



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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