



# **Disproportionate Impact Analysis 2018-19**

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ADDRESSING THE EQUITY PLAN

# What is Disproportionate impact?

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- Disproportionate impact occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)]

# Which metrics will be evaluated?

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1. Enrolled in the Same Community College
2. Retained from Fall to Spring
3. Completed Transfer Level Math and English
4. Transferred to a Four-Year Institution
5. Attained the Vision Goal Completion Definition

# Which groups will we measure?

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1. Race/Ethnicity
2. Disabled Students
3. Economically Disadvantaged
4. First Generation
5. Foster Youth
6. Veterans
7. LGBT

Further disaggregating by Gender

*\*Age – not delivered in Student Equity data from the State*

# How do we measure?

## Percentage Point Gap (PPG)

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- The formula compares the success rate of a particular outcome for a disaggregated subgroup to the success rate of all students.
- The formula subtracts the overall percentage from the percentage of the disaggregated subgroup

$$\text{PPG} = \text{subgroup percentage} - \text{overall percentage}$$

- If PPG for any subgroup is 3 percent points or less then this suggests DI exists

Example:

If the overall persistence rate for all students is 51%  
and the persistence rate for all LatinX students is 47%

$$\text{PPG} = 0.47 - 0.51 = -0.04$$

# How do we measure?

## Proportionality Index (PI)

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- The formula compares the percentage of a disaggregated subgroup in a cohort to its own percentage in the outcome group.
- The formula for proportionality

**Sub-group outcome percentage/Overall cohort percentage**

- A proportionality index of 1.00 means that the subgroup is represented in the outcome group in the same proportion as it is in the total cohort.
- Values less than 0.85 means that their proportion share in the outcome group is smaller than the total cohort suggesting disproportionate impact exists.

Example:

If the Transfer Rate for 1<sup>st</sup> Time Transfer Seeking Students is 34%  
and the Transfer Rate for LatinX students is 10% then

$$PI = 0.10 / 0.34 = 0.29$$

# Enrolled in the Same Community College

Excluding high school students, the proportion of all CCC Apply applicants in 2017-18 who selected COA and successfully enrolled.

<u>No. of students that enrolled</u> (numerator) <b>3,744</b>	÷	<u>No. of CCC Apply applicants</u> (denominator) <b>11,471</b>	=	<u>% who enrolled</u> (overall percent) <b>33%</b>
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The table below reflects the subgroups who have been determined to be disproportionately impacted using the percentage point gap method in 2017-18. Subgroups with a percentage point gap of 3% or more suggest a disproportionate impact exists.

<u>Female Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Percentage Point Gap</u> (subgroup % minus overall %)
Black or African American	397	1364	29%	33%	-4%
Disabled	89	342	26%	33%	-7%
LGBT	103	351	29%	33%	-4%
<u>Male Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Percentage Point Gap</u> (subgroup % minus overall %)
Black or African American	309	1023	30%	33%	-3%
White	258	898	29%	33%	-4%

Source: CCC SEA data file

# Retained from Fall to Spring at the Same College

Excluding high school students and those whose completed an award or transferred, the proportion of all students retained from fall to spring in 2017-18.

<p><u>No. of students retained from Fall 17 to Spring 18</u> (numerator)</p> <p><b>2,496</b></p>	<p>÷</p>	<p><u>No. of students enrolled in Fall 17</u> (denominator)</p> <p><b>4,892</b></p>	<p>=</p>	<p><u>% retained</u> (overall percent)</p> <p><b>51%</b></p>
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The table below reflects the subgroups who have been determined to be disproportionately impacted using the percentage point gap method in 2017-18. Subgroups with a percentage point gap of 3% or more suggest a disproportionate impact exists.

<u>Female Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Percentage Point Gap</u> (subgroup % minus overall %)
Black or African American	255	549	46%	51%	-5%
Hispanic or Latino	280	591	47%	51%	-4%
Foster Youth	45	96	47%	51%	-4%
LGBT	53	123	43%	51%	-8%
Veterans	18	39	46%	51%	-5%
<u>Male Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Percentage Point Gap</u> (subgroup % minus overall %)
Black or African American	163	353	46%	51%	-5%
Foster Youth	24	59	41%	51%	-10%
LGBT	23	55	42%	51%	-9%

Source: CCC SEA data file



# Completed Both Transfer - Level Math and English

Excluding high school students, the proportion of all students who completed transfer-level Math and English in their first academic year of credit enrollment within PCCD.

<u>No. of 1<sup>st</sup> time students that successfully completed Transfer Math and English in 1<sup>st</sup> year</u> (numerator) <b>95</b>	$\div$	<u>No. of 1<sup>st</sup> time students who enrolled in a credit course within PCCD</u> (denominator) <b>994</b>	$=$	<u>% of students who successfully completed Transfer Math and English</u> (overall percent) <b>9%</b>
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The table below reflects the subgroups who have been determined to be disproportionately impacted using the percentage point gap method in 2017-18. Subgroups with a percentage point gap of 3% or more suggest a disproportionate impact exists.

<u>Female Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Percentage Point Gap</u> (subgroup % minus overall %)
Foster Youth	0	15	0%	9%	-9%
<u>Male Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Percentage Point Gap</u> (subgroup % minus overall %)
Black or African American	2	71	3%	9%	-7%
Hispanic or Latino	8	120	7%	9%	-3%
Some other race	0	5	0%	9%	-9%
Disabled	0	21	0%	9%	-9%
Economically Disadvantaged	24	330	7%	9%	-2%
Foster Youth	0	18	0%	9%	-9%
LGBT	0	15	0%	9%	-9%

Source: CCC SEA data file

# Transferred to Four Year Institution

Using 2016-17 data and excluding high school students, the number of students who transferred to various types of postsecondary institutions.

<u>No. of students that transferred</u> <small>(numerator)</small> <b>903</b>	÷	<u>Unduplicated credit headcount</u> <small>(denominator)</small> <b>8,218</b>	=	<u>% who transferred</u> <small>(overall percent)</small> <b>11%</b>
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The table below reflects the subgroups who have been determined to be disproportionately impacted using the proportionality index method. Subgroups with a proportionality index of 0.85 or less suggest a disproportionate impact exists.

<u>Female Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Proportionality Index</u> <small>(subgroup % divided by overall %)</small>
American Indian or Alaska Native	0	3	0%	11%	0.00
Native Hawaiian or other Pacific Islander	2	31	6%	11%	0.59
Some other race	13	235	6%	11%	0.50
Disabled	33	432	8%	11%	0.69
<b>Male Students</b>					
<u>Male Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Proportionality Index</u> <small>(subgroup % divided by overall %)</small>
American Indian or Alaska Native	0	4	0%	11%	0.00
Black or African American	54	678	8%	11%	0.72
Filipino	11	143	8%	11%	0.70
Hispanic or Latino	59	675	9%	11%	0.79
Disabled	22	302	7%	11%	0.66
First Generation	91	1043	9%	11%	0.79
Foster Youth	6	94	6%	11%	0.58

Source: CCC SEA data file

# Attained the Vision Goal Completion Definition

Excluding high school students, the number of students met one of the following: earned an AA, AS, AAT, and or AST; earned a Chancellor's office approved credit certificate, earned a noncredit certificate, attained apprenticeship journey status, or transferred to postsecondary coursework in 2017-18.

<u>No. of students that attained Vision Goal (numerator)</u>  <b>308</b>	÷	<u>No. of enrolled students in 2017-18 or 2016-17 (denominator)</u>  <b>15,198</b>	=	<u>% that attained Vision Goal (overall percent)</u>  <b>2%</b>
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The table below reflects the subgroups who have been determined to be disproportionately impacted using the proportionality index method. Subgroups with a proportionality index of 0.85 or less suggest a disproportionate impact exists.

<u>Female Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Proportionality Index</u> <small>(subgroup % divided by overall %)</small>
Asian	40	2436	2%	2%	0.82
Black or African American	26	1880	1%	2%	0.69
Hispanic or Latino	31	1903	2%	2%	0.81
More than one race	5	347	1%	2%	0.72
Foster Youth	2	246	1%	2%	0.41
LGBT	2	404	0%	2%	0.25
Veterans	144	8573	2%	2%	0.84
<u>Male Students</u>	<u>Numerator</u>	<u>Denominator</u>	<u>Subgroup Percentage</u>	<u>Overall Percentage</u>	<u>Proportionality Index</u> <small>(subgroup % divided by overall %)</small>
American Indian or Alaska Native	0	4	0%	2%	0.00
LGBT	2	194	1%	2%	0.52

Source: CCC SEA data file