

Student Equity Plan workgroup meeting

05/20/2022

Attendance: Ayn, Eric, Roger, Jaime, Patty,

1. Disproportionate group by metric

Jaime and Patty provided an update on the Student Equity Plan data, based on the 2 webinars (one for researched one for planners). Refresh everyone's memory on Student Equity data and disproportionate impact. Student equity data that is received is cohort based. I.e. when looking at persistence and retention, there are students that are captured. Capture students and determine our progress.

SEP data provides information of five key student outcomes: successful enrollment in the first year, completed transfer level math and 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 4-year institution within 3 years.

SEP data are disaggregated: race/ethnicity, gender, LGBT, Perkins Economically disadvantaged, first generation, foster youth, students with disabilities, veterans and homeless. These categories we do not get from CCC apply. We (probably) get these categories from MIS data. They push this data back out to us. Sara says we ask them before every semester. Depending on where the data is coming from, it may/may not be accurate.

Will find that outcomes for all disaggregation will be further disaggregated.

Simplifying PPG (percentage point gap) – (minus) 1

$PPG - 1 (+/-) = \text{Outcome Rate (\%)} \text{ for a primary disaggregated subgroup} - (\text{minus}) \text{Outcome Rate (\%)} \text{ For all OTHER student (excluding the primary disaggregated subgroup)}$

i.e.

	Latinx students	All other students (excluding Latinx students)	PPG-1	Margin of Error
Persistence rate	74.7%	78.5%	-3.8%	2.0%

Margin of Error is important and is dependent on population size. PPG-1 has to be greater than Margin of Error (2.0) (looking at absolute values -3.8 is greater than 2.0)

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.

We do not have to be able to explain it, we just need to understand the impact.

Baseline that the Chancellor's office recommends and it's based on metric.

Baseline is important because it can help guide the planning. What are we going to do to go beyond that baseline?

Vision for Success – certificate/degree completion

Metric: Successful Enrollment in 1st year 2021 cohort: overall female: 623 needed to full equity

Patty and Jaime put every DI group marked "yes" in the summary tab.

Metric: Completed both transfer level Math and English within district in first year 2021 cohort: Overall Hispanic, 291 needed to full equity; Overall first generation, 243 needed to full equity

However, overall black/African American shows 25 attained metric, and 10 need to full equity. Shouldn't disregard because the # in attached metric is low.

Patty shared that Completion of transfer-level English only is 47.5% as of 2020-21

Metric: Persisted first primary term to subsequent primary term 202 cohort; i.e. overall not homeless has 1491 needed to full equity; overall first generation needs 117 to full equity

Focusing on the "Not" groups are not helpful. Maybe should not focus on what groups have the largest number? The plan ask to select the student population experiencing the most disproportionate impact for each of the five metrics.

Metric: Transferred within 3 years – 2017 cohort: Overall not veteran, 350 needed to full equity

How is this subgroup determined? Incoming class of 2017

2. Assignments by metric

If we have agreed upon parameters, then we can choose them. Patty can also work with the individual groups. Which is more equitable to focus on? Largest number gap or largest percentage gap?

Patty and Jaime to give a guide to start with; a to do a draft on this and send it all out to you..

Faculty (with the exception of Roger) unless funded through SEAP, we cannot ask faculty to work through the summer.

METRIC OUTCOMES for Student Populations: file from Chancellor's Office – Patty; Sara; John Barkman; Audrey

SUCCESSFUL ENROLLMENT: John Kuchta,

COMPLETION TR LEVEL M and E: Roger Willis, Donna Necke

RETENTION: Michelle Nava; Betzabel

UNIT COMPLETION: Monika Chavez

TRANSFER: Sara Mestas, Briseda

COMPLETION: Esteban Aguilar

STUDENT SUPPORT INTEGRATION SURVEY: Audrey

Those not assigned to a group: Bruce, Francesca, George

3. "Optional Questions" assignments

Discuss at next meeting

4. Meeting Calendar for summer?

June 3

Will discuss future dates at next meeting

Add any thoughts, suggestions, details into the shared document: [2022-25 Student Equity Plan Template](#)

Next Workgroup meeting scheduled on Friday, June 3rd, 2:00pm -3:00pm