Annual Planning

Student Equity: Actions Taken

Please see instructions to the right for filling out this page.

The department formally instituted a two steps at improving student engagement and success, a student engagement survey and an early diagnostic assignment. These practices became integrated as mandatory practices for all full-time members of the department in Fall of 2017. They will be integrated for all members of the department in Spring of 2018.

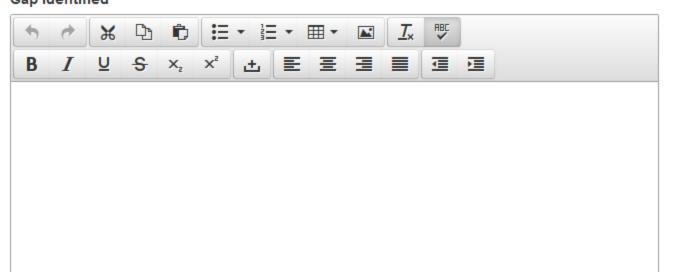**Save Section**

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Student Equity: Gaps to be Addressed

Please see instructions to the right for filling out this page.

Population

- ⦿ Age: 19 or younger
- ⦿ Age: 20 to 29 years
- ⦿ Age: 30 to 39 years
- ⦿ Age: 40 or older
- ⦿ Disability Status: DSPS
- ⦿ Disability Status: Not DSPS
- ⦿ Ethnicity: African American
- ⦿ Ethnicity: American Indian
- ⦿ Ethnicity: Filipino, Asian, Pacific Islander
- ⦿ Ethnicity: Hispanic
- ⦿ Ethnicity: Not Reported
- ⦿ Ethnicity: Two or More Races
- ⦿ Ethnicity: White
- ⦿ Gender: Female
- ⦿ Gender: Male
- ⦿ Socioeconomic Status: Economically Disadvantaged
- ⦿ Socioeconomic Status: Not Economically Disadvantaged

Gap Identified

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[Save Equity Intervention]

Existing Equity Reports

[Edit] Ethnicity: African American

Gap Identified:

In English classes, African Americans fall seven points below the college-wide success rates for African Americans.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Existing Equity Reports

[Edit] Ethnicity: American Indian

Gap Identified:

In English classes, American Indians fall fifteen points below the college-wide success rate for American Indians.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Existing Equity Reports

[Edit] Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

In English classes, Asian/Filipino/Pacific Islanders have a success rate ten points below the college-wide success rate for Asian/Filipino/Pacific Islanders.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Existing Equity Reports

[Edit] Ethnicity: Two or More Races

Gap Identified:

Students of two or more races, in English classes, have a success rate ten points below the college-wide success rate for students of two or more races.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Existing Equity Reports

[Edit] Ethnicity: White

Gap Identified:

In English classes, white students succeed at a rate eight points below the college-wide success rate for white students.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Existing Equity Reports

[Edit] Gender: Male

Gap Identified:

Male students, in English classes, have a success rate thirteen points below the success rate of male students college wide.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

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