

Student Equity and Achievement Program Year 3 of 3 Updates

Planning and
Budgeting Council
Presentation
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What is the Student Equity and Achievement Program?



What is the Plan?

- Actions the college agrees to take to improve achievement for disproportionately impacted students
- We get \$1.8 million from the state
- Benchmarks to meet each year towards equity

Who is responsible for SEAP?



The Equity and Antiracism Planning Council is responsible for broad oversight of the SEAP Plan.

- The following metrics and actions from the 2023-2025 plan were written collaboratively with college-wide input, submitted to and approved by the state.
- Leads on various actions and metrics shared their updates with EAPC over this past Spring.
- Our current Director of Equity and Faculty Equity Coordinator, with the support of PRIE, lead the reporting out to the college and state.

ALL OF US!

**Important for us
to remember:
What are our
equity goals?**

Cañada Equity Goals

01

Successful Enrollment for Black Students

02

**Complete Transfer-Level Math & English
for Latine Students**

03

**Persist from First Primary Term to
Secondary Term for Filipino Students**

04

Complete a Degree for Latino Males

05

**Increased Transfer Rates for Latine
Students**

Metric #1

Increase the number
of Black Students
Successfully
Enrolling Here



Equity gap is closing for Black students

Race/Ethnicity - all black identifying students	Gender	Academic Year of Application	Number of Applicants to SMCCCD	% Enrolled at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black or African American	All Genders	2022-2023	454	46%	-8%	3%	12	8%	35
Black or African American	All Genders	2023-2024	569	43%	-7%	3%	17	7%	40
Black or African American	All Genders	2024-2025	621	34%	-4%	0%	1	4%	26

Enrollment

Report outs to EAPC indicate that:

- Listening session are helping!
- We still need to
 - work towards institutionalizing Umoja support with more full time staff
 - collect quantitative and qualitative data about Black student and employee experiences
- *Our next plan will also focus on closing equity gaps in enrollment for LGBTQ+, First Gen students*

Metric #2

Increase first-time,
transfer-seeking Latine
students completing
transfer-level Math and
English in their first
year.



Gaps persist for Latine students

First-Time Cohort Academic Year	Cañada First-Time Students	Completed Transfer-Level MATH at SMCCCD Within 1 Year	% Completed Transfer-Level MATH at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2021-2022	261	109	42%	2%				
2022-2023	304	104	34%	-16%	10%	32	16%	50
2023-2024	590	144	24%	-15%	11%	68	15%	92

First-Time Cohort Academic Year	Cañada First-Time Students	Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year	% Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2021-2022	261	128	49.0%	+1%				
2022-2023	304	136	44.7%	-11%	+5%	17	11%	35
2023-2024	590	184	31.2%	-15%	+11%	65	15%	89

Gaps persist for Latine students

First-Time Cohort Academic Year	Cañada First-Time Students	Completed Transfer-Level MATH AND ENGLISH at SMCCCD Within 1 Year	% Completed Transfer-Level MATH AND ENGLISH at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2021-2022	261	88	34%	2%				
2022-2023	304	91	30%	-13%	7.4%	23	13%	41
2023-2024	590	115	19%	-13%	9.1%	54	13%	78

Complete Math & English

Report outs to EAPC indicate that:

- Math and English pods are actively working on professional development to increase culturally responsive teaching skills
- Embedded support is happening in English and Math
- We still need to
 - continue to work with Retention Specialists and Counseling to ensure enrollment in these courses
 - gather more data to better understand the barriers and successes of students in these classes

Metric #3

Increase Filipino students persisting from their first primary term to a second primary term



Gap for Filipinx students closed!

Race/Ethnicity - Any	Gender	First-Time Cohort Academic Year	Cañada First-Time Students	Retained in Next Primary Term at Cañada	% Retained in Next Primary Term at Cañada	Equity Gap
Filipino	All	2021-2022	13	10	77%	4%
Filipino	All	2022-2023	20	14	70%	-3%
Filipino	All	2023-2024	29	24	83%	17%

Report outs to EAPC indicate that:

- STAR Learning Community soft-launched and set to go for the next academic year
- Numerous co-curricular events on campus engaged Filipinx community
 - Plans to continue centering AANHPI students through professional development, cultural events and clubs.
 - *Our next plan will focus on closing equity gaps in persistence for our male students*

Metric #4
Increase
Latino (Male)
students
completing a
degree within
3 years



Very few Latino men complete either a degrees or certificate

First-Time Cohort Academic Year	Number of Students in Cohort	Completed ANY AWARD (Cert or Assoc) Within 3 Years	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2017-2018	149	18	12.1%	+1.3%				
2018-2019	195	30	15.4%	+4.0%				
2019-2020	242	27	11.2%	(5.2%)				
2020-2021	136	15	11.0%	(8.6%)	0.6%	1	8.6%	12
2021-2022	166	24	14.5%	(3.4%)				

Very few Latino men complete certificates

First-Time Cohort Academic Year	Number of Students in Cohort	Completed CERTIFICATE Within 3 Years	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2017-2018	149	7	4.7%	(1.2%)				
2018-2019	195	18	9.2%	+4.3%				
2019-2020	242	9	3.7%	(5.0%)				
2020-2021	136	7	5.1%	(3.4%)				
2021-2022	166	12	7.2%	(1.0%)				

Very few Latino men completing degrees

First-Time Cohort Academic Year	Number of Students in Cohort	Completed ASSOCIATE Within 3 Years	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2017-2018	149	14	9.4%	+1.4%				
2018-2019	195	25	12.8%	+3.9%				
2019-2020	242	26	10.7%	(1.4%)				
2020-2021	136	14	10.3%	(6.6%)				
2021-2022	166	17	10.2%	(4.3%)				

Complete a degree/certificate

Report outs to EAPC indicate that:

- Work continues on a course schedule that streamlines and publicizes completability
- Retention specialists (“Crew”) are case-managing students, reviewing early alerts, enrollment, and completion data regularly
- Career education programs in the community are expanding
- We still need to
 - evaluate the present system of interest areas to determine how effective this is for connecting Retention Specialists to students in need (early alerts)
 - promote certificate programs that specifically align with interests and schedules of Latino men

Metric #5

Increase Latine
Students
Transferring to
a 4-year
institution within
3 years



Gaps for Latine students persist

Race/Ethnicity - Any	Gender	First-Time Cohort Academic Year	Number of Students in Cohort	Transferred to 4-Year Institution	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Hispanic	All	2016-2017	168	45	27%	-21%	13.2%	23	21%	36
Hispanic	All	2017-2018	171	60	35%	-10%	3.2%	6	10%	18
Hispanic	All	2018-2019	194	76	39%	-7%				
Hispanic	All	2019-2020	201	66	33%	-17%	9.9%	20	17%	34
Hispanic	All	2020-2021	165	16	10%	-19%	10.6%	18	19%	31
Hispanic	All	2021-2022	165	54	33%	-6%				

Report outs to EAPC indicate that:

- Colts-U Transfer Center is building a transfer culture; growing MOUs with SF State and East Bay
- Puente trainings for faculty, staff and student leaders promoted culturally responsive practices with an emphasis on supporting Latinx transfer
- SB 893 is a great help to students with multiple levels of support

We still need to

- connect more faculty and staff with culturally responsive trainings
- begin campaign to encourage more students to access financial aid

Q&A