

# Student Equity Plan

## DI populations for the 2025-2028 Plan

### **PRIE & EAPC**

EAPC: 4/22/25

SSPC: 4/23/25

Math Pod: 4/25/25

English Pod: 5/9/25

Cultural Center Students: 5/9/25

IPC: 5/16/25

PBC: 5/21/25



# What does disproportionately impacted (DI) mean?

A particular identity group of students who have a statistically significant difference in their outcomes compared to other students at our college.



Possibly insert slide here where we explain the methodology we used for choosing di pops (the differences between state and loca and the multi-year impact issue)

**Pop quiz!**

**The state requires us to report  
on 6 metrics (goals) for  
students.**

**What are the 6?!**



# Metric #1

## Successful Enrollment





**Students who applied  
to our college but  
didn't enroll (come to  
this college).**

# Enrollment Data

## Successful Enrollment Metric

### Possible DI Populations for focus in 2025-28

| Based on local analysis                 | Based on State analysis |
|---|-------------------------|
| Female                                  | Asian                   |
| First Generation                        | White                   |
| First Generation - Female               | Male                    |
| Students Seeking Financial Aid          |                         |
| Students Seeking Financial Aid - Female |                         |
| Black/African American                  |                         |
| Black/African American - Female         |                         |
| Latine                                  |                         |
| LGBTQ+                                  |                         |
| LGBTQ+ Female                           |                         |

**Local Analysis:**  
All prospective students who applied to our College for the first-time to attend in the selected year through Open CCC or through international CCC Apply in Open CCC Apply **anywhere in the District)**

Local Source: SAP SEP Reports 2025 (Successful Enrollment)

State Source: NOVA (Data Vision)

# Enrollment Data

## **Most Disproportionately Impacted Cañada Communities with Multi-Year Impacts SEAP Focusing On:**

- First Gen (college data)
- Black/African American (college data)
- LGBTQ+ (college data)
- Students Seeking Financial Aid (college data)
- Asian, White, Male (state data)
  - Skyline College is further investigating for the district if these populations are showing up because they enrolled to our college as a “back up” and went to a 4-year



# Enrollment Data

## Successful Enrollment Metric

### Possible DI Populations for focus in 2025-28

| Based on local analysis        | Based on State analysis |
|--------------------------------|-------------------------|
| First Generation               | Asian                   |
| LGBTQ+                         | White                   |
| Black/African American         | Male                    |
| Students Seeking Financial Aid |                         |
|                                |                         |
|                                |                         |
|                                |                         |
|                                |                         |
|                                |                         |
|                                |                         |

Local Analysis:  
All prospective students who applied to our College for the first-time to attend in the selected year through Open CCC or through international CCC Apply in Open CCC Apply  
**anywhere in the District)**

Local Source: SAP SEP Reports 2025 (Successful Enrollment)

State Source: NOVA (Data Vision)

# Metric #2

Completed both  
transfer-level  
math and  
English





**Students who  
completed  
transfer level Math  
and English in  
their first  
academic year.**

# English & Math Completion Data

| Math and English Metric                      |                         |
|--|-------------------------|
| Possible DI Populations for focus in 2025-28 |                         |
| Based on local analysis                      | Based on State analysis |
| Female                                       | Female                  |
| First Generation                             | First Generation        |
| First Generation Female                      |                         |
| Low Income - Female                          |                         |
| Black/African American - Female              |                         |
| Black/African American - Male                |                         |
| Latine                                       | Latine                  |
| Latina Female                                |                         |
|  | Asian Female            |
|  | LGBTQ+                  |

Local Source: SAP SEP Reports 2025 (Math & English Completion)

State Source: NOVA (Data Vision)

## Local Analysis:

First-Time  
Non-Special Admit  
Cohort Students  
who have an  
education goal of  
earning a degree  
and/or transfer.

# English & Math Completion Data

## **Most Disproportionately Impacted Cañada Communities with Multi-Year Impacts SEAP Focusing On:**

- First Gen (both college and state)
- Female (both college and state)
- LatinX (both college and state)
- AANHPI Female (state)
- LGBTQ+ (state)

# Metric #3 Persistence







**Students who  
stayed at the  
college from their  
first term to their  
second term.**

# Persistence Data

| Persistence Metric                           |                         |
|--|-------------------------|
| Possible DI Populations for focus in 2025-28 |                         |
| Based on local analysis                      | Based on State analysis |
| Male   |                         |
|  | Asian Male              |
|  | Female                  |
|  | Filipino                |
|  | White                   |
|  |                         |
|  |                         |
|  |                         |
|  |                         |

Local Source: SAP SEP Reports 2025 (Persistence)  
State Source: NOVA (Data Vision)

Local Analysis:  
First-Time Non-Special Admit  
Cohort Students **who are  
seeking a degree, certificate,  
or transfer from our College.**

*To mitigate impact of swirl on  
this metric, the denominator  
would focus on our “home  
campus students” but we  
would consider their  
enrollments (persistence) at  
any of the SMCCCD Colleges.*

# Persistence Data

## **Most Disproportionately Impacted Cañada Communities with Multi-Year Impacts SEAP Focusing On:**

- **Male** (college data)
- Asian Male (state data)
- Female (state data)
- Filipino (state data)
- White (state data)

# Metric #4

## Completion





**Students who  
earned a degree or  
certificate within 3  
years.**

# Completion: Data

| Completion Metric                            |                         |
|--|-------------------------|
| Possible DI Populations for focus in 2025-28 |                         |
| Based on local analysis                      | Based on State analysis |
| Latine                                       | None                    |
|  |                         |
|  |                         |
|  |                         |
|  |                         |
|  |                         |
|  |                         |
|  |                         |
|  |                         |



# Completion: Data

**Most Disproportionately Impacted  
Cañada Communities with Multi-Year Impacts  
SEAP Focusing On:**

- LatinX students (college data) (state data says none)

# Metric #5 Transfer





**Students who indicated they wanted to transfer and did transferred to a 4 year institution.**

# Transfer Data

| Transfer Metric                              |                         |
|--|-------------------------|
| Possible DI Populations for focus in 2025-28 |                         |
| Based on local analysis                      | Based on State analysis |
|  | Female                  |
| First Generation                             |                         |
| Latina Female                                |                         |
| Latino Male (?)                              |                         |
| Low Income                                   | Low Income              |
| Low Income Male                              |                         |
|  | Low Income Female       |
|  |                         |
|  |                         |
|  |                         |

Local Source: SAP SEP Reports 2025 (Transfer)  
State Source: NOVA (Data Vision)

Local Analysis:  
First-Time Non-Special  
Admit Cohort Students  
Who Earned 12 or  
More Units at Any  
Time at Any  
Community College  
and Who Exited  
California Community  
College **and who have  
a Degree or Transfer  
Goal**

# Transfer Data

## **Most Disproportionately Impacted Cañada Communities with Multi-Year Impacts SEAP Focusing On:**

- First Gen (college data)
- LatinX (college data)
- Low Income (state and college data)
- Female (state data)

# Metric #6

## Comprehensive Student Education Planning







**Students who  
completed an Ed  
Plan in their first  
year. (Brand new metric!)**



# Comp SEP Data

## Successful Enrollment Metric

### Possible DI Populations for focus in 2025-28

#### Based on local analysis

Male

Latine

LGBTQ+

Local Source: SAP SEP Reports 2025 (SEP)

Note: this metric relies only on local data (no State data)

## **Most Disproportionately Impacted Cañada Communities with Multi-Year Impacts SEAP Focusing On:**

- LatinX Students (college data)
- (no state data because new)

Local Source: SAP SEP Reports 2025 (SEP)

Note: this metric relies only on local data (no State data)

# Time to brainstorm for this next plan!

**(What is feasible in the next three years with the budget we currently have?)**

IPC blue sky SEAP

PBC blue sky SEAP