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Student Equity Plan Data

An Advanced Overview for Researchers
April 28, 2022

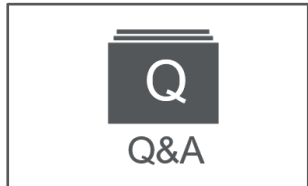Bitly link for PPT: http://bit.ly/SEP-Data-04282022

Housekeeping

Closed Captioning
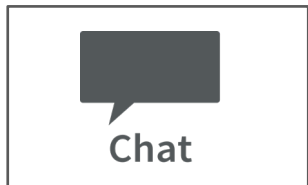

CC

Closed Caption

Click the tab to read live captions.

Question and Answer

Q

Q&A

Click this tab to enter questions for the presenters and read their responses. Some questions will be answered live at the end of this session.

Chat

Chat

Watch the chat for links! Please direct all questions to the Q&A.

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Welcome

Agenda

I. Purpose & approach

II. Overview of the data

III. Considerations from the field

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Purpose and Approach

Student Equity Planning as a journey, and SEP data as a map

The North Star	Vision Goals to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment.
The milestone	Implement systemic changes that eliminate equity gaps for disproportionately impacted groups
The map	Data and resources that were delivered to campuses
Navigation	Critical information to know in order to use student equity plan data
The Journey	Considerations, strategies, and collaborations for charting the course and embarking on the journey of improving outcomes for disproportionately impacted groups

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The Map

The information provided to inform the direction of the journey

What was delivered through Data on Demand?

- **Two csv files:**
  1) SEA_2022_summary_baseline_year
  2) SEA_2022_expanded_all_years

- **SQL code for two files:**
  1) SEA_2022_summary_baseline_year_sql_query
  2) SEA_2022_expanded_all_years_sql_query

- **ReadMeFirst.pdf**

- **SEA_2022_examples_excel_formulas.xls**

- **2022 SEP Plan DI Files FAQ.pdf**

- **CCCCO updated PPG-1 Methodology:**
  1) CCCCO PPG-1 Methodology Notes_2022
  2) CCCCO Applied PPG-1 to Further Examine DI_2022

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Available Resources

❑ **ReadMeFirst.pdf**
Resource to explain columns provided in the expanded file with all cohort years available (baseline contains only columns with key information)

❑ **SEA_2022_examples_excel_formulas.xls**
Excel file with two worksheets containing simulated calculations for columns

❑ **2022 SEP Plan DI Files FAQ.pdf**
Data and DI methodology frequently asked questions

❑ **CCCCO updated PPG-1 Methodology:**

1) CCCCO PPG-1 Methodology Notes_2022
Explains DI methodology to determine if DI is observed for any disaggregation

2) CCCCO Applied PPG-1 to Further Examine DI_2022
Explains PPG-1 methodology to determine if intersectional gender DI is observed

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Who do I contact if I have questions?

For questions related to the metrics, data delivered from the SSM cohort view or DI calculations, email **launchboard@cccco.edu**

For questions related SEP planning, including NOVA, email Anthony Amboy: **aamboy@cccco.edu** or **SEAPrograminfo@cccco.edu**
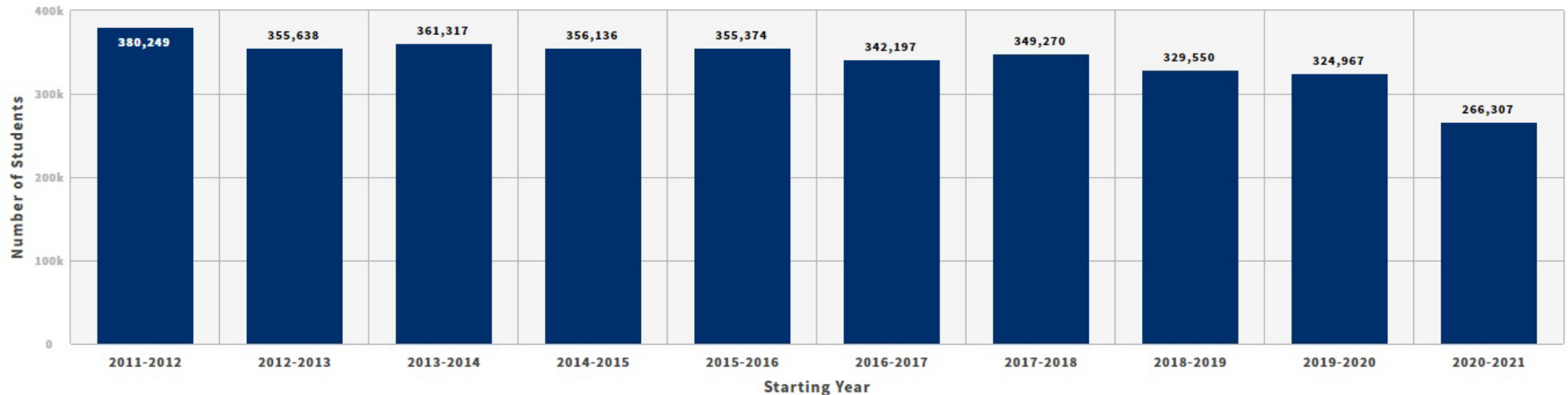
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SEP Data are cohort data

Outcomes will be provided for groups of first-time, credit students based on the year they started

FIRST TIME STUDENTS

Students in the First-Time Cohort

The number of first-time non-special admit credit students who started in the selected year

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SEP Data provides information of five key student outcomes

- ❏ Successful Enrollment in the first year

- ❏ Completed Transfer Level Math & English in the first year

- ❏ Persisted from First Primary Term to Subsequent Primary Term

- ❏ Attained the Vision for Success Definition of Completion within three years

- ❏ Transferred to a Four-Year Institution within three years

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SEP Data are Disaggregated

- ❖ Race/Ethnicity
- ❖ Gender
- ❖ LGBT
- ❖ Perkins Economically Disadvantaged
- ❖ First Generation
- ❖ Foster Youth
- ❖ Students with Disabilities
- ❖ Veterans
- ❖ Homeless
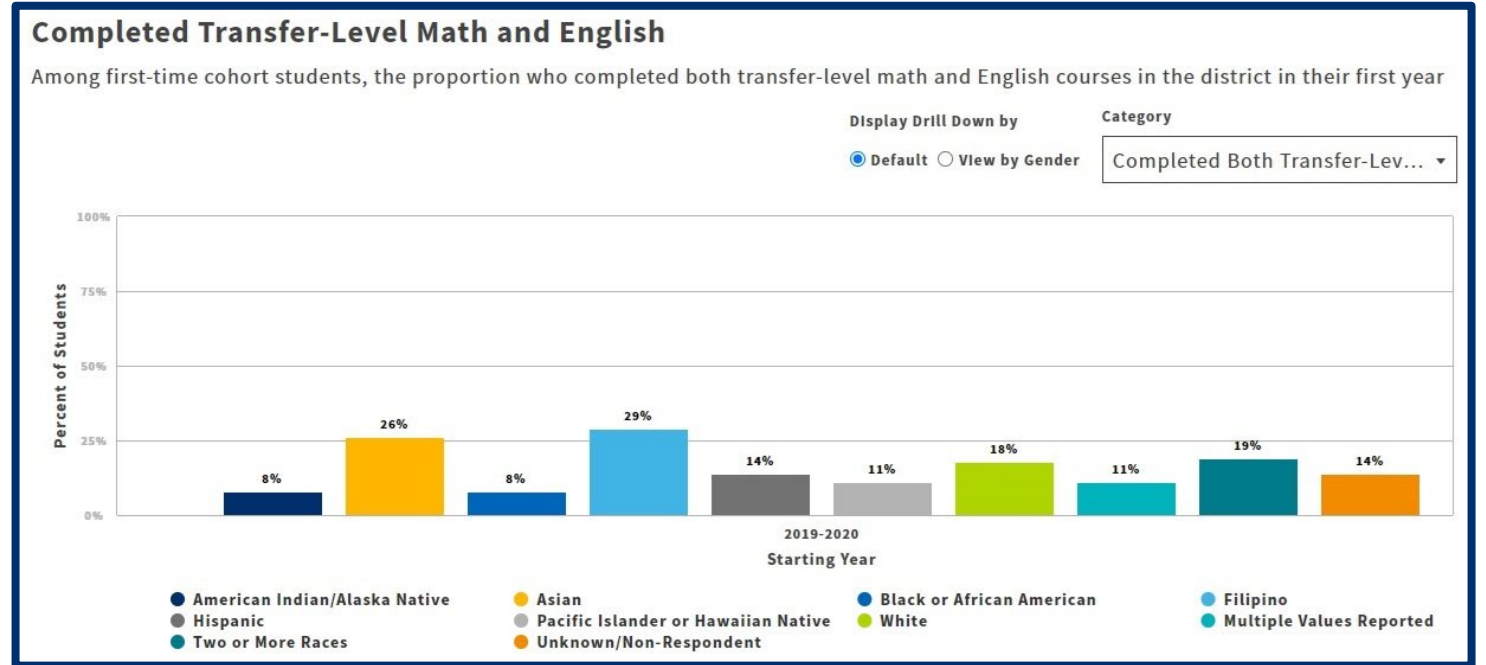
Further Disaggregated Data by Gender

Outcomes for all disaggregation will be further **disaggregated by gender**
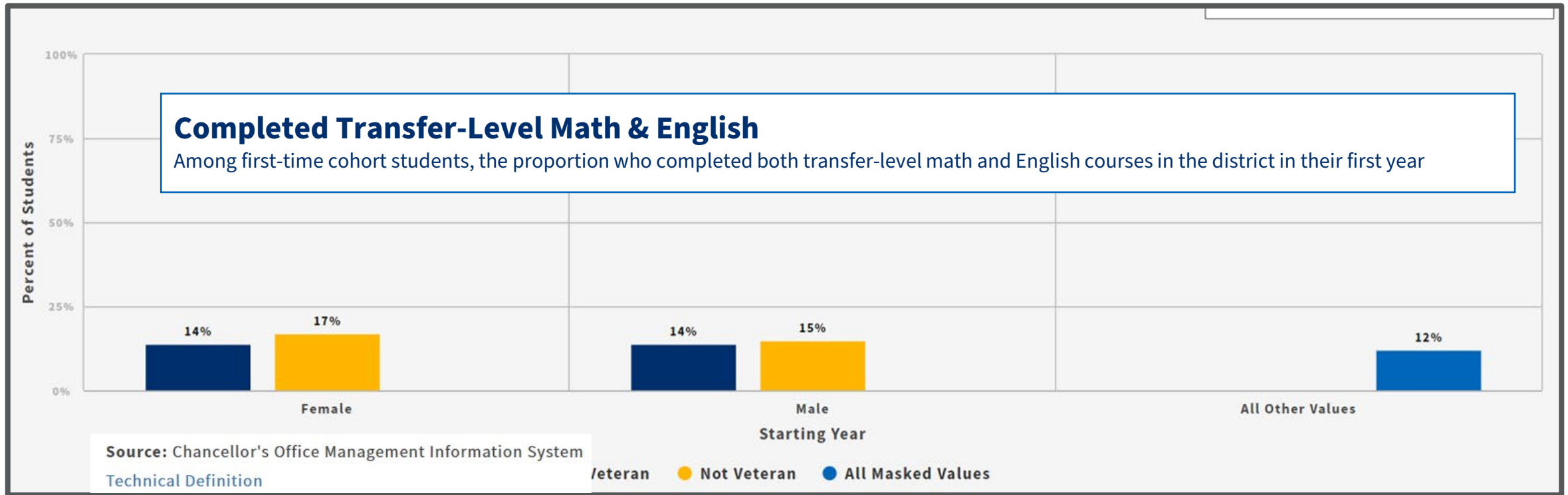
Disproportionate Impact Calculations

The Chancellor's Office has run calculations to detect disproportionate impact across all disaggregated groups. The data will include these calculations, and provide information about:

- The size of the gaps that exist

- For which groups disproportionate impact is detected

The importance of disproportionate impact is not the details of the calculations, but that the data can provide information to inform where the college might want to go next

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Navigation

Key elements of the data

Constraints of SEP data

- Available for first-time credit students

- Disaggregated data is provided for SEA program identified groups

- Secondary disaggregation available by gender

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5 Key Aspects of the 2022 SEP Data and DI Calculations

1. Two csv data files included:
   a) Summary baseline data with **most recent year** available
   b) Expanded with all cohort years available

2. Updated CCCCO Methodology for calculating DI is **PPG-1**

3. Uses **calculated Margin of Error** with minimum threshold of 2%

4. The number of students needed to reach **full equity** are provided

5. The data newly provides **Intersectional PPG-1 for Gender**

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1. Summary Baseline data file includes most recent years of data

Metrics	Available data for each cohort				
Starting Academic Year of First Time Cohorts	2016-17	2017-18	2018-19	2019-20	2020-21
Successful Enrollment in the First Year*	☑	☑	☑	☑	2022 SEP Data File
Completed Both Transfer-Level Math and English in the District in the First Year	☑	☑	☑	☑	2022 SEP Data File
Persisted from First Primary Term to Subsequent Primary Term	☑	☑	☑	2022 SEP Data File	
Attained Vision Goal Definition of Completion within 3 Years	☑	2022 SEP Data File			
Transferred to a 4-Year Institution within 3 Years	2022 SEP Data File				

*REMINDER: The Vision for Success Goal definition of completion includes CO approved certificates 8+ units, associate degrees and community college bachelor degrees

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2. CCCCO Methodology for Disproportionate Impact is Percentage Point Gap -1

PPG (+/-) = Outcome Rate (%) For a primary disaggregated subgroup — **(minus)** Outcome Rate (%) For all students

PPG – 1 (+/-) = Outcome Rate (%) For a primary disaggregated subgroup — **(minus)** Outcome Rate (%) For all OTHER students (excluding the primary disaggregated subgroup)

For more on the PPG-1 methodology, see: https://launchboard-resources.wested.org/resources/113

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3. PPG-1 uses a calculated margin of error, with a minimum threshold of 2%

Group 1

- Group 1 Outcome rate = 20%

- Group 1 No. of students = 50

- Calculation of MoE for a 95% confidence level: 1.96*Square Root ((20%*(1-20%))/50) = 0.11 or **11%**

Group 2

- Group 2 Outcome rate = 15%

- Group 2 No. of students = 5,500

- Calculation of MoE for a 95% confidence level: 1.96*Square Root ((15%*(1-15%))/5500) = 0.009 or **2%**

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Considerations when population or n size is small

Size of groups can inform plans for how to address and support populations for DI

- Margin of error considers the size of the population to determine confidence of DI observed

- The outcome rate of the population may be LESS THAN the outcome rate for all other students, but DI is not observed if the difference is within the margin of error

- May still decide to address this equity gap

- Researchers can look at the expanded data file with all years to see if equity gap is persistent over time and advise colleges on how to proceed

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4. Number of students need to reach full equity is provided

Primary Full Equity Numbers (Example: Persistence)
- **Example** for veteran students with DI observed: calculate the **number of veterans** who need to persist for their rate to EQUAL the rate of **all non-veteran students**

Supports the planning process by informing:
- Prioritization of which student groups to focus on within planning
- Target-setting within SEP process, offering reference points to inform continuous improvement efforts

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Example Data for Ethnicity and Primary Disagg Subgroups Persistence

primary_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	subgroup_outcome_rate	moe	primary_reference_rate	primary_ppg
Overall	N/A					
American Indian/Alaska Native	N					
Asian	N					
Black or African American	Y					
Filipino	N					
Hispanic	Y					
Pacific Islander or Hawaiian Native	N					
White	Y					
Two or More Races	N					

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Example Data for Ethnicity and Primary Disagg Subgroups Persistence

primary_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	subgroup_outcome_rate	moe	primary_reference_rate	primary_ppg
Overall	N/A	0	0.767	0	0	0
Black or African American	Y	21				
Hispanic	Y	111				
White	Y	25				

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Example Data for Ethnicity and Primary Disagg Subgroups Persistence

primary_disagg_subgroup	primary_di_ observed_y	primary_full_ equity _number	subgroup_ outcome_ rate	moe	primary_ reference _rate	primary_ppg
Overall			0.767		0	
American Indian/Alaska Native			0.667		0.767	
Asian			0.832		0.747	
Black or African American			0.667		0.770	
Filipino			0.799		0.765	
Hispanic			0.747		0.785	
Pacific Islander or Hawaiian Native			0.615		0.767	
White			0.738		0.771	
Two or More Races			0.716		0.769	

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Example Data for Ethnicity and Primary Disagg Subgroups Persistence

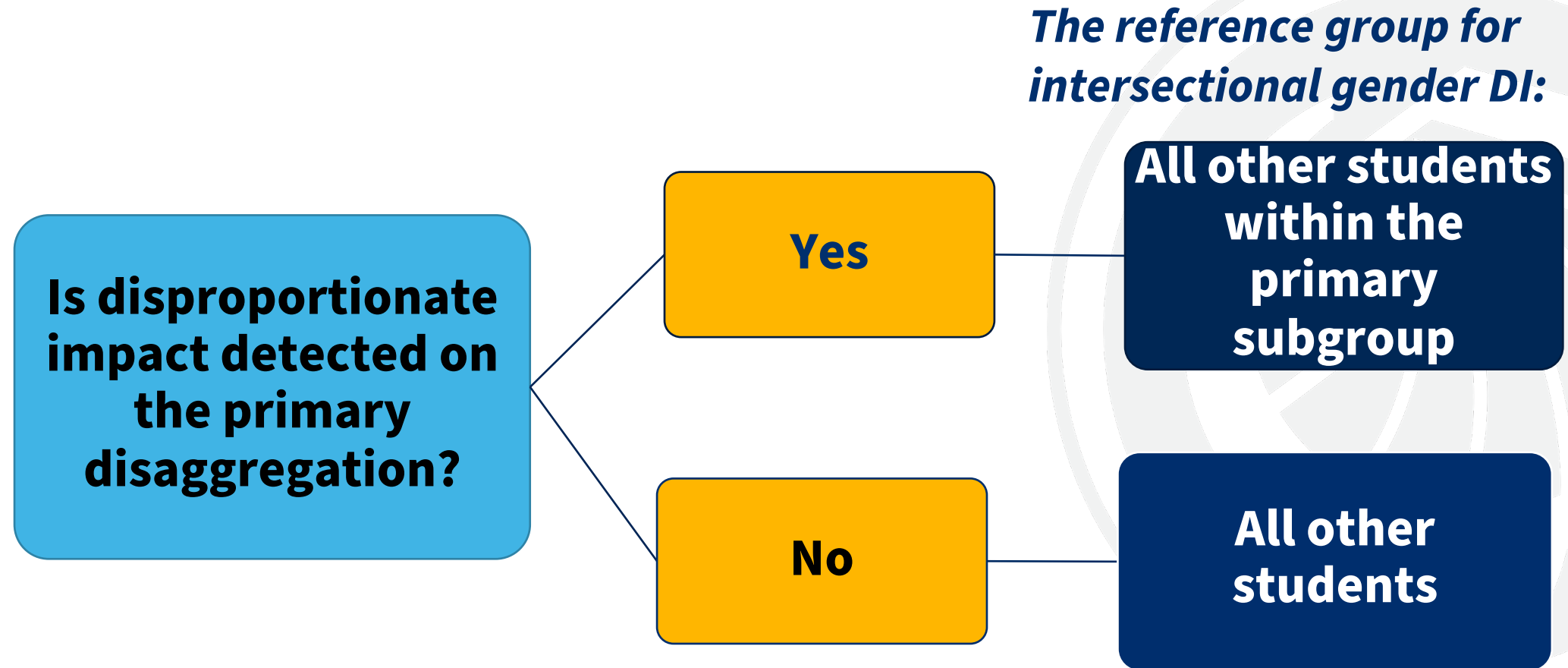| primary_disagg_subgroup	primary_di_ observed_y	primary_full_ equity _number	subgroup_ outcome_ rate	moe	primary_ reference _rate	primary_ppg
Overall	N/A			0		0
Black or African American	Y			0.066		-0.103
Hispanic	Y			0.020		-0.038
White	Y			0.031		-0.032

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Example Data for Ethnicity and Primary Disagg Subgroups Persistence

primary_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	subgroup_outcome_rate	moe	primary_reference_rate	primary_ppg
Overall	N/A			0		0
American Indian/Alaska Native	N			0.377		-0.100
Pacific Islander or Hawaiian Native	N			0.264		-0.152

5. Intersectional Gender PPG-1 Calculation Uses Different Reference Groups Determined by DI Primary Flag

The reference group for intersectional gender DI:

Is disproportionate impact detected on the primary disaggregation?

Yes → **All other students within the primary subgroup**

No → **All other students**

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Example: DI is not observed but intersectional DI for gender subgroup is observed

primary_disagg_subgroup	gender_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	gender_intersectional_di_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_reference_rate_py	gender_ppg_py
Overall	Overall	N/A		N/A		0.767				
Asian	Overall	N	N/A	N/A		0.716	0.055	-0.052		
	Female	PN								
	Male	PN								
	All Other Values	PN								

Example: DI is not observed but intersectional DI for gender subgroup is observed

primary_disagg_subgroup	gender_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	gender_intersectional_di_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_reference_rate_py	gender_ppg_py
	Overall	N	N/A	N/A						
	Female	PN		Y		0.669	0.084		0.769	-0.099
Asian	Male	PN		N		0.748	0.073		0.767	-0.019
	All Other Values	PN		N		1.000	0.087		0.766	0.234

Example: DI is not observed but intersectional DI for gender subgroup is observed

primary_disagg_subgroup	gender_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	gender_intersectional_di_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_reference_rate_py	gender_ppg_py
	Overall	N	N/A	N/A						
	Female	PN		Y	12	0.669	0.084		0.769	-0.099
Asian	Male	PN		N		0.748	0.073		0.767	-0.019
	All Other Values	PN		N		1.000	0.087		0.766	0.234

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Example: DI is observed for primary and for secondary gender disaggregation

primary_disagg_subgroup	gender_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	gender_intersectional_di_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_reference_rate_py	gender_ppg_py
Overall	Overall	N/A		N/A		0.767				
Hispanic	Overall	Y	111	N/A		0.747	0.020	-0.038		
	Female	PY								
	Male	PY								
	All Other Values	PY								

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Example: DI is observed for primary and for secondary gender disaggregation

primary_disagg_subgroup	gender_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	gender_intersectional_di_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_reference_rate_py	gender_ppg_py
	Overall	Y	111	N/A		0.747				
	Female	PY		N		0.774	0.021		0.717	0.057
Hispanic	Male	PY		**Y**		0.719	0.024		0.771	-0.052
	All Other Values	PY		N		0.650	0.148		0.748	-0.098

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# Example: DI is observed for primary and for secondary gender disaggregation

primary_disagg_subgroup	gender_disagg_subgroup	primary_di_observed_y	primary_full_equity_number	gender_intersectional_di_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_reference_rate_py	gender_ppg_py
	Overall	Y	111	N/A		0.747				
	Female	PY		N	17	0.774	0.021		0.717	0.057
Hispanic	Male	PY		Y	89	0.719	0.024		0.771	-0.052
	All Other Values	PY		N	6	0.650	0.148		0.748	-0.098

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Sources of additional information to inform the planning process

- LaunchBoard and local data that offer more information than included in the SEP data files:
  - Program-specific data
  - Leading indicators (e.g. course success rates, credit completion)
  - Information about students who are not first-time credit students
  - Information from student services, orientation, faculty

- Qualitative information
  - Community feedback
  - Student surveys or focus groups

For questions about the **launchboard@cccco.edu**

For questions regarding incorporating other data into student equity planning, please email: **SEAPrograminfo@cccco.edu**

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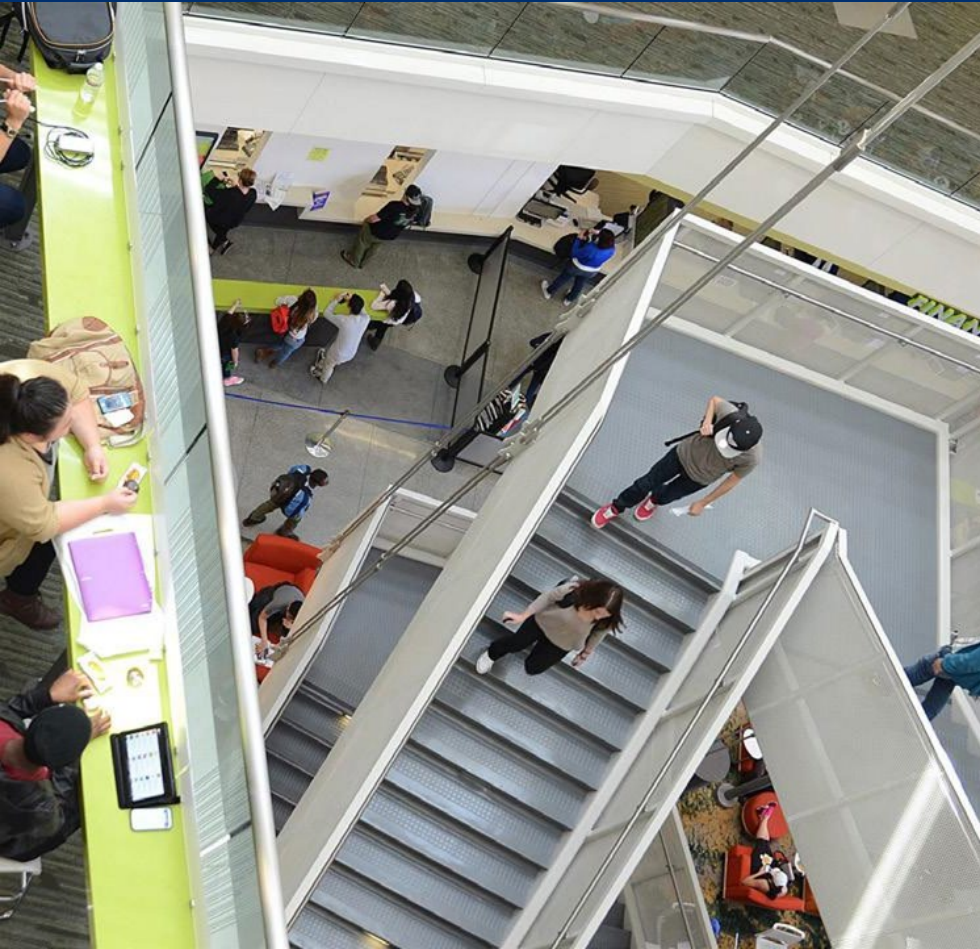
The Journey

Considerations, strategies, and collaborations

Aeron Zentner, D.B.A.

Dean of Institutional Effectiveness; Coastline College

Giovanni Sosa, Ph.D.

Dean of Institutional Effectiveness, Research and Planning; Crafton Hills College

Colleges are evolving towards a data engaged culture.

Number of African American, Hispanic, and Economically Disadvantaged Students Served
(% of total students in parentheses)

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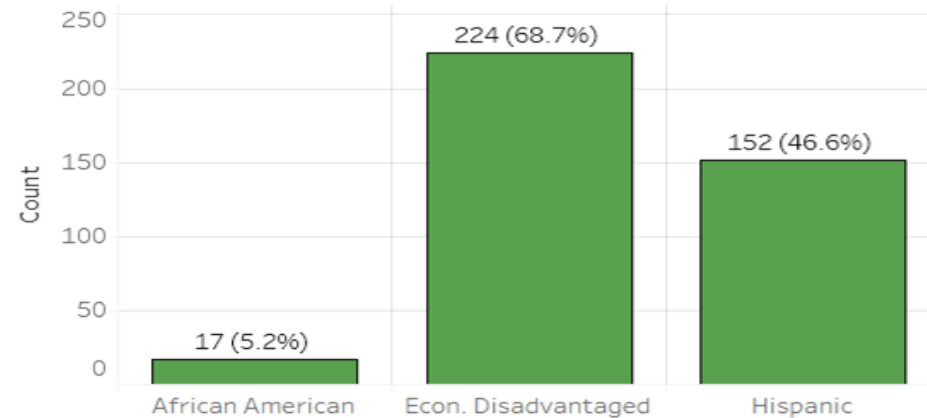
There are a variety of options to support SEA informed college-wide efforts.

Facilitate
- Data Reports
- Infographics
- Data Dashboards
- Surveys and Focus Groups
- Extra Data

Collaborate
- Data Coaching
- Data Exploration
- Open Forums
- Design Teams
- Equity Audits
- SEAP Development
- SEAP reading Teams

Integrate
- Associate with Strategic Planning
- Program Review Inclusion
- SEAP Implementation Planning

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Cross-functional efforts foster diversity-rich engagement and collaboration.

Great planning is making the connections between evidence steps to achieve the ideal outcome.

- Step 1: Data sense-making and Synopsis of Information

Student Population	Transfer to four-year institution	Retention: Fall to Spring	Completion both Transfer Level Math and English	Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree
Latinx	X		X	
African American		X		X
25-29 years old	X	X		
30-34 years old	X	X		
40-54 years old		X		X

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Broad-based participation in activity development and implementation is essential for effective planning efforts.

Step 2: Facilitation of Decision-Making Process

Design Team's Action Template				
Activity	Responsible Party	Supporting Party	Timeline for Implementation	Measure(s) of Success
1.				
2.				
3.				

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Contact

Giovanni Sosa – Gsosa@craftonhills.edu

Aeron Zentner – Azentner@coastline.edu

Q&A and Next Steps

Ongoing Support: Upcoming Office Hours

May – September 2022
3rd Thursdays from 1pm to 3pm

1pm – 2pm: General SEP questions, including related to Nova

2pm – 3pm: SEP data-specific questions

Log-in information to follow

For questions about SEP data: launchboard@cccco.org

For questions about Nova & Student Equity Planning: SEAPrograminfo@cccco.edu

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Closing

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Thank you!

www.cccco.edu