Your Input Needed!
College Equity Action Planning, 2022-2025

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Today

- Overview
- Current planning cycle
- SEAP Metrics & Example
- Breakouts: your input needed!
- Questions & next steps

EMP Goal #2: Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist.

Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive.

Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

# Overview: Student Equity and Achievement (SEA) Program

What is it?

- State Chancellor's Office Program established in 2018
  - Student Equity + Basic Skills + Student Services and Support
- Cañada receives SEAP funds each year
- SEA Program Plan is submitted every 3 years
  - Aligns with Guided Pathways and Vision for Success Goals

Overview: Student Equity and Achievement (SEA) Program

What is it *not*?

- The SEA Program Plan is not everything we want to do/accomplish when it comes to equity (and antiracism).
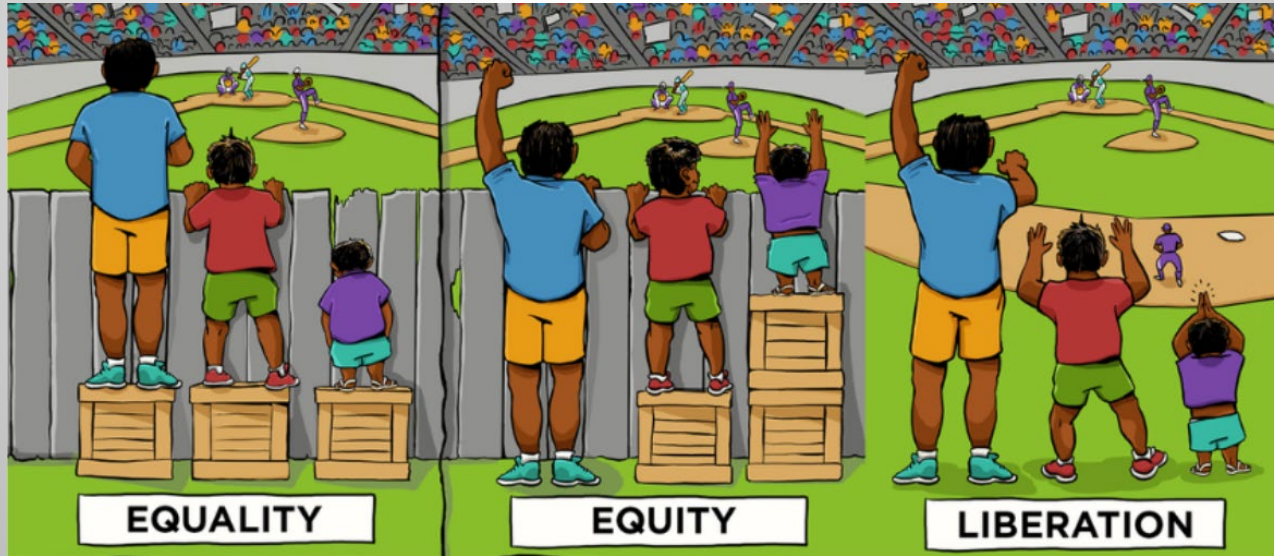
Current Planning Cycle: SEAP Plan, 2022-2025

Who: ACES & SEAP Writing Group

Timeline: Due Nov. 30.

What's new / different from last time?

- Last plan: 23 pages; this plan: 2500 characters per entry
- Focus on equity assets (CUE review)
- Race-conscious (CUE review)
- Engage instructional faculty / focus on classroom (CUE review)

CUE Review Recommendations:

Large Take Aways

"The focus of its activity metric was race neutral. In other words, racially minoritized groups were never identified as a focus in the metrics. In the same manner, the activity descriptions were not race-specific and thus never explicitly identified which students they were focusing on and how they were specifically addressing the equity gap for these students. The plan needs to align its activities with its executive summary. It also needs to be more intentional about using race-specific language in its activities." —*Community College Expert Reviewer*

CUE Recommendations:

1. Adopt **equity-minded language**, including operationalizing a **definition of equity** for the college.
2. Clearly **delineate different types** of activities and goals (e.g, capacity-building, programs, etc.) rather than discussing numerous types of activities under the same goal.
3. Create equity activities that explicitly **align** the race-specific metrics to race-specific activity descriptions.
4. Work to incorporate more **classroom-focused** equity efforts and **engage instructional faculty.**
5. Focus on specific **racially minoritized** student populations rather than on all students.
6. Include **equity-minded inquiry** as a strategy to better understand inequities.
7. Include **transfer-specific** equity activities.

Note-The take aways listed here are ONLY based on what was submitted via NOVA, June 2019 and the content of the executive summary. It does not reflect other strategic planning documents.

CUE Review Recommendations: Equity Assets

- Structures
- Programs
- Policies
- Personnel

- Capacity-Building: General
- Capacity-Building: Equity
- Culturally Relevant Curriculum

Clearly delineate different types of activities and goals (e.g capacity-building, programs, etc...), rather than discussing numerous types of activities under the same goal. (CUE Review)

SEAP Metrics

Student Outcome Metrics SEAP focuses on:	Disproportionately Impacted Student Population for each SEAP Metric (on which we could focus 2022-25)
Successful Enrollment in the first year	Black/African American Students
Completed Transfer Level English and Math in the first year	Hispanic/Latinx Students
Persistence: First Primary Term to Subsequent Primary Term	Filipino Students
Attained the Vision for Success Definition of Completion within three years	Hispanic/Latino Male Students
Transferred to a Four-Year Institution within three years	Hispanic/Latinx Students

For each Metric & DI student group in the plan:

- Target Outcomes by year
- Structural Impediments
- Proposed changes: "process/policy/practice/culture"
- Target audience & Support needed

For example:

Metric: Completed Transfer Level English and Math in the first year

DI Student Population: Hispanic/Latinx Students
- *Target Outcomes by year*
- *Structural Impediments*
- *Proposed changes: "process/policy/practice/culture"*
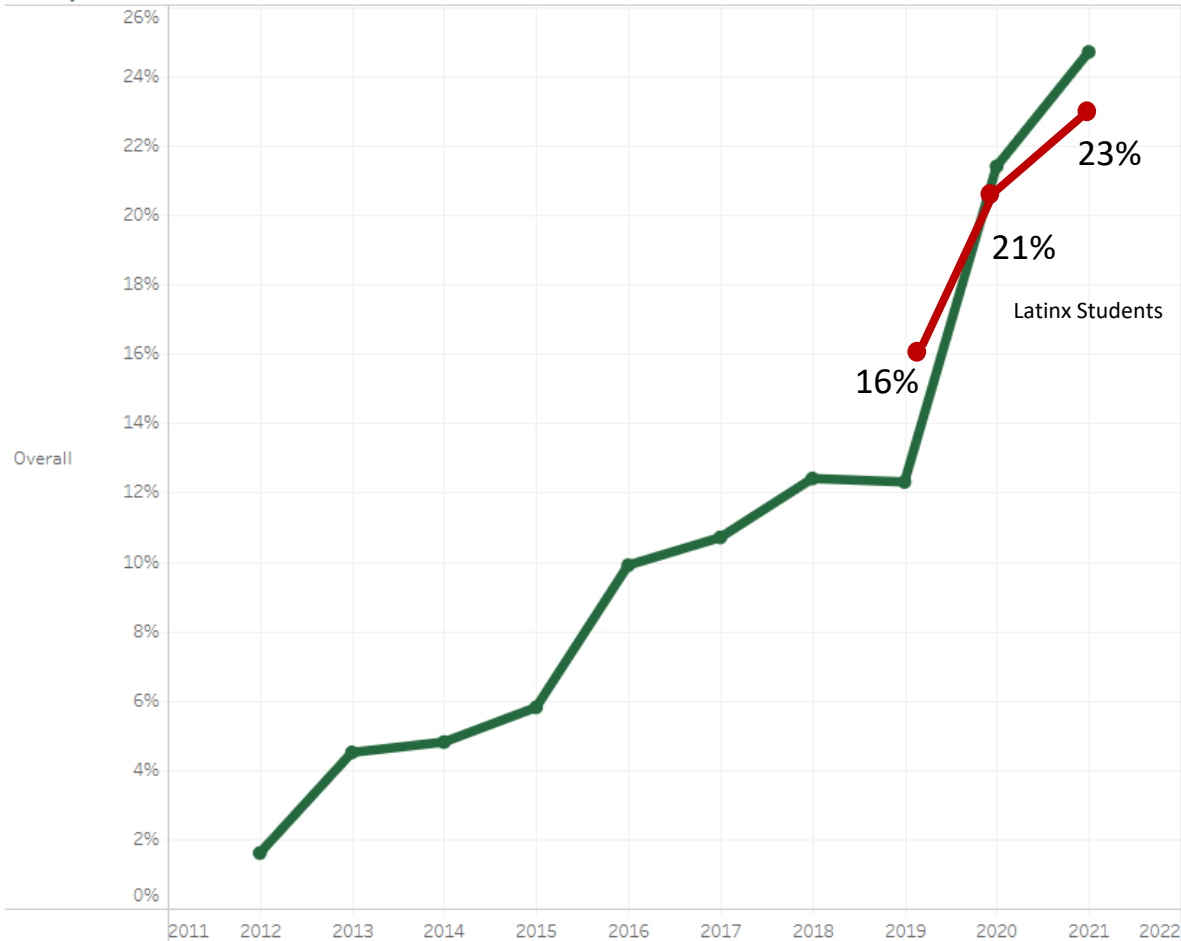- *Target audience & Support needed*

Critical Question:

1. Are we being race-conscious?

Primary Disaggregation
Completed Both Transfer-Level Math and English within the District in the First Year

Primary Dis..

Overall

23%

21%

Latinx Students

16%

Open Response:

- What might be happening for our Latinx students?
- What are we or can we do about it?

Question:
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

SEAP Writing Group Suggestions

Latinx students are <u>not enrolling </u>in transfer-level math courses proportionately…

… and Cañada is enrolling a smaller % of incoming students in both English and math transfer-level courses than other colleges

2019-20	% of first-time students enrolled in transfer level **English** in first year				% of first-time students enrolled in transfer level **Math** in first year			
	Sacramento City College	Santa Ana College	Alan Hancock College	Cañada	Sacramento City College	Santa Ana College	Alan Hancock College	Cañada
Latinx	75%	73%	65%	45%	58%	53%	54%	30%
Overall	**70%**	**72%**	**58%**	**46%**	**56%**	**57%**	**48%**	**35%**

SEAP Writing Group Suggestions

Consider:

- Develop a college policy (practice?) that encourages degree and transfer-seeking students to take transfer-level English and math in their first year but *not* during the same term.

- Update ADT program maps to reflect this new policy

- Consider the impact of low unit loads overall. Most Cañada students are part-time and many enroll in 6 or fewer units.

- Address issues counselors may be experiencing in scheduling students for transfer-level math courses

SEAP Writing Group Suggestions

Latinx students are the only student group disproportionately not succeeding in these courses:

AY 2020-21	Face to Face			Online			Hybrid		
	Course Success	Success Gap	Enroll-ments	Course Success	Success Gap	Enroll-ments	Course Success	Success Gap	Enroll-ments
Math 200									
Latinx	59%	**13%**	121	49%	**-16%**	318	54%	**-15%**	367
Latinx students the only DI group for Math 200 in 2020-21									
Math 800									
Latinx	46%	**-11%**	100				44%	**-15%**	50
latinx students the only DI group in Math 800. We have not offered it online (async)									
English 100									
Latinx	39%	**-14%**	61						
Latinx only DI group and only F2F									
English 105									

No DI in English 105 but we didn't offer it online

Note: For each of the three years 2019-2022, Hispanic students' success rates in math 800 are below the overall success rate for that course, but it is only disproportionate (and statistically significant in 2020-21).

SEAP Writing Group Suggestions

Consider:

- Providing professional development time and resources for faculty teaching transfer-level math and English courses, including the co-requisite courses (consider high impact practices from 3CSN, ACTLA, RP Group)

- Evaluating our academic supports for these courses

- How we might better align existing support resources (Writing Center, workshops aligned with curriculum, embedded tutoring) with curriculum in order to provide just-in-time support.

Feedback/Discussion

Breakout Rooms:

Breakout Room: *(Mary & Karen)*	Main Room: *(Alex & Alison)*
Successful Enrollment	Completion
Transfer	Persistence

Critical Question:

1. Are we being race-conscious?

Wrap-up:

Questions?

&

Next Steps