



## What is a disproportionately impacted (DI) group?

According to the California Community Colleges Chancellor's Office (CCCCO), "Disproportionate impact occurs when a subset of students based on student characteristics, such as age, race and gender, are unjustifiably experiencing lower outcomes compared to the total student population" (CCCCO, 2017).

A DI group may therefore need more access to student services and additional support to reach success outcomes at rates similar to other groups.

## At Citrus College, the following DI groups have been identified:

### ACCESS



- Asian females
- Black/African American females
- Filipino females
- Foster youth males and females
- LGBTQ+ males and females

### RETENTION



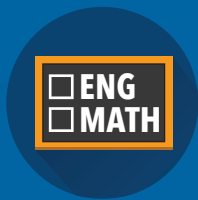
- Black/African American males and females
- White/non-Hispanic males
- Foster youth males and females
- LGBTQ+ females

### TRANSFER



- American Indian/Alaska Native females
- Native Hawaiian/Pacific Islander males
- Males and females with disabilities
- Foster youth males
- LGBTQ+ females

### COMPLETION OF TRANSFER-LEVEL ENGLISH AND MATHEMATICS



- Black/African American males and females
- Hispanic males
- Males and females with disabilities
- Foster youth males

### COMPLETION - DEGREES AND CERTIFICATES



- Black/African American males and females
- Native Hawaiian/Pacific Islander males and females
- Foster youth males
- LGBTQ+ males and females

## How can we support students who are members of DI groups?

Implement equitable policies, practices and instruction to provide targeted activities for students who are members of DI groups to address their specific needs.

## SUMMARY VIEW OF DISPROPORTIONATELY IMPACTED (DI) STUDENT GROUPS

The California Community College Chancellor’s Office instructed colleges to utilize the Student Success Metrics (SSM) Dashboard as the source of data for the overall student population. As required, the college then utilized the Percentage Point Gap (PPG) and Proportionality Index (PI) methodologies for assessing disproportionate impact (DI) among each of the required subgroups. Table 1 provides a summary view of disproportionately impacted groups as identified for the 2019-2022 Student Equity and Achievement Plan.

**Table 1: Summary of Disproportionate Impact for 2019-22 Student Equity Plan Metrics**

Subgroups	Gender	Access	Retention	Completion of transfer-level math and English	Vision Goal Completion	Transfer
<b>Ethnicity</b>						
American Indian/ Alaska Native	Female	No	No	NA	No	Yes
	Male	No	No	NA	No	No
Asian	Female	Yes	No	No	No	No
	Male	No	No	No	No	No
Black/African-American	Female	Yes	Yes	Yes	Yes	No
	Male	No	Yes	Yes	Yes	No
Filipino	Female	Yes	No	No	No	No
	Male	No	No	No	No	No
Hispanic	Female	No	No	No	No	No
	Male	No	No	Yes	No	No
Native Hawaiian/ Pacific Islander	Female	Yes	NA	NA	Yes	NA
	Male	Yes	NA	NA	Yes	Yes
White Non-Hispanic	Female	Yes	No	No	No	No
	Male	No	Yes	No	No	No
Two or more races	Female	No	No	No	No	Yes
	Male	No	No	No	No	No
Some other race	Female	Yes	No	NA	Yes	No
	Male	Yes	No	NA	Yes	No
<b>Other subgroups</b>						
Disabled students	Female	No	No	Yes	No	Yes
	Male	No	No	Yes	No	Yes
Economically Disadvantaged	Female	No	No	No	No	No
	Male	No	No	No	No	No
Foster Youth	Female	Yes	Yes	No	No	No
	Male	Yes	Yes	Yes	Yes	Yes
LGBTQ	Female	Yes	Yes	No	Yes	Yes
	Male	Yes	No	No	Yes	No
Veterans	Female	No	No	NA	No	No
	Male	No	No	No	No	No

**Yes:** Disproportionate impact - The subgroup was identified as disproportionately impacted ( $PPG < 0$  and  $|PPG| \geq E$ )

**NA:** Not Available – Data was suppressed if fewer than ten students attained the metric

**No:** No disproportionate impact