



# Student Equity Plan Analysis 2023

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Institutional Research and Planning  
Palomar College

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## Introduction

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The purpose of this study was to assess the college's progress in achieving equity among students in terms of Successful Enrollment, Retention, Completed Transfer-level Math and English, Completion, and Transfer. In a previous report, *Student Equity Plan Disproportionate Impact Analysis 2022*, disproportionate impacts among Palomar College students were identified. Two subpopulations exhibited consistent and pervasive disproportionate impacts. Specifically, both the Black or African American and Hispanic subpopulations were disproportionately impacted on most of the equity metrics examined in the disproportionate impact analysis. Therefore, these subpopulations were the target populations in Palomar College's *Student Equity Plan 2022-25*, and the focus of this report.

This report describes the data, assesses the progress made on achieving student equity as indicated by these metrics, and provides a brief summary.

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## Methodology

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### Data

The California Community College Chancellor's Office (CCCCO) provided a student equity dataset in 2022 that allowed for the identification of disproportionate impacts at Palomar College. The CCCCCO provided an updated dataset in 2023 which allows the college to monitor the progress made on these metrics by the disproportionately impacted subpopulations. This data was derived from the collective MIS data submissions of the colleges as well as data from CCCApply.

### Metrics

The five student equity metrics included in the dataset dovetail with the student journey, starting with Successful Enrollment and moving through Completion and Transfer. These metrics are described below:

- **Successful Enrollment** – Of applicants who indicated an intent to enroll at Palomar in a given year, excluding special admit students, the percent who enrolled at Palomar in the next year.
- **Retention** – Of first-time students enrolled in a primary term, the percent who enrolled in the subsequent primary term. Primary term refers to fall or spring.
- **Completed Transfer-level Math and English** – The percent of students who completed both transfer-level math and English in their first academic year of credit enrollment within the district.
- **Completion** – The percent of first-time cohort students who attained the Vision for Success Completion goal, that is, earned a Chancellor's Office approved certificate or associate degree within three years.
- **Transfer** – Of students in a first-time cohort who earned 12 or more units at Palomar and exited the college in the selected year, the number of students who enrolled in any four-year postsecondary institution in the subsequent year.

The baseline year for each metric is the most recent year for which complete data is available. Because different metrics allow for different spans of time for completion, the baseline year differs by metric. For example, the Completion of Transfer-level Math and English metric

requires math and English to be completed within the student's first academic year, so the baseline year is 2020-21. However, the Completion metric allows for three years for the student to complete a degree or certificate, so the baseline year for this metric is 2017-18. The baseline year for each metric is displayed in the table that follows.

| <b>Table 1. Baseline Year by Metric</b> |               |
|---|---------------|
| Metric                                  | Baseline Year |
| Successful Enrollment                   | 2021          |
| Retention                               | 2020          |
| Transfer-Level Math and English         | 2021          |
| Completion                              | 2018          |
| Transfer                                | 2017          |

## Data Disaggregation

The analysis involved examination of each of the success metrics by the subpopulations below, split out by gender. Most of these subpopulations were specified in AB 504, though the data also allows for disaggregation by first generation status.

- Race and Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic
  - Native Hawaiian or Other Pacific Islander
  - White
  - Some Other Race
  - More Than One Race
- LGBT
- Economically Disadvantaged
- First Generation Status
- Foster Youth
- Disability Status
- Veterans
- Homeless

In the initial analysis these subpopulations were assessed for disproportionate impact on the metrics at an overall level, and further disaggregated by gender. However, the analysis of Successful Enrollment was limited to race and ethnicity and gender. Unlike the other metrics, Successful Enrollment relies, in part, on data from CCCApply. Data from CCCApply, alone, is not sufficient to classify students into the other subpopulations effectively. Therefore, the student equity dataset does not include disaggregation for the other subpopulations on the Successful Enrollment metric.

## Disproportionate Impacts from the Baseline Analysis

### Previous Analysis

Baseline data from the 2022 student equity dataset was used previously in order to determine which subpopulations were disproportionately impacted on the student equity metrics described above. For that previous disproportionate analysis, each metric was examined to determine if any subpopulations at the college experienced disproportionate impact on that outcome.

Through that analysis, a number of subpopulations were identified as disproportionately impacted on the student equity metrics. The results of that analysis were described in detail in a previous report, *Student Equity Plan Disproportionate Impact Analysis 2022*. These results are summarized in Table 1. For the present report, these disproportionate impacts were re-examined with data updated for the 2023 dataset to determine what progress had been made on these inequities.

| <b>Table 2. Disproportionately Impacted Subpopulations at Baseline Summary</b>       |                                |                                     |                               |                                |
|--|--------------------------------|-------------------------------------|-------------------------------|--------------------------------|
| <b>Successful Enrollment</b>   | <b>Retention</b>               | <b>Transfer-level Math and Eng.</b> | <b>Completion</b>             | <b>Transfer</b>                |
|  |                                |                                     |                               | DSPS (M)                       |
|  |                                |                                     | American Indian/Alaska Native |                                |
| Asian  |                                |                                     |                               | Asian                          |
| Black or African American  | Black or African American      | Black or African American           | Black or African American     |                                |
| Filipino (F)   |                                |                                     |                               |                                |
|  | Hispanic (M)                   | Hispanic                            | Hispanic                      | Hispanic                       |
| Pacific Islander or Hawaiian Native  |                                |                                     |                               |                                |
|  | First Generation Student       | First Generation Student            | First Generation Student (M)  | First Generation Student       |
|  |                                |                                     | Foster Youth                  |                                |
| Female   |                                |                                     |                               |                                |
|  | LGBT                           | LGBT                                |                               |                                |
|  | Economically Disadvantaged (M) | Economically Disadvantaged (F)      | Economically Disadvantaged    | Economically Disadvantaged (M) |
|  | Veteran                        |                                     | Veteran                       |                                |
| Note: Successful Enrollment was disaggregated by Race and Ethnicity and Gender only. |                                |                                     |                               |                                |

## Data Changes for the 2023 Student Equity Dataset

There were some changes to the student equity data in 2023 from the 2022 dataset which provided the initial baseline results. The key changes are described below.

### Successful Enrollment

Cases of confirmed fraud were eliminated from the denominator of the Successful Enrollment metric. This reduced the number of applicants included in the denominator. In the course of making these changes, the CCCCO found a coding error that incorrectly excluded some applicants. This adjustment resulted in a significant change in the Successful Enrollment rates across all of our subpopulations. While these adjustments affected the data for colleges throughout the system, the extent to which they impacted the data varied by college.

### Transfer to a Four-year Institution

There were two relevant changes that impacted the transfer metric: one to the metric definition and one to the process of matching data with the UC, CSU, and National Student Clearinghouse systems. The numerator of the transfer metric now includes the condition that the student exited the system and had earned 12 or more units. Additionally, more information was exchanged between the systems resulting in a more effective matching process. These factors had a minor net impact on the transfer metric.

Variations in the data, including those described above, resulted in changes in some of the metrics, but it did not alter the disproportionate impact status of the target populations for the Student Equity Plan. These changes mean that the baseline outcome rates identified in the previous report had to be adjusted for some metrics, and consequently, some of the targets for closing equity gaps were adjusted accordingly.

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## Results

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### Overall Metrics

The different metrics have different timeframes for determining whether or not the outcome was achieved, therefore baseline years varied by metric. Table 2 displays overall outcome rates for both the baseline year of the metrics and the year following the baseline year. Successful Enrollment, Retention, Completion, and Transfer rates all increased over their baseline rates.

| Table 3. Overall Metrics from Baseline |               |                      |       |                      |
|--|---------------|----------------------|-------|----------------------|
|  |               | Years Since Baseline |       |                      |
| Metric                                 | Baseline Year | 0                    | 1     | Change from Baseline |
| Successful Enrollment                  | 2021          | 7.4%                 | 19.2% | 11.8%                |
| Retention                              | 2020          | 66.9%                | 68.4% | 1.5%                 |
| Transfer-Level Math and English        | 2021          | 12.3%                | 12.4% | 0.1%                 |
| Completion                             | 2018          | 9.7%                 | 11.0% | 1.3%                 |
| Transfer                               | 2017          | 22.7%                | 26.1% | 3.4%                 |

## Student Equity Plan Target Populations

### Black or African American

The Black or African American subpopulation was one of the two subpopulations identified in Palomar College's *Student Equity Plan 2022-25*. Table 3 shows the yearly targets from the equity plan for eliminating the equity gaps for the Black or African American subpopulation. For each of the metrics, the goal is to close the equity gaps completely by the end of the three-year plan. For example, on the Completion of Transfer-level Math and English metric there was an initial gap between the target group retention rate and the outgroup retention rate of 7.5 percentage points. The goal described in the Student Equity Plan was to narrow the gap on this metric by 2 percentage points after the first year, another 2.5 points in the second year, and 3 percentage points in the third year. Because the data for the Successful Enrollment metric changed substantially, the targets for this metric are different from those in the equity plan, but close the equity gap at the same rate as the original targets.

| <b>Table 4. Palomar College Student Equity Plan 2022-25 Target Outcomes for Palomar's Black or African American Subpopulation</b> |              |                   |                   |                   |
|---|--------------|-------------------|-------------------|-------------------|
| Equity Metric   | Baseline Gap | Gap Target Year 1 | Gap Target Year 2 | Gap Target Year 3 |
| Successful Enrollment   | 3.9%         | 2.9%              | 1.6%              | 0.0%              |
| Retention   | 13.4%        | 10.0%             | 5.5%              | 0.0%              |
| Transfer-Level Math and English   | 7.5%         | 5.5%              | 3.0%              | 0.0%              |
| Completion  | 5.4%         | 3.9%              | 2.4%              | 0.0%              |

As evidenced in Table 4, the equity gap for the Black or African American subpopulation narrowed for each of the metrics on which they were disproportionately impacted. While the gap for Completion only narrowed by a half of a percentage point, all the other metrics demonstrated a gap reduction greater than one percentage point. Table 5 shows that the amount of gap closure met the target rates for three of the four metrics. The half a percentage point of closure exhibited on the Completion metric was not sufficient to get the equity gap down to its Year 1 target.

| <b>Table 5. Equity Metrics for Black or African Americans</b> |               |       |                            |                |        |              |
|---|---------------|-------|----------------------------|----------------|--------|--------------|
| Equity Metric   | Academic Year | N     | Subpopulation Outcome Rate | Reference Rate | DI Gap | Narrowed Gap |
| Successful Enrollment   | 2021          | 2,467 | 3.7%                       | 7.6%           | 3.9%   | Yes          |
|   | 2022          | 513   | 16.8%                      | 19.2%          | 2.4%   |              |
| Retention   | 2020          | 193   | 53.9%                      | 67.3%          | 13.4%  | Yes          |
|   | 2021          | 119   | 63.0%                      | 68.5%          | 5.5%   |              |
| Transfer-Level Math and English                               | 2021          | 119   | 5.0%                       | 12.5%          | 7.5%   | Yes          |
|   | 2022          | 106   | 12.3%                      | 12.4%          | 0.1%   |              |
| Completion  | 2018          | 220   | 4.5%                       | 9.9%           | 5.4%   | Yes          |
|   | 2019          | 206   | 6.3%                       | 11.2%          | 4.9%   |              |

| <b>Table 6. Equity Metrics Outcomes and Targets for Black or African Americans</b> |              |        |        |            |
|--|--------------|--------|--------|------------|
| Equity Metric  | Baseline Gap | Year 1 |        |            |
|  |              | Gap    | Target | Target Met |
| Successful Enrollment  | 3.9%         | 2.4%   | 2.9%   | Yes        |
| Retention  | 13.4%        | 5.5%   | 10.0%  | Yes        |
| Transfer-Level Math and English  | 7.5%         | 0.1%   | 5.5%   | Yes        |
| Completion   | 5.4%         | 4.9%   | 3.9%   | No         |

## Hispanic

The Hispanic subpopulation was also identified in the *Student Equity Plan 2022-25* as one of the college's target populations. Table 5 shows the targets for closing the equity gaps for the Hispanic subpopulation. As with the Black or African American subpopulation, the goal is to close the equity gaps completely for each of the metrics by the end of the third year of the plan.

| <b>Table 6. Palomar College Student Equity Plan 2022-25 Target Outcomes for Palomar's Hispanic Subpopulation</b> |              |                   |                   |                   |
|--|--------------|-------------------|-------------------|-------------------|
| Equity Metric  | Baseline Gap | Gap Target Year 1 | Gap Target Year 2 | Gap Target Year 3 |
| Retention  | 6.8%         | 4.8%              | 2.3%              | 0.0%              |
| Transfer-Level Math and English  | 3.7%         | 2.7%              | 1.2%              | 0.0%              |
| Completion   | 4.0%         | 3.0%              | 1.5%              | 0.0%              |
| Transfer   | 12.0%        | 9.0%              | 5.0%              | 0.0%              |

Table 6 reveals that the college did not reduce the equity gap for Hispanic students on the Retention, Completion of Transfer-level Math and English, or the Transfer metrics. The gap for Completion was narrowed by 0.4 percentage points, which was not sufficient to reach the Year 1 target. Table 7 shows that the Year 1 targets were not met for any of the metrics.

| <b>Table 7. Equity Metrics for Hispanics</b> |               |       |                            |                |        |              |
|--|---------------|-------|----------------------------|----------------|--------|--------------|
| Equity Metric                                | Academic Year | N     | Subpopulation Outcome Rate | Reference Rate | DI Gap | Narrowed Gap |
| Retention                                    | 2020          | 1,486 | 61.8%                      | 68.6%          | 6.8%   | No           |
|  | 2021          | 1,117 | 62.4%                      | 69.7%          | 7.3%   |              |
| Transfer-Level Math and English              | 2021          | 2,237 | 10.4%                      | 14.1%          | 3.7%   | No           |
|  | 2022          | 2,027 | 9.8%                       | 15.0%          | 5.2%   |              |
| Completion                                   | 2018          | 2,828 | 7.6%                       | 11.6%          | 4.0%   | Yes          |
|  | 2019          | 3,035 | 9.2%                       | 12.8%          | 3.6%   |              |
| Transfer                                     | 2017          | 1,282 | 16.2%                      | 28.2%          | 12.0%  | No           |
|  | 2018          | 1,379 | 18.6%                      | 32.6%          | 14.0%  |              |

| <b>Table 8. Equity Metrics Outcomes and Targets for Hispanics</b> |          |        |        |            |
|---|----------|--------|--------|------------|
| Equity Metric   | Baseline | Year 1 |        |            |
|   | Gap      | Gap    | Target | Target Met |
| Retention   | 6.8%     | 7.3%   | 4.8%   | No         |
| Transfer-Level Math and English                                   | 3.7%     | 5.2%   | 2.7%   | No         |
| Completion  | 4.0%     | 3.6%   | 3.0%   | No         |
| Transfer  | 12.0%    | 14.0%  | 9.0%   | No         |

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## Summary

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The five student equity metrics were examined to determine where improvements have been realized for Palomar students, and where progress has or has not been made. Most of the metrics, overall, have shown some limited improvement.

Given the results of the initial disproportionate impact study, the *Student Equity Plan 2022-25* focused on disproportionate impacts experienced by the Black or African American and Hispanic subpopulations. There is a reasonably clear difference in the pattern of results for these subpopulations. The results show that the Black or African American subpopulation experienced a reduction in inequity on each of the metrics for which they were disproportionately impacted, including substantial improvements on the Retention and Completion of Transfer-level Math and English outcomes. Hispanic students, on the other hand, saw equity gaps widen for Retention, Completion of Transfer-level Math and English, and Transfer.

There are two caveats that should be considered when reviewing these results. First, the Successful Enrollment data has changed so much that it would be pragmatic to interpret related results with caution until this data has stabilized. Second, since there is only one year of data following the baseline, it is as yet unclear how much the differences between the years reflects actual change versus random variability in the metrics.