

Student Equity Plan Data and 2023 Student Success Metrics Update

CCC Chancellor's Office
May 18th, 2023

bitly link for PPT: <http://bit.ly/2022SEP-2023updates-05182023>

Thank you for joining us today.
We will begin shortly.

Introductions

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Housekeeping

Closed Captioning



Closed captioning is available. 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



Chat has been disabled for this session. Please ask questions utilizing the Q&A feature.

Welcome



Rebecca Ruan-O'Shaughnessy
Vice Chancellor
Educational Services and Support



Objectives

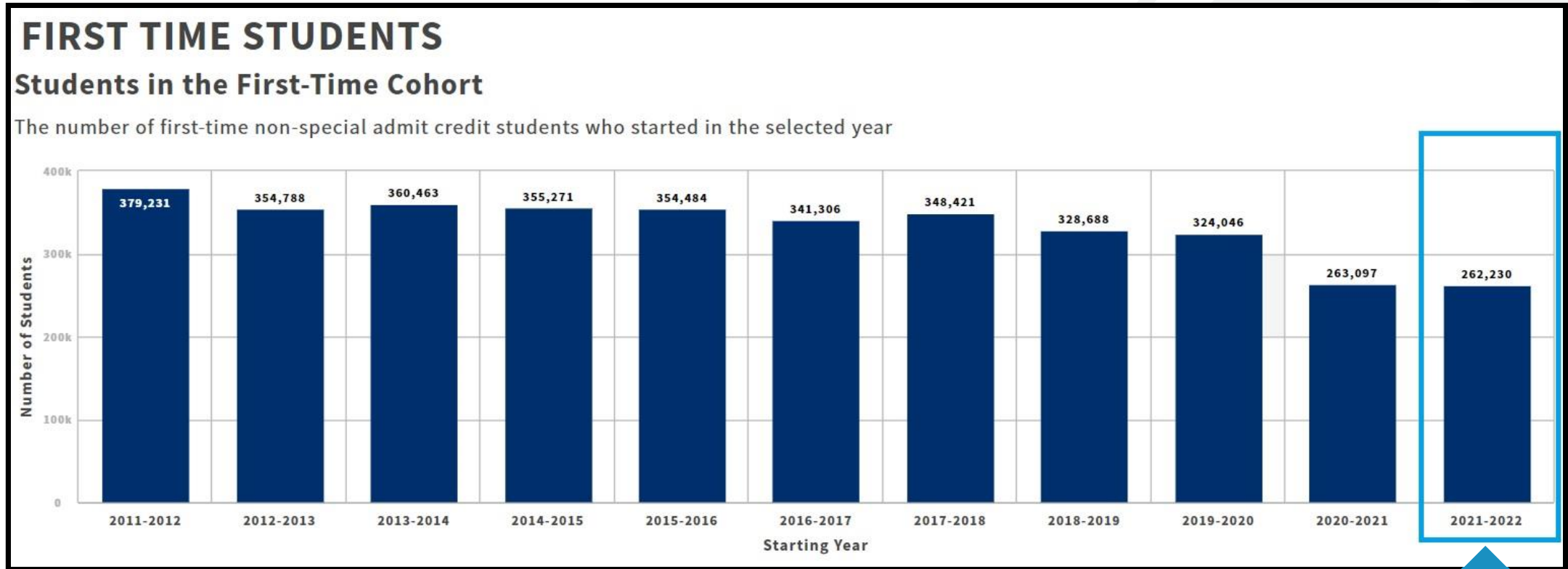
- Overview of the 5 metrics in SEP and updated year of cohort progress data and review of the disproportionate impact calculations
- Look at how the metrics been updated with the recent release of SSM
- What do you need to do about any changes in DI flags?

Overview of the 5 metrics in SEP with an updated year of cohort progress data AND a reminder of the disproportionate impact calculations



2022 SEP Data are cohort data

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



2022 SEP Baseline SEP Progress

Metrics	Available Cohort Year Data in Baseline File for 2022 SEP					
Starting Academic Year of First Time Cohorts	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Successful Enrollment in the First Year	✓	✓	✓	✓	2022 SEP Baseline	2022 SEP Progress
Completed Both Transfer-Level Math and English in the District in the First Year	✓	✓	✓	✓	2022 SEP Baseline	2022 SEP Progress
Persisted from First Primary Term to Subsequent Primary Term	✓	✓	✓	2022 SEP Baseline	2022 SEP Progress	
Attained Vision Goal Definition of Completion within Three Years	✓	2022 SEP Baseline	2022 SEP Progress			
Transferred to a Four-Year Institution within Three Years	2022 SEP Baseline	2022 SEP Progress				

SEP Data and Resources To Be Delivered Through Data On Demand to District IR Offices

- ❑ **Two csv files:**
 - 1) SEP_2023_summary_baseline_year
 - 2) SEP_2023_expanded_all_years
- ❑ **SQL code for two files:**
 - 1) SEP_2023_summary_baseline_year_sql_query
 - 2) SEP_2023_expanded_all_years_sql_query
- ❑ **ReadMeFirst Updated April 2023.pdf**
- ❑ **2023_SEP_examples_excel_formulas.xls**
- ❑ **2022 SEP Plan DI Files FAQ Updated April 2023.pdf**
- ❑ **Same CCCCO updated PPG-1 Methodology and PPG-1 Adjusted Methodology**

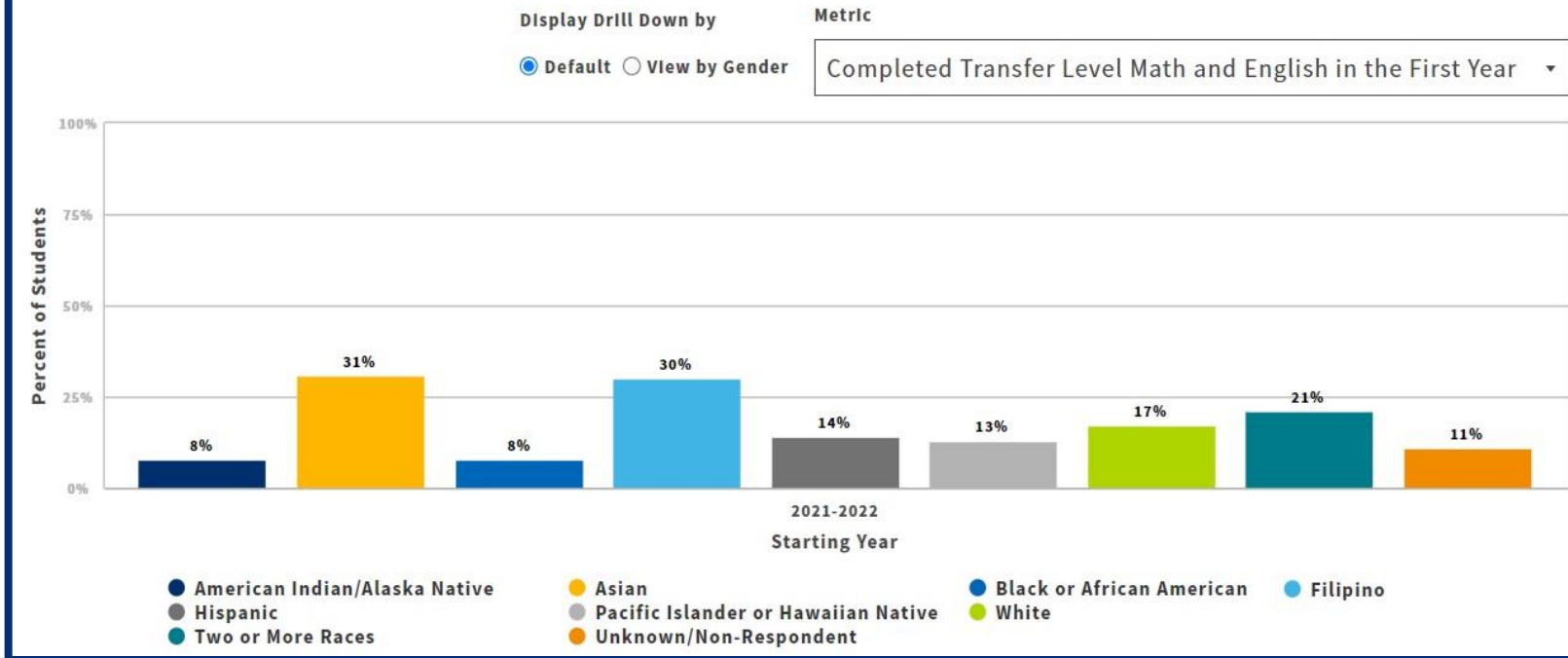
SEP Disaggregations

Primary Disaggregations:

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

Completed Both Transfer-Level Math and English (GP)

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



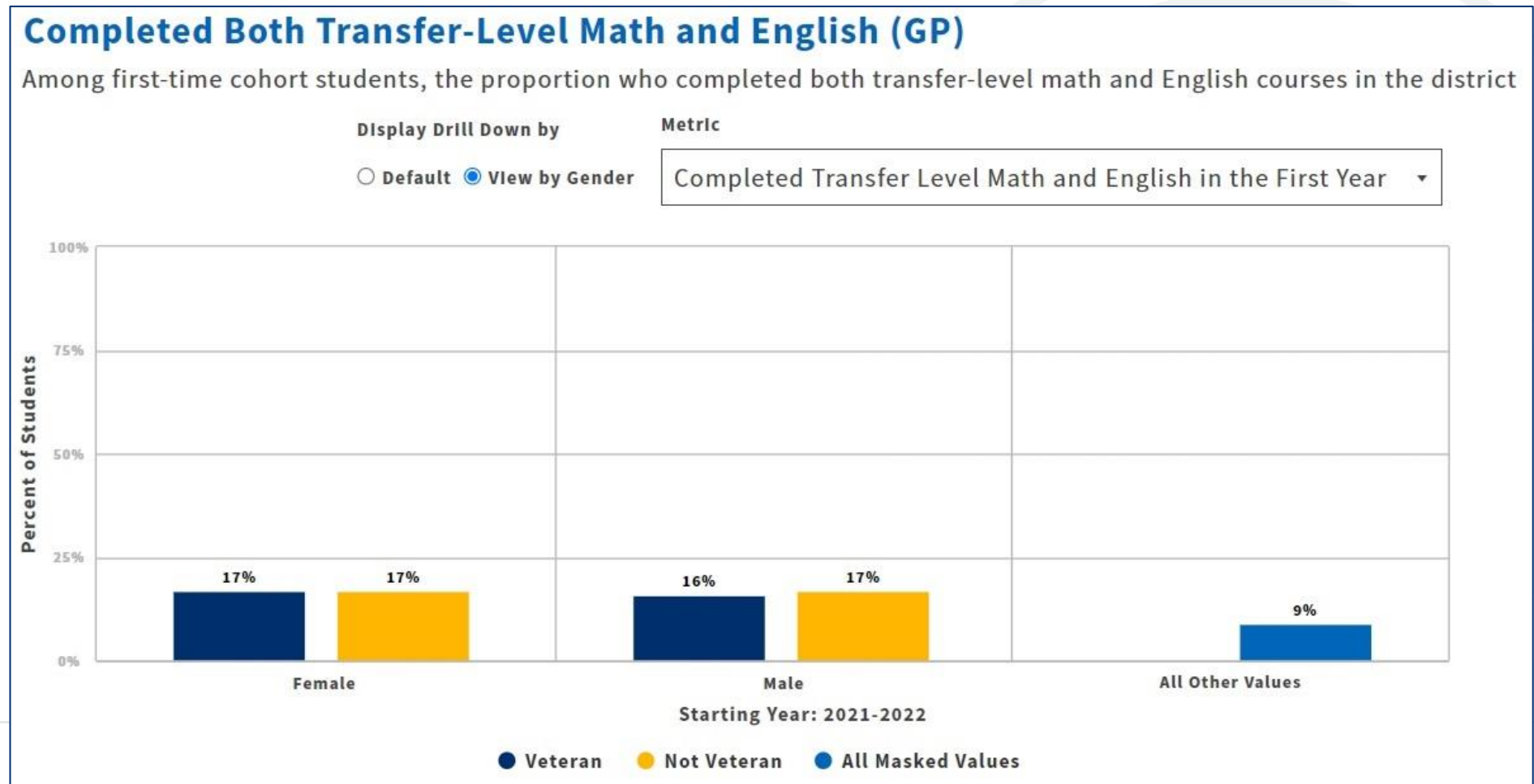
Example: Completed Transfer-Level Math and English by Race/Ethnicity

Further Disaggregations by Gender

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

Secondary Disaggregations:

- ❖ Male
- ❖ Female
- ❖ All Other Values



Disproportionate Impact Calculations

The data includes disproportionate impact calculations and provides 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 the data provided information to inform college plans

PPG-1 Methodology

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

$$\begin{array}{ccccc} \text{PPG} & & & & \\ \text{minus} & = & \text{Outcome Rate (\%)} & \text{—} & \text{Outcome Rate (\%)} \\ \text{one (+/-)} & & \text{For a primary} & \text{(minus)} & \text{For all OTHER students} \\ & & \text{disaggregated} & & \text{(excluding the primary} \\ & & \text{subgroup} & & \text{disaggregated subgroup)} \end{array}$$

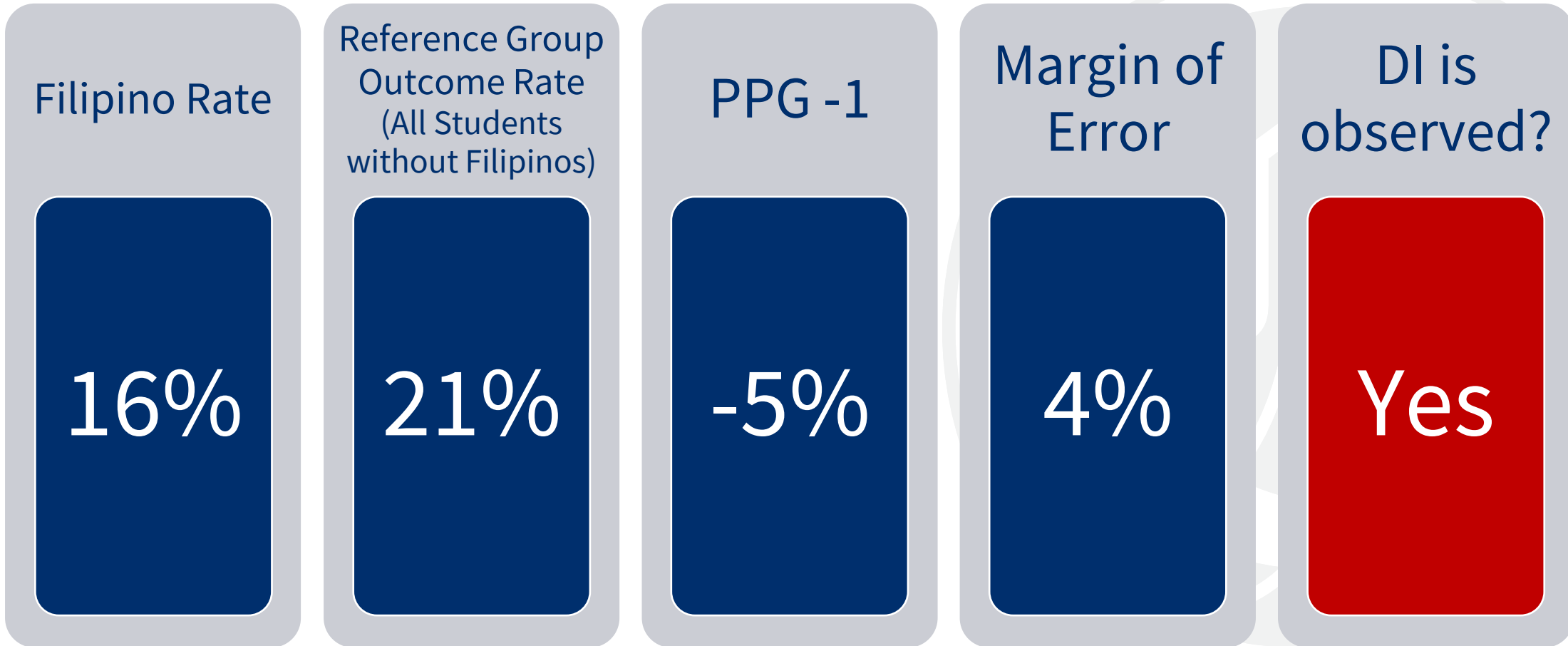
Gaps need to be larger than a specific threshold for disproportionate impact to be observed

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**

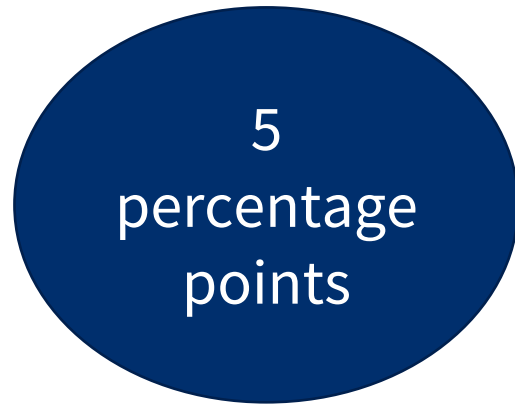
Example of margin of error calculation for DI

Example

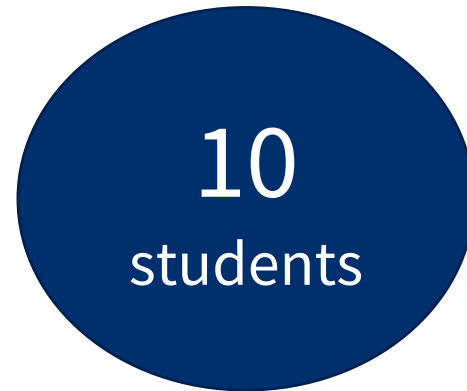


Include the estimated number of students that need to achieve an outcome to close a gap

Equity Gap



Full Equity



If the college can increase the number of Filipino students who complete transfer-level Math & English in their first year by 10 students...

Then the rate of Filipino students who complete transfer-level math and English will be 21% (up from 16%)

How have the metrics been updated with the recent release of Student Success Metrics?



What has been updated that impacts the SEP metrics?

Change to Number of Students Identified as Enrolled in Postsecondary compared to prior year

- Chancellor's Office provided additional information to UC, CSU, and NSC to more accurately identify students enrolled in other postsecondary resulting in higher number of students identified as enrolled in other postsecondary for this year's build compared to last year's build for all years (3% to 6% higher depending on the year compared to about 1% change in prior years) with the following impacts:
 1. Transfer Metric: more students found as transferring to a 4-year institution
 2. First-Time Cohort: more students found as enrolled at a postsecondary and therefore less students included as first-time
 - Since students 18+ are excluded if found enrolled in postsecondary, cohort counts are lower impacting ALL metrics in the cohort view

What has been updated that impacts the SEP metrics (continued)?

- Updates to **Denominator for Successful Enrollment metric (SM 300Cx)**:
 - Records flagged as fraud_status=5, where the college has reviewed the application and determined that it is fraudulent, have been removed
 - Bug also fixed to denominator to include first-time applicants who were previously excluded



Successful Enrollment:
Denominators higher
and percentages lower

What is the summary of the changes for SEP?

- 1) For the First Time Cohort Definition: Because of the increase in the number of students identified as enrolled at a postsecondary institution when 18+, there are fewer students included as first-time for the cohort. **Slightly Lower Counts**
- 2) For the Access or Successful Enrollment metric: Because of the fix to include first-time applicants who had previously been excluded and removal of fraudulent applicant records, this metric has changed. **Lower %s**
- 3) Transfer to a Four-Year: Because of the increase in the number of students identified as enrolled at a four-year institution, values and percentages for transfer are higher, but denominators are lower due to fewer students found as exiting all postsecondary for the cohort. **Slightly Higher Counts**

What should I do about any changes in student populations identified for Disproportionate Impact?



What do I do if my 2022 SEP data has changed for the baseline cohort year?

Do I need to change my 2022 SEP Plan in terms of targeted populations?

- **No changes are required**
- **Colleges should review progress through comparisons using this year's data**
- **Colleges may, if desired,** consider adding student populations that were not previously flagged as experiencing substantive DI
- The Successful Enrollment metric has changed more significantly. Some colleges used other measures for the access metric meaning that no change would be necessary. If a college used successful enrollment as the access metric for 2022 SEP, colleges may:
 - **Continue with planned activities** and focus the review of progress on the other metrics or by examining changes for any chosen groups using the corrected metric.
 - Consider adding student populations that were not previously flagged

What do I do if my 2022 SEP data has changed for any year?

How do I explain changes in the data to my colleagues?

- calculations to determine DI can be affected by any changes to the underlying data including updates submitted by colleges or updates mentioned previously
- 93% to 98% of primary DI flags for student populations did not change (depending on the metric and depending on the year)
- the substantial majority of them only changed in one year (so colleges attending to trends over time in choosing equity gaps to target wouldn't be affected)
- many of the larger equity gaps that most colleges choose to target are unlikely to have been affected

Where do I go for more information about 2022 SEP updated with 2023 data?

- See the updated [2022 SEP FAQ](#) linked on the dashboard
- Please look for a CO memo to announce office hours
- For questions related to the metrics, data delivered from the SSM cohort view or DI calculations: email launchboard@cccoco.edu
- For questions related SEP planning, including NOVA: email SEAPrograminfo@cccoco.edu

When can I expect to receive 2022 SEP data updated with 2023 data and SSM student level data?

From the latest 2023 SSM Dashboard via Data on Demand:

- **2022 SEP Data** will be delivered to district IR office for all colleges in the district in early June
- **SSM Student Level Data** will be delivered to district IR office for all colleges in the district in early June

We want your feedback

Please complete our survey!



Q&A



Closing

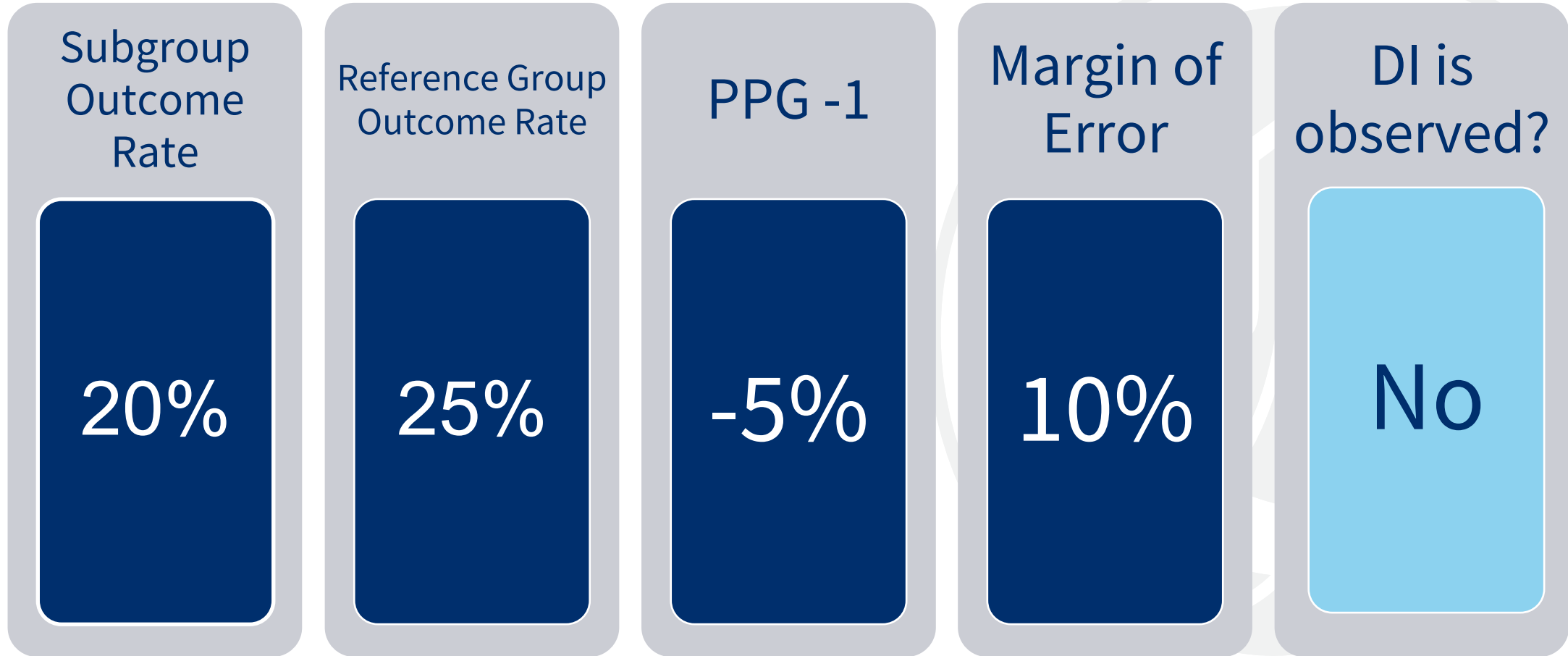


Appendix



Example of margin of error calculation for DI

Group 1



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

Reminder: other 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