

# S.E.A. PLAN 2.0

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UPDATE FOR THE ACADEMIC SENATE

AUG. 22, 2022

# FOLLOW-UP TO THE 2018-2022 PLAN

Metric	Goal	Baseline	AY 2020-21	Goal met?
Enrolled in the same community college	Maintain enrolled students within 5% of the baseline year	12,676	11,792	No (-7%)
Transfer-level Math & English within the first year	Increase the % of students who complete TL Math & Engl. In 1 <sup>st</sup> year from 10.7% to 14.4%	10.7%	16%	Yes, exceeded
Retention / Persistence	Increase overall fall-to-spring persistence to 75%	67%	65%	No
Transfer	Increase the number of UC/CSU transfers from 590 in 2015-16 to 797 in 2021-22	590	585	No
Completion	Increase the number of students completing a certificate or degree from 709 to 847	709	992	Yes, exceeded

# S.E.A. 2.0: WHAT'S DIFFERENT?



## Changes in Design

### Student Equity Plan 1.0 2018-2022

Transactional  
Compliance oriented  
One and done  
Race-neutral  
Standalone plan  
Compartmentalized funding

### Student Equity Plan 2.0 2022-2025

Transformational  
Community driven, thoughtful/meaningful, reflective  
Fluid and dynamic  
Race-consciousness  
Inform other institutional plans  
Braiding of funds (trenza)

# SPECIFIC POPULATIONS & STRUCTURAL CHANGE

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- For each metric, the plan asks us to:
  - Identify the population experiencing the most disproportionate impact
  - Set measurable targets for each year of the 3-year plan
  - Reflect on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for the metric
  - Identify structural changes necessary to transform this policy, process, practice, or culture toward a more equity-minded one
  - Identify the intended audience of the proposed policy / process / practice / culture change
  - Outline action steps to make the proposed change

# D.I. OVERVIEW FOR THE 2022-2025 PLAN

Baseline Year						
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion	DI Count
Current or former foster youth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
American Indian or Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5
Hispanic or Latino/a/x	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Native Hawaiian or other Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Homeless students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
LGBTQ+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Other (First Generation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
<b>Total Count For Each Metric</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>3</b>	

Attained the Vision for Success Definition of Completion within Three Years	Sum of primary_ppg	Sum of subgroup_denom
American Indian/Alaska Native	-10%	9
Black or African American	-6%	335
Hispanic	-2%	794

Completed Both Transfer-Level Math and English within the District in the First Year	Sum of primary_ppg	Sum of subgroup_denom
American Indian/Alaska Native	-20%	8
Homeless	-20%	1
Black or African American	-14%	271
Foster Youth	-10%	39
First Generation	-9%	505
LGBT	-8%	137
Hispanic	-4%	754

Persisted First Primary Term to Subsequent Primary Term	Sum of primary_ppg	Sum of subgroup_denom
Black or African American	-11%	293
First Generation	-7%	673

Successful Enrollment in the First Year	Sum of primary_ppg	Sum of subgroup_denom
Pacific Islander or Hawaiian Native	-22%	34
Asian	-12%	165
White	-4%	789

Transferred to a Four-Year Institution within Three Years	Sum of primary_ppg	Sum of subgroup_denom
Foster Youth	-20%	30
DSPS	-14%	54
Black or African American	-11%	143
Perkins Economically Disadvantaged	-9%	777
First Generation	-5%	321