

Student Equity Plan Data – Definitions and Metrics

Understanding Disproportionate Impact (DI)

Determining disproportionate impact: We use the **Proportionality Index (PPG-1) method** to compare how well a specific student group performs against all other students combined (not the overall average). For example, we look at how Hispanic students' success rates compare to non-Hispanic students' success rates—the comparison group is everyone except Hispanic students.

Substantive disproportionate impact means: A significant gap (“Substantive DI”) exists when the difference between the focus group and the "all other students" reference group is greater than either:

- 2 percentage points, OR
- A threshold calculated based on group size (using a 95% confidence interval approach)

We use whichever threshold is larger.

What "full equity" means: The gap is completely closed—the focus group performs just as well as the "all other students" reference group (not the overall student population average).

Access – Successful Enrollment in the First Year

Among all new first-time applicants, what percentage actually enrolled at LPC?

How we calculate it:

- **Numerator:** Applicants who enrolled at LPC as new first-time college students
 - **Denominator:** All first-time Las Positas College applicants (excluding special admit, transfer-in, and fraudulent applications)
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Completed Transfer Math and English in the First Year

Among new first-time college students, what percentage completed both transfer-level English and math courses within their first year?

How we calculate it:

- **Numerator:** Students who successfully completed both transfer-level English courses (TOPS codes: 1501.00, 1520.00) AND transfer-level Math (TOPS code: 1701.00) by the end of their second major term (Fall or Spring)
 - **Denominator:** All first-time, non-special admit students at LPC
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Persistence – First Primary to Secondary Primary Term

Among new first-time college students, what percentage returned for a second primary term at any California Community College?

How we calculate it:

- **Numerator:** Students who enrolled in a second primary (Fall or Spring) term at any CCC
 - **Denominator:** All first-time, non-special admit students at LPC
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Completion: Attained Vision Goal Within 3 Years

What percentage of new first-time college students at LPC who earned a certificate, associate degree within 3 years in the District?

How we calculate it:

- **Numerator:** Students who completed at least one certificate, associate degree, or CCC bachelor's degree within 3 years AND were enrolled in our district during the year they earned it
- **Denominator:** All first-time, non-special admit students enrolled in the district

Completion: Transfer to a Four-Year Institution Within 3 Years

Among students who earned at least 12 units and left the community college system, what percentage enrolled at a four-year institution?

How we calculate it:

- **Numerator:** Students who enrolled at a four-year institution anytime through the end of the fourth year*
- **Denominator:** First-time, non-special admit students who BOTH:
 1. Earned at least 12 units at any California Community College, AND
 2. Left the community college system

Additional notes about this metric:

- *The "3-year cohort" tracks transfer outcomes through the end of the fourth year to allow students who start in spring terms adequate time to transfer
- Only students with valid Social Security Numbers can be tracked for transfer
- All colleges where a student was enrolled in the year prior to transfer receive credit for that transfer. Meaning that the students in the numerator are not necessarily a subset of the population defined in the denominator; different than all other metrics.

**Availability of Summary Baseline Year Data by Metric for 2023 SEP Report
Year for 2025-28 SEP for 2023-24**

Metrics	Available data for each cohort					
Starting Academic Year of First Time Cohorts	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Successful Enrollment in the First Year	☑	☑	☑	☑	2025-28 SEP Baseline	2025-28 SEP Progress
Completed Both Transfer-Level Math and English in the First Year	☑	☑	☑	☑	2022 SEP Baseline	2025-28 SEP Progress
Persisted from First Primary Term to Subsequent Primary Term	☑	☑	☑	2025-28 SEP Baseline	2025-28 SEP Progress	
Attained Vision Goal Definition of Completion within Three Years	☑	2025-28 SEP Baseline	2025-28 SEP Progress			
Transferred to a Four-Year Institution within Three Years	2025-28 SEP Baseline	2025-28 SEP Progress				

References:

1. California Community Colleges Chancellor's Office. *2025–28 Student Equity Plan: Planning Resources and Development Template*. Data Vista, 28 Jan. 2025. [Data Vista: 2025-28 Student Equity Plan](#)
2. California Community Colleges Chancellor's Office. *2025–28 Student Equity Plan (SEP) Data and Disproportionate Impact Files FAQ*. Data Vista, 12 Mar. 2025. <https://datavista.cccco.edu/resources/37>
3. Cal-PASS Plus. *Student Success Metrics: Metric Definition Dictionary (SSM 5.0 Dashboard)*. California Community Colleges Chancellor's Office and WestEd, <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-MDD>. . Accessed 3 Nov. 2025.