

## 2019-2022 Student Equity Plan

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### **Process**

### Student Equity and Access Program Task Force

- ► Co-chairs of the BSI Committee
- ► Co-chairs of the Student Success and Equity Committee
- Co-chairs of the mathematics department, the co-chairs of the English departments
- ▶ Dean of Letters, Arts, and Mathematics
- ▶ Dean of Student Services/Student Support
- Dean of Student Services/Student Success
- Coordinator, Tutoring Center
- ▶ Tutor Coordinator
- Research Analyst, Office of Institutional Effectiveness, Research, and Planning.

### Timeline

- ► January: Review Integrated Plan, SEAP Guidelines, SSSP, BSI, and Equity budgets
- ► February 13: All day retreat, preliminary Equity planning (data, goals, actions, resources)
- ► February: Integrated Budget Development
- ► March: Equity Planning
- ► April: Review of Equity Plan by college Constituencies
- ► May-June: Review of Equity Plan by Board of Trustees

## **Equity Plan: Outcomes**

- 1. Successful Enrollment
- 2. Retention: Fall to Spring
- 3. Transfer to a 4-Year Institution
- 4. Completion of Transfer Level English and Math
- 5. Earned HS Equivalency, NC Certificate, CO approved Credit Certificate, AA/AS, CCC BA/BS

### **Data Definitions**

#### 1. Access: Successful Enrollment at the Same College

Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year

### 2. Retention: Fall to Spring

Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution

### 3. Transfer to a four-year institution:

Unduplicated students who transferred to any type of four-year institution

### **Data Definitions**

### 1. Completion of transfer level math and English:

Among all students, the proportion who completed both transferlevel math and English in their first academic year of credit enrollment within the district

### 2. Attained the Vision Goal Completion Definition

Among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year 1

## Overall Attainment and Disaggregation by Gender on each Group:

- ► Economic Disadvantage
- ► Race (American Indian, Asian, Black/African American, Filipino, Hispanic/Latino, More than One Race, Native Hawaiian/Other Pacific Islander, Some other Race)
- ► First Generation
- ► Foster Youth
- ► LGBT
- ▶ Veteran

### Understanding the Data (page 7 of the plan)

- ► Twenty of 280, or 7.1% of female students with a disability transfer to a four-year institution
- ▶ We compare this to our population transfer rate of 9.8%.
- ▶ We determine a minimum number and percent goal (.85) needed to eliminate DI for this group, assuming our population numbers stay the same.
- ► To eliminate disproportionate impact for this group, we need to transfer a total of 23 female students with a disability, or 3 more than we currently transfer to reach our goal of 8.2%

### Overall

| Successful Enrollment | 8786(172) |
|-----------------------|-----------|
|-----------------------|-----------|

| ▶ Retention | 4141(81) |
|-------------|----------|
|-------------|----------|

| ▶ Transfer | 642(13) |
|------------|---------|
|------------|---------|

- ► Transfer Math and English 161(3)
- ► Completion 476(9)

### DI: Access

- ► Black/African American Females and Males,
- ► Some Other Race, Males
- ► Foster Youth, Males and Females
- ► Veterans, Females



## DI: Retention: Fall to Spring

- ► Some other Race, Males
- ▶ Veterans, Females



### DI: Transfer to a 4-Year Institution

- ▶ Disabled males and females
- ► American Indian Females
- ► Black/African American Males
- ► Filipino Males
- Hispanic/Latino Males
- Some other Race, Females
- ► First Generation, Males
- ► LGBT males and females
- Veteran Females



# DI: Completion, Transfer Math and English

Disabled males and females

American Indian Females

Asian Males

Black/African American males and females

Hispanic/Latino males and females

Native Hawaiian/Pacific Islander males and females

Some other Race males and females

First Generation males and females

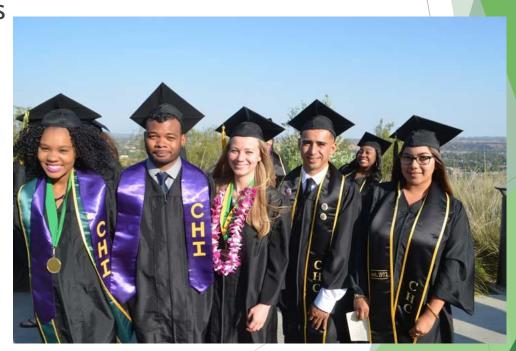
Foster Youth males and females

Veteran males



### DI: Completion

- Not economically disadvantaged males and females
- American Indian males
- Asian males
- Black/African American males and females
- Filipino males
- Hispanic/Latino males
- ► More than one race, males and females
- ► Foster Youth, males
- ► LGBT males
- Veteran males



## Research and Tracking

| Actions  | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
|  | х       | х       | Х       |
| Conduct an annual Equity Audit   |         |         |         |
| Augment the research agenda with information from focus Groups with    | х       | х       | X       |
| Disproportionately Impacted groups at the college and in the community |         |         |         |
| Align Equity Goals and Institutional Goals and Planning Processes      | х       | х       | x       |
| Develop a communication protocol to embed Equity goals in college-wide | х       | х       | X       |
| planning and resource allocation processes                             |         |         |         |
| Track Professional Development outcomes                                | х       | х       | X       |
| Satisfaction   |         |         |         |
| • Learning   |         |         |         |
| Track activities   | х       | х       | x       |
| Track percentage of students with a student education plan             | х       | х       | X       |
| Track tutoring participation by type and determine relationship with   | х       | Х       | X       |
| equity outcomes  |         |         |         |
| Track student education planning, determine relationship with equity   | х       | X       | X       |
| outcome  |         |         |         |

## Questions and Input