



# Disproportionate Impact Analysis 2024

---

Institutional Research and Planning  
Palomar College

## Table of Contents

Introduction.....	1
Methodology .....	2
Data .....	2
Metrics .....	3
Data Disaggregation.....	4
Analysis Considerations.....	5
Analysis Inclusion Principles.....	5
Previous Analysis.....	5
Results.....	6
Overall Metrics .....	6
Successful Enrollment .....	7
Retention.....	7
Completion of Transfer-level Math and English .....	8
Completion.....	9
Transfer .....	10
Equity Metrics Across Years .....	11
Overlap of First-generation Status and Other DI Populations .....	15
Education Plans.....	16
Summary .....	17
Appendix A – Determining Disproportionate Impact .....	18
Computing the PPG -1 .....	18
Computing the Threshold .....	18
Comparing PPG -1 to the Threshold.....	19
Appendix B – Key Terms .....	20
Appendix C – Disproportionate Impact over Time .....	21

---

## Introduction

---

The purpose of this study was to examine the equity of outcomes experienced by students at Palomar College. AB 504 directed California Community Colleges to conduct a disproportionate impact analysis using data disaggregated by specific demographic variables (described in Methodology section) in order to assess student equity. This analysis was done to help gauge the impact of the college's efforts in achieving equity among students on a particular set of outcomes: Successful Enrollment, Retention, Completed Transfer-level Math and English, Completion, and Transfer.

This report describes the methodology used to determine disproportionate impact, assesses the state of student equity as indicated by these metrics, and summarizes the disproportionate impacts identified for Palomar students. Appendix A contains an explanation of how disproportionate impact was determined. Appendix B contains definitions for key terms in the report. Appendix C displays disproportionate impact over time.

---

## Methodology

---

### Data

Disproportionate impact refers to when a subpopulation experiences an appreciably lower outcome rate on a particular measure relative to the rest of the population. AB 504 mandated that the California Community Colleges assess disproportionate impact by (a) examining specific success indicators (b) disaggregated by a specified list of subpopulations (c) following a common methodology. The California Community College Chancellor's Office (CCCCO) has prescribed the methodology to be used, and made datasets available to the colleges that meet these conditions. The CCCCCO provided a student equity dataset in 2022 that allowed for the identification of disproportionate impacts at Palomar. The CCCCCO has updated the dataset annually. This data was derived from the collective MIS data submissions of the colleges as well as data from CCCApply. The methodology for determining disproportionate impact is described in Appendix A. Four important aspects of this student equity dataset should be noted.

**System-wide Perspective.** Because the CCCCCO compiled MIS data from all colleges in the system, the dataset was constructed with a system-wide perspective. That is, data for students who attended multiple colleges is aggregated so that the data reflects a more complete picture than is possible using only local college data.

**Aggregated Data.** The CCCCCO provided data in aggregated form rather than individual-level data. Therefore, disaggregation of this data at levels beyond what is presented in this report is not possible with this dataset.

**Cohort View.** The CCCCCO adopted a cohort view in the construction of this dataset. Consequently, all subpopulations are examined from the same starting point for a given metric, allowing for a more effective assessment of differences among subpopulations.

**Baseline Years.** 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 2022-23. 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 2019-20. The baseline year for each metric is displayed in Table 1.

Table 1. Baseline Year by Metric	
Metric	Year
Successful Enrollment	2022-23
Retention	2021-22
Transfer-Level Math and English	2022-23
Completion	2019-20
Transfer	2018-19

## 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.
- **Completed Transfer-level Math and English** – The percent of students who successfully passed 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 (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 percent of students who enrolled in any four-year postsecondary institution in the subsequent year.

## Data Disaggregation

The analysis involved examination of each of the success metrics described above by the subpopulations below, split out by gender. Most of these subpopulations were specified in AB 504. The data also allows for disaggregation by first generation status, so this subpopulation was included in the disproportionate impact analysis.

- 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

These subpopulations were assessed for disproportionate impact for the metrics at an overall level for each subpopulation, and further disaggregated by gender. However, the analysis of successful enrollment was limited to (a) race and ethnicity, and (b) 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 data from the CCCCDO does not include disaggregation for the other subpopulations on the Successful Enrollment metric.

## Analysis Considerations

### Analysis Inclusion Principles

Each metric was examined to determine if subpopulations at the college experienced a disproportionate impact on that metric. Three principles were used to give focus to the analysis. First, because subpopulations with particularly low Ns do not provide stable statistics, populations of less than 40 were excluded from the analysis. Additionally, populations that have not been historically underrepresented, such as white males, were not focused on in the analysis. Finally, non-definitive categories, such as “Unknown,” or “All other values,” were excluded from the analyses.

### Previous Analysis

Similar analyses were conducted using a dataset made available by the CCCCCO in 2022, and each year subsequently. The original analysis report, Student Support and Equity Survey Report – 2023, is available at <https://www.palomar.edu/irp/student-success-and-equity/>.

There have been changes to the student equity data since 2023 resulting in changes to the metric rates for Palomar College. These changes mean that the baseline outcome rates identified in the previous report had to be adjusted. The most significant changes involved the Successful Enrollment metric, which has fluctuated substantially with subsequent data releases, and by cohort years. These variations in the data have been described in previous reports.

---

## Results

---

### Overall Metrics

The different metrics have different timeframes for determining whether or not the outcome was achieved, and therefore different baseline years for each metric. Table 2 displays overall outcome rates for the baseline year for each metric.

Table 2. Overall Success at Baseline			
Metric	Baseline Year	N	Outcome Rate
Successful Enrollment	2022-23	17,124	22.3%
Retention	2021-22	4,147	69.3%
Transfer-Level Math and English	2022-23	5,147	10.3%
Completion	2019-20	6,056	12.0%
Transfer	2018-19	2,338	28.1%

## Successful Enrollment

The data for the Successful Enrollment metric has not been stable over the past few years, and should be viewed with caution until they exhibit greater stability.

Table 3. Disproportionate Impact on Successful Enrollment in the First Year					
	Baseline: 2022-23				
	DI	N	Successful Enrollment Rate	Reference Rate	Equity Gap
Asian	Yes	852	18.0%	22.6%	4.6%
Black or African American	Yes	659	16.7%	22.6%	5.9%
Female	Yes	7,711	20.0%	24.3%	4.3%

## Retention

Table 4 displays the Retention rates (persistence from first primary term to second primary term) for each subpopulation that has been disproportionately impacted in the baseline or subsequent year. Hispanic students and First Generation students were the largest subpopulations exhibiting disproportionate impact on the Retention metric.

Table 4. Disproportionate Impact on Persisted First Primary Term to Subsequent Primary Term (Retention)					
	Baseline: 2021-22				
	DI	N	Retention Rate	Reference Rate	Equity Gap
Hispanic	Yes	2,068	67.6%	70.9%	3.3%
First Generation	Yes	1,458	64.6%	71.8%	7.2%
Homeless	Yes	44	52.3%	69.4%	17.1%
LGBT	Yes	279	58.4%	70.0%	11.6%

## Completion of Transfer-level Math and English

Completion of transfer-level math and English is displayed in Table 5. Several subpopulations were disproportionately impacted on this metric, but the Hispanic and First-Generation subpopulations were the largest subpopulations that were disproportionately impacted. The equity gaps range from 4.1 percentage points for Veterans to 6.4 percentage points for Black or African American students.

**Table 5. Disproportionate Impact on Completed Both Transfer-Level Math and English within the District in the First Year**

	Baseline: 2022-23				
	DI	N	Completed Transfer-Level Math and English Rate	Reference Rate	Equity Gap
DSPS (Female)	Yes	163	4.3%	10.5%	6.2%
Black or African American	Yes	145	4.1%	10.5%	6.4%
Hispanic	Yes	2,696	7.5%	13.4%	5.9%
First Generation	Yes	1,894	6.7%	12.4%	5.7%
Homeless	Yes	87	4.6%	10.4%	5.8%
Veteran	Yes	158	6.3%	10.4%	4.1%

## Completion

Five subpopulations were disproportionately impacted on the Completion metric. The largest disproportionately impacted subpopulations were Hispanic students, first generation students, and male economically disadvantaged students. The equity gaps run from 3.5 percentage points for Hispanic students to 7.52 percentage points for Veteran students.

**Table 6. Disproportionate Impact on Attained the Vision for Success Completion Metric within Three Years**

	Baseline: 2019-20				
	DI	N	Completion Rate	Reference Rate	Equity Gap
Econ Disadvantaged (Male)	Yes	1,794	7.9%	13.7%	5.8%
Black or African American	Yes	195	6.2%	12.2%	6.0%
Hispanic	Yes	2,949	10.2%	13.7%	3.5%
First Generation	Yes	2,493	9.7%	13.6%	3.9%
Veteran	Yes	191	4.7%	12.2%	7.5%

## Transfer

Table 7 displays the disproportionate impacts identified for the Transfer metric. All three subpopulations disproportionately impacted on the transfer metric are sizable. The equity gaps range from roughly four to seven percentage points.

**Table 7. Disproportionate Impact on Transferred to a Four-Year Institution within Three Years**

	Baseline: 2018-19				
	DI	N	Transferred Rate	Reference Rate	Equity Gap
Econ Disadvantaged	Yes	1,468	26.7%	30.5%	3.8%
Hispanic	Yes	1,076	24.3%	31.3%	7.0%
First Generation	Yes	1,357	25.2%	32.1%	6.9%

## Equity Metrics Across Years

The results presented here reveal a considerable amount of disproportionate impact for the student equity metrics for the baseline years. Table 8 summarizes these effects, showing that each metric revealed disproportionate impacts on several subpopulations. In the table, the subpopulations that were disproportionately impacted for a given metric are listed below that metric. Where only one gender was disproportionately impacted, that gender is identified by a corresponding initial in parentheses. Six subpopulations were disproportionately impacted on the Completion of Transfer-level Math and English, and five were disproportionately impacted on the Completion metric.

**Table 8. Disproportionately Impacted Subpopulations at Baseline 2025-28 Summary**

<b>Successful Enrollment</b>	<b>Retention</b>	<b>Transfer-Level Math and English</b>	<b>Completion</b>	<b>Transfer</b>
		DSPS		
Asian				
Black or African American		Black or African American	Black or African American	
	Hispanic	Hispanic	Hispanic	Hispanic
	First Generation Student	First Generation Student	First Generation Student	First Generation Student
Female				
	Homeless	Homeless		
	LGBT			
			Economically Disadvantaged (M)	Economically Disadvantaged
		Veteran	Veteran	

Note: Successful Enrollment was disaggregated by Race and Ethnicity and Gender only.

Table 9 illustrates the degree to which the disproportionate impacts revealed in the baseline assessment have persisted over time. This table does not contain data for subpopulations that were not disproportionately impacted in the baseline year on a given metric. For the purposes of this table, no distinction was made between when disproportionate impact was observed for the overall subpopulation or a gender disaggregation of that subpopulation. For the successful enrollment metric, five years of data was examined up to the baseline year. For the other metrics, six years of data was available. The length of the bars indicate the proportion of years in the past five or six that the subpopulation was disproportionately impacted on the specified metric. For example, for the Transfer-level Math & English metric, DSPS students were disproportionately impacted on three of six years examined, so the bar is half the length of the box. This table reveals that Hispanic students, First Generation students, and Black or African American students have experienced the most consistent and pervasive disproportionate impact compared to the other subpopulations. Appendix C illustrates the disproportionate impacts experienced by students up to and including the baseline year for each metric.

**Table 9. Consistency of Impact Over Time**

Subpopulation	Successful Enrollment	Retention	Transfer-Level Math and Eng.	Completion	Transfer
DSPS			1.5		
Economically Disadvantaged					
Asian					
Black or African American			33333333		
Hispanic					
First Generation Student		30	33333		
Female					
Homeless		33	33333		
LGBT		30			
Veteran			34467		

Note: Successful Enrollment was disaggregated by Race and Ethnicity and Gender only.

## Overlap of First-generation Status and Other DI Populations

Tables 8 and 9 reveal that there were three subpopulations that demonstrated the greatest amount of disproportionate impact: Hispanic, First Generation, and Black or African American. It may be useful for service-delivery considerations to note the overlap between First-generation Status and the other DI subpopulations. Table 10 shows that three quarters (76.3%) of first-generation students were Hispanic, and first-generation students were twice as likely as non-first-generation students to be Hispanic. Additionally, first-generation students were more likely than others to be female, and more likely to receive financial aid compared to students who were not first generation.

**Table 10. DI Subpopulations by First Generation Status for Fall, 2024-25 or 2023-24**

DI Subpopulation		First Generation		Not First Generation	
		Number	Percent	Number	Percent
Race & Ethnicity	Not Asian	6,651	97.3%	13,256	94.7%
	Asian	187	2.7%	744	5.3%
	Not Black/African American	6,687	97.8%	13,567	96.9%
	Black/African American	151	2.2%	433	3.1%
	Not Hispanic	1,624	23.7%	8,399	60.0%
	<b>Hispanic</b>	5,214	<b>76.3%</b>	5,601	<b>40.0%</b>
DSPS Student	No	6,546	95.7%	13,358	95.4%
	Yes	292	4.3%	642	4.6%
Gender	Not Female	3,444	50.4%	7,883	56.3%
	<b>Female</b>	3,394	<b>49.6%</b>	6,117	<b>43.7%</b>
LGBT	No	6,516	95.3%	13,218	94.4%
	Yes	322	4.7%	782	5.6%
Received Financial Aid	No	2,665	46.9%	9,082	63.2%
	<b>Yes</b>	3,016	<b>53.1%</b>	5,278	<b>36.8%</b>
Veteran	No	6,494	95.0%	13,514	96.5%
	Yes	344	5.0%	486	3.5%

## Education Plans

Table 10 displays the percentage of first-time non-exempt students, by cohort, that received a comprehensive education plan by the end of their first primary term and by the end of their first full year. The Received Comprehensive Education Plan metric was assessed for disproportionate impact using the same analysis inclusion principles as the other metrics in the most recent year for which data was available (2023-24), and no disproportionate impacts were identified.

<b>Table 11. Comprehensive Ed Plan by Cohort Term</b>						
Cohort Year	Term	Total Number in Cohort	Comprehensive Ed Plan Received by First Primary Term	Percent Receiving Comprehensive Ed Plan by First Term	Comprehensive Ed Plan Recieved by First Year	Percent Received Comprehensive Ed Plan by First Academic Year
2022-23	Fall	3,983	435	10.9%	801	20.1%
	Spring	1,225	94	7.7%	134	10.9%
2023-24	Fall	3,958	495	12.5%	1,102	27.8%
	Spring	1,215	92	7.6%	169	13.9%

---

## Summary

---

The five student equity metrics were examined to determine where disproportionate impacts existed for Palomar College students. Disproportionate impacts were revealed for ten different subpopulations on the equity metrics, with disproportionate impact being most common for Hispanic students, First Generation students, and Black or African American students. All three of these subpopulations were disproportionately impacted on at least three of the metrics. The metric displaying disproportionate impact across the largest number of subpopulations was Completion of Transfer-level Math and English, followed by Completion. No disproportionate impacts were identified on the Comprehensive Ed Plan metric.

One caveat should be noted when reviewing these results. The Successful Enrollment data has changed so much that the related results should be viewed with caution until this data has stabilized.

---

## Appendix A – Determining Disproportionate Impact

---

The CCCCCO has prescribed the Percentage Point Gap Minus One (PPG -1) methodology to determine if a given subpopulation has experienced disproportionate impact. The methodology entails, for each subpopulation, (a) computing a percentage point gap, (b) computing a threshold, and then (c) comparing the percentage point gap to the threshold to determine if disproportionate impact exists for that subpopulation.

### Computing the PPG -1

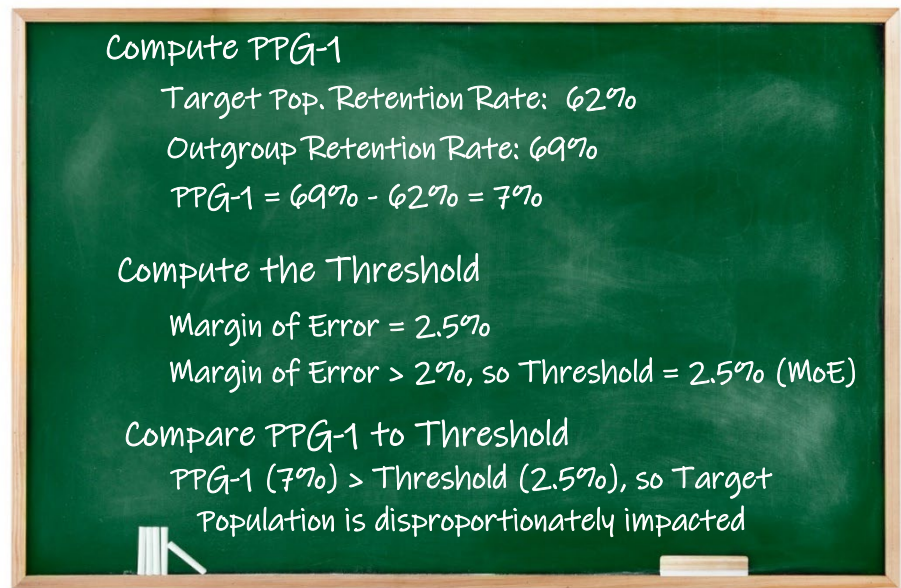
The PPG -1 is computed by identifying the outcome rate for the target population, and subtracting that outcome rate from the outcome rate for that population's outgroup (everyone who is not in that subpopulation). Using Retention for Hispanic male students as an example, male Hispanic students had a retention rate of 62%. All non-Hispanic male students serve as their outgroup. This outgroup had a retention rate of 69%. So, the PPG -1 for male Hispanic students on the Retention metric is  $69\% - 62\% = 7\%$ .

### Computing the Threshold

The threshold is based on a calculation of the margin of error for the target group on the given metric. Specifically, it is the greater of the margin of error or 2%. That is, if the calculated margin of error is less than 2%, then the threshold is 2%. If the margin of error is 2% or greater, the margin of error serves as the threshold. In the example of Retention for male Hispanic students, the margin of error is 2.5%, so the threshold for this assessment is the margin of error (2.5%) for the target population on that metric.

## Comparing PPG -1 to the Threshold

The PPG -1 is compared to the threshold. If the PPG -1 is greater than the threshold, then disproportionate impact is present. Continuing with the previous example, because the PPG -1 (7%) is greater than the threshold (2.5%), the conclusion is that male Hispanic students were disproportionately impacted on the Retention metric.



---

## Appendix B – Key Terms

---

**Completed Transfer-level Math and English** – The percent of students who successfully passed both transfer-level math and English in the first academic year in which they had a credit enrollment within the district.

**Completion** – The percent of first-time cohort students who Attained the Vision for Success Completion (earned a Chancellor's Office approved certificate or associate degree) within three years.

**Comprehensive Education Plan** – a layout of what courses a student needs to take and when that is two or more terms in length and is sufficient to complete the student's course of study.

**Disaggregation** – summarize at the level of meaningful subsets of a larger population.

**Disproportionate Impact** – when a subpopulation experiences an appreciably lower outcome rate on a particular measure relative to the rest of the population.

**Equity** – the relative state of outputs for a given subpopulation compared to the rest of the population.

**Equity Gaps** – for a given subpopulation and success indicator, the discrepancy between the outcome rate for the target subpopulation and the outcome rate for the rest of the population.

**First Generation** – Students who have ever reported that none of their parents or guardians for whom information was reported attended.

**Retention** – Of first-time students enrolled in a primary term, the percent who enrolled in the subsequent primary term.

**Student Equity Metrics** – the success indicators used to evaluate relative outcomes within the student population comprising (1) successful enrollment, (2) retention, (3) completion of transfer-level math and English, (4) completion of a degree or certificate, and (5) transfer to a four-year institution.

**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.

**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 percent of students who enrolled in any four-year postsecondary institution in the subsequent year.

## Appendix C – Disproportionate Impact over Time

**Table A3-1. Disproportionate Impact on Successful Enrollment in the First Year over Time**

DI Subpopulation	2018-19	2019-20	2020-21	2021-22	2022-23
Asian					
Black or African American					
Female					

**Table A3-2. Disproportionate Impact on Persisted First Primary Term to Subsequent Primary Term over Time**

DI Subpopulation	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Hispanic						
First Generation						
Homeless						
LGBT						

**Table A3-3. Disproportionate Impact on Completed Both Transfer-Level Math and English within the District in the First Year over Time**

DI Subpopulation	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
DSPS						
Black or African American						
Hispanic						
First Generation						
Homeless						
Veteran						

<b>Table A3-4. Disproportionate Impact on Attained the Vision for Success Definition of Completion within Three Years over Time</b>						
DI Subpopulation	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Econ Disadvantaged						
Black or African American						
Hispanic						
First Generation						
Veteran						

<b>Table A3-5. Disproportionate Impact on Transferred to a Four-Year Institution within Three Years over Time</b>						
DI Subpopulation	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Econ Disadvantaged						
Hispanic						
First Generation						