

Student Equity & Achievement (SEA) Plan

Academic Senate

April 2019

Student Equity & Achievement Plan (5 Measures)

ACCESS

Percentage of students who enroll after applying

TRANSFER MATH AND ENGLISH*

Number of students completing transfer-level Math and English in Year 1 (first time at COC)

PERSISTENCE*

Percentage of students retained from Fall to Spring

TRANSFERRED TO 4 YEAR

UC/CSU/Private/Out of State

COMPLETION DEG/CERT

Number of unduplicated students earning degrees or CCCC Certificates (12+ units)

Local Goal Setting (9 Metrics)

TRANSFER MATH AND ENGLISH

Number of students completing transfer-level Math and English in Year 1 (first time at COC)

UNITS

Number of students completing transfer-level Math and English in Year 1 (first time at COC)

WORKFORCE/CAREER

Percentage of exiting CTE students employed in field of study*

Number of students completing nine credit CTE units*

PERSISTENCE

Percentage of students retained from Fall to Spring

COMPLETION

Number of unduplicated students earning degrees, including ADTs*

Number of unduplicated students earning Non-ADT Awards*

Number of unduplicated students earning Certificates (12+ units)* (unit value updated from 16+ to 12+ 3.11.19)

COMPLETION DEG/CERT

Number of unduplicated students earning degrees or CCCCO Certificates (12+ units)

Disproportionate Impact Metrics (9)

1. Percentage of students who enroll after applying (Access, SEA)
2. Number of students completing transfer-level Math and English in Year 1 (first time at COC) (SEA + Local Goal/Strategic Planning/Vfs)
3. Percentage of exiting CTE students employed in field of study* (Local Goal/Strategic Planning/Vfs)
4. Percentage of students retained from Fall to Spring (SEA + Local Goal/Strategic Planning/Vfs)
5. Number of unduplicated students earning degrees, including ADTs* (Local Goal/Strategic Planning/Vfs)
6. Number of unduplicated students earning Certificates (12+ units)* (Local Goal/Strategic Planning/Vfs)
7. Number of unduplicated students earning ADTs awarded* (Local Goal/Strategic Planning/Vfs)
8. Number of unduplicated students earning degrees or CCCCO Certificates (12+ units) (SEA + Local Goal/Strategic Planning/Vfs)
9. Number of unduplicated* students Transferred to UC/CSU/Private/Out of state (SEA)

What is Disproportionate Impact (D.I.)?

Gap in Rates

Gap in Representation

Disproportionate Impact

Student Group	Metric ID 300 2017-2018 Access PPG	Metric ID 406 2017-2018 Retention Fall- Spring PPG	Metric ID 501 2017-2018 Comp Transfer Lv Math & English PPG	Metric ID 619 2017-2018 Attained Vision G Completion PI	Metric ID 620 2016-17 Transferred to 4-year PI
Disabled			Males/Females		
American Indian/Alaskan Native	Males			Males	Males
Black or African American	Males/Females	Males/Females	Males/Females	Males/Females	Males
Hispanic/Latinx	Males		Males	Males	Males
Pacific Islander				Males/Females	
White	Males	Males			
Some Other Race	Females	Males/Females		Males/Females	Males/Females
Foster Youth	Males/Females	Males	Females	Males	
LGBT			Females	Males	
Veteran	Females		Males		
First Generation			Males	Males	
Economic Disadvantage	Males		Males		

D.I. Impact by Group

SEA & LOCAL GOAL SETTING Disproportionate Impact by Group across 9 metrics

NUMBER OF METRICS D.I. OUT OF 9

African American/
Black

7

ACCESS RETENTION MATH&ENG COMPLETION DEGREE CERT. TRANSFER (ADTs)

Other Race

6

ACCESS RETENTION MATH&ENG COMPLETION DEGREE TRANSFER (ADTs)

Amer.Indian/
Alaskan Native

4

COMPLETION TRANSFER DEGREE TRANSFER (ADTs)

Foster
Youth

3

ACCESS RETENTION MATH&ENG

Latinx/
Hispanic Male

2

MATH & ENG JOB RELATED

Male

2

DEGREE TRANSFER (ADTs)

Native
Hawaiian/
Other
Pacific
Islander

2

COMPLETION DEGREE

LGBTQ

1

MATH & ENG

First
Gen

MATH & ENG

Disabled

1

MATH & ENG

Veteran

1

MATH & ENG

White

1

ACCESS

FilipinX

1

TRANSFER (ADTs)

Disproportionate Impact for SEA/Local Goal

Student Group	SEA 2017-2018 Access PPG	SEA & Local Goal/Vfs 2017-2018 Retention Fall-Spring PPG	SEA & Local Goal/Vfs 2017-2018 Transfer Level Math & English PPG	SEA 2017-2018 Completion Attained Vision Goal PI	Local Goal/Vfs 2016-17 Completion Certificates PI	Local Goal/Vfs 2016-17 Completion AA/AS_ADT PI	SEA 2016-17 Transferred to 4-year PI	Local Goal/Vfs 2016-18 Transfer ADTs PI	Local Goal/Vfs 2014-15 Job Related to Field of Study PI
Black or African American	Access	Retention Fall-Spring	Math & English	Attained Vision Goal	CCCCO Certificates	AA/AS_ADT		ADTs	
Ethnicity: Other Race	Access	Retention Fall-Spring		Attained Vision Goal		AA/AS_ADT	Transferred to 4-year	ADTs	
Hispanic/Latinx Male		Retention Fall-Spring	Math & English	Attained Vision Goal			Transferred to 4-year		
American Indian / Alaskan Native				Attained Vision Goal			Transferred to 4-year	ADTs	
American Indian /Alaskan Native Male		Retention Fall-Spring		Attained Vision Goal			Transferred to 4-year		
Foster Youth	Access	Retention Fall-Spring	Math & English						
Male						AA/AS_ADT		ADTs	
Hispanic/Latinx			Math & English						Job Related to Field of Study
Disabled			Math & English						
Fillipinx								ADTs	
Pacific Islander				Attained Vision Goal					
White	Access								
LGBT			Math & English						
Veteran			Math & English						
First Generation			Math & English						

D.I. for SEA

D.I. for Local Goal Setting

Data for Sub-group Not Available

Takeaways

GENDER

- Overall, Males are D.I. more than Female students
Males are D.I. regardless of Disability, First Gen, Economic Disadvantage, Foster Youth, LGBT, Veteran

RACE

- Black/African American students are group with largest number of D.I.s. This effect is not driven by any particular gender except when looking at transfer rates (effect driven by males). (cs. Males/females of other race/ethnicity groups). Target efforts for Black/African American (as a whole)

Gender & RACE

- Latinx Hispanic Males are D.I. across 4 metrics: Retention, Math & Eng., Vision Goal, and Transfer (vs. Latinx Females, and males/females of other race/ethnicity groups). Target effort for Latinx males.

Foster Youth

- Foster Youth are D.I. across 3 metrics, gender has mixed effects (small N). (vs. not Foster Youth)

FIRST GEN

- Attaining Vision Goal and Math & Eng. Completion are barriers for First Gen., specifically if they are males (vs. not First Gen. and First Gen. Females)

Efforts to Close D.I. Gaps:

- Research and implement a mentoring program (Umoja or A2MEND).
- Research and explore opening a multicultural center.
- Launch Starfish as an early alert/retention strategy, and research use to target D.I. populations.
- Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for D.I. populations.
- Increase transfer workshops to HBCUs.
- Leverage the benefits of Student Employment on campus.
- Community outreach to local sites (e.g. faith-based organizations).
- Ensuring access to services in the evening (services are closed).
- Explore African-American Studies courses (Sociology, History).
- Targeting Majors where there is a high representation of African-American/Black students (e.g. Communications, Kinesiology).
 - HUB on-the-go
 - Go to where students are
- Apply strategies to support additional groups that are D.I. (e.g. Latinx Males).