

# Disproportionate Impact: Analysis of Baseline Data for 2019 Student Equity Plan

## Introduction & Overview

The following heat maps represent areas of disproportionate impact at Grossmont College for the student subgroups specified in California Education Code, Sec. 72221 (see below). Analysis of patterns emerging from this presentation of the data is part of the process of developing three-year goals for the 2019 Student Equity Plan. The data used in the analysis come from the Student Success Metrics Dashboard.

Per the state Chancellor’s Office, colleges are to look for disproportionate impact related to five metrics. For local planning and alignment purposes, the metrics have been categorized as follows:

Metric from Student Equity Plan / SSM	Translated for local alignment & integration
Enrolled in the same community college	<b>ACCESS:</b> Successful Enrollment
Retained from Fall to Spring at the same college	<b>RETENTION:</b> Fall to Spring
Completed both Transfer-level math & English	<b>MOMENTUM:</b> Transfer-Level Math & English
Attained the Vision Goal completion definition	<b>COMPLETION:</b> Earned a Credit Certificate or Degree
Transferred to a 4-year Institution	<b>TRANSFER:</b> Successful Enrollment at a 4-Year

Education Code requires that colleges disaggregate student outcomes in these metrics by gender, and by each of the following categories:

- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Specific ethnic and racial categories (see EDC, Sec. 72220)
- Homeless students
- Lesbian, gay, bisexual, or transgender students
- Any other categories determined by a local governing board

Education Code also requires the state Chancellor’s Office to establish a standard methodology for determining disproportionate impact. With input from the field, the following standard methodologies were selected for each metric:

Metric from Student Equity Plan / SSM	Methodology for Determining DI
Enrolled in the same community college	Percentage Point Gap
Retained from Fall to Spring at the same college	
Completed both Transfer-level math & English	
Attained the Vision Goal completion definition	Proportionality Index
Transferred to a 4-year Institution	

More information about the methodologies can be found on the [Vision Resource Center](#).

## Disproportionate Impact: By Metric, Gender, & Ethnicity

<b>Access: Successful Enrollment</b> <i>metric: Enrolled in the Same Community College</i>								
	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race	White
All*								
Female								
Male								

<b>Retention: Fall to Spring</b> <i>metric: Retained from Fall to Spring at the Same College</i>								
	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race	White
All*								
Female								
Male								

<b>Momentum: Transfer-level Math &amp; English</b> <i>metric: Completed both Transfer-Level Math and English</i>								
	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race	White
All*								
Female	n < 10						n < 10	
Male	n < 10					n < 10	n < 10	

<b>Completion: Earned a Credit Certificate or Degree</b> <i>metric: Attained the Vision Goal Completion Definition</i>								
	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race	White
All*								
Female								
Male								

<b>Transfer: Successful Enrollment at a 4-Year</b> <i>metric: Transferred to a 4-year Institution</i>								
	Am. Indian or Alaska Native	Asian	Black or African Am.	Hispanic or Latino	More than one race	Nat. Haw. or Other Pac. Is.	Some other race	White
All*								
Female								
Male								

\*Goal not required for this category; included for reference only.

## Disproportionate Impact: By Metric, Gender, & Other Student Characteristics

<b>Access: Successful Enrollment</b> <i>metric: Enrolled in the Same Community College</i>						
	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen*
All*				data n/a		data n/a
Female				data n/a		data n/a
Male				data n/a		data n/a

<b>Retention: Fall to Spring</b> <i>metric: Retained from Fall to Spring at the Same College</i>						
	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*						
Female						
Male						

<b>Momentum: Transfer-level Math &amp; English</b> <i>metric: Completed both Transfer-Level Math and English</i>						
	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*						
Female						
Male						

<b>Completion: Earned a Credit Certificate or Degree</b> <i>metric: Attained the Vision Goal Completion Definition</i>						
	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*	s					
Female						
Male						

<b>Transfer: Successful Enrollment at a 4-Year</b> <i>metric: Transferred to a 4-year Institution</i>						
	Foster Youth	Students w/ Disabilities	LGBT students	Econ. Disadvantage	Veterans	1 <sup>st</sup> Gen
All*						
Female						
Male						

\*Goal not required for this category; included for reference only.

## Disproportionate Impact: By Student Subgroup, Across all Metrics

### ALL STUDENTS\*

	Access	Retention	Momentum	Completion	Transfer
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino					
More than one race					
Native Hawaiian or Pacific Islander					
Some other race					
White					
Foster Youth					
Students w/ Disabilities					
LGBT students					
Economic Disadvantage	data n/a				
Veterans					
First Gen*	data n/a				

\*Goal not required for this category; included for reference only.

## Disproportionate Impact: By Student Subgroup, Across all Metrics

### FEMALE STUDENTS

	Access	Retention	Momentum	Completion	Transfer
American Indian or Alaska Native			n < 10		
Asian					
Black or African American					
Hispanic or Latino					
More than one race					
Native Hawaiian or Pacific Islander					
Some other race			n < 10		
White					
Foster Youth					
Students w/ Disabilities					
LGBT students					
Economic Disadvantage	data n/a				
Veterans					
First Gen*	data n/a				

\*Goal not required for this category; included for reference only.

## Disproportionate Impact: By Student Subgroup, Across all Metrics

### MALE STUDENTS

	Access	Retention	Momentum	Completion	Transfer
American Indian or Alaska Native			n < 10		
Asian					
Black or African American					
Hispanic or Latino					
More than one race					
Native Hawaiian or Pacific Islander			n < 10		
Some other race			n < 10		
White					
Foster Youth					
Students w/ Disabilities					
LGBT students					
Economic Disadvantage	data n/a				
Veterans					
First Gen*	data n/a				

\*Goal not required for this category; included for reference only.

## Metric Definitions

### Access: Successful Enrollment

*metric: Enrolled in the Same Community College*

**Definition:**

The percentage of students who applied to Grossmont College in a selected or previous year who then enrolled at Grossmont College in a selected year.

**Data Source(s):**

CCC Apply, CCCC MIS data

**Comments:**

On the SSM Dashboard, the overall percentage of students who enrolled at Grossmont can be compared to the percentage of students who enrolled in ANY community college. However, DI analysis for this comparison will need to be done locally.

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### Retention: Fall to Spring

*metric: Retained from Fall to Spring at the Same College*

**Definition:**

The percentage of students retained from fall to spring at Grossmont College in a selected year, excluding those students who completed an award or transferred to a postsecondary institution.

**Data Source(s):**

CCCCO MIS data

**Comments:**

On the SSM Dashboard, the overall percentage of students who persisted at Grossmont can be compared to the percentage of students who continued into spring at ANY community college. However, DI analysis for this comparison will need to be done locally.

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### Momentum: Transfer-level Math & English

*metric: Completed both Transfer-Level Math and English*

**Definition:**

The percentage of students who completed transfer-level math and English in their first academic year of credit enrollment within a **district**.

**Data Source(s):**

CCCCO MIS data

**Comments:**

Note that this metric looks for students who complete both math and English within a *district*, rather than at a single college. This means that a student completing math at Grossmont and English at Cuyamaca in the same academic year would be counted in the numerator for both colleges.

“First year” refers to first academic year. This means that a student enrolling in credit work for the first time in a spring semester would need to complete both math and English in order to be counted.

## Metric Definitions

### Completion: Earned a Credit Certificate or Degree

*metric: Attained the Vision Goal Completion Definition*

**Definition:**

The **unduplicated count of students** who earned one or more CCCCCO-approved certificate, associate degree, and/or CCC BA degree, and who was enrolled in the selected or previous year.

**Data Source(s):**

CCCCO MIS data

**Comments:**

Students who earn multiple awards in a given year are counted once.

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### Transfer: Successful Enrollment at a 4-Year

*metric: Transferred to a 4-year Institution*

**Definition:**

The **unduplicated count of students** who transferred to a CSU, UC, private in-state, or out of state college.

**Data Source(s):**

CCCCO MIS data, National Student Clearinghouse

**Comments:**

This is a lagging indicator. Students must successfully enroll at their transfer institution in order to show up in the NSC data. In other words, a student might graduate from Grossmont in 2016-17 with the intent to transfer to UCSD. If they successfully enrolled at UCSD in Fall 2017, they would show up as a transfer student in Grossmont's data for 2017-18.