



Student Equity Plan Data Summary Report: Metrics and Baseline Data for the 2022-2025 Student Equity Plan

Introduction

The purpose of the Student Equity Plan Data Summary Report is to present the Student Equity Plan (SEP) metrics and summarize the baseline data that will be used for the 2022-2025 Student Equity Plan. The current SEP, which serves to promote student success for all students, examines success outcomes based on five metrics: Successful Enrollment, Term-to-Term Persistence, Completion of Both Transfer-Level Math and English, Attained the Vision for Success Definition of Completion (Degree and Certificate Completion), and Transfer. The first table in this document (Table 1) provides the metric definitions and the latest available year of data for each metric that will be used as baseline data for the 2022-2025 SEP.

These outcomes are further separated into subgroup populations to identify which subgroups are disproportionately impacted (DI). To determine the subgroups of students included in the data, the Chancellor's Office uses a cohort approach for each metric. The cohort is defined as all students who enrolled as first-time in higher education non-special admit (NSA) credit students in at least one primary term of the selected year with a minimal credit enrollment (> 0.5) units at the selected college. Disproportionate impact was calculated using the Percentage Point Gap minus one (PPG-1) methodology. This methodology compares each subgroup's outcome rate to the outcome rate of all other cohort students. In this way the outcome rate of the primary subgroup is removed from the reference group. A subgroup is considered disproportionately impacted if they fall below the threshold or margin of error (E), which is adjusted based on the cohort size of the subgroup. Subgroups that are highlighted in red are identified as being disproportionately impacted.

Table 2 provides a summary of disproportionate impact for the 2022-25 Student Equity Plan Metrics. The proceeding pages provide a more detailed look at the data for each metric, number of students who achieved the metric outcome, the subgroup total, and, the subgroup outcome rate. For groups considered disproportionately impacted, the number of students needed to close the equity gap (i.e. reach full equity) is also provided.

The data source used to compute the SEP metrics was a Data on Demand file provided to colleges from the Chancellor's Office. The file contained the latest year of data available for each of the five metrics and serves as a baseline from which to set goals and measure progress over the three years of the student equity plan. The unFERPA suppressed data is publicly available via the cohort view of the Student Success Metrics (SSM) dashboard which can be accessed from the Chancellor's Office Launchboard: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

Student Equity Summary Report
 Metrics and Baseline Data for the 2022-25 Student Equity Plan

The following table provides a description of the five student equity plan metrics and the baseline year of data that will be used for the 2022-25 Student Equity Plan (SEP).

Table 1. SEP Metric Definitions

Metric	Metric Description	Baseline Year for 2022-25 Student Equity Plan
Successful Enrollment in the First Year	All Cohort Applicants Who Enrolled in the Selected College in Their First Year	2020-21
Term-to-Term Persistence	All Cohort Students Who Persisted from First Primary Term of Enrollment to the Subsequent Primary Term	2019-20
Completed Both Transfer-Level Math and English in the District in the First Year	All Cohort Students Who Completed Both Transfer-Level Math and English Within the District in the First Year Aligned with SCFF	2020-21
Attained Vision for Success Definition of Completion (<i>Degree and Certificate Completion</i>)	All Cohort Students Attained the Vision Goal Completion Definition within Three Years	2017-18
Transfer	All Cohort Students Who Transferred to a Four-Year Postsecondary Institution within Three Years	2016-17

Source: The SEP definitions can be accessed from the Chancellor’s Office Launchboard::
https://www.calpassplus.org/CalPassPlus2.0/Media/Launchboard/ssm/SSM_MDD.pdf

Note: The Chancellor’s Office uses a cohort-approach for each metric. The cohort is defined as all students who enrolled as first-time in higher education non-special admit (NSA) credit students in at least one primary term of the selected year with a minimal credit enrollment (> 0.5) units at the selected college.

Student Equity Summary Report
 Metrics and Baseline Data for the 2022-25 Student Equity Plan

Table 2. Summary of Disproportionate Impact for 2022-25 Student Equity Plan Metrics

Subgroups	Successful Enrollment in the First Year (2020-21 baseline)	Persisted First Primary Term to Subsequent Primary Term (2019-20 baseline)	Completed Both Transfer-Level Math and English within the District in the First Year (2020-21 baseline)	Attained the Vision for Success Definition of Completion within Three Years (2017-18 baseline)	Transferred to a Four-Year Institution within Three Years (2016-17 baseline)
Ethnicity					
American Indian/Alaska Native	Yes	No	No	No	Yes
Asian	Yes	No	No	No	Yes
Black/African-American	No	No	Yes	Yes	No
Filipino	No	No	No	No	No
Hispanic or Latino/a/x	No	No	No	Yes	Yes
Native Hawaiian/Pacific Islander	No	No	No	Yes	No
White Non-Hispanic	No	No	No	No	No
Two or more races	No	No	No	No	No
Special Populations					
Students with Disabilities	N/A	No	No	Yes	No
Economically Disadvantaged	N/A	No	No	No	No
First Generation	N/A	Yes	Yes	Yes	Yes
Foster Youth	N/A	No	No	No	No
Homeless students	N/A	Yes	N/A	N/A	N/A
LGBTQ+	N/A	Yes	Yes	Yes	Yes
Veterans	N/A	No	No	No	No

Yes: Disproportionate impact - The subgroup was identified as disproportionately impacted ($PPG < 0$ and $|PPG| \geq E$)

No: No disproportionate impact

N/A: Data is not available at this time.

Source: The data can be publicly accessed from the Chancellor's Office Launchboard:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

Successful Enrollment

The data in the table below show the number of students who enrolled in Citrus College in their first year among all first-time applicants who indicated an intent to enroll in Citrus College in the selected baseline year. The baseline year for this metric is the latest year of available data which is for the 2020-21 cohort. It is important to note that a student could be included as part of the first-time cohort at more than one college if the student’s first-time NSA enrollment is in the same term with 0.5 credit units at each college. The denominator includes students who indicated an intent to enroll in the selected academic year, based on information provided in CCC Apply.

The cohort rate is the percentage of students in each subgroup who attained the metric outcome (i.e. successfully enrollment) in the 2020-21 academic year.

The last column shows the number of students in each disproportionately impacted (DI) group who need to attain the metric outcome (i.e. successfully enroll) in order to close the gap and achieve fully equity. This only applies to the DI groups which are highlighted in red.

The Successful Enrollment metric relies on data from CCCApply. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for the Successful Enrollment metric.

Successful Enrollment				
	Successfully Enrolled	Total Applicants	Outcome Rate	Number of students needed to close the Equity Gap
Ethnicity				
American Indian/Alaskan Native	2	17	12%	5
Asian	116	467	25%	60
Black/African-American	71	200	36%	
Filipino	47	130	36%	
Hispanic or Latino/a/x	765	1,969	39%	
Native Hawaiian or Pacific Islander	6	12	50%	
White Non-Hispanic	560	1,555	36%	
Two or more races	552	1,434	39%	
Special Populations**				
Students with Disabilities	-	-	-	
Economically Disadvantaged	-	-	-	
First Generation	-	-	-	
Foster Youth	-	-	-	
Homeless students	-	-	-	
LGBTQ+	-	-	-	
Veterans	-	-	-	
All Cohort Students	2,182	5,954	37%	

Source: The data can be publicly accessed from the Chancellor’s Office Launchboard:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

**Note: Special populations data is not available because this metric relies on data from CCCApply which does not contain special population information.

Persisted from First Primary Term to Subsequent Primary Term

The data in the table below show the number of students who persisted from their first primary term of enrollment to the subsequent primary term among all first-time cohort students. Cohort students are defined as first-time non-special admit credit students who started in the selected baseline year, 2019-2020.

Since the cohort definition allows students to start in any primary term, this metric requires two years of data to see if students who start in spring return in the fall of the next academic year. 2020-21 data is needed to determine if cohort students who start in Spring 2020 enroll in Fall 2020. Therefore, the baseline or latest year available is data for the 2019-20 cohort for this metric.

The cohort rate is the percentage of students in each subgroup who attained the metric outcome (i.e. persisted).

The last column shows the number of students in each disproportionately impacted (DI) group who need to attain the metric outcome (i.e. persist) in order to close the gap and achieve fully equity. This only applies to the DI groups which are highlighted in red.

Term-to-Term Persistence				
	Persisted	Subgroup Cohort Total	Outcome Rate	Number of students needed to close the Equity Gap
Ethnicity				
American Indian/Alaskan Native	6	8	75%	
Asian	206	270	76%	
Black/African-American	64	96	67%	
Filipino	44	58	76%	
Hispanic or Latino/a/x	1,445	1,989	73%	
Native Hawaiian or Pacific Islander	4	5	80%	
White Non-Hispanic	272	375	73%	
Two or more races	54	76	71%	
Special Populations				
Students with Disabilities	154	189	82%	
Economically Disadvantaged	1,585	2,088	76%	
First Generation	920	1,320	70%	74
Foster Youth	24	36	67%	
Homeless students	1	4	25%	2
LGBTQ+	71	118	60%	16
Veterans	25	32	78%	
All Cohort Students	2,163	2,971	73%	

Source: The data can be publicly accessed from the Chancellor’s Office Launchboard:
<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

Completed Both Transfer-Level Math and English in Citrus College in the First Year

The data in the table below show the number of students who completed both transfer-level math and English in their first academic year of credit enrollment in Citrus College among all first-time cohort students. Cohort students are defined as first-time non-special admit credit students who started in the selected baseline year. The baseline year for this metric is the latest year of available data which is for the 2020-21 cohort.

The cohort rate is the percentage of students in each subgroup who attained the metric outcome (i.e. completion of both transfer-level math and English).

The last column shows the number of students in each disproportionately impacted (DI) group who need to attain the metric outcome (i.e. complete both transfer-level math and English) in order to close the gap and achieve fully equity. This only applies to DI groups which are highlighted in red.

Completion of Both Transfer-level Math and English				
	Completed	Subgroup Cohort Total	Outcome Rate	Number of students needed to close the Equity Gap
Ethnicity				
American Indian/Alaskan Native	1	2	50%	
Asian	48	157	31%	
Black/African-American	6	81	7%	15
Filipino	25	54	46%	
Hispanic or Latino/a/x	389	1,494	26%	
Native Hawaiian or Pacific Islander	4	7	57%	
White Non-Hispanic	139	608	23%	
Two or more races	19	64	30%	
Special Populations				
Students with Disabilities	19	94	20%	
Economically Disadvantaged	443	1,704	26%	
First Generation	211	1,158	18%	144
Foster Youth	1	9	11%	
Homeless students*	-	-	-	
LGBTQ+	22	120	18%	9
Veterans	12	18	67%	
All Cohort Students	633	2,538	25%	

Source: The data can be publicly accessed from the Chancellor’s Office Launchboard:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

*Note: Homeless information is from a newer MIS data element created in summer 2018; data is not available at this time.

Attained the Vision for Success Definition of Completion within Three Years

The data in the table below shows the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years among all first-time cohort students. Cohort students are defined as first-time non-special admit credit students who started in the selected baseline year, 2017-2018.

Since first-time cohort students are given a full year three years to attain the Vision for Success definition of completion, this completion metric requires four years of data to see if cohort students who start in spring complete within three years. 2020-21 data is needed to determine if students who start in Spring 2018 earn an award any time up to and including Spring 2021. Therefore, the baseline or latest year available is data for the 2017-18 cohort for this metric.

The cohort rate is the percentage of students in each subgroup who attained the metric outcome (i.e. earned an award within three years).

The last column shows the number of students in each disproportionately impacted (DI) group who need to attain the metric outcome (i.e. earn an award within three years) in order to close the gap and achieve fully equity. This only applies to the DI groups which are highlighted in red.

Attained the Vision for Success Definition of Completion				
	Earned Award	Subgroup Cohort Total	Outcome Rate	Number of students needed to close the Equity Gap
Ethnicity				
American Indian/Alaskan Native	2	6	33%	
Asian	76	344	22%	
Black/African-American	12	148	8%	15
Filipino	23	77	30%	
Hispanic or Latino/a/x	329	2,068	16%	89
Native Hawaiian or Pacific Islander	0	4	0%	1
White Non-Hispanic	107	468	23%	
Two or more races	13	102	13%	
Special Populations				
Students with Disabilities	30	232	13%	12
Economically Disadvantaged	522	2,928	18%	
First Generation	252	1,576	16%	45
Foster Youth	4	38	11%	
Homeless students*	-	-	-	
LGBTQ+	10	100	10%	8
Veterans	8	31	26%	
All Cohort Students	564	3,232	18%	

Source: The data can be publicly accessed from the Chancellor’s Office Launchboard:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

*Note: Homeless information is from a newer MIS data element created in summer 2018; data is not available at this time.

Transferred to a Four-Year Institution within Three Years

The data in the table below show the number of students who enrolled in any four-year postsecondary institution in the subsequent year (or 4 years after for 3-year cohort) among all first-time cohort students. Cohort students are defined as first-time non-special admit credit students who started in the selected baseline year, 2016-2017.

Since first-time cohort students are given a full three years to earn 12 or more units in the system, exit the California community college system, and transfer to a four-year institution, this transfer metric requires five years of data to see if cohort students who start in spring exit and transfer within three years. 2020-21 data is needed to determine if students who start in Spring 2017 earned 12 or more units any time up to and including Spring 2020, no longer enrolled in the CA community college system for a full year after the three-year timeframe through Spring 2021 and are found in the transfer bucket at any time up to and including Spring 2021. Therefore, the baseline or latest year available is data for the 2016-17 cohort for this metric.

The cohort rate is the percentage of students in each subgroup who attained the metric outcome (i.e. transferred to a four-year institution within three years).

The last column shows the number of students in each disproportionately impacted (DI) group who need to attain the metric outcome (i.e. transferred) in order to close the gap and achieve fully equity. This only applies to the DI groups which are highlighted in red.

Transferred to a Four-Year Institution				
	Transferred	Subgroup Cohort Total	Outcome Rate	Number of students needed to close the Equity Gap
Ethnicity				
American Indian/Alaskan Native	0	2	0%	1
Asian	45	226	20%	16
Black/African-American	11	47	23%	
Filipino	8	26	31%	
Hispanic or Latino/a/x	217	910	24%	42
Native Hawaiian or Pacific Islander				
White Non-Hispanic	85	246	85	
Two or more races	15	37	15	
Special Populations				
Students with Disabilities	22	107	21%	
Economically Disadvantaged	362	1,337	27%	
First Generation	147	732	20%	80
Foster Youth	5	16	31%	
Homeless students*	-	-	-	
LGBTQ+	2	33	6%	7
Veterans	7	29	24%	
All Cohort Students	385	1,501	26%	

Source: The data can be publicly accessed from the Chancellor's Office Launchboard:
<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

*Note: Homeless information is from a newer MIS data element created in summer 2018; data is not available at this time.