California Community Colleges

# 2022 Student Equity Plan (SEP) Recommendations for Updating Goals with Revised Data
08/04/22

## Updates to the Student Success Metrics Cohort View and the Student Equity and Achievement Data (with a correction to the Successful Enrollment Metric)

### Per the Chancellor's Office announcement released on 07.28.33:

**One** of the Cohort View metrics (the Successful Enrollment Metric) that is also part of the Student Equity data will be updated in this release. An error in the coding of the denominator (Students who Applied for First Time to Attend through CCC Apply) for the Success Enrollment metric in the Student Success Metrics Cohort View (SM300Cx) was inadvertently introduced late in the testing phase of its construction that influenced the outcomes on that metric. The number of students achieving the outcome (successfully enrolling) were correct but the impact on the denominator means that the percentages of students who attained the metric outcome was impacted. The problem with the denominator has been isolated and fixed.

1. Importantly, this metric is the **only metric affected** in the Student Equity Plan data as it uses a different denominator (students who applied via CCC Apply) than the other metrics, which use the cohort definition (non-special admit students who enrolled for credit for the first time in higher education).

2. Further, the Successful Enrollment metric in the Student Success Metrics snapshot or original view (SM300Sx) was not affected.

3. As a result, the Student Equity Plan data for each district and college is being regenerated and will be reposted on Data on Demand **by August 5. Planning that has occurred with the existing data will remain largely unaffected**, with the aforementioned exception of the possibility of changes for the Successful Enrollment metric only (and only for some colleges and years). **Data for the other metrics as well as the format of the file will be otherwise unchanged,** and the supporting documents will be updated to note this change. For colleges that have built tools or dashboards, we've worked to make sure the formatting is identical to facilitate ease of use/import with existing code/design as much as possible.

Again, all but one of the metrics in the Student Equity Plan data are unaffected, meaning that substantial majority of equity planning completed or underway should be largely unaffected, requiring only re-examination of the Successful Enrollment metric for possible differences in identification of disproportionate impact or changes to goals set. We regret the need for this additional review and potential delay but colleges using the state provided data for the affected metric may wish to momentarily pause work on this specific metric until the release of the updated data August 5th.

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## Recommendations for colleges who have begun Student Equity planning

### *If the SAME student populations have disproportionate impact (DI)*

1) **Strategy 1:** If the original goal was to **fully close** the observed equity gap, update the goal for the disproportionately impacted groups to the new outcome for the reference group.
   a. For example, if an equity gap still exists for Hispanic students for the Successful Enrollment metric, then simply update that goal for Hispanic students to the new reference rate for all non-Hispanic students for Successful Enrollment.
      i. Previously, the observed equity gap was 8% with the non-Hispanic students or reference group Successful Enrollment rate at 32% and the Hispanic student rate at 24%, and the goal was to fully close the 8% gap.
      ii. With the updated Successful Enrollment data, the observed equity gap is now 10% (up from 8%) with 38% for non-Hispanic students and 28% for Hispanic students. The goal to fully close the gap would now mean to decrease it by 10% and raise the Successful Enrollment rate of Hispanic students to 38%.
2) If the original goal was to **partially close** the observed equity gap, update the goal either by:
   a. **Strategy 2:** Making the goal the same percentage of the equity gap originally planned to be closed by adjusting the new goal to reflect the updated equity gap size between the subgroup experiencing DI and the reference group. For example, if your goal was to close the gap between Hispanic students and all non-Hispanic students by half or 50%, then adjust the new goal to reflect the new equity gap size between Hispanic students and non-Hispanic students:
      i. Previously, the observed equity gap was 8% with the non-Hispanic students or reference group Successful Enrollment rate at 32% and the Hispanic student rate at 24%, and the goal was to decrease by half or 4% or raise the Successful Enrollment rate of Hispanic students to 28%.
      ii. With the updated Successful Enrollment data, the observed equity gap is now 10% (up from 8%) with 38% for non-Hispanic students and 28% for Hispanic students. The goal to decrease by half would now mean to decrease it by 5% and raise the Successful Enrollment rate of Hispanic students to 33%.
   b. **Strategy 3:** Making the goal the same percentage increase originally planned to be closed by adjusting the new rate of the subgroup experiencing DI by the same original target percentage. For example, if your goal was to close the gap between Hispanic students and all non-Hispanic students by half or 50% resulting in a 4% increase, then adjust the new goal for Hispanic students by 4%:
      i. Previously, the observed equity gap was 8% with the non-Hispanic students or reference group Successful Enrollment rate at 32% and the Hispanic student rate at 24%, and the goal was to decrease by half or 4% or raise the Successful Enrollment rate of Hispanic students to 28%.

  ii. With the updated Successful Enrollment data, the observed equity gap is now 10% (up from 8%) with 38% for non-Hispanic students and 28% for Hispanic students. The continued goal to decrease by 4% would now mean to raise the Successful Enrollment rate of Hispanic students to 32%.

 c. **Strategy 4**: Develop a new goal for the updated data.

  i. Previously, the observed equity gap was 8% with the non-Hispanic students or reference group Successful Enrollment rate at 32% and the Hispanic student rate at 24%, and the goal was to fully close the 8% gap.

  ii. With the updated Successful Enrollment data, the observed equity gap is now 10% (up from 8%) with 38% for non-Hispanic students and 28% for Hispanic students. The new goal is to decrease by 60% instead of full closure of the equity gap with this increased gap with the updated data. The new goal is to raise the Successful Enrollment rate of Hispanic students to 34%.

**Table: Examples of Four Strategies for updating goals for student populations flagged as experiencing DI but with revised data for the Successful Enrollment metric percentage**

| Successful Enrollment (SM 300) Rates | Hispanic students | PPG-1 Reference Group: Non-Hispanic students | Target for Equity Gap Closure | Goal for Hispanic students | |
|---|---|---|---|---|---|
| **Original Rates** | 24% | 32% | 8% | 32% | **Strategy 1:** Close full equity gap |
| **Updated Rates** | 28% | 38% | 10% | 38% | |
| **Original Rates** | 24% | 32% | 4% | 28% | **Strategy 2:** Close equity gap by half or 50% |
| **Updated Rates** | 28% | 38% | 5% | 33% | |
| **Original Rates** | 24% | 32% | 4% | 28% | **Strategy 3:** Close equity gap by original rate |
| **Updated Rates** | 28% | 38% | 4% | 32% | |
| **Original Rates** | 24% | 32% | 8% | 32% | **Strategy 4:** Close equity gap with a new goal of 60% instead of full |
| **Updated Rates** | 28% | 38% | 6% | 34% | |

## *If DIFFERENT student populations have disproportionate impact (DI)*

1) If different student populations are flagged as experiencing DI for Successful Enrollment with the update to the Successful Enrollment denominator and percentage, update goals for those new student populations by applying the same logic as previously used for other subgroups experiencing DI either on this metric or other metrics to either fully or partially close these new equity gaps for Successful Enrollment.