

2022-25 Student Equity Plan 2.0

Planning and Development

Student Equity Planning Presentation

10/19/2022

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

Vision Goals

Systemic
Change

Data and
Resources

Critical
Information

Considerations,
Strategies, and
Collaborations

Developing our SEP 2.0

- OIE
 - Provides critical data and information around DI, clarifies results, conducts a deep-dive data analysis as needed
- SEP 2.0 Section Leads & Focus Groups
 - Section Leads: Key stakeholders from student services, instruction, and OIE
 - Focus Groups: Student, Faculty, and Classified Voices
- Data-informed dialogues and decision-making
 - Key takeaways from past equity work
 - Evaluation of the current structure
 - Strategies, processes, actionable activities
 - Target outcomes

Metrics and Data for 2022 Student Equity Planning

Five Key Student Outcomes

1. Successful Enrollment in the first year [Access]
2. Completed Transfer Level Math & English in the first year [Progress]
3. Persisted from First Primary Term to Subsequent Primary Term [Persistence]
4. Attained the VFS Definition of Completion within 3 years [Completion]
5. Transferred to a 4-Year Institution within 3 years [Transfer]

Student Cohort Data

- First-time non-special admit credit students based on the academic year they started
- We analyzed the most recent 5 cohort years for 2022-25 plan development
- In addition to SEP data, OIE analyzed local data related to equity planning

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Successful enrollment in 1 st Year				Y	Y	Y	Y	Y	Y	Y
Completed Transfer-Level math & Eng in 1 st Year	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Persisted from first Primary term to Subsequent Primary term	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Attained VFS Definition of Completion within 3 years	Y	Y	Y	Y	Y	Y	Y			
Transferred to a 4-Year Institution within 3 years	Y	Y	Y	Y	Y	Y				

SEP data are Disaggregated by

This is a screenshot of the options on groups from the CCCCCO SEP guidance.

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

How has Disproportionate Impact been determined?

- Compare the outcomes of students in a specific subgroup to the outcomes of all other students
 - CCCCO's official methodology- Percentage Point Gap-1 (PPG-1)
 - ex) Persistence rate of Black students - Persistence rate of Non-Black students
 - PPG-1 > Margin of Error with a minimum threshold of 2%
 - Primary subgroup DI vs. Intersectional gender DI
- Full Equity Numbers
 - Estimated number of students needed to reach full equity
 - Ex) How many more students would need to persist to close the equity gap with all other students?

How are we making decisions about which student groups to include in the new Student Equity Plan?

- Provided data
 - Pervasiveness across multiple metrics
 - Consistency over multiple years
 - Full equity numbers
- Local data (e.g., application/enrollment data, student surveys)
- Institutional context (e.g., HSI)
- Feedback from various cross-functional groups

I	J	K	L	M	N	P	Q
	2017-2021 cohorts	2016-2020 cohorts	2017-2021 cohorts	2014-2018 cohorts	2014-2018 cohorts	Average DI Level DI:	# Years with DI DI:
	Access	Persistence	Progress	Completion	Transfer	Consistency	Pervasiveness
Black	2	5	5	3	2	3.4	5
Male	0	5	2	2	4	2.6	4
Foster Youth		3	4	4	2	3.3	4
First generation		0	4	3	5	3.0	3
Latinx	0	0	3	0	5	1.6	2
LGBT		2	4	1	0	1.8	3
American Indian	2	2	2	1	1	1.6	5
Economically disadvantaged		0	3	1	5	2.3	3
Students with disabilities		0	4	3	2	2.3	3
Non-SWD		4	0	0	0	1.0	1
Non-Veterans		1	1	1	1	1.0	4
Not economically disadvantaged		4	0	0	0	1.0	1
Pacific Islanders	0	0	1	1	1	0.6	3
Unhoused		0	2	0	0	0.5	1
Non-LGBTQ		0	1	0	0	0.3	1
Not Foster Youth		1	0	0	0	0.3	1
Veterans		0	1	0	0	0.3	1
White	1	1	0	0	0	0.4	2
Female	4	0	0	0	0	0.8	1
Asian	2	0	0	0	0	0.4	1
Filipino	1	0	0	0	0	0.2	1

Consistency
How long has DI persisted?

Pervasiveness
How many metrics were impacted?

<-- **Cut point**
(average DI level over 1)

Estimated number of students that we need to attain a metric to close an observed gap

Total full equity for each SEAP metric by subgroup disaggregation level

	Access	Persistence	Progress	Completion	Transfer
Black	74	228	73	43	17
Male		1023	163	142	198
Foster Youth		46	24	27	18
First generation			374	263	617
Latinx			332		653
LGBTQ		28	18	4	
American Indian	13	15	5	1	2
Economically disadvantaged			426	196	989
Students with disabilities			42	27	15

Annual Number of Additional Success Needed

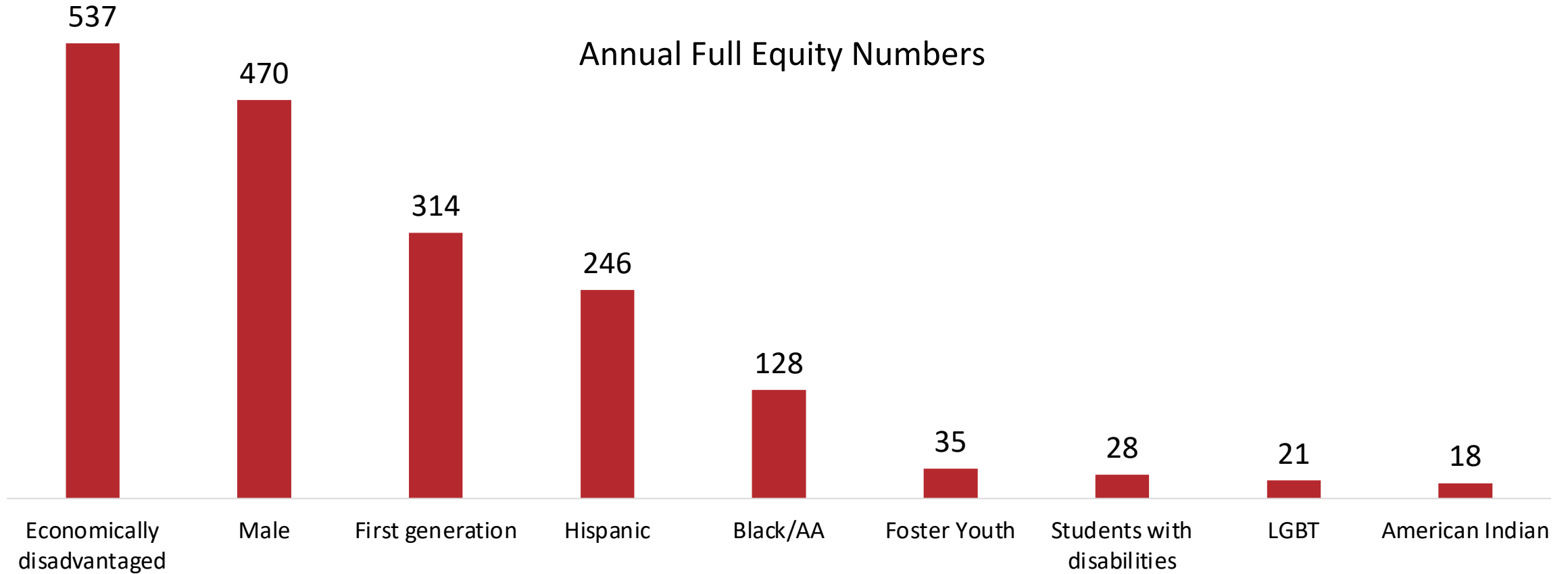
Average full equity for each SEAP metric by subgroup disaggregation level

	Access	Persistence	Progress	Completion	Transfer	Average Annual Full Equity
Black	37	46	15	14	9	128
Male	0	205	82	71	50	470
Foster Youth		15	6	7	9	35
First generation		0	94	88	123	314
Latinx	0	0	111	0	131	246
LGBT		14	5	4	0	21
American Indian	7	8	3	1	2	23
Economically disadvantaged		0	142	196	198	537
Students with disabilities		0	11	9	8	28

(Total Full Equity/
Total # Years w DI)*
Metrics impacted
Ex) 128= (435/17)*5

Annually, 128 additional Black students have to achieve a successful outcome to eliminate the observed gap in success

What is the magnitude of the gap?



BC focuses on the most disproportionately impacted populations with the greatest gap magnitude

We are required to select at least one population for each of the metrics. We are limited to 5 populations in NOVA (most colleges are only focusing on Black and/or Hispanic).

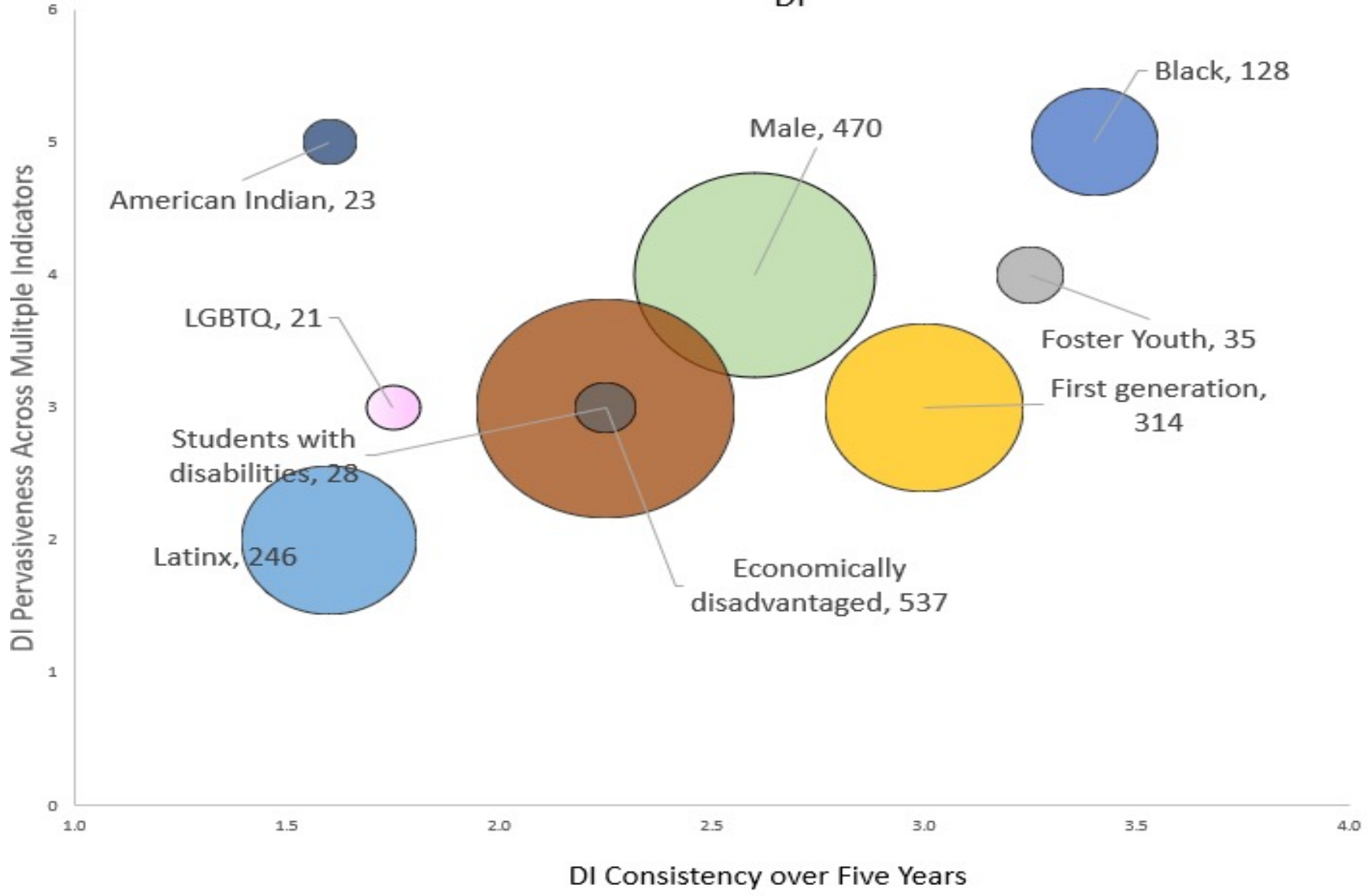
Student Populations Experiencing Disproportionate Impact and Metrics

Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. Each must be covered by at least 1 student population.

Student Populations for Metric Workflow	Metrics					Actions
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion	
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hispanic or Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

At least one metric is required for each student population.

Annual Full Equity Number for Groups with Most Consistent and Pervasive DI



Target outcomes for 2022-25

How are we establishing our targets?

Black/African American	2016	2017	2018	2019	2020
Group (N)	249	266	375	357	346
Persisted (N)	139	147	226	184	189
Persistence Rate (%)	56%	55%	60%	52%	55%
Persistence Rate (%) of Non-Black	68%	70%	71%	71%	69%
PPG-1	-12%	-15%	-11%	-19%	-14%
Full Equity Number	30	40	41	67	50

Baseline Year

Equity Gap

Full Equity

If the college can increase the number of Black/African American students who persist from first primary term to subsequent primary term by 50, Then the persistence rate of Black or African American students will be 69% ← $(189+50)/346$ (increase Black student persistence rate by 14% over 3 years)

3-year goal for Persistence of Black students for 2022-25

Target Outcome Goals (calculations over 3 years)

	Primary disaggregation	Baseline Term/Year	Subgroup Outcome Rate	PPG-1 (Observed Difference)	Target Outcome rate (Reference group's outcome rate)	Target growth rate to equal the rate of reference group over the 3 years
Access	Black/African American	2021	42.46%	-2.71%	45.17%	2.71%
Progress	Black/African American	2021	5.30%	-5.90%	11.20%	5.90%
	First Generation	2021	9.20%	-3.30%	12.50%	3.30%
	Economically Disadvantaged	2021	10.20%	-3.00%	13.20%	3.00%
	Hispanic or Latinx	2021	9.80%	-3.20%	13.00%	3.20%
Persistence	Black/African American	2020	54.60%	-14.30%	68.90%	14.30%
	Male	2020	65.00%	-5.80%	70.80%	5.80%
Transfer	Male	2017	15.80%	-4.70%	20.50%	4.70%
	First Generation	2017	13.30%	-10.60%	23.90%	10.60%
	Economically Disadvantaged	2017	16.70%	-7.40%	24.10%	7.40%
	Hispanic or Latinx	2017	16.30%	-5.70%	22.00%	5.70%
Completion	Black/African American	2018	4.50%	-6.50%	11.00%	6.50%
	First Generation	2018	9.00%	-3.60%	12.60%	3.60%

Student Equity Plan 2.0 Section Leads

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Ongoing Efforts:

Focus Groups: Student, Faculty, and Classified Voices