

CHC Student Equity Plan 2019-22 Disproportionate Impact Updates on Equity Metrics

The Student Equity and Achievement (SEA) Committee requested the Office of Institutional Effectiveness, Research, and Planning (OIERP) update the Crafton Hills College (CHC) Student Equity Plan (2019-22) with the most current data available. The tables below include updates on the following five metrics (i.e., educational outcomes) for the overall Crafton student population:

- transferred to a four-year institution,
- enrolled in the same community college,
- retained from fall to spring at the same college,
- completed both transfer-level math and English within the district in the first year, and
- attained the vision goal completion definition.

Overview of Method, Data Sources, and Disproportionate Impact

The [Student Success Metrics Dashboard](#) and [Community College Pipeline Dashboard](#) available through [LaunchBoard](#); a statewide data system supported by the California Community Colleges Chancellor's Office (CCCCO) were utilized to provide data on progress and success outcomes for CHC students. This data was utilized to identify instances of disproportionate impact (DI) among available subgroups. According to the California Community Colleges Chancellor's Office (CCCCO), "disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support" (Harris, 2013). The first step to identifying instances of DI is to disaggregate the data and examine the attainment of educational outcomes by subgroups. For example, table 2 is looking at CHC students who transferred to a four-year institution and examining the attainment of this educational outcome by gender (e.g., females compared to males).

To measure, identify, and help efforts to address disproportionate impact (i.e., equity gaps) the percentage point gap index (PPG), the 80% rule index, the proportionality index (PI), and the student equity number were calculated and are reported below. The percentage point gap approach measures the difference in percentage points between a given demographic group's educational outcomes and the overall average (or mean) for those outcomes across all demographic groups (CCCCO, 2017; Harris, 2015). Therefore, the larger the negative difference between these two figures, the more likely this may be reflective of disproportionate impact. The 80% rule index looks at the highest achieving subgroup and compares available subgroups to determine if available subgroups successfully achieve a particular educational outcome of at least a rate of 80% when compared to the highest achieving group. In other words, according to Sosa (2017) it helps to answer the question, "do any subgroups achieve a particular educational outcome less than 80% of the time that the highest achieving subgroup successfully attains that outcome?" Additionally, according to Sosa (2017), the proportionality index (PI) helps to answer the question, "if a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A PI value of less than 1.00 suggests that a group's representation among those

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achieving an educational outcome is lower compared to the same group’s representation in the student population and can be indicative of disproportionate impact. The student equity number can help to inform the number of students needed for an educational outcome to eliminate observed equity gaps. However, this should not be used as a quota to meet but rather an estimate of the number of students a college should strive to reach out to in addressing equity gaps (CCCCO,2017). For a detailed report on the aforementioned approaches to measure disproportionate impact, including limitations to consider for each and case studies, refer to [Using Disproportionate Impact Methods to Identify Equity Gaps](#) (Sosa, 2017).

Metric: Transferred to a Four-Year Postsecondary Institution

Table 1. 17-18 Unduplicated CHC Students That Transferred to a Four-Year Postsecondary Institution

Overall	#	N	%
Unduplicated CHC students exited the community college system in the prior year and enrolled in a four-year institution in 17-18	727	3,343	21.7

Source: [Community College Pipeline: Success](#)

Table 1 demonstrates the number of unduplicated CHC students who exited the community college system in the 2016-2017 academic year and enrolled in a four-year institution in 2017-2018. Twenty-two percent (n=727) of Crafton students exited the community college system in 2016-2017 and enrolled in a four-year institution in 2017-2018. This finding is in line with what was observed in 2016-2017, where 23% (n=719) of CHC students exited the community college system in 2015-2016 and enrolled in a four-year institution.

Table 2. 17-18 Unduplicated CHC Students That Transferred to a Four-Year Postsecondary Institution by Gender

Gender	#	N	%	Disproportionate Impact
Female	447	1,829	24.4	No
Male	278	1,501	18.5	Yes PPG = - 5.92 80% Rule = 75.78 Minimum Equity = 60 Full Equity Number = 89
Total	725	3,330	21.8	-

Source: [Community College Pipeline: Success](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 2 illustrates the number of unduplicated CHC students who exited the community college system in the 2016-2017 academic year and enrolled in a four-year institution in 2017-2018 disaggregated by gender. Based on a PPG of -5.92 and on an 80% rule value of 75.78, there is evidence to suggest DI in males compared to females transferring to a four-year postsecondary institution. The minimum number of CHC male students that

would need to successfully transfer to a four-year postsecondary institution to no longer be disproportionately impacted is 60, and the total number of CHC male students needed to successfully meet this metric for males and females to be equal is 89.

Table 3. 17-18 Unduplicated CHC Students That Transferred to a Four-Year Postsecondary Institution by Age

Age	#	N	%	Disproportionate Impact
19 or less	91	484	18.8	Yes PPG = - 5.26 80% Rule = 64.20 Minimum Equity = 9 Full Equity Number = 26
20 to 24	405	1,383	29.3	No
25 to 29	112	626	17.9	Yes PPG = - 6.73 PI = 0.77 80% Rule = 61.10 Minimum Equity = 24 Full Equity Number = 43
30 to 34	51	311	16.4	Yes PPG = - 7.60 PI = 0.71 80% Rule = 56.00 Minimum Equity = 11 Full Equity Number = 24
35 to 39	35	186	18.8	Yes 80% Rule = 64.26 Minimum Equity = N/A Full Equity Number = N/A
40 to 54	0	0	-	-
55 and Older	0	0	-	-
Total	694	2,990	23.2	-

Source: [Community College Pipeline: Success](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 3 illustrates the number of unduplicated CHC students who exited the community college system in the 2016-2017 academic year and enrolled in a four-year institution in 2017-2018 disaggregated by age. Based on the PPG, PI, and the 80% rule measures, there is evidence to suggest DI in the 25-29 age group and the 30 to 34 age group compared to other age groups in transferring to a four-year postsecondary institution. Additionally, based on the PPG and the 80% rule measures there is evidence to suggest DI in the 19 or younger age group compared to other age groups in

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transferring to a four-year postsecondary institution. Lastly, based on the 80% rule, there is evidence to suggest DI in the 35 to 39 age group compared to the other age groups in transferring to a four-year postsecondary institution. The corresponding minimum equity and full equity number of students by age group should be used as a reference point for the number of students needed to help address DI.

Table 4. 17-18 Unduplicated CHC Students That Transferred to a Four-Year Postsecondary Institution by Ethnicity

Ethnicity	#	N	%	Disproportionate Impact
American Indian/Alaska Native	0	0	-	-
Asian	47	153	30.7	No
Black or African American	35	148	23.6	Yes 80% Rule = 74.03 Minimum Equity = N/A Full Equity Number = N/A
Filipino	23	72	31.9	No
Hispanic	291	1,524	19.1	Yes PPG = - 4.99 80% Rule = 59.77 Minimum Equity = 47 Full Equity Number = 77
Two or More Races	43	173	24.9	Yes 80% Rule = 77.81 Minimum Equity = N/A Full Equity Number = N/A
White/Caucasian	281	1,235	22.8	Yes 80% Rule = 71.23 Minimum Equity = N/A Full Equity Number = N/A
Total	720	3,305	21.8	-

Source: [Community College Pipeline: Success](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 4 illustrates the number of unduplicated CHC students who exited the community college system in the 2016-2017 academic year and enrolled in a four-year institution in 2017-2018 disaggregated by ethnicity. Based on a PPG of -4.99 and on an 80% rule value of 59.77 there is evidence to suggest DI for Hispanic students compared to students of other ethnicities in transferring to a four-year postsecondary institution. The minimum

number of CHC Hispanic students that would need to successfully transfer to a four-year postsecondary institution to no longer be disproportionately impacted is 47, and the total number of CHC Hispanic students needed to successfully meet this metric to be equal to all groups is 77. Lastly, based on the 80% rule, there is evidence to suggest DI in Black or African American students, Caucasian students, and students who identified as two or more races, compared to students of other ethnicities in transferring to a four-year postsecondary institution.

Metric: Enrolled in the Same Community College

Please note, use caution when examining data reported for this metric, as there is reason to call into question the integrity of reported data.

Table 5. 18-19 All CHC Applicants Who Enrolled in the Same Community College

Overall	#	N	%
All applicants to CHC who enrolled at CHC for 18-19	4,800	32,744	14.7

Source: [California Community Colleges Student Success Metrics](#)

Table 5 demonstrates all applicants to CHC who enrolled at CHC for the 2018-2019 academic year. Fifteen percent (n=4,800) of all CHC applicants enrolled at CHC for the 2018-2019 academic year.

Table 6. 18-19 All CHC Applicants Who Enrolled in the Same Community College by Gender

Gender	#	N	%	Disproportionate Impact
Female	2,610	7,813	33.4	No
Male	2,163	12,016	18.0	Yes PPG = - 15.40 PI = 0.75 80% Rule = 53.89 Minimum Equity = 1,769 Full Equity Number = 1,852
Total	4,773	19,829	24.1	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 6 demonstrates all applicants to CHC who enrolled at CHC for the 2018-2019 academic year disaggregated by gender. Based on a PPG of -15.40, a PI value of 0.75, and an 80% rule value of 53.89, there is evidence to suggest DI in male CHC applicants compared to female CHC applicants that enrolled at CHC. The minimum number of CHC male applicants that would need to enroll at CHC to no longer be disproportionately impacted is 1,769 and the total number of CHC male applicants that would need to enroll at CHC for males and females to be equal is 1,852.

Table 7. 18-19 All CHC Applicants Who Enrolled in the Same Community College by Age

Age	#	N	%	Disproportionate Impact
19 or less	1,452	4,895	29.7	No
20 to 24	1,586	10,721	14.8	Yes 80% Rule = 49.87 Minimum Equity = N/A Full Equity Number = N/A
25 to 29	812	6,983	11.6	Yes PPG = - 3.85 PI = 0.79 80% Rule = 39.20 Minimum Equity = 217 Full Equity Number = 270
30 to 34	363	4,873	7.5	Yes PPG = - 8.47 PI = 0.51 80% Rule = 25.11 Minimum Equity = 377 Full Equity Number = 413
35 to 39	206	3,030	6.8	Yes PPG = - 8.66 PI = 0.46 80% Rule = 22.92 Minimum Equity = 236 Full Equity Number = 263
40 to 54	271	1,754	15.5	Yes 80% Rule = 52.09 Minimum Equity = N/A Full Equity Number = N/A
55 and Older	110	488	22.5	Yes 80% Rule = 75.99 Minimum Equity = N/A Full Equity Number = N/A
Total	4,800	32,744	14.7	-

Source: [California Community Colleges Student Success Metrics](#)

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Table 7 illustrates all applicants to CHC who enrolled at CHC for the 2018-2019 academic year disaggregated by age. Based on the PPG, PI, and the 80% rule measures, there is evidence to suggest DI in the 25-29 age group, 30 to 34 age group, and the 35-39 age group compared to other age groups in applying to CHC and subsequent enrollment. The associated minimum equity and full equity number of students by age group should be used as a reference point for the number of students needed to help address DI. Additionally, based on the 80% rule, there is evidence to suggest DI in the 20-24 age group, 40 to 54 age group, and the 55 and older age group compared to other age groups in applying to CHC and subsequent enrollment.

Table 8. 18-19 All CHC Applicants Who Enrolled in the Same Community College by Ethnicity

Ethnicity	#	N	%	Disproportionate Impact
American Indian/Alaska Native	11	199	5.5	Yes PPG = - 19.66 PI = 0.22 80% Rule = 12.18 Minimum Equity = 33 Full Equity Number = 40
Asian	184	4,508	4.1	Yes PPG = - 27.40 PI = 0.16 80% Rule = 8.99 Minimum Equity = 1210 Full Equity Number = 1236
Black or African American	264	782	33.8	Yes 80% Rule = 74.37 Minimum Equity = N/A Full Equity Number = N/A
Filipino	112	287	39.0	No
Hispanic	1,420	3,128	45.4	No
Two or More Races	1,203	2,681	44.9	No
White/Caucasian	1,548	7,399	20.9	Yes PPG = - 6.65 80% Rule = 46.09 Minimum Equity = 424 Full Equity Number = 492
Total	4,742	18,984	25.0	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

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Table 8 illustrates all applicants to CHC who enrolled at CHC for the 2018-2019 academic year disaggregated by ethnicity. Based on the PPG, PI, and the 80% rule measures, there is evidence to suggest DI for American Indian/Alaska Native students and Asian students, compared to students of other ethnicities in applying to CHC and subsequent enrollment. Additionally, based on the PPG and the 80% rule measures there is evidence to suggest DI for White/Caucasian students compared to students of other ethnicities in applying to CHC and subsequent enrollment. The associated minimum equity and full equity number of students by ethnicity should be used as a reference point for the number of students needed to help address DI. Lastly, based on the 80% rule, there is evidence to suggest DI for Black/African American students compared to students of other ethnicities in applying to CHC and subsequent enrollment.

Please note there should be special caution taken when examining data reported for this metric, as there is reason to call into question the integrity of reported data. The researcher was informed of the possibility of individuals submitting applications to the college for other reasons than the intent to enroll in the college. Nevertheless, to help provide meaningful data that can help in the understanding of applicants and subsequent enrollment, the [Fall 2020 snapshot](#) was referenced and student enrollment by ethnicity was compared to the enrollment by ethnicity for this metric (see Table 9 below).

Table 9. 18-19 All CHC Applicants Who Enrolled in the Same Community College by Ethnicity Compared to Fall 2020 Credit Enrollment Data

Ethnicity	18-19 All CHC Applicants Who Enrolled in the Same Community College	Ethnicity	Fall 2020 Semester CHC Credit Enrollment Data
	#		#
American Indian/Alaska Native	11	Native American	14
Asian	184	Asian	346
Black or African American	264	African American	220
Filipino	112	-	-
Hispanic	1,420	Hispanic	2,915
Two or More Races	1,203	Multiple Ethnicities	436
White/Caucasian	1,548	Caucasian	1,881
-	-	Unknown	86
Total	4,742	Total	5,898

Source: [California Community Colleges Student Success Metrics](#) and [Fall 2020 Semester CH Credit Enrollment Data](#)

Table 9 illustrates all applicants to CHC who enrolled at CHC for the 2018-2019 academic year disaggregated by ethnicity and the fall 2020 semester enrollment data disaggregated by ethnicity for comparison. When comparing the number of Crafton students who enrolled in the fall 2020 term to the 18-19 applicants who enrolled at Crafton there was an increase observed for all available ethnic groups except two: African American/Black students and students that identified as two or more races or multiple ethnicities. The most contrast difference was observed in the students that identified as two or more races or multiple ethnicities, in 18-19 there were 1,203 students who applied to Crafton and had subsequent enrollment

compared to 436 students who identified as multiple ethnicities that were enrolled in the fall 2020 term. There are a variety of reasons that can explain this contrast in enrollment for these students, however special attention should be paid to this trend as data continues to become available.

Metric: Retained from Fall to Spring at the Same College

Table 10. 18-19 CHC Students Retained from Fall to Spring

Overall	#	N	%
Proportion of students retained from fall to spring at Crafton for 18-19, excluding students who completed an award or transferred to a postsecondary institution.	4,066	6,011	67.6%

Source: [California Community Colleges Student Success Metrics](#)

Table 10 demonstrates the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year, excluding those who completed an award or transferred to a postsecondary institution. Sixty-eight percent (n=4,066) of students were retained from fall to spring at Crafton for the 2018-2019 academic year.

Table 11. 18-19 CHC Students Retained from Fall to Spring by Gender

Gender	#	N	%	Disproportionate Impact
Female	2,225	3,277	67.9	No
Male	1,832	2,719	67.4	No
Total	4,057	5,996	67.7	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 11 demonstrates the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year, excluding those who completed an award or transferred to a postsecondary institution and disaggregated by gender. Results indicate female (68%) and male (67%) CHC students were retained from fall to spring in the 18-19 academic year at comparable rates and thus not evident of DI.

Table 12. 18-19 CHC Students Retained from Fall to Spring by Age

Age	#	N	%	Disproportionate Impact
19 or less	1,271	1,653	76.9%	No
20 to 24	1,550	2,246	69.0%	No
25 to 29	612	959	63.8%	Yes PPG = - 4.55 Minimum Equity = 15

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				Full Equity Number = 44
30 to 34	256	444	57.7%	Yes PPG = - 10.78 80% Rule = 74.99 Minimum Equity = 28 Full Equity Number = 48
35 to 39	170	286	59.4%	Yes PPG = - 8.61 80% Rule = 77.31 Minimum Equity = 9 Full Equity Number = 25
40 to 54	155	311	49.8%	Yes PPG = - 18.77 PI = 0.74 80% Rule = 64.82 Minimum Equity = 42 Full Equity Number = 59
55 and Older	52	112	46.4%	Yes PPG = - 21.62 PI = 0.69 80% Rule = 60.38 Minimum Equity = 14 Full Equity Number = 25
Total	4,066	6,011	67.6	-

Source: [California Community Colleges Student Success Metrics](#)

Table 12 demonstrates the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year, excluding those who completed an award or transferred to a postsecondary institution and disaggregated by age. Based on the PPG, PI, and the 80% rule measures, there is evidence to suggest DI in the 40 to 54 age group and the 55 and older age group compared to other age groups in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution). Furthermore, based on the PPG and the 80% rule measures there is evidence to suggest DI in the 30 to 34 age group and the 35 to 39 age group compared to other age groups in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution). Finally, based on the PPG measure there is evidence to suggest DI in the 25-29 age group compared to other age groups in the proportion of students retained from fall to spring at Crafton for the 2018-

2019 academic year (excluding those who completed an award or transferred to a postsecondary institution). The corresponding minimum equity and full equity number of students by age group should be used as a reference point for the number of students needed to help address DI.

Table 13. 18-19 CHC Students Retained from Fall to Spring by Ethnicity

Ethnicity	#	N	%	Disproportionate Impact
American Indian/Alaska Native	12	20	60.0	No
Asian	151	203	74.4	No
Black or African American	133	239	55.7	Yes PPG = - 12.58 80% Rule = 74.81 Minimum Equity = 16 Full Equity Number = 31
Filipino	105	144	72.9	No
Hispanic	2,046	3,058	66.9	No
Two or More Races	201	294	68.4	No
White/Caucasian	1,407	2,029	69.3	No
Total	4,055	5,987	67.7	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 13 demonstrates the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year, excluding those who completed an award or transferred to a postsecondary institution and disaggregated by ethnicity. Based on a PPG of -12.58 and an 80% rule value of 74.81, there is evidence to suggest DI for only Black/African American students compared to students of other ethnicities in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution). The minimum number of Black/African American students that would need to be retained from fall to spring at Crafton to no longer be disproportionately impacted is 16 and the total number of Black/African American students that would need to be retained from fall to spring at Crafton for all ethnicity groups to be equal is 31.

Table 14. 18-19 CHC Students Retained from Fall to Spring by Available Subgroups

Subgroup	#	N	%	Disproportionate Impact
Eligible for a College Promise Grant/BOG Waiver	2,788	4,066	68.6	No
Not Eligible for a College Promise Grant/BOG Waiver	1,278	1,945	65.7	Yes PPG = - 2.86 Minimum Equity = 15

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				Full Equity Number = 56
Total	4,066	6,011	67.6	-
Received a College Promise Grant/BOG Waiver	2,788	4,065	68.6	No
Never Received a College Promise Grant/BOG Waiver	1,278	1,946	65.7	Yes PPG = - 2.91 Minimum Equity = 16 Full Equity Number = 57
Total	4,066	6,011	67.6	-
Received Pell Grant	1,482	2,122	69.8	No
Never Received Pell Grant	2,584	3,889	66.4	Yes PPG = - 3.40 Minimum Equity = 75 Full Equity Number = 133
Total	4,066	6,011	67.6	-
Perkins Economically Disadvantaged	2,960	4,303	68.8	No
Not Perkins Economically Disadvantaged	1,106	1,708	64.8	Yes PPG = - 4.04 Minimum Equity = 31 Full Equity Number = 69
Total	4,066	6,011	67.6	-
First Generation Student	1,322	1,997	66.2	Yes PPG = - 2.16 Minimum Equity = 2 Full Equity Number = 44
Not First Generation Student	2,744	4,014	68.4	No
Total	4,066	6,011	67.6	-

Source: [California Community Colleges Student Success Metrics](#)

Please note: No evidence of DI was found for the following subgroups Credit ESL Attempted and No Credit ESL Attempted, Foster Youth and Not Foster Youth, Students with Disabilities and Not a Student with Disabilities, Veteran and Not Veteran, and LBGT and Non- LGBT.

Table 14 demonstrates the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year, excluding those who completed an award or transferred to a postsecondary institution and disaggregated for five additional subgroups:

1. Eligible for a College Promise Grant/BOG Waiver and Not Eligible for a College Promise Grant/BOG Waiver
2. Received a College Promise Grant/BOG Waiver and Never Received a College Promise Grant/BOG Waiver
3. Received Pell Grant and Never Received Pell Grant
4. Perkins Economically Disadvantaged and Not Perkins Economically Disadvantaged
5. First Generation Student and Not First Generation Student

There is evidence to suggest instances of DI for all five subgroups, based on the PPG values observed. The subgroup comparing students identified as economically disadvantaged (e.g., Perkins Economically Disadvantaged) to those who were identified as not being economically disadvantaged (e.g., Not Perkins Economically Disadvantaged) resulted in the largest PPG value of – 4.04. This means that there is evidence to suggest DI for students who were not economically disadvantaged compared to students who were economically disadvantaged in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution). The minimum number of non-economically disadvantaged students that would need to be retained from fall to spring at Crafton to no longer be disproportionately impacted is 31 and the total number of non-economically disadvantaged students that would need to be retained from fall to spring at Crafton for both subgroups to be equal is 69.

Metric: Completed Both Transfer-Level Math and English Within the District in the First Year

Table 15. 18-19 CHC Students Completed Transfer-Level Math and English Within the District in the First Year

Overall	#	N	%
Proportion of students who completed transfer-level math and English in their first academic year of credit enrollment within the district.	229	2,338	9.8

Source: [California Community Colleges Student Success Metrics](#)

Table 15 illustrates the proportion of CHC students who completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district. Ten percent (n= 229) of students completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district.

Table 16. 18-19 CHC Students Completed Transfer-Level Math and English Within the District in the First Year by Gender

Gender	#	N	%	Disproportionate Impact
Female	111	1,280	8.7	Yes PPG = - 2.58 80% Rule = 77.08 Minimum Equity = 14 Full Equity Number = 33
Male	117	1,040	11.3	No
Total	228	2,320	9.8	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 16 illustrates the proportion of CHC students who completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district disaggregated by gender. Based on a PPG of -2.58 and an 80% rule value of 77.08, there is evidence to suggest DI in proportion of female CHC students compared to males who completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district. The minimum number of female CHC students that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district to no longer be disproportionately impacted is 14 and the total number of female CHC students that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district for males and females to be equal is 33.

Table 17. 18-19 CHC Students Completed Transfer-Level Math and English Within the District in the First Year by Age

Age	#	N	%	Disproportionate Impact
19 or less	196	1,273	15.4	No
20 to 24	24	544	4.4	Yes PPG = - 10.98 PI = 0.36 80% Rule = 28.65 Minimum Equity = 51 Full Equity Number = 60
25 to 29	0	0	-	-
30 to 34	0	0	-	-
35 to 39	0	0	-	-
40 to 54	0	0	-	-
55 and Older	0	0	-	-
Total	220	1,817	12.1	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 17 illustrates the proportion of CHC students who completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district disaggregated by age. Based on a PPG of -10.98, a PI of 0.36, and an 80% rule value of 28.65, there is evidence to suggest DI in proportion of 20 to 24-year-old CHC students compared to other age groups in the completion of transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district. The minimum number of 20 to 24-year-old CHC students that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district to no longer be disproportionately impacted is 51 and the total number of 20 to 24-year-old CHC students that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district for all age groups to be equal is 60.

Table 18. 18-19 CHC Students Completed Transfer-Level Math and English Within the District in the First Year by Ethnicity

Ethnicity	#	N	%	Disproportionate Impact
American Indian/Alaska Native	0	0	-	-
Asian	0	0	-	-
Black or African American	0	0	-	-
Filipino	10	65	15.4	No
Hispanic	105	1,163	9.0	Yes PPG = - 2.34 80% Rule = 58.68 Minimum Equity = 9 Full Equity Number = 28
Two or More Races	11	96	11.5	Yes 80% Rule = 74.48 Minimum Equity = N/A Full Equity Number = N/A
White/Caucasian	90	815	11.0	Yes 80% Rule = 71.78 Minimum Equity = N/A Full Equity Number = N/A
Total	216	2,139	10.1	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 18 illustrates the proportion of CHC students who completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district disaggregated by ethnicity. Based on a PPG of -2.34 and on an 80% rule value of 58.68 there is evidence to suggest DI for Hispanic students compared to students of other ethnicities in the completion of transfer-level math and English in their first academic year (2018-

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2019) of credit enrollment within the district. The minimum number of CHC Hispanic students that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district to no longer be disproportionately impacted is 9 and the total number of CHC Hispanic students that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district for all ethnicity groups to be equal is 28. Furthermore, based on the 80% rule, there is evidence to suggest DI in students who identified as two or more races and White/Caucasian students compared to students of other ethnicities in the completion of transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district.

Table 19. 18-19 CHC Students Completed Transfer-Level Math and English Within the District in the First Year by Available Subgroups

Subgroup	#	N	%	Disproportionate Impact
Eligible for a College Promise Grant/BOG Waiver	125	1,094	11.4	No
Not Eligible for a College Promise Grant/BOG Waiver	104	1,244	8.4	Yes PPG = - 3.07 80% Rule = 73.17 Minimum Equity = 20 Full Equity Number = 39
Total	229	2,338	9.8	-
Received a College Promise Grant/BOG Waiver	125	1,094	11.4	No
Never Received a College Promise Grant/BOG Waiver	104	1,244	8.4	Yes PPG = - 3.07 80% Rule = 73.17 Minimum Equity = 20 Full Equity Number = 39
Total	229	2,338	9.8	-
Received Pell Grant	61	435	14.0	No
Never Received Pell Grant	168	1,903	8.8	Yes PPG = - 5.19 80% Rule = 62.95 Minimum Equity = 75 Full Equity Number = 99
Total	229	2,338	9.8	-
Perkins Economically Disadvantaged	132	1,199	11.0	No
Not Perkins Economically Disadvantaged	97	1,139	8.5	Yes PPG = - 2.49 80% Rule = 77.36

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				Minimum Equity = 10 Full Equity Number = 29
Total	229	2,338	9.8	-
First Generation Student	63	767	8.2	Yes PPG = - 2.35 80% Rule = 77.73 Minimum Equity = 4 Full Equity Number = 19
Not First Generation Student	166	1,571	10.6	No
Total	229	2,338	9.8	-

Source: [California Community Colleges Student Success Metrics](#)

Please note: Insufficient data did not allow for the analysis of the following subgroups Credit ESL Attempted and No Credit ESL Attempted, Foster Youth and Not Foster Youth, Students with Disabilities and Not a Student with Disabilities, Veteran and Not Veteran, and LGBT and Non- LGBT.

Table 19 illustrates the proportion of CHC students who completed transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district disaggregated for five additional subgroups:

1. Eligible for a College Promise Grant/BOG Waiver and Not Eligible for a College Promise Grant/BOG Waiver
2. Received a College Promise Grant/BOG Waiver and Never Received a College Promise Grant/BOG Waiver
3. Received Pell Grant and Never Received Pell Grant
4. Perkins Economically Disadvantaged and Not Perkins Economically Disadvantaged
5. First Generation Student and Not First Generation Student

There is evidence to suggest instances of DI for all five subgroups, based on the PPG and 80% rule measures. The subgroup comparing students who received the Pell Grant to those who never received the Pell Grant demonstrated the largest PPG value of – 5.19 and the lowest value of 62.95 for the 80% Rule measure. This means there is evidence to suggest DI for students who never received the Pell Grant compared to student who received the Pell Grant in the completion of transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district. The minimum number of students who never received the Pell Grant that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district to no longer be disproportionately impacted is 75 and the total number of students who never received the Pell Grant that would need to complete transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district for both subgroups to be equal is 99.

Metric: Attained the Vision Goal Completion Definition

Table 20. 18-19 CHC Students Attained the Vision Goal Completion Definition

Overall	#	N	%
Unduplicated CHC 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 18-19 year in the district.	517	8,979	5.8

Source: [California Community Colleges Student Success Metrics](#)

Table 20 demonstrates the number of unduplicated CHC 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 18-19 year in the district. Six percent (n = 517) of CHC students 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 2018- 2019 academic year in the district.

Table 21. 18-19 CHC Students Attained the Vision Goal Completion Definition by Gender

Gender	#	N	%	Disproportionate Impact
Female	311	4,979	6.3	No
Male	206	3,973	5.2	No
Total	517	8,952	5.8	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 21 demonstrates the number of unduplicated CHC 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 18-19 year in the district disaggregated by gender. Results indicate female (6%) and male (5%) CHC students earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in 18-19 year in the district at comparable rates and thus not evident of DI.

Table 22. 18-19 CHC Students Attained the Vision Goal Completion Definition by Age

Age	#	N	%	Disproportionate Impact
19 or less	44	2,072	2.1	Yes PPG = - 4.89 PI = 0.37 80% Rule = 26.10 Minimum Equity = 89 Full Equity Number = 102
20 to 24	280	3,442	8.1	No

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25 to 29	94	1,542	6.1	Yes 80% Rule = 74.94 Minimum Equity = N/A Full Equity Number = N/A
30 to 34	44	726	6.1	Yes 80% Rule = 74.50 Minimum Equity = N/A Full Equity Number = N/A
35 to 39	0	0	-	-
40 to 54	20	539	3.7	Yes PPG = - 2.23 PI = 0.64 80% Rule = 45.61 Minimum Equity = 4 Full Equity Number = 12
55 and Older	0	0	-	-
Total	482	8,321	5.8	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 22 demonstrates the number of unduplicated CHC 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 18-19 year in the district disaggregated by age. Based on the PPG, PI, and the 80% rule measures, there is evidence to suggest DI in the 19 or younger age group and the 40 to 54 age group compared to other age groups in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district. The corresponding minimum equity and full equity number of students by age group should be used as a reference point for the number of students needed to help address DI. Additionally, based on the 80% rule measure there is evidence to suggest DI in the 25 to 29 age group and the 30 to 34 age group in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district.

Table 23. 18-19 CHC Students Attained the Vision Goal Completion Definition by Ethnicity

Ethnicity	#	N	%	Disproportionate Impact
American Indian/Alaska Native	0	0	-	-
Asian	14	330	4.2	Yes PI = 0.74 80% Rule = 54.33

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				Minimum Equity = N/A Full Equity Number = N/A
Black or African American	17	390	4.4	Yes PI = 0.76 80% Rule = 55.82 Minimum Equity = N/A Full Equity Number = N/A
Filipino	14	213	6.6	No
Hispanic	242	4,452	5.4	Yes 80% Rule = 69.61 Minimum Equity = N/A Full Equity Number = N/A
Two or More Races	36	461	7.8	No
White/Caucasian	190	3,061	6.2	Yes 80% Rule = 79.49 Minimum Equity = N/A Full Equity Number = N/A
Total	513	8,907	5.8	-

Source: [California Community Colleges Student Success Metrics](#)

Note: Results were suppressed in cases where there are fewer than ten students and labeled “masked values.” Masked values were excluded from analysis.

Table 23 demonstrates the number of unduplicated CHC 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 18-19 year in the district disaggregated by ethnicity. Based on the PI and 80% rule measures, there is evidence to suggest DI for Asian and Black or African American CHC students compared to students of other ethnicities in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district. Furthermore, based on the 80% rule, there is evidence to suggest DI for Hispanic and White/Caucasian students compared to students of other ethnicities in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district.

Table 24. 18-19 CHC Students Attained the Vision Goal Completion Definition by Available Subgroups

Subgroup	#	N	%	Disproportionate Impact
Eligible for a College Promise Grant/BOG Waiver	389	5,841	6.7	No
Not Eligible for a College Promise Grant/BOG Waiver	128	3,138	4.1	Yes PPG = - 2.58 PI = 0.71 80% Rule = 61.25

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				Minimum Equity = 60 Full Equity Number = 81
Total	517	8,979	5.8	-
Received a College Promise Grant/BOG Waiver	389	5,839	6.7	No
Never Received a College Promise Grant/BOG Waiver	128	3,140	4.1	Yes PPG = - 2.59 PI = 0.71 80% Rule = 61.19 Minimum Equity = 60 Full Equity Number = 82
Total	517	8,979	5.8	-
Received Pell Grant	246	2,991	8.2	No
Never Received Pell Grant	271	5,988	4.5	Yes PPG = - 3.70 PI = 0.79 80% Rule = 55.03 Minimum Equity = 190 Full Equity Number = 222
Total	517	8,979	5.8	-
Perkins Economically Disadvantaged	411	6,199	6.6	No
Not Perkins Economically Disadvantaged	106	2,780	3.8	Yes PPG = - 2.82 PI = 0.66 80% Rule = 57.51 Minimum Equity = 59 Full Equity Number = 79
Total	517	8,979	5.8	-

Source: [California Community Colleges Student Success Metrics](#)

Please note: No evidence of DI was found for the following subgroups First Generation Student and Not First Generation Student, Students with Disabilities and Not a Student with Disabilities, and Veteran and Not Veteran. Insufficient data did not allow for the analysis of the following subgroups Credit ESL Attempted and No Credit ESL Attempted, Foster Youth and Not Foster Youth, and LBGT and Non- LGBT.

Table 24 illustrates the number of unduplicated CHC 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 18-19 year in the district disaggregated for four additional subgroups:

1. Eligible for a College Promise Grant/BOG Waiver and Not Eligible for a College Promise Grant/BOG Waiver
2. Received a College Promise Grant/BOG Waiver and Never Received a College Promise Grant/BOG Waiver

3. Received Pell Grant and Never Received Pell Grant
4. Perkins Economically Disadvantaged and Not Perkins Economically Disadvantaged

There is evidence to suggest instances of DI for all four subgroups, based on all three DI measures (e.g., PPG, PI, and 80% Rule). The subgroup comparing students who received the Pell Grant to those who never received the Pell Grant illustrated the largest PPG value of – 3.70 and the lowest value of 55.03 for the 80% Rule measure. This means there is evidence to suggest DI for students who never received the Pell Grant compared to student who received the Pell Grant ethnicities in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district. The minimum number of students who never received the Pell Grant that would need to earn one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district to no longer be disproportionately impacted is 190 and the total number of students who never received the Pell Grant that would need to earn of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district for both subgroups to be equal is 222.

Conclusion: Maintaining Our Focus on African American, Hispanic, and Older Students

African American/Black Students

As demonstrated below in table 25 evidence was found to suggest DI, based on the PPG index, for only Black/African American students compared to students of other ethnicities in the proportion of students retained from fall to spring at Crafton for the 18-19 academic year (excluding those who completed an award or transferred to a postsecondary institution). Additionally, table 25 demonstrates there is evidence to suggest DI, based on the PI index, for Black/African American students compared to students of other ethnicities in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district.

Hispanic Students

Table 25 illustrates there is evidence to suggest DI, based on the PPG index, for Hispanic students compared to students of other ethnicities in transferring to a four-year postsecondary institution. In addition, table 25 shows there is evidence to suggest DI, based on the PPG index, for Hispanic students compared to students of other ethnicities in the completion of transfer-level math and English in their first academic year (2018-2019) of credit enrollment within the district.

Older Students

Table 25 shows there is evidence to suggest DI in the 25-29 age group compared to other age groups in transferring to a four-year postsecondary institution, based on the PPG and PI indices. Moreover, based on the PPG index there is evidence to suggest DI in the 25-29 age group compared to other age groups in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution).

As shown in table 25 evidence was also found to suggest DI in the 30 to 34 age group compared to other age groups in transferring to a four-year postsecondary institution, based on both PPG and PI indices. Furthermore, based on the PPG index there is evidence to suggest DI in the 30 to 34 age group compared to other age groups in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution).

Table 25 also illustrates there is evidence to suggest DI, based on the PPG and PI indices, in the 40 to 54 age group compared to other age groups in the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution). Additionally, based on the PPG and PI indices, there is evidence to suggest DI in the 40 to 54 age group compared to other age groups in the earning of one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and enrollment in 18-19 year in the district.

Additional subgroups

Data for the additional subgroups included in tables 14, 19, and 24 was available for only the following three metrics: retained from fall to spring at the same college, completed both transfer-level math and English within the district in the first year, and attained the vision goal completion definition.

As shown in table 25, evidence was found to suggest DI for students that were not eligible for a College Promise Grant/BOG Waiver compared to students that were eligible for a College Promise Grant/BOG Waiver for three metrics: retained from fall to spring at the same college as evidenced by PPG index, completed both transfer-level math and English within the district in the first year as evidenced by PPG index, and attained the vision goal completion definition as evidenced by PPG and PI indices.

Additionally, evidence was found to suggest DI for students who never received the Pell Grant compared to students who received the Pell Grant for three metrics: retained from fall to spring at the same college as evidenced by PPG index, completed both transfer-level math and English within the district in the first year as evidenced by PPG index, and attained the vision goal completion definition as evidenced by PPG and PI indices.

Finally, evidence was found to suggest DI for students who were not economically disadvantaged compared to students who were economically disadvantaged for three metrics: retained from fall to spring at the same college as evidenced by PPG index, completed both transfer-level math and English within the district in the first year as evidenced by PPG index, and attained the vision goal completion definition as evidenced by PPG and PI indices.

Table 25 illustrates the summary of DI findings of by group and metric. The percentage point gap index and the proportionality index were the DI measures prioritized for analysis. Please note, the metric on enrollment in the same community college was excluded, as there is reason to call into question the integrity of reported data.

Table 25. Summary of Disproportionate Impact by Group and Metric

DI Group	Metric: Transferred to a four-year institution	Metric: Retained from fall to spring at the same college	Metric: Completed both transfer-level math and English within the district in the first year	Metric: Attained the vision goal completion definition
Black/African American		PPG		PI
Hispanic	PPG		PPG	
25-29 years old	PPG & PI	PPG		
30-34 years old	PPG & PI	PPG		
40-54 years old		PPG & PI		PPG & PI
<u>Not Eligible</u> for a College Promise Grant/BOG Waiver		PPG	PPG	PPG & PI
Never Received Pell Grant		PPG	PPG	PPG & PI
Not Perkins Economically Disadvantaged		PPG	PPG	PPG & PI

Please note: percentage point gap (PPG) compares the percentage in a particular outcome (e.g., retention) for a disaggregated subgroup to the percentage for all students, the larger the negative difference the more likely this may be reflective of DI. The proportionality index (PI) looks at a group’s representation among those achieving an education outcome (e.g., transferred to a four-year institution) compared to the same group’s representation in the student population, a PI value of less than 1.00 may be indicative of DI. Finally, light blue the highlighted cells illustrate the DI index (either PPG or PI) that provides evidence of DI and the dark blue highlighted cells show the prevalence of DI as evidenced by both DI indices (PPG and PI).

The following two metrics should be prioritized based on the number of subgroups for which DI was identified: (a) retained from fall to spring at the same college and (b) attained the vision goal completion definition.

When examining the metric regarding the proportion of students retained from fall to spring at Crafton for the 2018-2019 academic year (excluding those who completed an award or transferred to a postsecondary institution), evidence of DI was found for seven subgroups:

- Black/African American students,
- 25-29 age group,
- 30-34 age group,

- 40 to 54 age group,
- students not eligible for a College Promise Grant/BOG Waiver,
- students that never received Pell Grant,
- and students not Perkins Economically Disadvantaged.

Furthermore, the metric related to the number of unduplicated CHC 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 18-19 year in the district, provided evidence of DI for five subgroups:

- Black/African American students,
- 40 to 54 age group,
- students not eligible for a College Promise Grant/BOG Waiver,
- students that never received Pell Grant,
- and students Not Perkins Economically Disadvantaged.

The prioritization of the aforementioned metrics and subgroups is meant to provide guidance to help support efforts in addressing disproportionate impact for the campus community (i.e., SEA committee).