



Presentation to EAPC
Student Equity and Achievement Program
Metric Check In and Discussion
DATA INFORMED CURRICULAR DEVELOPMENT

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The SEAP Metric and Action

- DATA INFORMED CURRICULAR DEVELOPMENT: Continue to investigate the first-year course success data for extra support vs. traditional courses. The Office of Planning, Research, and Institutional Effectiveness (PRIE) and Faculty will develop tools to gather student input about effectiveness, impact, and barriers to success in first year courses. Department faculty will continue to use department meeting time to analyze this data to inform curricular and pedagogical changes and continue to engage in equity-focused professional development.

DI Populations: Math *and* English Completion

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close 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*
Overall Student Population	41.3%	222	N/A	N/A	N/A	N/A
State DI: Asian Female	11.9%	10	0.6%	1	7.5%	7
State DI: Female	14.4%	87	6.5%	40	9.3%	57
State DI: First Generation	16.2%	65	0.5%	3	4.1%	17
State DI: Latine	16.5%	87	1.1%	6	4.2%	23
State DI: LGBTQ+	11.9%	10	0.6%	1	7.5%	7

DI Populations: Math

Student Population	Completed Transfer-Level MATH at SMCCCD Within 1 Year	% Completed Transfer-Level MATH at SMCCCD Within 1 Year	Equity Gap (PPG)	% 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
Female	86	36.4%	-8.7%	2.7%	7	8.7%	21
First Generation (all)	73	34.4%	-11.4%	4.4%	10	11.4%	25
First Generation Female	31	29.5%	-14.7%	5.7%	6	14.7%	16
Low Income Female	29	30.2%	-13.6%	3.6%	4	13.6%	14
Latina Female	40	27.8%	-18.5%	10.5%	16	18.5%	27
Black or African American Male	4	19.0%	-23.2%	2.2%	1	23.2%	5

DI Populations: English

Student Population	Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year	% Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year	Equity Gap (PPG)	% 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
First Generation (all)	96	45.3%	-7.3%	0.3%	1	7.3%	16
First Generation Female	42	40.0%	-12.1%	3.1%	4	12.1%	13
Latina Female	63	43.8%	-8.2%	0.2%	1	8.2%	12
Black or African American Male	5	23.8%	-27.0%	6.0%	2	27.0%	6

Action Update

Year 1 Updates and Check Ins

Data Update

- Student Equity Report for Math & English Completion run each year
- PRIE's [Equity Dashboard](#) shows success rates in support courses and other courses
- Retention Specialists can see (weekly) which students have yet to attempt Math and/or English
- Student Survey conducted Fall 2025, results – including open responses regarding student experiences in support courses – shared with English and Math Faculty

English Update

- Regular conversations about placement and success rates at our English retreats since Fall 2024, including initial analysis of success rates in Spring 2025 (?) and then again in Spring 2026
- Cross-district discussion in Fall 2025 regarding our low-GPA success rates in 105 that are higher than the state average rates (yay!)
- Development of a plan to increase the coverage and integration of our embedded tutoring program and student services collaboration. We are in year two of scaling this up.

Action Update

Year 1 Updates and Check Ins

Math Update

- Regular conversations about placement and success rates at our Math PODS/ AB1705 meetings since Fall 2024, including initial analysis of success rates in Spring 2025 (?) and then again in Spring 2026
- Cross-district discussion in Fall 2025 regarding our low-GPA success rates
- Working on developing a plan to have embedded tutors in all Calculus classes.
- Continuing Periodic Workshops (Math Jam) at the STEM center, have STEM retention specialist and the Math Instructional Aide meet make class visits early in the semester