Student Equity Plan
Executive Summary

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2019-2025

College of Alameda

COLLEGE OF
ALAMEDA

Equity Planning Process

Per EdCode 78222, College of Alameda (CoA) engages in a three-year equity plan process with annual data review, goal and activity updates and implementation to meet student equity and achievement outcomes. This executive summary reviews the CoA 2019-2022 equity impact activities and provides an overview of progress made in addressing disproportionate impact. Additionally, this summary provides an overview of the 2022-2025 equity planning process, current disproportionate impact groups, equity impact activities and an associated budget.

The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

College of Alameda (CoA) Student Equity Plan (SEP) 2022-25 paves the way for a deeper and more focused commitment to dismantling barriers and closing equity gaps. The new California Community College State Chancellor's Office template encourages a reflection on pre and post pandemic data with the goal of achieving Vision for Success Goals with a particular focus on disproportionately impacted student groups.

College of Alameda Student Equity and Achievement (SEA) Committee is the governance committee responsible for equity in the college. The 2022-2025 SEP was developed through a yearlong inclusive process involving students, classified professionals, faculty, and administrators starting with a data review and analysis of 2019-2022 goals and activities in spring 2022. In fall 2022, an expanded SEA Committee was created with approximately 20 employees and students utilizing a Human Centered Design process. The goal of the SEA work is to create an inclusive environment built upon unconditional belong where all students thrive and meet their education and career goals.

While the Equity Plan is developed through a separate process, equity efforts are integrated across the college through Guided Pathways development, AB705 implementation as well as in implementing activities to meet the Vision for Success Goals. College of Alameda is currently engaged in an Educational Master Plan process and Equity Plan goals and activities will be infused as will the college commitment to diversity, equity, inclusion, antiracism and accessibility. The CoA 2019-2022 Equity Plan focused on success metrics including access, retention, transfer to a four-year institution, completion of transfer-level math and English as well as Earned credit certificate over 18 units, associate degree. Whereas the 2022-25 goals and activities focus on successful enrollment, completed transfer-level math and English, persistence, transfer and completion and mitigating disproportionate impacted student groups.

The six success metrics data provided by the California Community College Chancellor's Office were analyzed for disproportionate impact and gaps to highlight groups of students who are not accessing the college or succeeding. The Student Equity and Achievement committee members reviewed the data with a PCCD research analyst who provided context as well as methodology for calculating disproportionate impact per CCCCO methods. In addition to reviewing success metrics, the SEA committee analyzed the 2019-2020 plan goals and activities for areas of completion and ongoing efforts.

Student Equity Plan 2019-22 Reflection

College of Alameda had several activities planned to address equity issues and to mitigate and close gaps related to access, retention, and success for disproportionately impacted student groups between 2019-2022. Due to the COVID pandemic, not all the planned initiatives, projects or activities were implemented. Moving to remote and fully online courses and services impacted the ability to engage students difficult. In some cases, activities were implemented fall 2022 however data regarding outcomes is not available.

College of Alameda planned activities and projects to positively effect disproportionately impacted student groups:
- Spring 2020 College of Alameda implemented a Zoom online counseling pilot however as soon as the pandemic led to campus closure in March 2020, all student services moved online utilizing Zoom for online services, chat and call for increased student access. In 2021, CoA moved from Zoom to ConnexEd for online services and scheduling.
- 2021-2022- College developed guided pathways curriculum maps to improve access. The website was designed to be student centered and fields of study (guided pathways) plays a significant role on the home page. Each academic program is accessed through the field of study portals to provide increased access and a more directed and focused approach for students.
- Spring 2022- College of Alameda developed a new, student directed website with fields of study (guided pathways)
- Spring 2022- College developed and launched a new website with Ocelot AI Chat on each webpage to increase a higher level of access.
- Fall 2022- CoA expanded College Promise to include expanded onboarding activities including an in-person orientation. College promise was also expanded to first two years (originally one year).
- Fall 2022- College of Alameda launched enhanced foster youth outreach through the NextUp program and hired a counselor with dedicated foster youth experience.
- College of Alameda activities and projects to improve retention and success:

- o 2019-2022- Implemented English1AS Composition and Reading with Support classes
- o 2019-2021- AB705 Multiple Measures- Lifted enrollment holds
- o 2020-2021- Hired SEA Coordinator- Retention & Success proactive interventions
- o 2020-2021- Developed and Implemented Puente Learning Community Program
- o 2020-2021- LRC Dedicated Tutors- for equity focused populations Expanded implementation of the Distance Education Equity Faculty Professional
- o 2022-2023- Began implementation of Degree Audit and Automatic Degree Conferral in PeopleSoft
- o 2022-2023- CoA Promise expanded to two years in 2021-2022 providing expanded financial support and dedicated counseling to support students through goal achievement.
- o 2022-2023- Learning Community Boost: Enhanced in person services (post pandemic)- UMOJA, Puente and Salaam.
- o 2022-2023- Financial Aid in-reach messaging and events to expand awareness regarding financial aid options and increase FAFSA and Pell metrics for currently enrolled students.

Disproportionate Student Group Impact- 2019-22 Student Equity Plan Activities

While the pandemic had impact on implementing or fully completing some equity initiatives, projects and activities for many colleges, College of Alameda (CoA) continuously worked to decrease disproportionate impact. The CoA Student Equity and Achievement Committee reviewed data from 2019 against current data and found improvements in decreasing disproportionate impact in multiple categories.

- In evaluating retention and persistence data, the Student Equity and Achievement committee set a goal to increase online course retention for African American and Latinx students by 20%. By 2020, this goal was met for African American by 23% and Latinx students by 44%.
- In evaluating the goal of increasing the number of first-time students that completed transfer level English and math within the first year by 50%, the college found that only 14% of first-time students completed both areas in 2017. In analyzing the current data, this percentage doubled by 2020, with 28% of the first-time student population completing transfer level English and Math in their first year.

An example of the impact of the pandemic on equity initiative implementation is College of Alameda's goal of improving the number of students transferring to four-year universities by increasing student SEPs which was not realized. The college will implement the Transfer Academy cohort 2023-2024. College of Alameda identified completion of a comprehensive student education plan with the first

year as a data point to impact transfer completion. The goal was to ensure that 80% of matriculating students had a student education plan (SEP). However, due to COVID-19 pandemic in spring 2020 and the college to transition to 100% online learning, the numbers decreased. In 2017-18, comprehensive SEPs had risen by 20% compared to 2016-17, but by 2021 the numbers fell by –1%. Similarly, CoA set a goal of increasing the number of degrees & certificates by 10% in 2020, given the steady increase in 2018-19 by 12%. However, by 2020, the number of awards conferred decreased by 2%.

CoA 2022-2023 Equity Budget and Planned Activities

Category	2022-2023
1000 Academic Salary	587,477
2000 Classified, Nonacademic Salaries	385,970
3000 Employee Benefits	606,713
4000 Supplies and Materials	10,909
5000 Other operating expenses and services	66,738
6000 Capital Outlay	1,000
7000 Other Outgo: Student Aid/Vouchers	0
Total	**$1,647,898**

CoA Equity Activities 2022-2023

- *UMOJA program-* relaunch learning community for Black and African American students- with in person events and courses and add expanded in-reach to increase program numbers.
- *CoA Call/Text Center-* implement proactive interventions to impact equity gaps
- *Unity Center-* complete building renovations for the CoA Unity (Social Justice) Center (Basic Needs Center, Learning Communities, & Intersectional and Co-curricular programming to enhance a sense of belonging focused on disproportionate student groups.) spring 2023 open Unity Center
- *Dean of Equity and Inclusion-* Hire a new dean position focused on overseeing DEIAA work within the college in support of student success.
- *Adult Schools-* Develop stronger relationships (post pandemic) with feeder Adult Schools and created adult transition noncredit pathway courses for successful enrollments and success
- *Mobile CoA-* expand data downloads and increase proactive contact in support of successful enrollment, persistence, completion, and transfer for disproportionate impacted groups
- *Ocelot AI Texting service-* integrate texting for use by the CoA Call/Text Center to expand proactive interventions for equity groups
- *ConnexEd-* expand and develop a common application for student support programs (UMOJA, Puente, Salaam learning communities, College Promise, and EOPS/ CalWORKs/ CARE/ NextUp). Move all programs and general counseling (GP) into case management module.

CoA Equity Activities 2022-2023 continued

- *ACCESO/ Puente*- expand in person events, activities and support services for Latinx students.
- *K-12 school district partnerships*- expand partnerships with feeder offices of equity to deepen outreach for BIPOC students (focus: expanded awareness of dual enrollment and CoA offerings for first generation students).
- *Marketing and advertising*- focus marketing and advertising on target equity groups (Utilize CollegeApp analytics)

Overview of 2022-2025 Equity Planning Process

Completing a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). To ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a DI study of each of the following categories of students:

A. Current or former foster youth B. Students with disabilities

C. Low-income students

D. Veterans

E. Students in the following ethnic and racial categories, as the United States Census Bureau defines them for the 2020 Census:

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Hispanic, Latino, or Latinx
5. Native Hawaiian or other Pacific Islander
6. White
7. Some other race
8. More than one race

F. Lesbian, gay, bisexual, or transgender students (LGBTQ+)

G. Additional categories of students as determined by the governing board of the community college district

Student Success Metrics

The California Community College Chancellor's Office (CCCCO) sets the student success metrics every three years. The metrics are closely aligned with the Chancellor's Vision for Success metrics. Colleges were instructed to use the Student Success Metrics (SSM) dashboard to ascertain DI for the following metrics:

- **Successful Enrollment** (percentage of first-time college students who applied and enrolled in the same year in a primary term) *
- **Transfer-level math and English** (percentage of first time in college students who completed transfer-level math and English in the first year) *
- **Persistence** (percentage of first-time college students who enrolled in the subsequent semester) *
- **Vision Goal Completion** (percentage of first-time college students who completed a degree or certificate in three years) **
- **Transfer** (percentage of first time in college students who transferred to a four-year institution within three years) **

*first-time college students who were credit enrolled and not special admit
** first-time college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited the California Community College system.

Disproportionate Impact Methodology

For the 2022-2025 Equity Plan, the CCCCO requires using the PPG-1 methodology. The PPG-1 method removes the outcome rate of the primary subgroup from the reference group to determine DI. The outcome rate of the primary subset is compared to the outcome rate of all other cohort students rather than comparing the outcome rate of the primary subgroup to the outcome rate of all cohort students. For example, the Percentage Point Gap minus one (PPG-1) methodology compares the persistence rate of Hispanic/Latinx students to the persistence rate of all non-Hispanic/Latinx students. For a detailed explanation of PPG-1, please visit The California Community Colleges Chancellor's Office (CCCCO) publication CCCCO Percentage Point Gap Minus One (PPG-1) Methodology Notes [2022].

Summary of Disproportionate Impact Findings

The CoA Student Equity and Achievement (SEA) committee annually reviews data related to equity student success metrics set by the California Community College Chancellor's Office (CCCCO) against college equity activities to assess for equity impact. The Director of Research presented the 2022-2025 plan metrics to SEA committee in spring 2022. Primary equity groups were set based on those with the largest equity gap.

Successful Enrollment in the First Year

Among first-time applicants who indicated an intent to enroll in the selected college, in the selected year, the percentage who enrolled in the same community college in their first year. 33% of the number of College of Alameda students who applied enrolled in their first year.

Primary equity group: Female students. 27% of females who applied at College of Alameda successfully enrolled in their first year.

Completed Both Transfer Level Math and English

Among first time cohort students, the proportion who completed both transfer level math and English courses in the same district. Excluding high school students, the proportion of all students who completed transfer-level math and English in their first academic year of credit enrollment within Peralta Community College District (PCCD). 19% of all first-time students completed both math and English in the district.

Primary Equity Group: Black or African American students. 9% of Black or African American students completed transfer level math and English in their first academic year of credit within PCCD.

Primary Equity Group: Hispanic/Latinx students. 7% of Hispanic/Latinx students completed transfer level math and English in their first year of credit within PCCD.

Persisted First Primary Term to Subsequent Primary Term

Among first-time cohort students, the proportion who enrolled in the subsequent primary term after their first primary term of enrollment. 52% of first-time students who persisted to the next primary term.

Primary Equity Group: Black or African American students. 14% of Black or African American students persisted from first primary term to subsequent primary term.

Transferred to Four Year Institution

Using **2016-17** data and excluding high school students, the proportion of first-time cohort students who earned 12 units or more and exited in the subsequent year and enrolled in any four-year postsecondary institution. 20% of first-time cohort students transferred to a four-year institution.

Primary Equity Group: Foster youth students. Zero foster youth students (N=10) in the first-time cohort transferred to a four-year institution.

Completion

Excluding high school students, the proportion of first-time cohort students who attained one of the following: earned an AA, AS, AAT, and or AST; earned a CCCCO approved credit certificate, earned a noncredit certificate, attained apprenticeship journey status, or transferred to four-year postsecondary institution in 2017-18. 8% of first-time students attained a Vision for Success goal by 2017-18.

Primary Equity Group: Male students. 3% of male first-time students attained a completion goal.

A Campus-Wide Equity Approach- *Race Consciousness in Equity Plan Development*

College of Alameda has a long-standing practice of including data regarding race within program review and annual plan updates particularly related to disproportionately impacted students. Placing race at the fore front of course and program evaluation and intervention development creates the opportunity for ongoing dialogue across the college. Throughout the past several years, the Student Success Committee (Student Equity and Achievement (SEA) Committee-2020-2021) reviewed and analyzed disaggregated student data with a particular focus on race in relation to access, retention, and success.

During the 2022-2025 planning year, an expanded SEA committee was formed with the same goal as previous years. The college is currently engaged in an Educational Master Planning (EMP) process. One aspect of the EMP process is a college-wide review of the mission, vision, and values, including race consciousness, and creating an inclusive college experience is core to this work. To align college efforts, in spring 2022, the Guided Pathways Equity team launched a race and ethnicity survey piloted by the Community College Survey of Student Engagement (CSSSE). While the sample size was small during the pandemic, data revealed many students rarely or never participated in activities or discussions that reflect their cultural experiences. In addition, in terms of representation, most students had never taken a class with an instructor that was the same race or ethnicity as themselves. These results allowed the college to reflect and discuss how to improve equity within the classroom. The college is currently administering the National Assessment of Collegiate Campus Climate (NACCC) survey, focused on race and ethnicity to all employees and students. The NACCC is a trio of quantitative surveys on campus racial climate administered annually at colleges and universities across the United States. College of Alameda plans to use survey results to deepen race based work by analyzing race climate for employees and students with the goal of creating an inclusive learning and work environment where all experience a sense of belonging. While the data is not ready for this planning cycle, CoA will incorporate results in spring as part of the data and plan evaluation and review in 2023-2024.

2022-2025 Planning Efforts

In response to the impact of the pandemic on equity plan implementation, College of Alameda reviewed previous equity efforts and the approach to equity planning and implementation. While previous efforts were inclusive and completed by the Student Equity and Achievement Committee (SEA), the student voice was missing in the work. As such a student-centered approach utilizing a modified Human Centered Design framework, adapted and facilitated by WestEd was used for the 2022-2025 planning process.

Human Centered Design (HCD) creates the opportunity for a student-centered approach to equity through four major principles:

- Ensuring that we solve the core, root issues, not just the problem as presented to us (which is the symptom, not the cause).
- Focusing on people.
- Taking a systems point of view, realizing that most complications result from the interdependencies of the multiple parts.
- Continually testing and refining our proposals, ensuring they truly meet the needs of the people for whom they are intended

In partnership with WestEd and utilizing an adapted Human Center Design framework, College of Alameda deepened traditional and past planning practices by creating a student-centered process by:

- Centering the needs and experiences of marginalized groups at each step of the planning process
- Planning is based around student outcomes rather than institutional structures, resulting in better-integrated changes
- Engaging with students to surface root causes of equity gaps
- Inclusive brainstorming ensures all perspectives are heard, and ideas are selected based on feasibility and impact
- Gathering early and ongoing feedback to support effectiveness and improvement
- Creating meaningful structures for collaboration that disrupts silos during the process and supports sustainable change beyond the planning phase
- Implementing a co-created solutions generate buy-in for change

<div align="right">WestEd, 2022</div>

For the 2022-2025 Student Equity Plan process, College of Alameda created an expanded SEA Committee work group with approximately twenty students, faculty, classified professionals, and administrators to complete the equity planning process and met for two and a half hours over six sessions. The focus of the adapted Human Centered Design equity planning meetings was to accomplish the following:

- Laying the Groundwork:
  - Meet with participants to review Student Equity Plan and institutional data related to student persistence, with a focus on students' engagement and sense of belonging on campus
  - Acknowledge and prepare to navigate power structures within the group and the college
  - Develop a plan to interview DI impacted groups; prepare interview questions for students and colleagues as needed
- Student Insight:
  - Participants conduct empathy interviews and generate insights.
  - Speak directly with those we are working to serve to generate empathy and center student experiences in the work.
  - Surface insights from conversations.
- Generating Solutions and Prototypes:
  - Revisit, reframe, and/or further clarify the problems the college is working to solve that would result in meaningful change for students.
  - Generate a range of solutions to address those problems and prioritize based on feasibility and impact- informed by interviews.
  - Develop prototypes to understand desirability of potential solutions
- Action Planning for Impact:
  - Gather feedback on prototypes from students and colleagues
  - Determine what solution(s) to pursue
  - Incorporate solutions into the narrative for the Student Equity Plan 2.0

WestEd, 2022

2022-2025 Collegewide Equity Impact Projects

Two Equity Impact Projects emerged from the adapted Human Centered Design process. After reviewing the data and disproportionately impacted student group metrics, the expanded SEA workgroup elected to focus on persistence from one semester to the next. It was determined that persistence is essential for the other metrics to be achieved. Without persistence, a student is unable to transfer, attain a completion goal or in most cases, complete both transfer level math and English in one year. While Black and African American students are the primary equity group based on disproportionate impact analysis in the persistence metric, the college is also focusing on Hispanic/ Latinx students. Hispanic/Latinx students are also disproportionately impacted in completion of both transfer level math and English, and Transfer to a four-year university. One is focused on onboarding and the other on in-class interventions (activities, events, embedded services) with the focus of addressing persistence from one semester to the next.

Community of Practice for Equity-
Supporting the retention of Black or African American and Latinx Students

A community of practice (CoP) of invested classified professionals and faculty with the goal of developing and implementing a course-level strategic approach to support the persistence of Black or African American and Latinx students. The community of practice consists of a group of individuals who share a common concern- Black or African American and Latinx student persistence. Expected outcomes for the COP- Equity Impact Project is:

- Black or African American and Latinx students will experience a higher retention rate at College of Alameda.
- Develop scalable and specific in-class strategies that support the retention of Black or African American and Latinx students. These can include pedagogy, imbedded tutors, student services support, intervention strategies, etc.
- Develop evaluation tools to track and assess course-level data to determine effectiveness of retention strategies.
- Increased student enrollment in participating faculty courses.
- Expand campus network for participating classified professionals and faculty.

Student Onboarding 2.0-
Equity focused improvements to the online onboarding process

A community of practice (CoP) of invested classified professionals and faculty with the goal of improving the college online boarding process to support the persistence of Black or African American and Latinx students. The Onboarding 2.0 CoP will collaborate regularly and research best practices, creating new knowledge with the goal of solving a problem. Expected outcomes for the Onboarding 2.0 Impact Project is:

- Black or African American and Latinx students will take advantage of the orientation and experience less confusion, and increased persistence.
- Decrease reliance on AI and replace with face:face or just in time video. Website support with live links during business hours.
- Integrate mental health support in the onboarding process to better support students

The College of Alameda college wide equity impact projects will commence spring 2023 with further development and activity implementation. Utilizing an adapted Human Centered Design framework, each community of practice will engage in a continuous loop of assessment and adjustment as the goals for increasing persistence for Back or African American and Latinx students is realized.

Planned Equity Impact Activities
College of Alameda is committed to systemic change through a college wide racial and social justice focus. This commitment is actualized and institutionalized in multiple ways including through the implementation of Guided Pathways (Fields of Study), the development of a Unity Center, and hiring of a Dean of Equity and Inclusion. Many of the 2019-2022 equity activities were not implemented due to the pandemic. As a result, relevant activities related to current analysis remain and will be implemented as part of the 2022-2025 plan. Additional activities have been added. The Equity Impact Projects previously discussed are designed to be developed and implemented for the 2022-2024 academic year however will utilize a continuous feedback loop for ongoing adaptations throughout the 2022-2025 planning cycle. Where possible, the college leverages funds to increase impact and build a comprehensive and collegewide approach.

2022-2025 Equity Impact Activities		
Activities	**Timeline**	**Funding Source**
Successful Enrollment in First Year		
Expand College Promise onboarding activities	2022-2024	AB19
Expand Ocelot AI Chat/Text- incorporate with Call Center	2022-2024	SEA
Enhanced Foster Youth outreach and onboarding and de	2022-2025	NextUp
Expand Noncredit transition course offerings to Adult Schools and CBOs	2023-2025	AEBG/SEA
Expand CoA Call Center for applied not enrolled student outreach	2022-2025	SEA
Relaunch in person Mobile CoA	2023-2025	SEA
Develop equity focused, K-12 Partnership events at CoA	2022-2025	SEA
Increase awareness about Fields of Study	2022-2025	SEA/Outreach
Launch Academic Success Teams and Center	2022-2024	GP
Launch equity focused marketing and advertising	2022-2025	SEA/Outreach
Develop and launch ConnexEd common application- cohort programs	2022-2023	SEA
Completed Transfer Level Math and English		
Develop and implement CoA Summer Bridge- prep program	2023-2025	AB19/SEA/EOPS/NextUp/HSI
Develop and launch ConnexEd case management tool	2022-2024	SEA/EOPS
LRC Dedicated Tutors- for equity focused populations	2022-2025	SEA
Launch Brotherhood Men of Color Program (Puente/UMOJA)	2023-2025	SEA/HSI
Expand CoA Call Center data based proactive interventions	2023-2025	SEA
Launch ConnexEd early alert/progress report tool	2023-2025	SEA/EOPS
Open Unity Center-Expand Puente/Salaam/UMOJA co-curricular offerings	2023-2025	HSI/SEA/EOPS
Expand Distance Education Equity Faculty Professional Development Program- CVC OEI Equity Framework	2022-2025	IEPI
Increase number of zero and low-cost textbook courses	2022-2025	
MESA- STEM equity focused program	2022-2025	SEA/MESA
Hire Basic Needs Coordinator and launch center	2022-2025	SEA/Basic Needs
Persisted First Primary Term to Subsequent Primary Term		
Develop and launch ConnexEd case management tool	2022-2024	SEA
Develop and implement CoA Summer Bridge-prep program	2023-2025	AB19/SEA/EOPS/NextUp/HSI
Expand CoA Call Center data based proactive interventions	2023-2025	SEA
Develop Curriculum Maps- Guided Pathways for part time students	2023-2025	GP
Launch ConnexEd early alert/progress report tool	2023-2025	Leverage HSI Funds
Open Unity Center-Expand Puente/Salaam/UMOJA co-curricular offerings	2023-2025	N/A
Expand student mentoring (focus on equity groups)	2023-2025	SEA/EOPS/HSI
LRC Dedicated Tutors- for equity focused populations	2022-2025	SEA
MESA- STEM equity focused program	2022-2025	SEA/MESA
Increase zero and low cost text book courses		
Hire Basic Needs Coordinator and launch center	2022-2025	SEA/Basic Needs
Launch GP focused (Field of Study) casemanagement counseling	2023-2025	SEA
Transfer to Four Year Institution		
Develop Curriculum Maps- Guided Pathways for part time students	2023-2025	GP
Expand CoA Call Center data based proactive interventions	2023-2025	SEA
Develop and launch Transfer Academy cohort	2023-2025	SEA/Outreach & Retention
Expand Salaam/UMOJA/Puente program/ACCESO transfer focused activities	2023-2025	HSI
Launch GP focused (Field of Study) casemanagment counseling	2023-2025	SEA
MESA-STEM equity focused program	2022-2025	SEA/MESA
Vision 2022 Completion Goal		
Launch GP focused (Field of Study) casemanagment counseling	2023-2025	SEA
Launch Brotherhood Men of Color Program (Puente/UMOJA)	2023-2025	SEA/HSI
Develop Curriculum Maps- Guided Pathways for part time students	2023-2025	GP
Expand CoA Call Center data based proactive interventions	2023-2025	SEA
Develop and launch ConnexEd case management tool	2024-2025	SEA

2022-2025 Equity Plan Evaluation

Under the leadership of the Dean of Equity and Inclusion, the Student Equity and Achievement (SEA) Committee will monitor the 2022-2025 SEP and evaluate equity goals and activities as well as review disproportionate impact analysis annually each spring to adjust for the following academic year. The College of Alameda Director of Research assists in data analysis utilizing the CCCCO Student Success Metrics Dashboard. Equity goal and activity updates will be documented and posted on the Institutional Effectiveness webpage. The 2022-2023 Educational Master Planning process will incorporate the equity work reflected in the 2022-2025 Student Equity Plan and the college will continue to keep racial and social equity at the center of data analysis and decision making.

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