35.68%, a gap of 10.11 (proportionality index = .78); **Filipinos'** transfer rate is 29.41%, a gap of 16.38 (proportionality index = .64). **DSPS** students have a transfer rate of 26.83% a gap of 18.96 (proportionality index = .59).

The total number of COA students who transferred during the years 2003-04 to 2008-09 is 869 out of a cohort of 1898.

This produces a transfer rate of 45.79%.

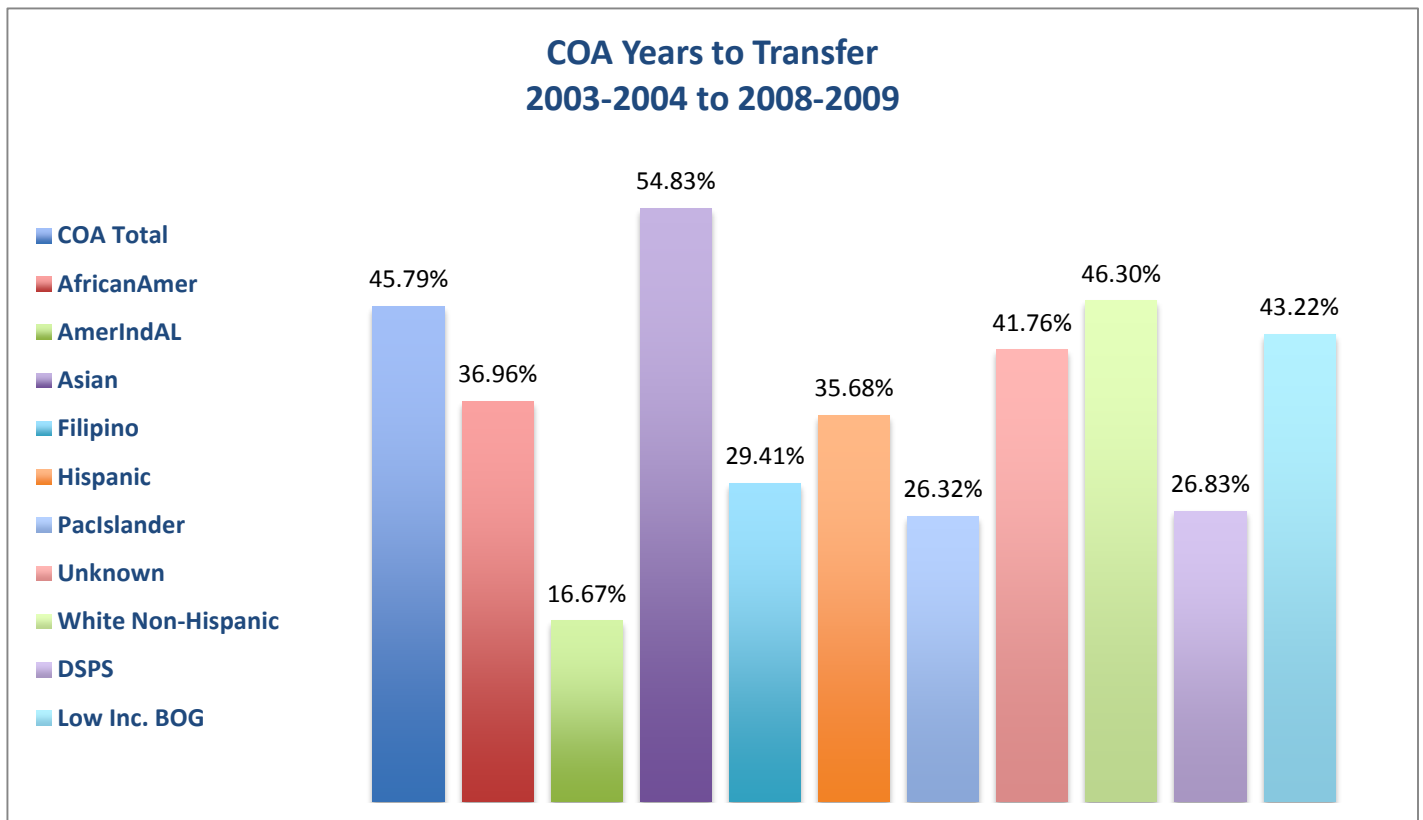
- At 54.83%, Asians exceed the college rate by 9.04 percentage points.
- At 46.30%, Whites exceed the college rate by a small margin.
- Females transferred at a rate of 51.47% vs Males who transferred at a rate of 40.58%.

Of any cohort larger than 5, four groups fall below the .85 Proportionality Index Threshold.

- African-Americans' transfer rate is 36.96% (proportionality index = 0.81).
- Hispanics' transfer rate is 35.68% (Proportionality Index = .78).
- Filipinos' transfer rate is 29.41% (proportionality index = .64).
- DSPS students have a transfer rate of 26.83% (proportionality index = .59)

Of any cohort group larger than 5, the gap between the

- Highest transfer rate (Asians = 54.83%) and the lowest transfer rate (DSPS =26.83%) equals 28 points.



Transfer Velocity Report							
	6 YEARS TOTAL	6 YEARS TOTAL	6 YEARS TOTAL	6 YEARS TOTAL	6 YEARS TOTAL	6 YEARS TOTAL	6 YEARS TOTAL
	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09
	Transferred Student	Cohort Student	Transfer Rate	Transfer %	Cohort %	Proportionality Index	80% Index
<b>Alameda Total</b>	<b>869</b>	<b>1898</b>	<b>45.79%</b>	<b>100.00%</b>	<b>100.00%</b>		
Female	491	954	51.47%	56.50%	50.26%	1.12	100.00%
Male	377	929	40.58%	43.38%	48.95%	0.89	78.85%
Unknown	1	15	6.67%	0.12%	0.79%	0.15	12.95%
	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09
	Transferred Student	Cohort Student	Transfer Rate	Transfer %	Cohort %	Proportionality Index	80% Index
<b>Alameda Total</b>	<b>869</b>	<b>1898</b>	<b>45.79%</b>	<b>100.00%</b>	<b>100.00%</b>		
African-American	112	303	36.96%	12.89%	15.96%	0.81	67.42%
American Indian/Alaskan Native	1	6	16.67%	0.12%	0.32%	0.36	30.40%
Asian	460	839	54.83%	52.93%	44.20%	1.20	100.00%
Filipino	35	119	29.41%	4.03%	6.27%	0.64	53.64%
Hispanic	66	185	35.68%	7.59%	9.75%	0.78	65.07%
Pacific Islander	5	19	26.32%	0.58%	1.00%	0.57	48.00%
Unknown	71	170	41.76%	8.17%	8.96%	0.91	76.18%
White Non-Hispanic	119	257	46.30%	13.69%	13.54%	1.01	84.45%
	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008 09	2003-04 to 2008-09	2003-04 to 2008-09
	Transferred Student	Cohort Student	Transfer Rate	Transfer %	Cohort %	Proportionality Index	80% Index
<b>Alameda Total</b>	<b>869</b>	<b>1898</b>	<b>45.79%</b>	<b>100.00%</b>	<b>100.00%</b>		
Yes DSPS	22	82	26.83%	2.53%	4.32%	0.59	57.52%
No DSPS	847	1816	46.64%	97.47%	95.68%	1.02	100.00%
	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008-09	2003-04 to 2008 09	2003-04 to 2008-09	2003-04 to 2008-09
	Transferred Student	Cohort Student	Transfer Rate	Transfer %	Cohort %	Proportionality Index	80% Index
<b>Alameda Total</b>	<b>869</b>	<b>1898</b>	<b>45.79%</b>	<b>99.31%</b>	<b>100.00%</b>		
Received BOG Aid	558	1291	43.22%	64.21%	68.02%	0.94	84.18%
No Aid Received	305	594	51.35%	35.10%	31.30%	1.12	100.00%



## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

**GOAL E. The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:**

Target Population(s)	Current gap, year	Goal*	Goal Year
DSPS Students	18.96	P Index greater than .85	2020
Filipino	16.38	P Index greater than .85	2020
Hispanic	10.11	P Index greater than .85	2020
African American	8.83%	P Index greater than .85	2020

### ACTIVITIES: E. TRANSFER

#### E.1: MESA connections for equity

- **Activity Type**

Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
E.1	DSPS Students	14
	Filipino	20
	Hispanic	31
	African American	51

- **Activity Implementation Plan**

**Instructional Support Activity** - MESA at College of Alameda provides our population of students the support needed to successfully transfer to a four-year university within a STEM Field. The program positively impact the college’s persistence, retention and success rates and, has the potential to attract more students to the college. MESA Program will allow the college to leverage additional resources in the form of grants, internships and industry partners. MESA has secured strong partnerships with the following companies: ARCO, AMD, Bechtel Corporation, Chevron, CISCO, Fluor Corporation, Hewlett-Packard, Lockheed Martin, Northrop, PG&E, Rockwell and Southern California Gas Company. College of Alameda should be recognized for its instruction in Math and Sciences. MESA will assist in strengthening our reputation and show casing student accomplishments in STEM. As MESA grows, equity funding will support dedicated outreach and services for populations underserved in STEM.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	2015-2016	\$22,467	\$7500 – PASS; \$25,000 – Measure A

- **Link to Goal**

MESA’s 44 year history has contributed to the success of underrepresented students pursuing STEM fields. Its unique combination of student support and collaborative learning has earned the program a renowned reputation. Students that MESA serves are typically those who are first generation, low-income and graduates from low-performing high schools. By providing dedicated coordination to support STEM equity, the COA equity plan will encourage a more proportionate representation among STEM majors.

- **Evaluation**

Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal. MESA participation by underserved populations will be documented in both annual plans and 3 year program review.

## E.2: Transfer Academy

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.2	DSPS Students	14
	Filipino	20
	Hispanic	31
	African American	51

- **Activity Implementation Plan**

The goal of the College of Alameda Transfer Academy would be to increase transfer rates among underrepresented students while creating a dynamic and collaborative transfer culture on campus. Students who participate in the Transfer Academy program will be provided a highly supportive and highly structured transfer path that instills students with high expectations. COA Transfer Academy will be structured to align with current college programs, e.g., first year free tuition to Alameda High School students.

The COA Transfer Academy will serve as a path for students exiting Counseling 201 – Orientation to College whose goal is to transfer to a four year institution and desire a highly structured and supportive program. The cornerstone of the Transfer Academy will be a UC/CSU transferable Transfer Success course currently in development. The focus of the Transfer Success curriculum will be to develop participant's academic identity as a successful college student.

An important aspect in establishing this program will be developing the Transfer Success course on a well-researched and proven student success curriculum, e.g., Advancement Via Individual Determination (AVID). Students will be able to participate in the Transfer Academy program once they are eligible to enroll in a minimum of English 201A and math 203 and have a minimum 2.0 GPA. Students

in the Transfer Academy will have to meet several defined expectations, but will also receive incentives for participating. Pending approval and development, some incentives will include: priority enrollment, online Counselor Chat, and reserved spaces in selected courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	2015-2016		\$25,000 - PASS

- **Link to Goal**

The COA Transfer Academy will be guided by principles and structures of successful programs known for their ability to increase transfer rates of underrepresented student populations. One objective in developing the Transfer Academy is to provide professional development in delivering selected curriculum for the Transfer Academy counselor and Transfer Success instructor. One such curriculum being considered is AVID whose principles are: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

- **Evaluation**

- Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal.
- Transfer Center will include Transfer Academy in both annual plans and 3 year program review.

**E.3: Alameda Science and Technology Institute at COA (Ranked the Number 8 High School in California)**

• **Activity Type**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
E.3	ASTI Students	250

• **Activity Implementation Plan**

Enhance outreach and community partnerships to increase access to the Alameda Science and Technology Institute, a nationally recognized Early College located at College of Alameda. ASTI embraces the Early College High School Initiative’s primary objective to increase college retention of underrepresented groups, i.e. first-generation college-bound students and students from underrepresented groups on college campuses.

U.S. Secretary of Education Arne Duncan has recognized 335 schools as National Blue Ribbon Schools for 2015. The award is based on a school’s overall academic excellence or progress in closing achievement gaps among student subgroups. National Blue Ribbon Schools demonstrate that all students can achieve to high levels. ASTI was included in the prestigious 2015 list. SchoolDigger.com ranks ASTI in the top ten of all public high schools in the State of California. This activity is a partnership with Alameda Unified to increase the number of ASTI students from 150 students to 250 students by 2020.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.3	2015-2016		In-kind (Facilities, Maintenance, Utilities)

• **Link to Goal**

Expanding ASTI to include more students from the COA service area will enhance college connection and completion rates and improve transfer to 4-year institutions. ECHS offer:

- The opportunity for students to earn up to 60 hours of college credit during high school.
- College work that starts based on performance—as soon as students are able.
- Seamless transition of students from secondary to post-secondary status.
- A well-articulated course of study that integrates high school course-taking with the first two years of higher education.
- Combined secondary and postsecondary funding streams.
- Location on or near a college campus.
- Teachers of high school-level courses who are highly qualified and effective with the targeted ECHS student population.
- Developmental coursework to accelerate learning for under-prepared students.
- Academic and social-emotional supports that ensure student success.
- Deep, rich relationship between the high school and the higher education partner(s), characterized by a Memorandum of Understanding detailing roles and responsibilities, commitments, funding and supports.

• ***Evaluation***

ASTI outcomes for Associates degrees, transfer, and funding

### E.4: Pathways to Law School

• **Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
E.4	Students interested in Law	30

• **Activity Implementation Plan**

In partnership with The State Bar of California, the Pathway to Law School initiative at College of Alameda seeks to enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have been underrepresented in the practice of law. This is part of the **Community Change and Urban Leadership Initiative** (Area of Emphasis in Social Justice). The program includes: Law and Debate Club, Law related activities (e.g. law school tours, statewide debate), Counseling, Mentoring, Financial aid counseling, transfer of prescribed courses, waived application fee for participating law schools, special attention regarding college and law school applications at participating schools which include:

- University of San Francisco School of Law
- Santa Clara University School of Law
- University of California at Davis School of Law
- University of Southern California Gould School of Law
- Loyola Law School
- University of California at Irvine School of Law

ID	Timeline(s)	Student Equity Funds	Other Funds
E.4	2015-2016		\$23,000 PASS, General Fund

- **Link to Goal** - Creates identifiable pathways that support course completion and degree attainment.
- **Evaluation** – CCULI will include **Pathway to Law School** in both annual plans and 3 year program review

### E.5: Transfer Tours of Historically Black Colleges and Universities

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
E.5	All students interested in transferring to HBCUs	10 to travel and mentor an additional 5 students who are interested but couldn't travel

• **Activity Implementation Plan**

**Educational Student Tours** specializes in student travel to historically Black colleges and universities. The Black College Tour is a powerful, inspirational, fun-filled experience. While on tour, students prepare to thrive and make the very best college choice in the context of power and pride of historically Black colleges and universities. The itinerary includes:

\$1,499 Student Fee per student for triple occupancy includes:

- Round-trip airfare from LAX | 5 night hotel accommodations | Bus transportation | Round-the-clock tour director
- Breakfast and dinner daily | Visits to special attractions





**Day 1 – Sunday**

Arrive in Atlanta, Georgia  
 Visit Dr. Martin Luther King Center including:  
 Ebenezer Baptist Church, boyhood home and  
 burial site

**Day 2 – Monday**

Visit Clark-Atlanta in Atlanta, GA  
 Visit Spelman or/Morehouse in Atlanta, GA  
 Visit Tuskegee University in Tuskegee, AL  
 Evening hotel stay in Tuskegee, AL

**Day 3 – Tuesday**

Depart to Tuscaloosa, AL, Visit Stillman College  
 in Tuscaloosa, AL with lunch on campus Depart  
 to Talladega, Visit Talladega University in  
 Talladega, AL with dinner on campus

**Day 4 – Wednesday**

Early morning departure to Nashville, TN  
 Visit Fisk University in Nashville, TN with lunch on campus  
 Depart for St. Louis, MO for evening hotel stay with dinner en  
 route

**Day 5 – Thursday**

Depart St. Louis, MO for Jefferson City, MO  
 Visit Lincoln University, Jefferson City, MO with lunch on campus  
 Depart for Springfield, MO for evening hotel stay with dinner en  
 route

**Day 6 – Friday**

Depart Springfield, MO for Little Rock, AK  
 Visit Philander Smith in Little Rock, AK with lunch on campus  
 Visit Central High School in Little Rock, AK  
 Depart for LAX

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.5	2015-2016	\$18,688	

• **Link to Goal**

Exposure to the college experience at HCBUs has been documented to produce increased transfer rates.

• **Evaluation**

Quantitative and qualitative data will be used to measure tour satisfaction and transfer rates.



## Other College- Initiatives Affecting Several Indicators

### F.1: College of Alameda Promise Scholarship Program

- **Activity Type**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
F.1	Students from Alameda High School and Encinal High School	2846

- **Activity Implementation Plan**

The College of Alameda (COA) Promise creates a unique pathway for Alameda high school graduates to access a quality college education. Through a unique partnership between students, the College of Alameda, Alameda Unified School District (AUSD), the City of Alameda and private partners, eligible students will receive one year (24 units) of courses without fees. The COA Promise will also provide these students with intensive academic support and college transfer assistance.

The College of Alameda Promise aims to:

- Lessen the economic barriers to a college education for high school seniors graduating from Alameda high schools
- Increase the percentage of high school graduates entering college in the city of Alameda
- Strengthen students' access to career pathways and preparation to join the workforce in Alameda and surrounding areas
- Deepen the connection between College of Alameda and its home community

To participate in the Promise, graduating students will be required to enroll full-time at College of Alameda, and:

- Sign a mutual responsibility contract
- Maintain a GPA of 2.0 or higher
- Complete 2 counseling appointments each semester
- Take a prescribed set of courses in English, math, College Success, and general education

This pilot program will be implemented in stages, starting in 2016 with West Alameda students who graduate from Encinal High School, Island High School or Alameda Science and Technology Institute (ASTI). Eventually, it will include all City of Alameda high school graduates who meet the criteria.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	2015-2016		\$55,000 President’s Student Success Fund

• **Link to Goal**

Since the early 2000’s, community colleges in California and across the country have started “Promise” programs like this. These programs have demonstrated significant benefits in the lives of students and their communities. The College of Alameda Promise is also aligned with President Obama’s America’s College Promise plan announced in January 2015 and with the College Promise Campaign formed in September 2015. These programs share the broader vision of making the first two years of higher education free for all students who enter community college, work hard, and earn their certificates and degrees.

• **Evaluation**

Annual data collection will be analyzed to determine if there are increased percentages in the number of students, more students remaining in college from year 1 to 2, improving their chance of successful graduation and transfer.

## F.2: College based researcher

- **Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.2	All students	11,000

- **Activity Implementation Plan** This Equity plan is coordinated with SSSP funding at COA. Along with general fund dollars, Equity funding and SSSP funding will support the hiring of a desperately needed college-based researcher. COA relies on Institutional Research which is centralized at the Peralta District Office. The Dean of Research will focus on supporting institutional effectiveness, SSSP, Student Equity, and Basic Skills initiatives. The individual in this position will work closely with the campus Student Success Committee to provide insight into the efficacy of services on student success out-comes. We anticipate this position will be filled January 2015. The funding will be split between SSSP (.18); Equity (.18), and General Fund (.64).

ID	Timeline(s)	Student Equity Funds	Other Funds
F.2	2015-2016	\$33,000	SSSP \$33,000, General Fund \$117,333

- **Link to Goal** - The impact of a college researcher on the capacity of the college to pursue greater institutional effectiveness cannot be overestimated. The college will increasingly shift to a more data informed organization. This position will shift some of the burden off the VPI and the VPSS and other administrators who have compensated for the lack of this position at the college. This shift will enable a greater focus for these administrators to focus on equity and student success programming. The College Researcher will lead the further development of the college research agenda. **Examples of targeted populations for research not otherwise covered in this equity plan include: Undocumented students; LGBTQQIA**
- **Evaluation** - The researcher will complete all employee evaluations and annual unit planning as well as program review.

### F.3: Equity Liaison to Campus Life and Student Activities Center for Student Equity and Engagement

- Activity Type**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
F.3	All students	11,000

- Activity Implementation Plan**

The Campus Life and Student Activities Center for Student Equity and Engagement will provide an umbrella of coordination to a variety of campus wide initiatives to promote a can't fail culture of inclusive excellence. Situating the full time coordinator within the Campus Life and Student Activities Center, positions a direct connection with the ASCOA and student clubs to ensure student engagement and leadership across equity initiatives. A full time Program Services Specialist housed in the CSEE will provide campus wide coordination for events and initiatives such as:

- Breaking Barriers Lecture Series (Pedro Noguera, M K Asante, Lee Moon Wah, Shakti Butler, Pamela Cox-Otto, Joy deGruy)
- Visiting Scholar in Residence Program
- Pages for Change (Campus wide book club featuring practitioner dialog on influential writings related to equity.)
- Open Tech Institute -
- Cultural Connections – Celebratory Events that market and message of diversity, equity and inclusion.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.3	2015-2016	\$92,000	

- Link to Goal** - The Equity Liaison will provide culturally competent coordination of strategies and activities at the heart of student life to enable buy in for targeted groups.
- Evaluation** - Equity liaison will complete employee evaluations, participate in annual unit reviews, and program review.

**F.4: Bookstore Renovation to shift from clerk service to complete student accessibility: Launch of the Pages for Change - Equity Practitioner Book Club**

- Activity Type**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

- Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.4	All students	11,000

- Activity Implementation Plan**

Currently the campus bookstore is a neglected retail space. The floorplan design is poorly laid out. Our students can only get their books through what is called clerk service where a bookstore employee (clerk) receives information from the student about the book/s that are needed and the clerk walks away from the counter to retrieve the books. The student cannot walk through a retail space and shop for their books while being exposed to the larger universe of books and courses which are available at College of Alameda. Follett is prepared to invest \$175,000 into a renovation that will shift from clerk service to shopping service and create a modern inviting place at the heart of the college experience for all of our students, alumni, and members of the community.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.4	2015-2016		Follett \$175,000

- Link to Goal**

A modern fully accessible bookstore will engage and support students and faculty, and promote inclusive excellence.

- Evaluation**

Bookstore performance measures will be compared annually to previous year’s performance.



### F.5: Advocate System

- Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.5	All students	11,000

- Activity Implementation Plan**

Implement a Web based case management solution for student conduct, Title IX, and behavioral intervention management. Functionality includes: streamlined case management and reporting, detection of student concerns and issues before an incident occurs, centralized collection of data for sharing among key supports to guide decision making, automatically route workflows based on type of cases. Track student needs and concerns and retain a repository of interventions that can be retrieved for comparing to educational outcomes.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.5	2015-2016		\$18,000 President’s discretionary fund

- Link to Goal**

Increased efficacy in managing student needs and conduct decreases the occurrence of stopping out by intervening early.

- Evaluation**

Streamlined case management and reporting will produce multiple reporting options that will be integrated with Peoplesoft to enable data collection on the interaction between interventions and educational outcomes.

### F.6: Financial Capability Center

- Activity Type(s)**

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X Direct Student Support
Research and Evaluation	Professional Development	

- Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.6	All students	11,000

- Activity Implementation Plan**

Using non-equity funding dollars, COA will pilot a Financial Capability Center at College of Alameda. College of Alameda’s Financial Capability Center will seek to help individuals achieve financial self-sufficiency in support of a greater economic and racial justice agenda. Financial Opportunity Centers provide an integrated set of three core services: career planning and educational follow-up, financial education and coaching, and access to income supports. In a fully implemented model, the FCB provide the following:

**Employment Services-** These services include assistance with job searches; referrals to employers; job fairs; help with resume writing; interview practice; coaching on professionalism and workplace behavior; and assistance with enrolling and staying in college or GED (General Education Development).

**Income Support** These services include determining clients' eligibility for public benefits such as affordable healthcare, CalWORKs and SNAP (Food Stamps) and working with clients to apply for these benefits. They may also include housing stabilization services and emergency Food Pantry.

**Financial Coaching** - These services include group financial education classes involving topics such as budgeting and credit building. It also includes one-on-one financial counseling, which focuses on solving specific problems; helping clients achieve long-term economic stability through changes in their financial behavior; and providing access to safe, low interest loans as an alternative to high-interest payday loans.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.6	2015-2016		\$54,000 Peralta Accountability for Student Success (PASS)

- **Link to Goal** - Students who participate in COA FOC services will be better equipped to minimize financial challenges that may disrupt progress toward achieving their career or transfer goals at COA.
- **Evaluation** - Part of the planning and implementation process will include establishing metrics by which to evaluate program impact.



### F.7: Collateral materials to support outreach

- Activity Type**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
F.7	All students	11,000

- Activity Implementation Plan**

Produce Collateral materials to support outreach activities.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.7	2015-2016	\$20,647	SSSP, CAYES, Career Pathways Trust

- Link to Goal**

Outreach activities will include materials that are targeted to student populations identified in the Student Equity Plan to improve college connection and entry.

- Evaluation**

The use of collateral materials will be evaluated in the context of the overall outreach strategies identified throughout the equity plan.

**F.8: Peralta CCD | District wide equity funded activity - COA office of Center for Your Educational Success (C-YES)**

- Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
	African Americans	100
	Hispanics Latinos	150
	Foster Youth	150
	First Generation	100

- Activity Implementation Plan**

Each Peralta campus will establish an OSSE, known by the acronym C-YES: “Your Educational Success.” These offices are designed to serve the following purpose: Serve as a “hand-off” site for students of our partner organizations, provide academic counseling to these populations, connect them to campus and community resources, and facilitate student success workshops.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.8	2015-2016	\$86,250	\$150,000 Career Pathways Trust II

- Link to Goal** Close the Achievement Gap

- Evaluation** The Office Student Success and Equity (OSSE) will measure the course completion and retention of students that are part of targeted programs coordinated by the OSSE. We will also do exit surveys of students served by the C-YES offices to determine satisfaction levels and impact on their student success.

### F.9: Peralta CCD | District wide equity funded activity – UMOJA

- Activity Type**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
	African Americans	100
	Hispanics Latinos	150
	Foster Youth	150
	First Generation	100

- Activity Implementation Plan**

Peralta CCD District Wide Equity Funded Initiative to support the creation and expansion of UMOJA programs throughout the Peralta Community College District.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.9	2015-2016	\$86,250	\$150,000

- Link to Goal** Close the Achievement Gap

- Evaluation** The Office Student Success and Equity (OSSE) will measure the course completion and retention of students that are part of targeted programs coordinated by the OSSE. We will also do exit surveys of students served by the C-YES offices to determine satisfaction levels and impact on their student success.

# Summary Budget

<b>2015-16 Student Equity Plan Summary Budget</b>
Peralta CCD
Alameda College

<b>Part I: Student Equity Funding</b>	<i>Enter whole numbers only</i>
<b>Total 2015-16 College Student Equity Allocation</b>	\$ 415,137
<b>If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level</b>	\$ 172,500
<b>Part II: 2015-16 Planned Student Equity Expenditures</b>	\$ 587,637
<b>Balance 2015-16 College Student Equity Allocation</b>	\$ -

**2014-15 Student Equity Plan Summary Budget.  
Part I: Funding  
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
  - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
  - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
  - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

## Summary Evaluation

Equity Plan evaluation is fully integrated into the institutional planning and evaluation cycle. The goal of institutional planning is to integrate a systematic and comprehensive college strategic and operational planning model with district-wide planning and budgeting, while honoring processes that are familiar to College of Alameda faculty and staff. The COA process is tied to the college's vision, values and mission, and incorporates goals, institutional outcomes and action priorities that emphasize institutional effectiveness, academic excellence, student success and fiscal responsibility.

At the beginning of every annual cycle, the College Management Team, the College Council and the Academic Senate review the college's institutional outcomes and action priorities from the previous cycle using a defined set of data to see the extent to which the institutional outcomes and action priorities have been met. Institutional outcomes and action priorities are subsets of the goals. Each year new action priorities may be added; however, preceding action priorities will remain until completed.

In order to gather the work of the college community in a focused manner, standing and ad hoc committees are required to address the goals, institutional outcomes and action priorities of the college. These annual committee reports are communicated via an executive summary (with budget requests as appropriate). Documents and reports produced by committees are made available in order to contribute to the content of program reviews and unit plans by academic disciplines and student service areas.

Academic disciplines and student service areas conduct program reviews every three years, and unit plans annually. Program reviews and unit plans address the achievement of the college mission, goals, institutional outcomes and action priorities. They are written to integrate into both college and district-wide planning by addressing human resources, education, technology facilities and budget planning.

Committee summaries, program reviews and unit plans are submitted to coordinating bodies (as appropriate) for review and consideration. Resource requests, protocols and policy issues are submitted to the College Management Team for review and, in the case of resource requests, are ranked using a numerical matrix. Protocols and policy discussions are also reviewed by the Academic Senate and College Council for approval before submitting to the College President for approval.

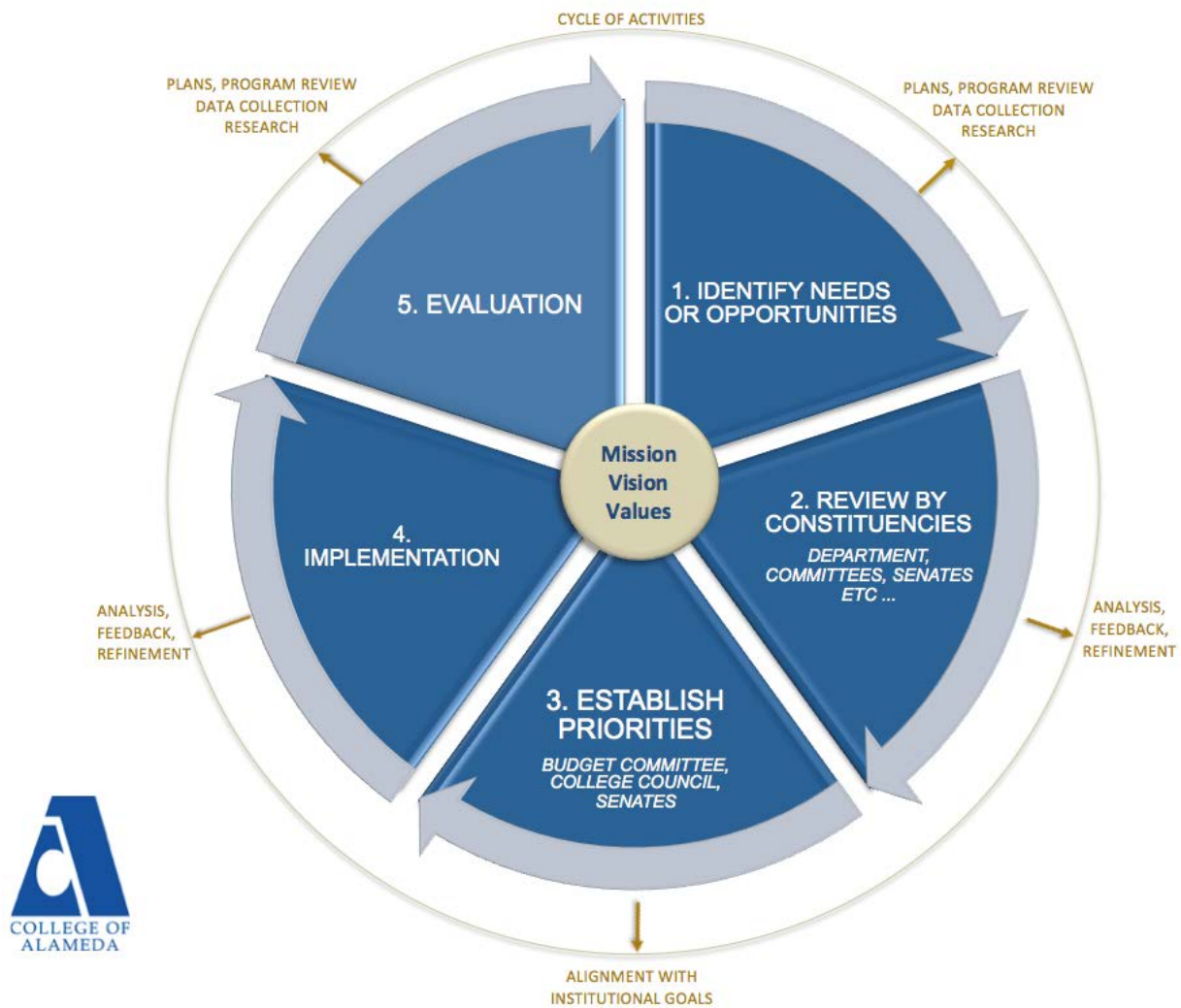
The Planning and Assessment Process is intended to further support the IPB process by emphasizing the cyclical and systematic nature of planning, implementation, assessment and revision. It is similar to the cycle of inquiry in that it illustrates the cycle of planning and review, with revision of actions after review of data sets, identification of strengths and weaknesses, and with weaknesses crafting action priorities. Once the action priorities are crafted, they are measured with data benchmarks.



Integrated college planning is regarded as a process; one that will require careful planning, a period of testing for implementation, an assessment of both outcomes and processes, and an evaluation as to the appropriateness of the plan and its ability to address the college in an integrated manner.

Beyond these college-wide metrics, individual programs serving student populations identified in this Equity Plan will evaluate the performance of the students they serve on an annual basis at minimum and this will be coordinated by the new college researcher which this plan, in part, supports. Reporting on the five metrics required by the state, evaluation will have both quantitative and qualitative aspects.

## Integrated Budget and Planning at College of Alameda



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## The Peralta Community College District Chancellor

Jowel C. Laguerre, Ph.D.

## The Peralta Community College District Governing Board

The Peralta Community College Board of Trustees is a seven-member elected-board that meets on the second and fourth Tuesdays of each month (with the exception of February, April and August) at 7:00 p.m. in the District Office Boardroom located at 333 East 8th Street, in Oakland, or as posted. The meetings are open to the public and are also televised on Peralta Colleges Television (PCTV), Cable Channel 27 in Alameda and Berkeley, and Cable Channel 28 in Emeryville, Oakland and Piedmont, with a meeting repeat airing the following Wednesday at 11:00 p.m.

### Board of Trustee Members

<b>Trustee</b>	<b>Role</b>	<b>Area</b>
Bill Withrow	Trustee	Area 1
Meredith Brown	Board President	Area 2
Linda Handy	Trustee	Area 3
Nicky Gonzalez Yuen	Trustee	Area 4
Dr. William "Bill" Riley	Board Vice President	Area 5
Cy Gulassa	Trustee	Area 6
Julina Bonilla	Trustee	Area 7
Adrien Abuyen	Student Trustee	
Justin Hyche	Student Trustee	

<b>2015-16 Student Equity Plan Summary Budget</b>
Peralta CCD
Alameda College

**Part II: Planned Student Equity (SE) Expenditures**

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>										
	Counselor - Brotherhood	104	A.3.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,000	7,000
	Embedded Librarian	156	D.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,500	\$ -	10,500
	Math Jam Coordinator	48	C.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,400	\$ -	2,400
	Math Jam Instructional faculty	15	C.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,150	\$ -	6,150
	Learning Communities - Instructors	447	C.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	30,000
	District Program Umoja	372	F.9.	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ -	25,000
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>			\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ 49,050	\$ 7,000	\$ 81,050
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/Course Dev. &amp; Adptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Outreach specialist	1,356	A.1.	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	30,000
	Tutors - Brotherhood	217	A.3.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,000	\$ -	7,000
	Student Equity Liaison Campus Life	2,080	F.3.	\$ -	\$ -	\$ -	\$ 60,000	\$ -	\$ -	\$ -	\$ -	60,000
	Math Jam tutors	217	C.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,928	\$ -	2,928
	Dean Institutional Research	367	F.2.	\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -	\$ -	\$ -	22,000
	Open Gate Coordination	722	A.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,900	18,900
	ATLAS Staff Assistant	533	D.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,969	\$ -	9,969
	ATLAS Lab Assitants	555	D.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	10,000
	ATLAS Student Assistants	256	D.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,387	\$ -	3,387
	STEM Peer Tutors (student assistants)	680	E.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,310	\$ -	7,310
	STEM Instructional Aids	340	E.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,335	\$ -	4,335
	District Program Umoja	1,304	F.9.	\$ -	\$ -	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ -	35,000
	District Program CYES	1,656	F.8.	\$ -	\$ -	\$ -	\$ 66,250	\$ -	\$ -	\$ -	\$ -	66,250
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>			\$ 30,000	\$ -	\$ 22,000	\$ 161,250	\$ -	\$ -	\$ 44,929	\$ 18,900	\$ 277,079

<b>2015-16 Student Equity Plan Summary Budget</b>
Peralta CCD
Alameda College

**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Brotherhood	A.3.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	1,000
	Outreach specialist	A.1.	\$ 11,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,000
	Math Jam	C.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,022	\$ -	2,022
	Dean Institutional Research	F.2.	\$ -	\$ -	\$ 11,000	\$ -	\$ -	\$ -	\$ -	\$ -	11,000
	STEM Tutors and Instructional Aid	E.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,676	\$ -	2,676
	Student Equity Liaison Campus Life	F.3.	\$ -	\$ -	\$ -	\$ 32,000	\$ -	\$ -	\$ -	\$ -	32,000
	Learning Communities - Instructors	C.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,095	\$ -	4,095
	Embedded Librarian	D.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	1,000
	ATLAS Staff Assistant	D.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,644	\$ -	1,644
	Open Gate Coordination 30%	A.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,100	8,100
	District Program Umoja	F.9.	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	10,000
	District Program CYES	F.8.	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	20,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 11,000	\$ -	\$ 11,000	\$ 62,000	\$ -	\$ -	\$ 11,437	\$ 9,100	\$ 104,537
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Math Jam supplies, marketing, food	C.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,500	\$ -	6,500
	Collateral Materials for Outreach	F.7.	\$ 20,647	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,647
	District Program Umoja	F.9.	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	2,500
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 20,647	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 29,647
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	IntelliResponse	A.4.	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,000
	Professional Development	B.2.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000	\$ -	\$ -	4,000
	2016 National Conference Race & Ethnicity	C.4.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,490	\$ -	\$ -	4,490
	Historically Black Colleges Tours	E.5.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,688	18,688
	Professional Development	C.5.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,000	\$ -	\$ -	19,000
	InterviewStream	D.3.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,250	\$ -	2,250
	District Program Umoja	F.9.	\$ -	\$ -	\$ -	\$ 13,750	\$ -	\$ -	\$ -	\$ -	13,750
	<b>Subtotal</b>		\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ 27,490	\$ -	\$ 18,688	\$ 87,178

<b>2015-16 Student Equity Plan Summary Budget</b>
Peralta CCD
Alameda College

**Part II: Planned Student Equity (SE) Expenditures**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	MESA Diversity Mathematica * Wolfram License	E.1.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,146	\$ -	8,146
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,146	\$ -	8,146
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>Grand Total</b>			\$ 86,647	\$ -	\$ 33,000	\$ 250,750	\$ -	\$ 27,490	\$ 113,562	\$ 53,688	\$ 587,637

<b>2015-16 Student Equity Plan Summary Budget</b>
Peralta CCD
Alameda College

**Part II: Planned Student Equity (SE) Expenditures**

**Student Equity Plan 2015-16 Budget  
Part II: Planned SE Expenditures  
Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.