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Student Equity Plan Data

An Introduction for Planners
May 5, 2022

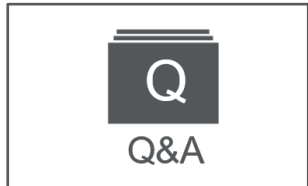Bitly link for PPT: http://bit.ly/SEP-Data-05052022
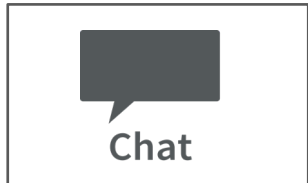
Housekeeping

Closed Captioning

Click the tab to read live captions.

Question and Answer

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

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

Constraints of SEP data

- Available for first-time credit students

- Disaggregated data is provided for SEA program identified groups
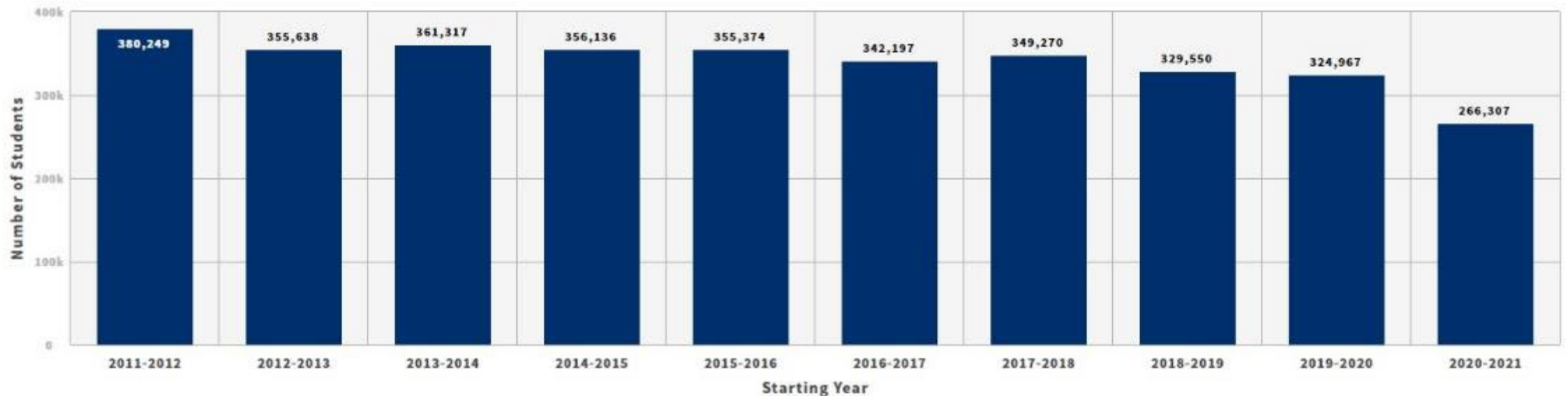
- Secondary disaggregation available by gender

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

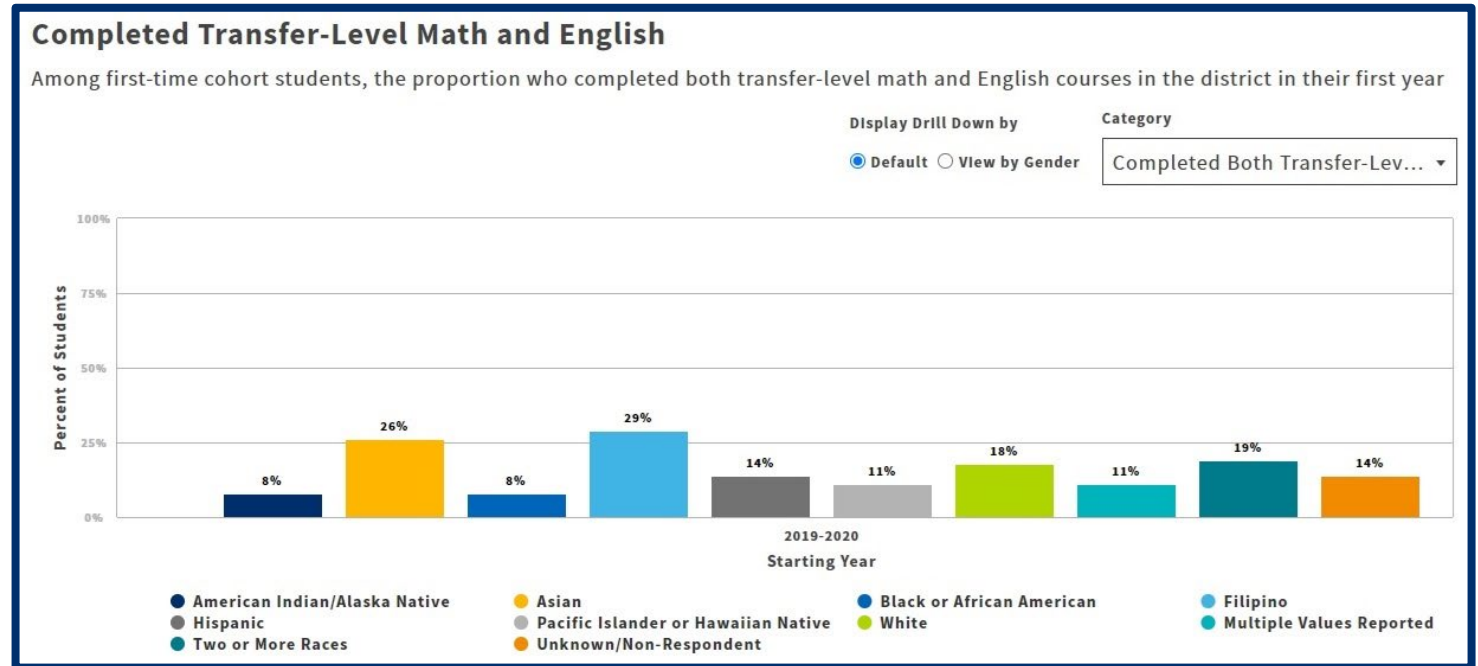- ❏ Completed Transfer Level Math & English in the first year

- ❏ 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

Completed Transfer-Level Math and English

Among first-time cohort students, the proportion who completed both transfer-level math and English courses in the district in their first year

Display Drill Down by
○ Default ○ View by Gender

Category
Completed Both Transfer-Lev... ▼

Percent of Students

- American Indian/Alaska Native: 8%
- Asian: 26%
- Black or African American: 8%
- Filipino: 29%
- Hispanic: 14%
- Pacific Islander or Hawaiian Native: 11%
- White: 18%
- Multiple Values Reported: 11%
- Two or More Races: 19%
- Unknown/Non-Respondent: 14%

2019-2020
Starting Year

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Further Disaggregated Data by Gender

Outcomes for all disaggregation will be further **disaggregated by gender**

Completed Transfer-Level Math & English
Among first-time cohort students, the proportion who completed both transfer-level math and English courses in the district in their first year

Percent of Students

	Female	Male	All Other Values
	14%	14%	
	17%	15%	12%

Starting Year

Source: Chancellor's Office Management Information System
Technical Definition

Veteran   Not Veteran   All Masked Values

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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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Critical sources of additional information

- 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

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Navigation

Three important points to understand about SEP data

#1. Each group's outcomes are compared to the average outcome of all other students

The official methodology for identifying disproportionate impact is Percentage Point Gap -1, meaning

PPG minus one (+/-) = 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

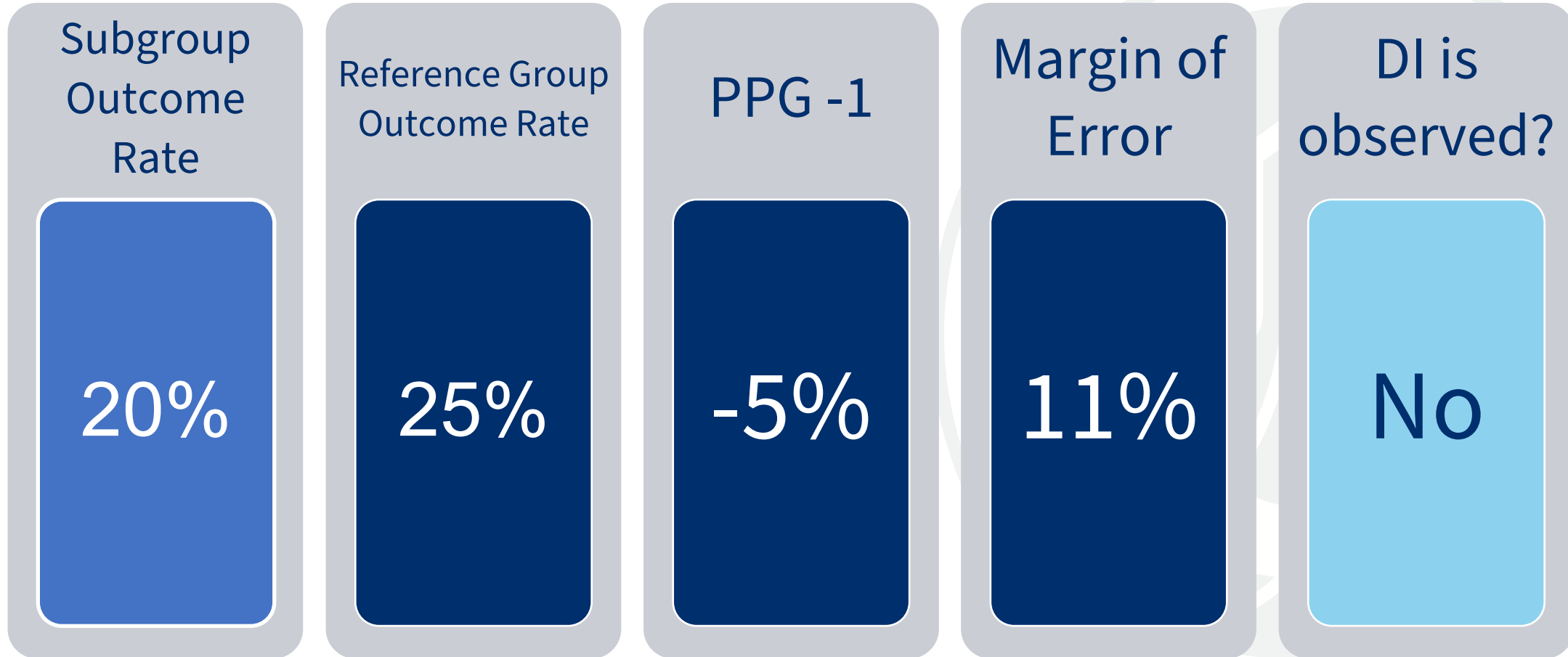California Community Colleges

#2. Gaps need to be larger than a specific threshold for disproportionate impact to be observed

Calculated margin of error:

- Helps us be confident that gaps are *not* due to chance, but instead reflect systemic and structures problems that must be addressed

- Depends on **the size** of the group of students and **the outcome rate**

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Example of margin of error calculation for DI

	Subgroup Outcome Rate	Reference Group Outcome Rate	PPG -1	Margin of Error	DI is observed?
Group 1	20%	25%	-5%	11%	No

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Example of margin of error calculation for DI

	Subgroup Outcome Rate	Reference Group Outcome Rate	PPG -1	Margin of Error	DI is observed?
Group 2	16%	21%	-5%	4%	Yes

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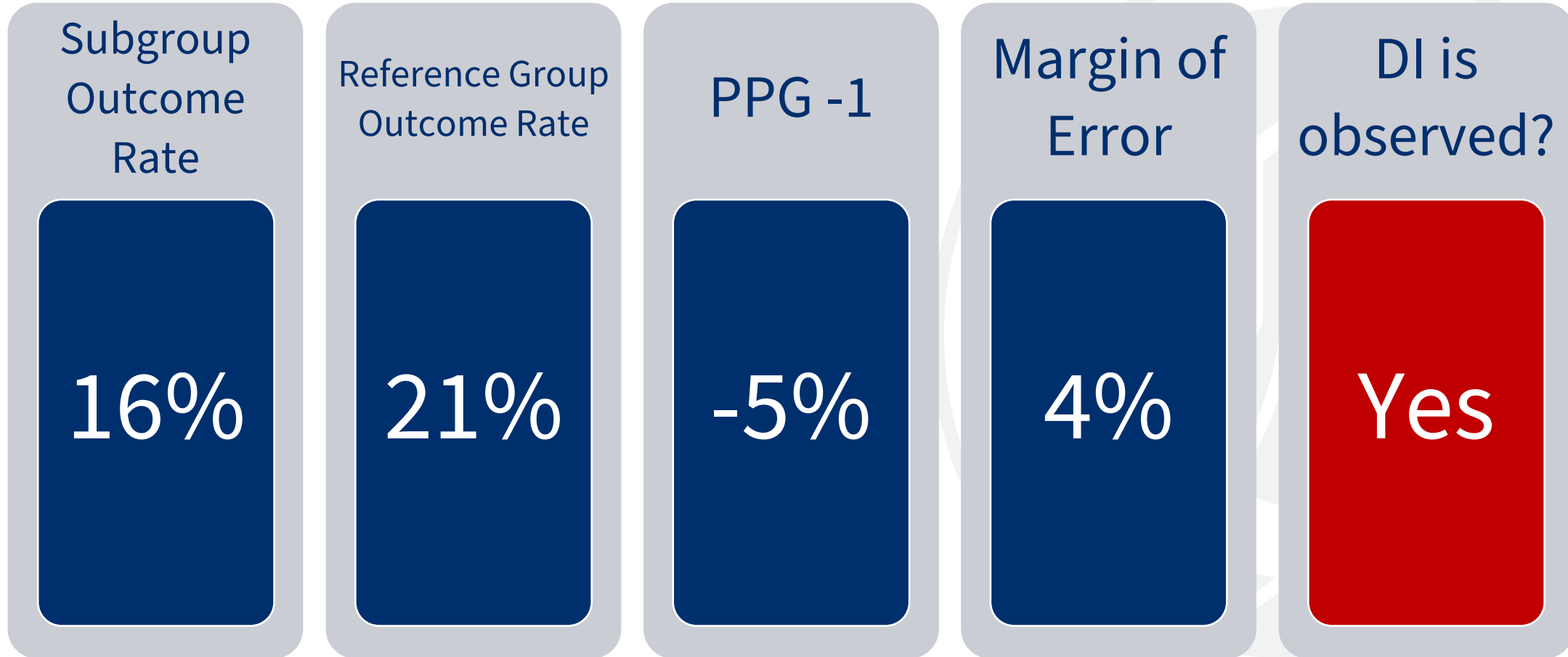
Example of margin of error calculation for DI

Group 3

Subgroup Outcome Rate	Reference Group Outcome Rate	PPG -1	Margin of Error	DI is observed?
13%	14.8%	-1.8%	1.6	No

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#3. The data will include the estimated number of students that need to achieve an outcomes to close a gap

Equity Gap

-8.5 percentage points

Full Equity

1,464 students

If the college can increase the number of Black or African American students who complete transfer-level Math & English in their first year by 1,464...

Then the rate of Black or African American students who complete transfer-level math and English will be 16.5%

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Example Student Equity Plan Data: Persistence

Primary Disagg Subgroup	Primary DI Observed	Primary Full Equity No. of Students	Subgroup Outcome Rate	Margin of Error	Primary Reference Rate	Primary PPG
Overall	N/A	0	**76.7%**	0	0	0
American Indian/Alaska Native						
Asian						
Black or African American						
Filipino						
Hispanic						
Pacific Islander or Hawaiian Native						
White						
Two or More Races						

Example Student Equity Plan Data: Persistence

Primary Disagg Subgroup	Primary DI Observed	Primary Full Equity No. of Students	Subgroup Outcome Rate	Margin of Error	Primary Reference Rate	Primary PPG
Overall	N/A	0	**76.7%**	0	0	0
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 Student Equity Plan Data: Persistence

Primary Disagg Subgroup	Primary DI Observed	Primary Full Equity No. of Students	Subgroup Outcome Rate	Margin of Error	Primary Reference Rate	Primary PPG
Overall	N/A	0	**76.7%**	0	0	0
American Indian/Alaska Native	N					-10.0%
Asian	N					8.5%
Black or African American	**Y**		**66.7%**		**77.0%**	**-10.3%**
Filipino	N					3.4%
Hispanic	**Y**		**74.7%**		**78.5%**	**-3.8%**
Pacific Islander or Hawaiian Native	N					-15.2%
White	**Y**		**73.8%**		**77.1%**	**-3.2%**
Two or More Races	N					-5.2%

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Example Student Equity Plan Data: Persistence

Primary Disagg Subgroup	Primary DI Observed	Primary Full Equity No. of Students	Subgroup Outcome Rate	Margin of Error	Primary Reference Rate	Primary PPG
Overall	N/A	0	**76.7%**	0	0	0
American Indian/Alaska Native	N		66.7%	37.7%	76.7%	-10.0%
Black or African American	**Y**		**66.7%**	**6.6%**	**77.0%**	**-10.3%**
Hispanic	**Y**		**74.7%**	**2.0%**	**78.5%**	**-3.8%**
Pacific Islander or Hawaiian Native	N		61.5%	25.4%	76.7%	-15.2%
White	**Y**		**73.8%**	**3.1%**	**77.1%**	**-3.2%**
Two or More Races	N		71.6%	5.5%	76.9%	-5.2%

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Example Student Equity Plan Data: Persistence

Primary Disagg Subgroup	Primary DI Observed	Primary Full Equity No. of Students	Subgroup Outcome Rate	Margin of Error	Primary Reference Rate	Primary PPG
Overall	N/A	0	**76.7%**	0	0	0
American Indian/Alaska Native	N		66.7%	37.7%	76.7%	-10.0%
Pacific Islander or Hawaiian Native	N		61.5%	25.4%	76.7%	-15.2%

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Example Student Equity Plan Data: Persistence

Primary Disagg Subgroup	Primary DI Observed	Primary Full Equity No. of Students	Subgroup Outcome Rate	Margin of Error	Primary Reference Rate	Primary PPG
Overall	N/A	0	76.7%	0	0	0
Black or African American	Y	21	66.7%	6.6%	77.0%	-10.3%
Hispanic	Y	111	74.7%	2.0%	78.5%	-3.8%
White	Y	25	73.8%	3.1%	77.1%	-3.2%

How many more students would need to persist to close the equity gap with all other students?

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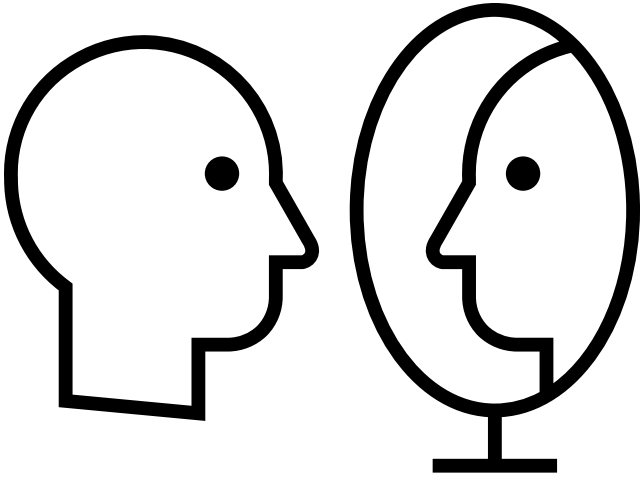# The Journey: Considerations, strategies, and collaborations

Charting the course and embarking on the journey of improving outcomes for disproportionately impacted groups

Dr. Ray Ramirez, Fresno City College
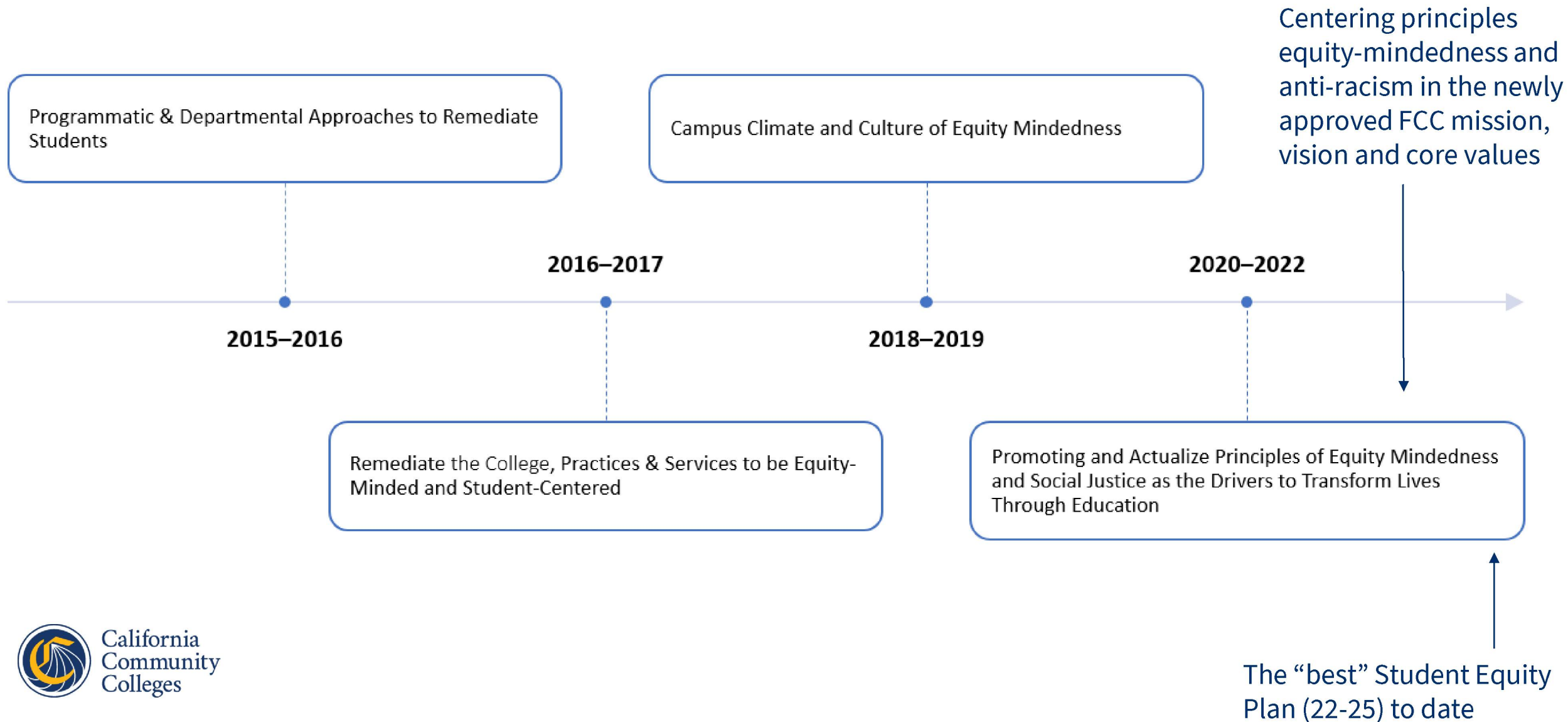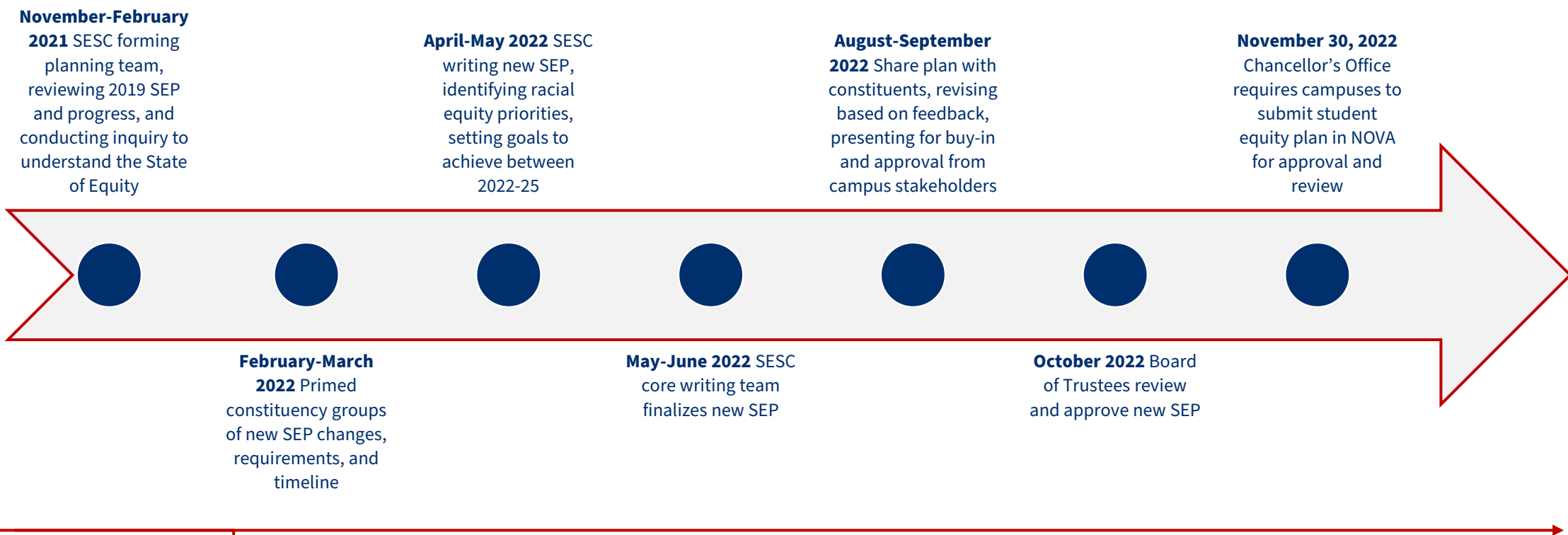
Equity as a Journey…

- Every person is at a different point in their equity journey.

- Part of the equity journey is to be authentically and consistently equity-minded – with students and with colleagues.

- Critical reflection and consciousness.

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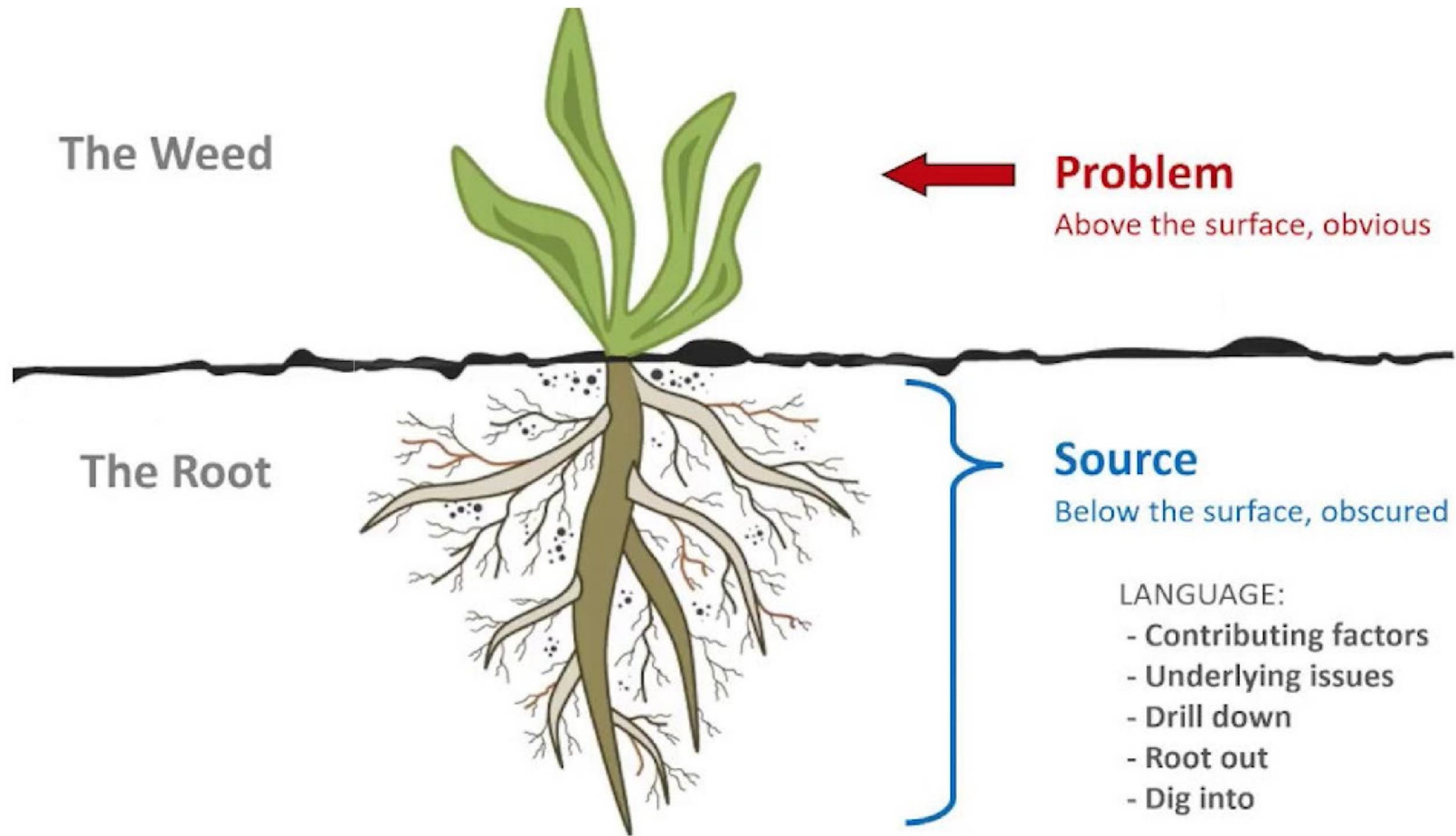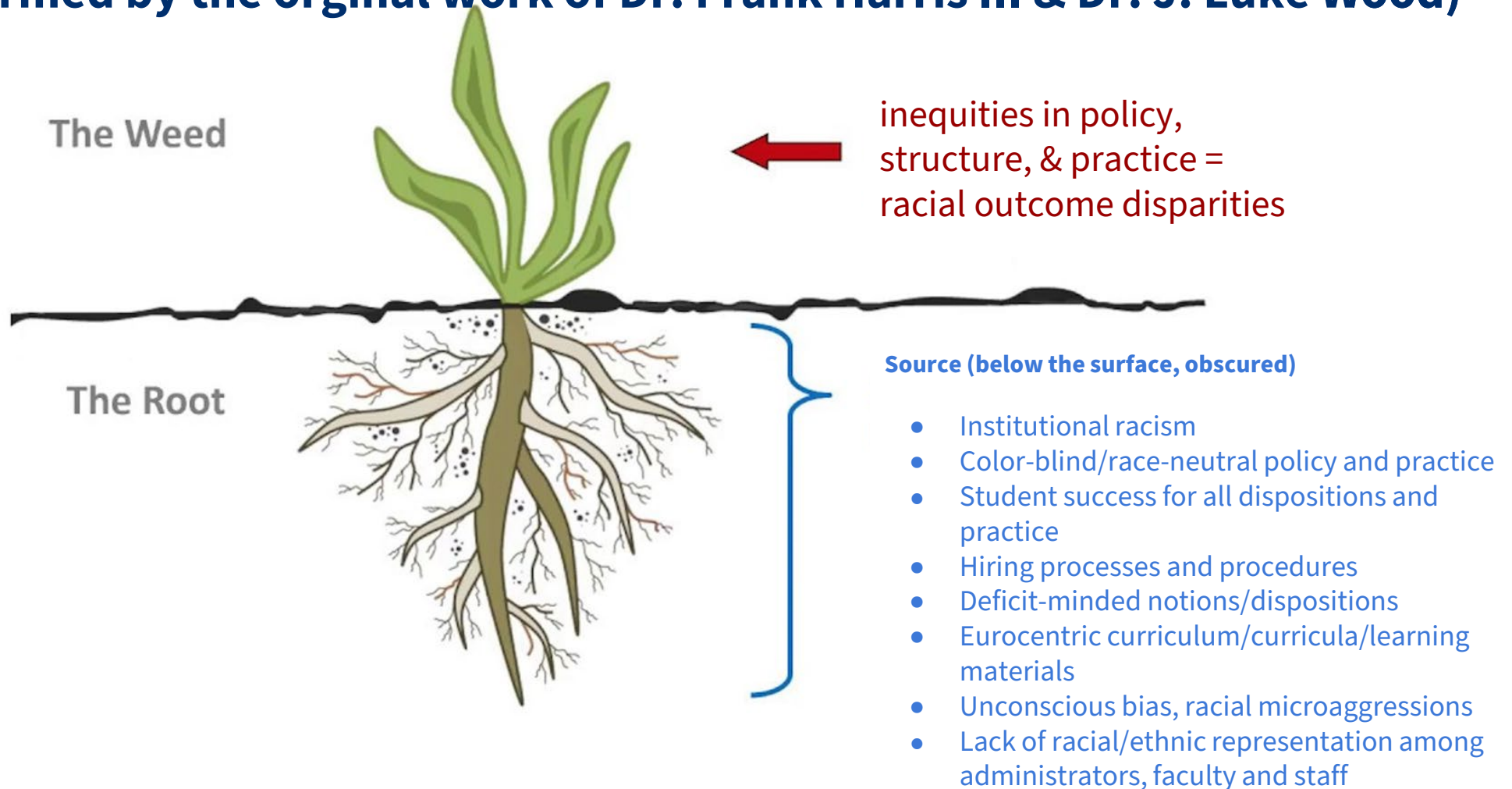# Fresno City College 2022-25 Equity Plan Timeline

November-February 2021 SESC forming planning team, reviewing 2019 SEP and progress, and conducting inquiry to understand the State of Equity

April-May 2022 SESC writing new SEP, identifying racial equity priorities, setting goals to achieve between 2022-25

August-September 2022 Share plan with constituents, revising based on feedback, presenting for buy-in and approval from campus stakeholders

November 30, 2022 Chancellor's Office requires campuses to submit student equity plan in NOVA for approval and review

February-March 2022 Primed constituency groups of new SEP changes, requirements, and timeline

May-June 2022 SESC core writing team finalizes new SEP

October 2022 Board of Trustees review and approve new SEP

Partnership with and support from CCHALES Student Equity Plan Institute

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SEP = 2022-25 Student Equity Plan
SESC = Student Equity & Success Committee

Root Cause Analysis

The Weed

Problem
Above the surface, obvious

The Root

Source
Below the surface, obscured

LANGUAGE:
- Contributing factors
- Underlying issues
- Drill down
- Root out
- Dig into

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Equity Root Cause Analysis
(Informed by the orginal work of Dr. Frank Harris III & Dr. J. Luke Wood)

The Weed

inequities in policy, structure, & practice = racial outcome disparities

The Root

Source (below the surface, obscured)

- Institutional racism
- Color-blind/race-neutral policy and practice
- Student success for all dispositions and practice
- Hiring processes and procedures
- Deficit-minded notions/dispositions
- Eurocentric curriculum/curricula/learning materials
- Unconscious bias, racial microaggressions
- Lack of racial/ethnic representation among administrators, faculty and staff

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FCC 2022-25 Student Equity Plan Priorities

- New Employee Equity Academy
  - 3-Day equity-minded and anti-racist onboards
  - Ongoing support during first year of employment
- Ram Racial Equity Lab (Ram REL)
  - Semester long cohorts
    - Counselling faculty
    - Instructional faculty
    - Classified Professionals
    - Administrators
- Equity Leadership Academy
  - 6-month immersive learning experiences
    - All administrators: President, VPs, Deans, Directors and Managers
- Ongoing Inquiry and Research
  - Guided Pathways barrier research and trackways (Dr. Frank Harris)
  - Required equity data throughout program review

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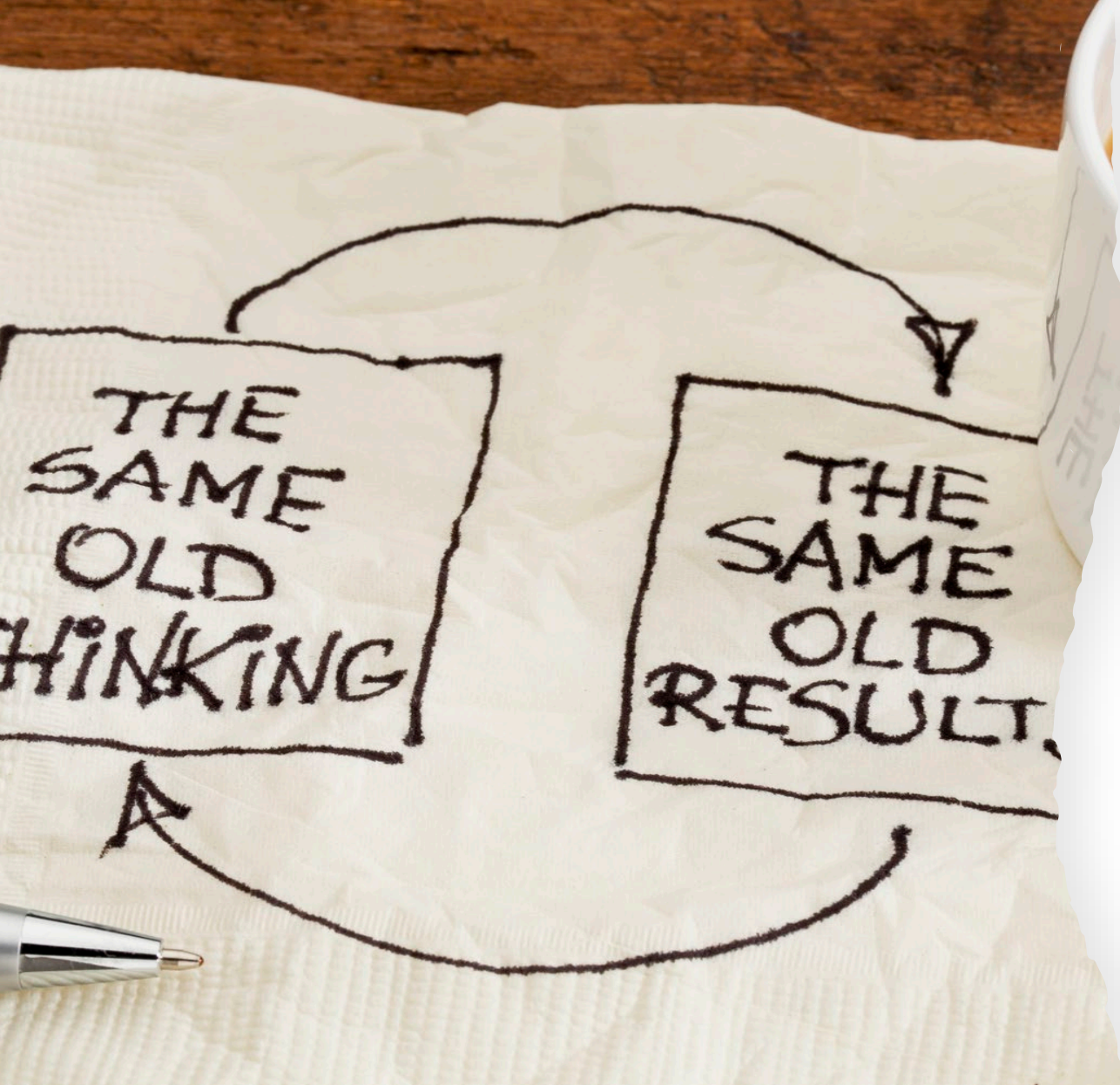
"This equity journey begins with you - change must happen individually before it can happen collectively"

(McNair, Bensimon & Malcolm-Piqueux, p.1 2020).

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Thank You

Dr. Ray Ramirez, Director of Student Equity & Success

Fresno City College

raymond.ramirez@fresnocitycollege.edu

Twitter: @DrRayRamirez

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Q&A and Next Steps

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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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