

*How to Develop and
Analyze
Disproportionate
Impact Data*

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ASCCC Regional Student Equity Meeting
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Agenda

- How do we define equity?
- What data are required for the Student Equity Plan?
 - How can data be accessed for the Student Equity Plan?
 - What other types of data could help inform the equity plan?
- How can we measure and identify evidence of disproportionate impact?
- Now that we have the data, how do we translate it into action?
 - What are some strategies for generating meaningful, engaging discussion across the campus about the equity data?

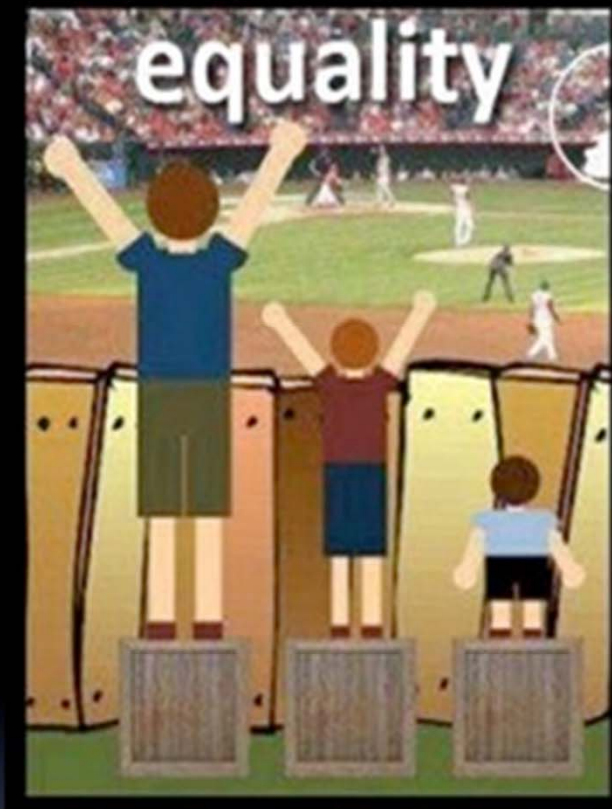
How do we define equity?



Equity, Defined

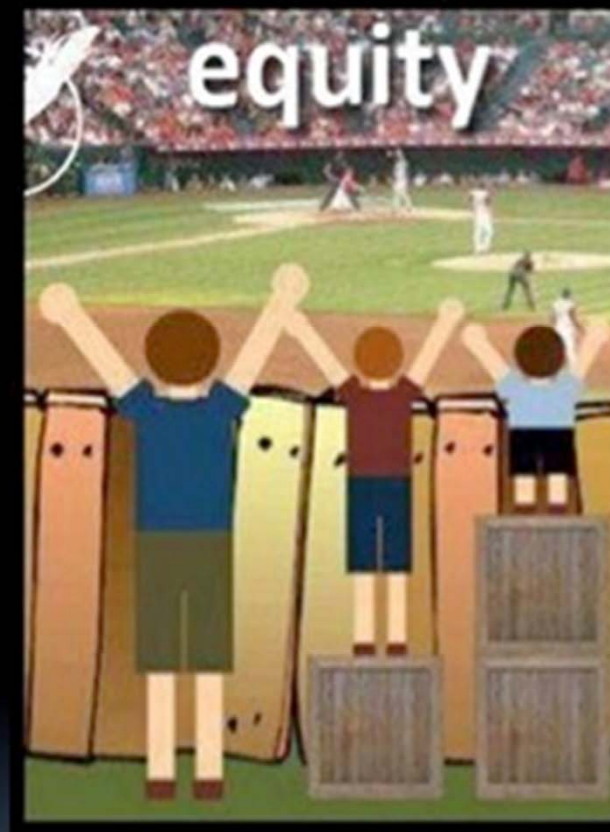
- Fairness
- Equity is the process; equality is the outcome
- “Parity in the achievement and success of all student populations” (ASCCC, 2010)
- “...to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances...” (Ed Code 78220)

Equality vs. Equity



EQUALITY=SAMENESS

GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place



EQUITY=FAIRNESS

ACCESS to SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality

Our Equity Charge

- Monitor student access and achievement, as well as the impact of SSSP requirements (mandatory student participation in services and enrollment priorities)
- Identify strategies to address and monitor equity issues and mitigate disproportionate impact on student access and achievement
- Coordinate the development of the SSSP plan with the Student Equity Plan

*What data are
required for the
Student Equity Plan?*



Required Equity Data

- Access
- Course Completion
- Basic Skills Progress
- Degree Completion
- Transfer

Each indicator must be disaggregated by...

- Gender
- Ethnicity
- Age
- Disability Status
- Veteran Status
- Low-Income Status
- Foster Youth Status

A Conceptual Framework for the Equity Data

From San Diego Mesa College

*Access /
Participation*

*Course
Retention*

*Course
Success*

*Basic Skills
Progression*

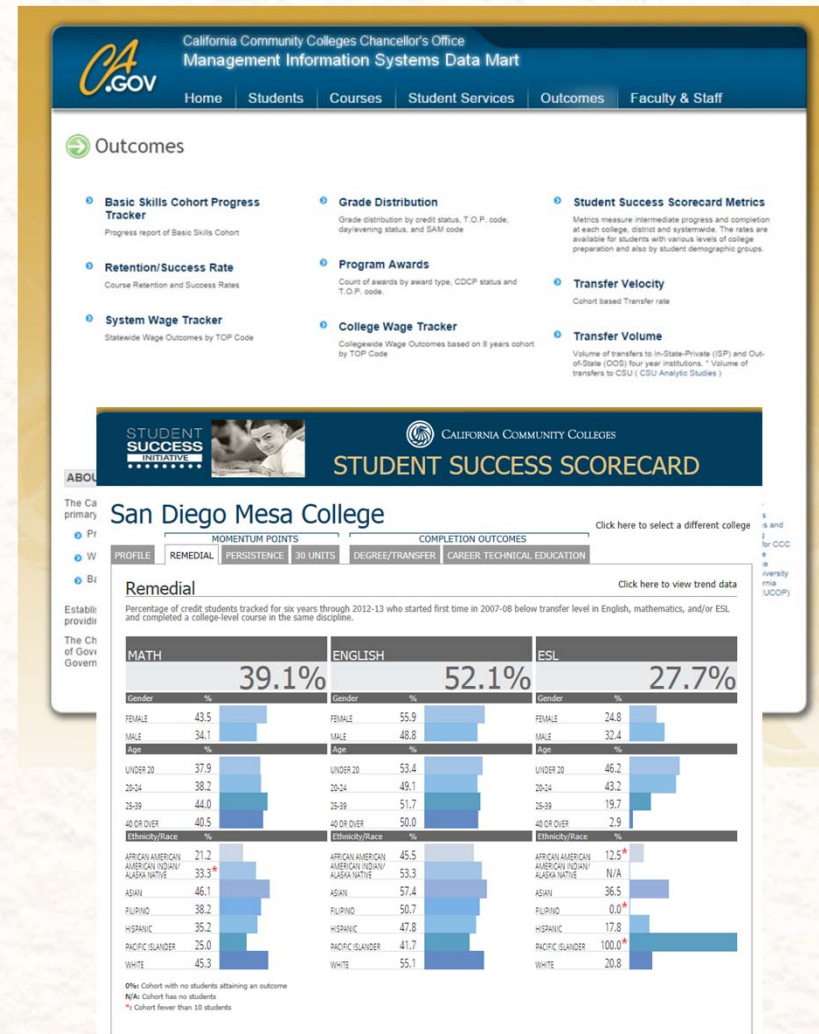
*Degree
Completion*

Transfer



How Can Data for the Student Equity Plan be Accessed?

- [CCCCO DataMart](#)
 - Access (student demographics)
 - Course Completion
 - Basic Skills/Remedial Progress
 - Transfer
- [CCCCO Student Success Scorecard](#)
 - Access (student demographics)
 - Basic Skills/Remedial Progress
 - Transfer
- MIS Data via Data on Demand*
- Additional Data Sources
 - [US Census](#)
 - [California Department of Finance](#)
 - Internal college data/records
 - Your friendly campus or district research office 😊



What other data may be used to inform the Student Equity Plan?

- Service utilization
 - Assessment
 - Orientation
 - Student Education Plans
 - Tutoring
- Momentum points
 - Completion of college- or transfer-level English and/or math
 - Completion of the 'Golden 4'
 - Oral Communication
 - Written Communication
 - Critical Thinking
 - Transfer-level Math
 - Term-to-term or fall-to-fall persistence
 - Completion of 15 units, 30 units, etc.

*How do we measure
or identify evidence
of disproportionate
impact?*



Disproportionate Impact Occurs When...

- *“The percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure 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 instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)]*

In Other Words, Disproportionate Impact Is...

- *“A condition where access to key resources and support or academic success may be hampered by inequitable practices, policies and approaches to student support or instructional practices affecting a specific group”*

*Methods for
Assessing
Disproportionate
Impact*

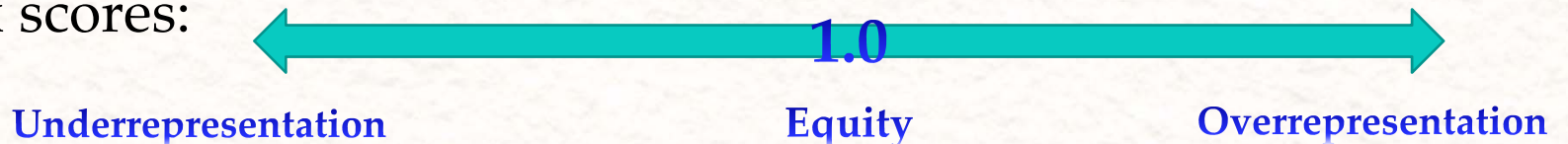
The 80% Rule

- Compares access or outcome/achievement rates of all other groups to that of the reference group (e.g., highest performing group)
- Scores below 80% indicate evidence of disproportionate impact
- **Example:** *White students have the highest 6-year transfer rate (46%); Latino students have a 6-year transfer rate of 40%...*
- $\frac{40\%}{46\%} = 87\%$...thus, there is not evidence of disproportionate impact

Proportionality Index

- Measure of *representational equity*
- Compares the demographics of those accessing support/services or those who achieved a particular outcome to the demographics of the initial cohort

- Index scores:



– **Example:** Latino students represent 35% of 2007/2008 first-time, degree-seeking students but just 20% of graduates from that cohort (based on 6-year graduation rates)

– $\frac{20\%}{35\%} = 57\%$

– No specific cut-off for identifying disproportionate impact, but criteria may be set locally

Now that we have our equity data, how do we translate it into action?

*Sample Equity Data
and Dialog Process*



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Equity Data Dashboard and Dialog



Mesa College

Disproportionate Impact Criteria

Proportionality Index Score	Color Code	In other words, there is...
.90 and above	Green	No evidence of adverse or disproportionate impact
.80 to .89	Yellow	Some evidence of adverse or disproportionate impact
.80	Red	Evidence of adverse disproportionate impact/These are the most adversely impacted groups

Note: Proportionality Index scores = % of outcome population that group comprises
 \div
% of original cohort that group comprises

*Example: Latino students comprise 20% of students who graduate within four years
 ...but 30% of the first-time, degree-seeking cohort
 20% \div 30% = Proportionality Index of .667*

Sample Equity Dashboard

San Diego Mesa College Equity Dashboard 2014							
Demographic and Academic Characteristics							
Access/Success Indicator	Gender	Ethnicity	Age	DSPS Status	Economically Disadvantaged	Veteran	Foster Youth
Access	●	*	--	--	--	●	--
Course Retention	●	●	●	●	●	●	●
Course Success	●	●	●	●	●	●	●
Remedial English	●	●	●	●	●	●	**
Remedial Math	●	●	●	●	●	●	**
Remedial ESL	●	●	●	●	●	**	**
Degree Completion	●	●	●	●	●	●	**
Transfer	●	●	●	●	●	●	**

*College student population was more diverse than the surrounding service area (City of San Diego)

**Small number of cases (fewer than 10 cases in the original cohort) or data not available

Red	At least one proportionality index below .80
Yellow	At least one proportionality index between .80 and .89
Green	All proportionality indices above .90

Sample Data Dissemination and Discussion Plan

Facilitated by Faculty Equity Co-Chair, Administrative Equity Co-Chair, and Campus Researcher

Flex Workshops by Topic/Indicator

- Focused primarily on indicators with one or more demographic groups in the “red zone” (indexes below .80)
- Opening discussion on the definition of equity and difference between equality and equity
- Presentation of dashboard and charts for specific indicator of interest
- Collection of initial reactions, second-level questions, and suggestions for investigating and addressing each area of disproportionate impact

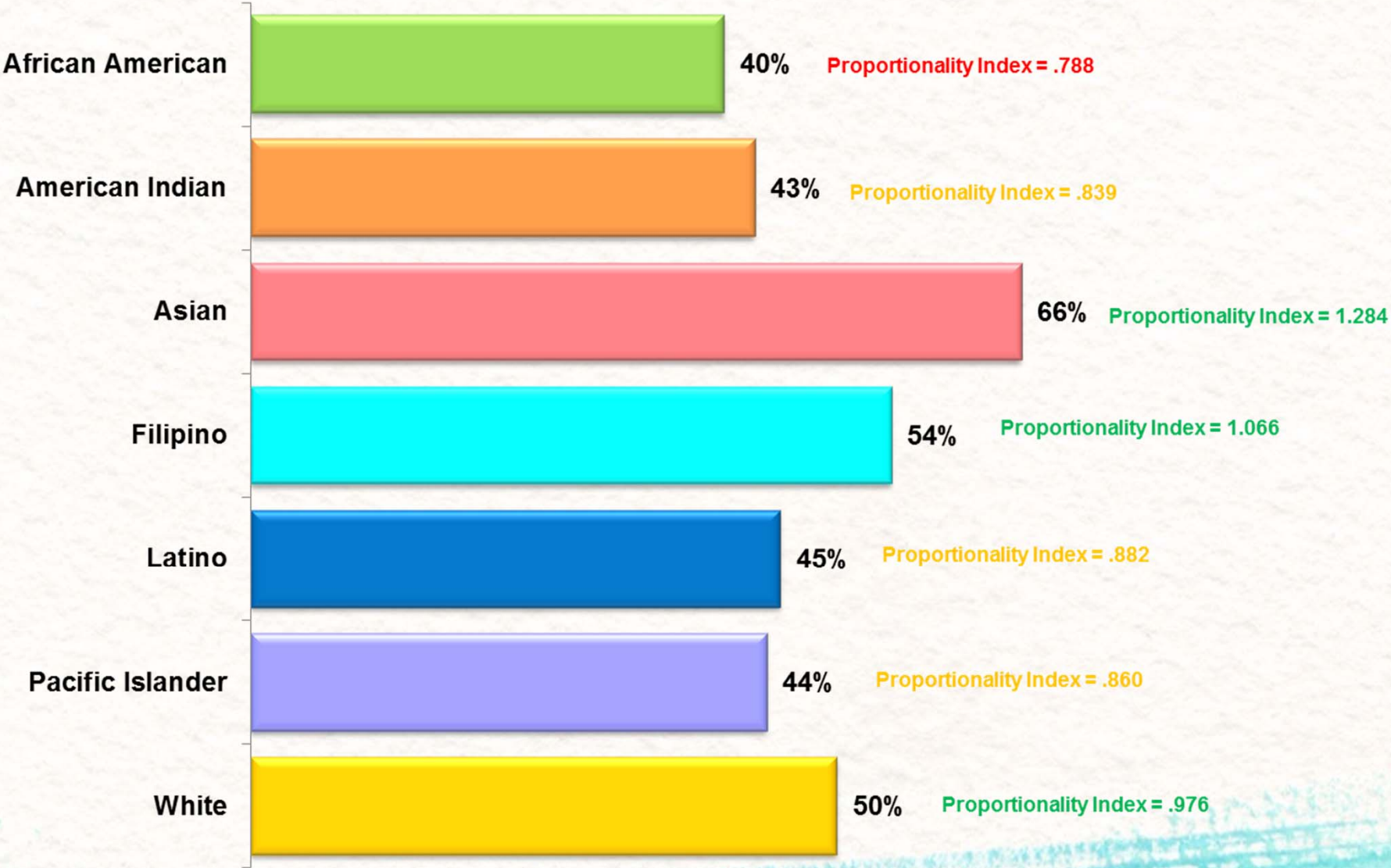
Online Feedback Forms

- One form per indicator
- Discussion questions focused on *the institution*
 - Institutional barriers
 - Potential ways in which these barriers may be addressed for each impacted group
 - Additional research questions to better understand the issues

Sample Chart to Illustrate Disproportionate Impact

Using the Proportionality Index

Transfer Rate by Ethnicity



Source: CCCCO Data on Demand

Potential Challenges... *and Opportunities for Dialog*

- Confusion regarding the disproportionate impact assessment methodology (80% Rule or Proportionality Index)



- Getting lost in 'the numbers'



- Access to some demographic data for cohort tracking purposes

- Assumptions



Questions?

“Education is the most powerful weapon which you can use to change the world.”
-Nelson Mandela

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