DATA
ANALYSIS
SUPPORTING
EQUITY
PLANNING

MERRITT COLLEGE
1/13/2021
Outline

• Definitions
• Source of Demographic Data
• DI Calculations
• Enrollment Trends by Race/Ethnicity and Gender
• Additional Sources
AB 504

requires “the Chancellor of the California Community Colleges to establish a standard methodology, for measurement of student equity and disproportionate impact for disaggregated subgroups of the student population of the California Community Colleges, for use in the student equity plans of community college districts, as specified.”
Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity. It moves beyond issues of access and places success outcomes for students of color at center focus. -- Center for Urban Education
Dis disparate (or Disproportionate) Impact
...
practices in employment, housing, and other areas that adversely affect one group of people of a protected characteristic more than another, even though rules applied by employers or landlords are formally neutral.
-- Wikipedia
Title 5 § 55502(e)
“Disproportionate impact” in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure 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 test or other measure is a valid and reliable predictor of performance in the relevant educational setting.
Outcomes: Merritt, and Guided Pathways **Vision for Success**
Contact from Application
Student Service Provision (A&R, Counseling, Fin. Aid, etc.)
Education Plan
Enrollment
Degree/Certificate Completion
Transfer
Workforce Outcomes
DI Measures

-> EEOC 80% Rule (80P) – Outcome of each group should be at least 80% of the outcome of the reference group.

-> Percentage Point Gap (PPG) – Difference between subgroup and the overall average.

-> Proportionality (PI) – For each subgroup, the ratio of the following two percentages:
  A: The percentage among the initial cohort
  B: The percentage among the outcome group
  PI = B/Å
Primary Source of Demographic Data

Open CCC Apply
Gender, Transgender and Sexual Orientation

Gender
Response Options:
• Female
• Male
• Decline to State
• No Selection

Orientation
Response Options:
• Straight/Heterosexual
• Gay or Lesbian/Homosexual
• Bisexual
• Other
• Decline to State

Do you consider yourself transgender?
Response Options:
• Yes
• No
• Decline to State
• No Selection

**By California law, the California Community Colleges collect voluntary demographic information regarding the sexual orientation, gender identity, and gender expression of students.**

• This information is used for summary demographic reporting and will not be used for a discriminatory purpose.
• Your responses are kept private and secure.
• Providing this information is optional.”
Race / Ethnicity

Are you Hispanic or Latino?
Response Options:
• Yes
• No
• No Selection

Select all that apply:
Response Options:
• Mexican, Mexican-American, Chicano
• Central American
• South American
• Hispanic Other
• Asian Indian
• Asian Chinese
• Asian Japanese
• Asian Korean
• Asian Laotian
• Asian Cambodian
• Asian Vietnamese
• Asian Filipino
• Asian Other
• Black or African American
• American Indian / Alaskan Native
• Pacific Islander Guamanian
• Pacific Islander Hawaiian
• Pacific Islander Samoan
• Pacific Islander Other
• White
Enrollment Survey

1. Pick the number closest to your household's gross MONTHLY income (the total income of all household members before taxes)?
2. How many individuals are in your household?
3. Do You receive any of the following?
4. Are you a single parent with custody of a minor child?
5. Are you a displaced homemaker?
6. What are your expected hours of employment per week during this semester?
7. How many semesters (or terms) do you anticipate attending a Peralta college in order to reach your educational goal?
8. Will you be attending a 4-year college while attending a Peralta College?
9. Do you have difficulty understanding, speaking, reading or writing English because you are not a native speaker of English or because English is a second language?
10. Are you interested in participating in a sport while attending college? (Your response does not obligate you in any way, and will not affect your admission to college. To be eligible to participate on an intercollegiate team, you must be enrolled in at least 12 units.)
11. Select the sports that you are interest if you answer is A or B in Question 10.
Lorem ipsum dolor sit amet, consectetur adipiscing elit.

- Ut fermentum a magna ut eleifend. Integer convallis suscipit ante eu varius.
- Morbi a purus dolor. Suspendisse sit amet ipsum finibus justo viverra blandit.
- Ut congue quis tortor eget sodales.

Credit Course Retention/Success Rate Summary Report - Parameter Selection Area

- Select State-District-College: Collegewide Search
- Select District-College: Merritt
- Select Term: Spring 2020
- Select Program Type: ALL

Retention/Success for Special Population/Group, please click here.

Credit Course Retention/Success Rate Summary Report - Data & Format Area

<table>
<thead>
<tr>
<th>Report Area</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Skills</td>
</tr>
<tr>
<td></td>
<td>Enrollment Count</td>
</tr>
<tr>
<td>Merritt</td>
<td>76</td>
</tr>
</tbody>
</table>

Report Format Selection Area - Check field to include in the report

Demographic Options: District Name, College Name, Gender, Age Group, Ethnicity

TOP Options: Program Type - Two Digits TOP, Program Type - Four Digits TOP, Program Type - Six Digits TOP

Course Status: Basic Skills, Degree Applicable, Transfer, Vocational

Update Report
Using prior year data and excluding high school students, the number of students who transferred to various types of postsecondary institutions.

Using the Proportionality Index (PI) method, the formula compares the percentage of a disaggregated subgroup in a cohort to its own percentage in the outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort. Substantial disproportionate impact is determined where the PI Index is 0.80 or less. Data is not displayed for subgroups with fewer than 10 individuals.

For more information go to https://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/CAIR2017-handout.pdf
Enrollment by IPEDS Race/Ethnicity

Fall Terms

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2,176</td>
<td>2,477</td>
<td>2,670</td>
<td>2,565</td>
<td>2,180</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>1,919</td>
<td>1,790</td>
<td>1,837</td>
<td>1,680</td>
<td>1,380</td>
</tr>
<tr>
<td>Hispanic/LatinX</td>
<td>1,132</td>
<td>1,254</td>
<td>1,389</td>
<td>1,326</td>
<td>1,380</td>
</tr>
<tr>
<td>Two or More</td>
<td>1,215</td>
<td>1,173</td>
<td>1,180</td>
<td>1,072</td>
<td>1,126</td>
</tr>
<tr>
<td>White</td>
<td>1,173</td>
<td>1,389</td>
<td>1,326</td>
<td>1,072</td>
<td>1,126</td>
</tr>
<tr>
<td>Native American / Alaskan</td>
<td>503</td>
<td>541</td>
<td>577</td>
<td>466</td>
<td>468</td>
</tr>
<tr>
<td>Native Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Unknown</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
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</tbody>
</table>

Fall 2016 - Fall 2020
Course Success by IPEDS Race/Ethnicity

Fall Terms

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>75.8%</td>
<td>79.4%</td>
<td>83.4%</td>
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<td>75.8%</td>
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<tr>
<td>Black/African-American</td>
<td>58.2%</td>
<td>60.1%</td>
<td>62.0%</td>
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<td>65.6%</td>
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<tr>
<td>Hispanic/LatinX</td>
<td>65.0%</td>
<td>65.0%</td>
<td>66.0%</td>
<td>65.5%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Two or More</td>
<td>63.1%</td>
<td>63.7%</td>
<td>64.9%</td>
<td>64.5%</td>
<td>68.1%</td>
</tr>
<tr>
<td>White</td>
<td>77.9%</td>
<td>78.9%</td>
<td>78.7%</td>
<td>77.9%</td>
<td>78.6%</td>
</tr>
</tbody>
</table>
### DI PPG - Course Success by IPEDS Race/Ethnicity

#### Fall Terms

<table>
<thead>
<tr>
<th>IPEDS Race/Ethnicity</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>9.3%</td>
<td>11.7%</td>
<td>10.3%</td>
<td>11.2%</td>
<td>14.2%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>-8.3%</td>
<td>-7.6%</td>
<td>-6.3%</td>
<td>-6.7%</td>
<td>-8.6%</td>
<td>-7.5%</td>
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<tr>
<td>Hispanic/LatinX</td>
<td>-0.9%</td>
<td>-2.2%</td>
<td>-2.3%</td>
<td>-3.5%</td>
<td>-4.6%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Two or More</td>
<td>-3.3%</td>
<td>-4.1%</td>
<td>-3.4%</td>
<td>0.5%</td>
<td>-1.0%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>White</td>
<td>12.3%</td>
<td>10.2%</td>
<td>8.3%</td>
<td>10.2%</td>
<td>8.8%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
## Proportionality Index for Successful Course Completion

<table>
<thead>
<tr>
<th>IPEDS Race/Ethnicity</th>
<th>Term</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Asian</td>
<td>1.14</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>0.88</td>
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<tr>
<td>Hispanic</td>
<td>0.99</td>
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<tr>
<td>Two or More</td>
<td>0.95</td>
</tr>
<tr>
<td>White</td>
<td>1.19</td>
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### Table

Lorem ipsum dolor sit amet, consectetur adipiscing elit.

<table>
<thead>
<tr>
<th></th>
<th>Vendors</th>
<th>Users</th>
<th>Consultants</th>
<th>Ad Buyers</th>
<th>Gross Revenue</th>
<th>Company Revenue</th>
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<tbody>
<tr>
<td>20YY</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>20YY</td>
<td>10</td>
<td>100</td>
<td>50</td>
<td>10</td>
<td>$6,750</td>
<td>$1,013</td>
</tr>
<tr>
<td>20YY</td>
<td>50</td>
<td>500</td>
<td>60</td>
<td>500</td>
<td>$33,750</td>
<td>$5,063</td>
</tr>
<tr>
<td>20YY</td>
<td>200</td>
<td>2000</td>
<td>100</td>
<td>5000</td>
<td>$135,000</td>
<td>$20,250</td>
</tr>
<tr>
<td>20YY</td>
<td>400</td>
<td>4000</td>
<td>120</td>
<td>50000</td>
<td>$270,000</td>
<td>$40,500</td>
</tr>
</tbody>
</table>
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Thank You

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