California Community Colleges

2022 Student Equity Plan (SEP) Data and Disproportionate Impact (DI) Files FAQ

08/04/22

Table of Contents

Why were the 2022 SEP files updated in August 2022? What changed?

Unfortunately, the subgroup_denom (column M) for SM 300 Successful Enrollment in the First Year was inadvertently changed between testing and production and, as a result, incorrect for all years provided. Therefore, the subgroup_outcome_rate (column N) for SM 300 Successful Enrollment in the First Year was also incorrect for all years provided. The subgroup_value (column L) for SM 300 Successful Enrollment in the First Year was correct and has not changed. This error has been corrected and these measures, along with the associated disproportionate impact calculations have all been corrected and updated.

All other metrics for all other years provided are correct and have not changed.

Metrics and Data Included for 2022 SEP

How can I access the data? What files are included?

Five disaggregated SEP metrics detailed below are currently available for download and analysis via Data on Demand: https://misweb.cccco.edu/dataondemand/Login.aspx.

Two 2022 SEP data files are included in the Data on Demand folder:

1. ***SEP_2022_summary_baseline_year_districtID_collegeIPEDSID:*** Latest year of data available for each of the five metrics with summary of columns needed for primary and secondary gender DI calculations. This data can serve as a baseline from which to set goals and measure progress over the three years of the student equity plan.
2. ***SEP_2022_expanded_all_years_districtID_collegeIPEDSID:*** All years of data available for each of the five metrics with all columns needed for primary and secondary gender DI calculations.

Seven support files are included in the Data on Demand folder:

1. Student Equity Plan DI Files FAQ_Updated June 2022 pdf
2. Read Me First pdf
3. Example of calculations in Excel with two worksheets for SEP 2022 summary baseline year and for SEP 2022 expanded all years
4. SQL code for SEP 2022 summary baseline year
5. SQL code for SEP 2022 expanded all years
6. CCCCO Percentage Point Gap Minus One (PPG-1) Methodology_2022
7. CCCCO Applied PPG-1 to Further Examine Disproportionate Impact_2022

Where does the data for the SEP metrics come from?

The data is unFERPA suppressed data from the cohort view of the Student Success Metrics (SSM) dashboard (to be released in April with the integration of 2020-21 data sets) with a cohort time frame of three years to attain the Vision Goal definition of completion and transfer to a four-year metrics. The dashboard can be accessed from the Chancellor's Office Launchboard: https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View.

What are the five metrics and what years will be included in the SEP 2022 expanded all years file?

The metrics are from the Student Success Metrics Cohort View. For two metrics, a three-year timeframe for first-time cohort students to achieve the metric outcome is applied for Attained the Vision Goal Definition of Completion and for Transferred to a Four-Year institution. Since the other three metrics indicate the time frame in their definition, the three-year timeframe does not apply.

The following table summarizes those five metrics and the cohort data available for first-time students starting in the academic years indicated:

Metric ID	Metric Description	Academic Years Available
300	All Cohort Applicants Who Enrolled in the Selected College in Their First Year*	2014-15 through 2020-21
453	All Cohort Students Who Persisted from First Primary Term of Enrollment to the Subsequent Primary Term	2011-12 through 2019-20
501	All Cohort Students Who Completed Both Transfer-Level Math and English Within the District in the First Year Aligned with SCFF	2011-12 through 2020-21
619	All Cohort Students Attained the Vision Goal Completion Definition within Three Years	2011-12 through 2017-18
620	All Cohort Students Who Transferred to a Four-Year Postsecondary Institution within Four Years**	2011-12 through 2016-17

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment. For some colleges, 2014-15 data also appears to be limited with low subgroup_denoms compared to later years which would indicate that perhaps CCCApply was not fully adopted by the college yet. If that is the case for your college, feel free to just ignore or remove that year of 2014-15 data for SM 300 that is possibly incomplete.

** The Transfer to a Four-Year metric counts students who transfer in the subsequent year after the cohort timeframe. Therefore, for a three-year cohort timeframe, cohort students are counted as transferring if they earned 12 or more units at any college and at any time during the three years and if they exited the community college and enrolled in a four-year institution in the fourth year or subsequent year after cohort timeframe.

Why is there different cohort data included, depending on the metric, in the SEP 2022 summary baseline year file?

Metrics	Available data for each cohort				
Starting Academic Year of First Time Cohorts	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Successful Enrollment in the First Year	☑	☑	☑	☑	**2022 SEP Baseline**
Completed Both Transfer-Level Math and English in the District in the First Year	☑	☑	☑	☑	**2022 SEP Baseline**
Persisted from First Primary Term to Subsequent Primary Term	☑	☑	☑	**2022 SEP Baseline**	

Attained Vision Goal Definition of Completion within Three Years	☑	**2022 SEP Baseline**			
Transferred to a Four-Year Institution within Four Years	**2022 SEP Baseline**				

Successful Enrollment metric: requires first-time cohort students attain the metric outcome in the first year. Therefore, the baseline or latest year available is data for the 2020-21 cohort for these metrics.

Completed Transfer Level Math and English metric: requires first-time cohort students attain the metric outcome in the first year. Therefore, the baseline or latest year available is data for the 2020-21 cohort for these metrics.

Persistence metric: 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.

Attained the Vision for Success Definition of Completion metric: 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.

Transferred to a Four-year Institution metric: 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 after three years in the subsequent year, and transfer to a four-year institution after three years in the subsequent year, this transfer metric requires five years of data. 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 including Spring 2021 and are found in the transfer bucket in the subsequent year after the three year timeframe including Spring 2021. Therefore, the baseline or latest year available is data for the 2016-17 cohort for this metric.

As explained above, the summary_baseline_year provides a file for the latest year available for different first-time cohorts in order to provide the most recent information regarding equity gaps that exist at colleges for 2022 SEP. The expanded_all_years file provides all years of available data for all cohorts where the three year timeframe has passed for the completion and transfer metrics in order to provide complete years of data. For example, if a college wanted to review equity gaps across all five metrics for the same cohort of students, the expanded_all_years file would provide information about where DI is observed across all five metrics for the 2016-17 cohort.

Are the metrics the same as those provided in 2019?

The metrics are the same as those provided in 2019. However, the definitions have been refined over time based on Chancellor's Office decisions and alignment with other statewide accountability frameworks. In 2019, the data provided for SEA was from a snapshot view of the SSM metrics since a cohort view had not been built yet. For the release of the SSM dashboard in 2021, a cohort view was added to the SSM dashboard for a first-time credit cohort. The cohort view tracks a cohort of first-time

credit students until a full three, four or six years have elapsed and determines the number of students in the cohort who attained the metric outcome in that timeframe. For the 2022 SEP data, first-time cohort data for the three year timeframe is used.

What is the cohort definition in the Student Success Metrics dashboard?

The first-time credit cohort for the SSM dashboard includes the following students:

- Appear as a first-time non-special credit admit in the California community college system at the college in a primary term
- Have a minimal credit enrollment of 0.5 units at the college in their first year
- Never had a previous enrollment at any postsecondary institution when the student was 18 or older at any time up to and including the starting cohort academic year
- Did not earn "MW" or military withdrawal grades in all credit courses in their first primary term
- Did not earn "EW" or excused withdrawal grades in all credit courses in their first primary term unless their first primary term was Spring 2020 or any term in academic year 2020-21

How can I access a data dictionary or metric definition dictionary that describes how SEP metrics have been defined?

The Metric Definition Dictionary for the SSM dashboard can be found at:
https://www.calpassplus.org/CalPassPlus2.0/Media/Launchboard/ssm/SSM_MDD.pdf

What are the official SEP equity groups?

These are the primary disaggregations and subgroups that will be provided in the Data on Demand files.

Primary Disaggregation	Primary Disagg_Subgroup
First Generation Student*	First Generation Student
First Generation Student*	Not First Generation Student
First Generation Student*	Unknown/Unreported
Foster Youth	Foster Youth
Foster Youth	Not Foster Youth
Gender*	Female
Gender*	Male
Gender*	Non-Binary
Gender*	Multiple Values Reported
Gender*	Unknown/Non-Respondent
Homeless$^{\Omega}$	Homeless
Homeless$^{\Omega}$	Not Homeless
LGBT	LGBT
LGBT	Non-LGBT
None	Overall
Perkins ECD	Perkins Economically Disadvantaged
Perkins ECD	Not Perkins Economically Disadvantaged
Race/Ethnicity	American Indian/Alaska Native
Race/Ethnicity	Asian
Race/Ethnicity	Black or African American
Race/Ethnicity	Filipino

Primary Disaggregation	Primary Disagg_Subgroup
Race/Ethnicity	Hispanic
Race/Ethnicity	More Than One Race
Race/Ethnicity	Pacific Islander or Hawaiian Native
Race/Ethnicity	Some Other Race
Race/Ethnicity	White
Race/Ethnicity	Multiple Values Reported
Race/Ethnicity	Unknown/Non-Respondent
Student with Disabilities	Student with Disabilities
Student with Disabilities	Not a Student with Disabilities
Veteran	Veteran
Veteran	Not Veteran

*First Generation and Gender as primary disaggregations are not spelled out in the SEA legislation but has been provided based on requests from the field.

Ω Homeless information is from a newer data element SG16 Student-Homeless-Status, created summer term 2018, that was not provided in the 2019 SEP data.

Note: As noted above, only race/ethnicity and gender information is available for SM 300 Successful Enrollment in the First Year

In what ways is gender included in the SEP program data?

Legislation and regulation require that all SEP equity groups or primary disaggregations be further disaggregated by gender. Those secondary gender categories include: Female, Male, All Other Values (non-binary, multiple values reported, unknown/unrespondent). For the gender primary disaggregation, data will be provided for students who identify as non-binary. Since the MIS data value for non-binary was added to SB04 Student-Gender in summer term 2019, the n sizes for non-binary subgroups for primary disaggregations are extremely low with only 632 students who reported non-binary statewide in the 2020-21 cohort. As this newer data value becomes more widely used by colleges, then secondary disaggregated data would be able to be provided for students who identify as non-binary.

Disproportionate Impact Calculations

How is DI calculated for the primary subgroups (e.g., Asian, Veteran)?

The Chancellor's Office has updated their Percentage Point Gap (PPG) methodology to a PPG minus one (PPG-1) methodology to remove the outcome rate of the primary subgroup from the reference group. In the PPG-1 methodology, rather than comparing the outcome rate of the primary subgroup to the outcome rate of all cohort students, the outcome rate of the primary subgroup is compared to the outcome rate of all OTHER cohort students. Please refer to the updated CCCCO PPG-1 Methodology Notes_2022 for more information.

How is intersectional DI calculated for the gender subgroups (e.g., female Asian, male Veteran), and how is that the same or different from what was done in 2019?

In 2022 SEP data, just like in 2019 SEP data, if DI is not observed for the primary subgroup (ex. Hispanic), then the analysis compares the primary subgroup by gender (ex. Hispanic students who identify as male)

to all other students (all other students who are not Hispanic students who identify as male) to determine intersectional gender DI.

However, in the 2022 SEP data, if DI is observed for the primary subgroup (Hispanic students), then the analysis compares the primary subgroup by gender (ex. Hispanic students who identify as male) to all other gender Hispanic students (all other Hispanic students who do not identify as male). This is because including non-male Hispanic students (ex. Hispanic students who identify as female, etc.) in the reference group may result in failing to detect disproportionate impact that exists because these students may also be experiencing the DI observed in the primary group (ex. Hispanic students). Please refer to the updated CCCCO Applied PPG-1 to Further Examine DI_2022 for more information.

In summary the DI calculation for the gender subgroups for 2022 SEP:

- ***DI is not observed for the primary subgroup:*** PPG-1 calculation for gender subgroups to determine intersectional DI uses the same reference group as the PPG-1 calculation for primary subgroups or all other cohort students.
- ***DI is observed for the primary subgroup:*** PPG-1 calculation for gender subgroups to determine intersectional DI does not use the same reference group as the PPG-1 calculation for primary subgroups but instead uses all students from other genders *within the primary subgroup* as the reference group. As an example, if DI is observed for Asian students, instead of comparing the outcome rate of female Asian cohort students to the outcome rate for all other cohort students (excluding female Asian cohort students), the outcome rate of female Asian cohort students is compared to all other Asian cohort students who do not identify as female.

How was the margin of error (MoE) calculated?

The margin of error is calculated at the 95% confidence interval using the following formula. Please refer to the CCCCO PPG-1 Methodology Notes_2022 for the formula and full explanation. As a summary, MoE = 1.96*SquareRooot((subgroup_outcome_rate*(1-subgroup_outcome_rate))/subgroup_denom))

When the calculated MoE is less than 0.02 or 2%, then MoE is set at 2% as the threshold for the margin of error. The absolute value of a negative percentage point gap (subgroup cohort outcome rate < all other cohort subgroups) must be larger than the calculated MoE, and that gap must be larger than 2%. Smaller equity gaps that are not larger than 2% may indicate some level of DI but are not considered substantive. The MoE threshold of 2% guides prioritization within student equity planning, thus helping to determine the gaps on which to equity planning resources.

How is the percent_alternative column used?

If the subgroup outcome rate is 0%, then a value of 0.01 or 1% is used. If the subgroup outcome rate is 100% or 1, then 0.99% is used in order to perform the margin of error calculations and not have the MoE just equal 0%.

What is full equity?

Full equity represents the number of additional students in the subgroup who would need to attain the metric outcome to achieve full equity when DI is observed for that subgroup. The value gives an idea of how large the equity gap is that needs to be addressed in terms of the number of students. This number is an estimate to inform prioritization decisions and target-setting.

- **For the primary subgroups,** full equity will be calculated when DI is observed and outside the calculated margin of error
    - (primary reference rate*primary subgroup denominator)-primary subgroup value.
- **For the gender subgroups when DI is not observed for the primary subgroup,** then the calculation for any gender subgroup who is experiencing DI would be similar
    - (gender reference rate *gender subgroup denominator)-gender subgroup value.
- **For the gender subgroups when DI is observed for the primary subgroup**, then the calculation for gender subgroups is more complicated. In this instance, using the gender reference rate PN to calculate the full equity number for a gender subgroup would just calculate the number of students to get that gender subgroup up to the primary subgroup who is experiencing DI. Therefore, for any gender subgroup where the outcome rate is less than all others excluding the primary subgroup, a full equity calculation is performed
    - ((primary overall outcome rate – primary subgroup outcome rate)*gender subgroup denom)-gender subgroup value.

When DI is observed for a primary subgroup, why does the sum of the full equity number for the gender subgroups slightly different than the full equity number for the primary subgroup?

As explained above, when primary DI has been observed for the primary subgroup, additional calculations are needed to calculate the full equity numbers for the gender subgroups. The calculations approximate the distribution of students needed to close the equity gap observed for the primary subgroup across the gender subgroups where the gender subgroup outcome rate is less than all others excluding the primary subgroup. A margin of error is not needed since it is just an approximation. However, when adding together the number of students needed to attain full equity for the gender subgroups, frequently the sum will be slightly higher than the value calculated for the primary subgroup.

How can I filter the csv files to help view and understand the data?

The summary baseline year file includes a summary view of the data available for the latest first-time cohort as described above. It includes only key columns described in the Read Me First file.

1. Colleges may want to filter primary_DI_observed_y (column H) for the value “Y” to see which primary subgroups are observed as experiencing DI at their college.
    a. Consider additional information provided in the primary_full_equity_number (column I) to see how large the observed equity gaps are in terms of the number of students needed to achieve the metric outcome to close the gap.
    b. Consider the “n” size or subgroup_denom (column M).
    c. Consider percentage point gap or primary_ppg (column P).
2. Colleges may want to filter gender_intersectional_DI_observed_y (column J) for the value “Y” to see which gender subgroups are observed as experiencing DI at their college.
    a. Consider additional information provided in the gender_intersectional_full_equity_number (column K) to see how large the observed equity gaps are in terms of the number of students needed to achieve the metric outcome to close the gap.
    b. Consider the “n” size or subgroup_denom (column M).
    c. If primary_DI_observed_y (column H) is flagged as “PN,” consider PPG-1 percentage or gender_ppg_pn (column P)

   d. If primary_DI_observed_y (column H) is flagged as "PY," consider PPG-1 percentage or gender_ppg_py (column Q)
3. Notice patterns for primary and gender subgroups across the five metrics. Are there any subgroups who are observed as experiencing DI across all metrics?

The expanded all years file includes the latest year of cohort available like the summary file, but it also has all historical cohort data available as well back to 2011-12. It includes all columns described in the Read Me First file.

4. Colleges can see if DI has been observed on subgroups over time. Users can filter for different subgroups to in columns E, F, G to see if DI has consistently been observed over time for different student populations or subgroups.
5. Colleges can determine quickly whether or not subgroup outcome rates (column N) and/or the percentage point gaps (columns X, AA, AD) are getting worse over time.

What population or denominator size is too small for consideration?

Since the data is from a first-time credit cohort and does not include all students being served by a college, there will be small n sizes or small subgroup_denoms. Every subgroup for every primary and secondary disaggregation has been included in the data with DI primary or gender intersectional secondary calculated for each one. A college may decide not to address how to close an equity gap for a small number of students choosing to focus on larger student populations who are experiencing DI at the college. However, this is an institutional decision that should be made while balancing available resources and needs of disproportionately impacted students. Additionally, as part of the equity planning process, institutions may want to consider if there is an equitable access issue for these small student populations leading to the small n sizes.

Can you provide examples of how to interpret the data when DI is observed at the primary level and when DI is observed for gender subgroups?

Example 1: DI is not observed for the primary subgroup and intersectional gender DI is not observed

primary_disagg_subgroup	gender disagg_subgroup	primary_DI_observed_y	primary_full_equity_number	gender_intersectional_DI_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_ppg_pn	gender_ppg_py
Overall	Overall	n/a	n/a	n/a	n/a	13.88%				
Foster Youth	Overall	N	n/a	n/a	n/a	17.05%	0.079	0.033		
	Female	PN	n/a	N	n/a	12.96%	0.090		0.095	
	Male	PN	n/a	N	n/a	24.14%	0.156		0.180	
	All Other Values	PN	n/a	N	n/a	20.00%	0.351		-0.139	

- DI is not observed for overall foster youth since their outcome rate is greater than the outcome rate for all other students with a positive PPG-1 of 0.033.
- DI is not observed for female foster youth since their outcome rate is greater than the outcome rate for all other students excluding female foster youth with positive PPG-1 of 0.095.
- DI is not observed for male foster youth since their outcome rate is greater than the outcome rate for all other students excluding male foster youth with positive PPG-1 of 0.180.
- DI is not observed for all other gender values since their outcome rate is lower than the rate for all other students with a negative PPG-1 of -0.139 but within the MoE of 0.351.

Example 2: DI is not observed for the primary subgroup but intersectional gender DI is observed

primary_disagg_subgroup	gender disagg_subgroup	primary_DI_observed_y	primary_full_equity_number	gender_intersectional_DI_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_ppg_pn	gender_ppg_py
Overall	Overall	n/a	n/a	n/a	n/a	72.45%				
Hispanic	Overall	N	n/a	n/a	n/a	73.5%	0.020	0.042		
	Female	PN	n/a	N	n/a	76.4%	0.021		0.065	
	Male	PN	n/a	Y	50	70.1%	0.024		-0.035	
	All Other Values	PN	n/a	N	n/a	76.3%	0.109		0.039	

- DI is not observed for overall Hispanic students since their outcome rate is greater than the outcome rate for all other students with a positive PPG-1 of 0.042.
- DI is not observed for female Hispanic students since their outcome rate is greater than the rate for all other students with a positive PPG-1 of 0.065.
- Intersectional DI is observed for male Hispanic students since their outcome rate is less than the rate for all other students with a negative PPG-1 of -0.035 and outside the MoE of 0.024. Also, 50 male Hispanic students are needed to achieve the metric outcome to get to full equity for all students who do not identify as male Hispanic students.
- DI is not observed for all other gender Hispanic students since their outcome rate is greater than the rate for all other students with a positive PPG-1 of 0.039.

Example 3: DI is observed for the primary subgroup and intersectional gender DI is not observed

primary_disagg_subgroup	gender disagg_subgroup	primary_DI_observed_y	primary_full_equity_number	gender_intersectional_DI_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_ppg_pn	gender_ppg_py
Overall	Overall	n/a	n/a	n/a	n/a	13.88%				
Black or African American	Overall	Y	10	n/a	n/a	8.43%	0.042	-0.057		
	Female	PY	n/a	N	3	9.26%	0.077			0.012
	Male	PY	n/a	N	8	7.41%	0.049			-0.029
	All Other Values	PY	n/a	N	n/a	25.00%	0.424			0.170

- DI is observed for overall Black or African American students since their outcome rate is less than the outcome rate for all other students with a negative PPG-1 of -0.057 and outside the 0.042 margin of error. Also, 10 more Black or African American students need to achieve the metric outcome for full equity.
- DI is not observed for female Black or African American students since their outcome rate is greater than the rate for all other Black or African American students with a positive PPG-1 of 0.012. However, three female Black or African American students need to achieve the metric outcome to get to full equity for all students excluding Black or African American students since DI has been observed for that primary subgroup.
- DI is not observed for male Black or African American students since their outcome rate is less than the rate for all other Black or African American students with a negative PPG-1 of -0.029

but within the MoE of 0.049. However, eight male Black students need to achieve the metric outcome to get to full equity for all students excluding Black students since DI has been observed for that primary subgroup.

- DI is not observed for all other gender Black or African American students since their outcome rate is greater than the rate for all other Black or African American students with a positive PPG-1 of 0.170.

Example 4: DI is observed for the primary subgroup and intersectional gender DI is observed

primary_disagg_subgroup	gender disagg_subgroup	primary_DI_observed_y	primary_full_equity_number	gender_intersectional_DI_observed_y	gender_intersectional_full_equity_number	subgroup_outcome_rate	MoE	primary_ppg	gender_ppg_pn	gender_ppg_py
Overall	Overall	n/a	n/a	n/a	n/a	13.88%				
First Generation	Overall	Y	61	n/a	n/a	11.17%	0.020	-0.046		
	Female	PY	n/a	Y	46	9.71%	0.021			-0.034
	Male	PY	n/a	N	14	13.29%	0.028			0.036
	All Other Values	PY	n/a	N	2	6.67%	0.126			-0.046

- DI is observed for overall First Generation students since their outcome rate is less than the outcome rate for all other students with a negative PPG-1 of -0.046 and outside the 0.02 margin of error. Also, 61 more First Gen. students need to achieve the metric outcome for full equity.
- Intersectional DI is observed for female First Generation students since their outcome rate is less than the rate for all other First Generation students with a negative PPG-1 of -0.034 and outside the margin of error of 0.021. Also, 46 female First Gen. students need to achieve the metric outcome to get to full equity for all students excluding First Generation students since DI has been observed for that primary subgroup.
- DI is not observed for male First Generation students since their outcome rate is more than the rate for all other First Generation students with a positive PPG-1 of 0.036. However, 14 male First Gen. students need to achieve the metric outcome to get to full equity for all students excluding First Generation students since DI has been observed for that primary subgroup.
- DI is not observed for all other gender First Generation students since their outcome rate is less than the rate for all other First Generation students with a negative -0.046 but within the 0.126 margin of error. However, two more all other values First Generation students need to achieve the metric outcome to get to full equity for all students excluding First Generation students since DI has been observed for that primary subgroup.

Why is more advanced statistical analysis not run on this data?

Current limitations, including data structure and capacity, do not allow for more detailed statistical analyses to be run on this data. However, the Chancellor's Office is currently pursuing processes that permit student level data to be provided back to individual campuses to support research offices in conducting additional analyses on their data.

Where can I get the latest official updates on SEP and Student Success Metrics Dashboard?

The Vision Resource Center provides information about the SEA Program:
https://visionresourcecenter.cccco.edu/

The Alerts Memo on the homepage of the LaunchBoard contains general overall information about the dashboard builds for 2021-22. There is also information in the resources section at the bottom of all web pages for the Student Success Metrics dashboard.