



**Presentation to EAPC
Student Equity and Achievement Program
Metric Check In and Discussion
Persistence: First Primary Term to Second
Primary Term**

Presented By: Karen Engel, Dean of PRIE and Alex Kramer, Dean of BDW
Chialin Hsieh, VPI is co-leading this effort but unable to join us for our presentation today

Date: October 27, 2026

Strategy:

Male Career Interest Focus Groups/Assessment and Future Planning

- Determine the current college instructional programs with largest equity gaps for male students (Dean of Business, Design and Workforce would partner with the Office of Planning, Research, and Institutional Effectiveness).
- Conduct quantitative and qualitative research with current students and potential students (dual enrollment, adult schools, etc.) to determine their immediate and long-term career goals and best times for classes.
- Build new instructional programs, or adjust our current programs, to better meet the educational needs of our male students.

The SEAP Metric and Action

Who is the Disproportionately Impacted (DI) population this metric focuses on?

Student Sub-population	# of Students Needed to Eliminate DI	# of Students to Close Equity Gap
Asian Male	1	7
Female	2	24
Filipino	5	11
White	2	17
Male	14	31

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Year 1 Action Update

SEAP Strategic Action:

Determine the current college instructional programs with largest equity gaps for male students (Dean of Business, Design and Workforce would partner with the Office of Planning, Research, and Institutional Effectiveness).

Overall, male students at Cañada complete their degrees and certificates at a disproportionately low rate

Students	% of all home campus students	% of all degree and certificate earners	% point difference
Male	36%	29%	-7%
Female	60%	68%	8%

Source: College degree and certificate records, 2023–24 through 2025–26

Instructional Programs with the Largest Equity Gaps for Male Students

Program of Study (POS)	Total students in POS in 2025-26	% of students in POS who are male in 2025-26	% of degree completers who are male 2023-26	% pt difference
Chemistry (AS)	7	70%	33%	-36%
Digital Art & Animation (AA)	18	57%	31%	-27%
Business Administration (Certificate)	16	50%	27%	-23%

Source: completers are college degree and certificate earners inclusive of 2023–24 through 2025–26

Note: college-wide, male students are 36% of all Cañada home campus students. Programs shown here had the highest % point gap as well as a disproportionately large share of male students in the program of study

Instructional Programs with the Largest Equity Gaps for Male Students

Program of Study (POS)	Total students in POS in 2025-26	% of students in POS who are male in 2025-26	% of degree completers who are male 2023-26	% pt difference
Business Administration 2.0 (AD-T)	161	59%	42%	-17%
3D Animation & Videogame Art (AA)	9	67%	50%	-17%
Economics (AD-T)	14	69%	54%	-15%
Business Management (AS)	20	51%	40%	-11%

Source: completers are college degree and certificate earners inclusive of 2023–24 through 2025–26

Note: college-wide, male students are 36% of all Cañada home campus students. Programs shown here had the highest % point gap as well as a disproportionately large share of male students in the program of study (and with at least 7 students in the POS).

Instructional Programs with the Largest Equity Gaps for Male Students **under-enrolled by Males**

Program of Study (POS)	Total students in POS in 2025-26	% of students in POS who are male in 2025-26	% of degree completers who are male 2023-26	% pt difference
Nutrition (AS)	24	30%	0%	-30%
Medical Coding Specialist (Certificate)	9	25%	4%	-21%
Accounting (AS)	36	29%	9%	-21%
Sociology (AD-T)	31	37%	16%	-20%

Source: completers are college degree and certificate earners inclusive of 2023–24 through 2025–26

Note: college-wide, male students are 36% of all Cañada home campus students. Programs are shown here with a the highest percentage point gap in programs of study in which male students are as likely or less likely than female students to be enrolled.

Year 1 Action Update

SEAP Strategic Action:

Conduct quantitative and qualitative research with current students and potential students (dual enrollment, adult schools, etc.) to determine their immediate and long-term career goals and best times for classes.

Talking to current and prospective male students

Current Students

- Collaboration with Brothers Achieving Milestones to organize focus groups on March 10 and/or 11, 2027.

Prospective Students

- Collaboration with Outreach and organizers of the Orgullo y Educación (OYE) Latinx Youth Conference to possibly host a focus group during the conference on March 20.*
- Collaboration with the organizers of the Black Student Leadership Conference to possibly host a focus group during their conference on March 13.*

*In collaboration with the “Intentionally Strengthen Enrollment Inquiry Group

Talking to stopped out students

- PRIE has identified students who stopped out after being enrolled in programs of study with:
 - typical or over-representation by male students such as Business Administration 2.0, Sociology, and Chemistry
 - under-representation by male students such as Medical Assisting, Fashion Design, Interior Design, and Accounting.
- We are developing a survey we will send these students. We will follow-up with phone calls for those former students receptive to it.

Year 1 Action Update

SEAP Strategic Action:

Build new instructional programs, or adjust our current programs, to better meet the educational needs of our male students.

Based on the results of our surveys, focus groups, and possible labor market research, we will generate recommendations on this SEAP action.

Discussion

Questions? Feedback?