



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 transfer-level 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
Conduct an annual Equity Audit	x	x	x
Augment the research agenda with information from focus Groups with Disproportionately Impacted groups at the college and in the community	x	x	x
Align Equity Goals and Institutional Goals and Planning Processes	x	x	x
Develop a communication protocol to embed Equity goals in college-wide planning and resource allocation processes	x	x	x
Track Professional Development outcomes <ul style="list-style-type: none"> • Satisfaction • Learning 	x	x	x
Track activities	x	x	x
Track percentage of students with a student education plan	x	x	x
Track tutoring participation by type and determine relationship with equity outcomes	x	x	x
Track student education planning, determine relationship with equity outcome	x	x	x

Questions and Input

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