

If needed, enlarge this document on your screen to view the images.

LOG INTO MYPORTAL

- 1. Enter your campuswide id (cwid)
- 2. Enter your password

FOOTHILL-DE ANZA Community College District	DeAnza College
Secure Login Campuswide ID: Password: Submt Reset	MyPortal is your secure gateway to a variety of online services provided to Footbill-De Anza Community College District students and employees. Get connected and explore! What is my campuswide ID? I don't know my password. What has a new look! Click here to see what is new before you log in.
What's Inside? Academic Records Account Balances Class Rosters Class Rosters Financial Ad Status Grades Ubrary Resources Ubrary Resources Personitized Announcements Placement Test Results Registration Tools Student Parking Permits	First Time Logging in? See the First-time Login Guide for step-by-step instructions on setting up your account.

3. Select "Student Success Analytics"





4. Select "Precision Campus"

≡	MyPortal
Stude	ent Success Analytics
	FHDA Resources
	Inquiry Tool Inquiry Tool Image: Precision Computer Image: FHDA Factbook

ACCESSING COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

1. Select "Equity."

Program Review	Student Equity	Enrollment Trends	Scheduling	CAEP	FHDA IRP	Saved Reports
	,		,	/ / /	/	,

- 2. Currently, there are four "Course Success with Disproportionate Impact" reports:
 - a. Course Success with Disproportionate Impact (credit and credit and non-credit)
 - course level, all users have access, can display credit only or credit and non-credit
 - b. Course Success with Disproportionate Impact (dean)
 - section and course levels, only deans have access
 - c. Course Success with Disproportionate Impact (faculty)
 - section level, only faculty have access to their individual sections

EQUITY				
Course Success with Disproportionate Impact (credit)	Course Success with Disproportionate Impact (credit and non-credit)	Course Success with Disproportionate Impact (dean)	Course Success with Disproportionate Impact (faculty)	Course Success with Equity Gaps (course level)
th	th	th	th	th,

3. For purposes of this how-to guide, the "Course Success with Disproportionate Impact (credit)" report (course level, all users have access) is the focus. *Note: The subsequent step-by-step guidance is applicable to the other Course Success with Disproportionate Impact (dean/faculty) reports, too.*



a. On the left-hand navigation panel, select desired <u>college</u>, <u>division</u>, <u>department</u> or <u>course</u>.

S Reset All K	Student Equity > Equity ~
Grganization ~	Course Success with Disproportionate Impact (credit)
Q Search	Who uses this report:
 FHDA District 	All users who want to explore student equity and disproportionate impact in course success.
De Anza College Applied Technologies Biel Health Env Sc	What is this report: This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Stud groups with "N/A" enrollment denotes suppressed data.
 biol, health, crivisc, Wrkfr Ed Business/Computer Systems Accounting-DA 	How to interpret the data: A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be or to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.
Business-FD Computer Information System-FD Real Estate-DA	New features: To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit t is one level higher (e.g., course level compared to department level), be sure to select a college, division, department or course, then click on the link "Click here to show and compare disproportionate impact with [X]".
 Creative Arts Disability Supp Progs & 	Success rate The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.
Svcs Intercultural/Internation Stu	Comparison success rate The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are r Latinx). Rate is rounded.
Learning Resources Physical Education/ Athletics	Additional successes needed to erase percentage point This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
Physical Sciences/Math/ Engin Social Sciences and Humanities	Legend: Yellow: Student groups experiencing a negative percentage point can that is not statistically significant
 Student Services 	Orange:

4. To disaggregate the data further, there are filters available for course section characteristics, special programs/learning communities and student characteristics. Be sure the desired filter(s) are checked.

∓ Filters ✓	examined. When a student group is experiencing disproportionate impact. this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.
Q. Search Course Section Characteristics Accounting Method	New features: To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), be sure to select a college, division, department or course, then click on the link "Click here to show and compare disproportionate impact with DQI".
CTE Status Campus Instructional Modality	Success rate The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.
Special Programs/Learning Communities	Comparison success rate The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.
CalWORKs students DE CCAP/MOU Sections DSPS students	Additional successes needed to erase percentage point This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
EOP'S students English/Math Corequisite Sections First Year Experience (FYE)	Legend; Yellow: Student groups experiencing a persphysic persphase point gas that is not statistically significant.
sections Hip Hop Flow Sections Honors sections	Grange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method ¹
IMPACT AAPT Sections Learning in Communities (LinC) sections	Limits: 2022-23 Hide groups without disproportionate impact
Math Performance success (MPS) sections Puente sections	Click here to show and compare disproportionate impact with FHDA District. Hide cells with fewer than
ViDA sections	FHDA District>De Anza College
Student Characteristics	Number of sections: 5030



DATA INTERPRETATION

1. The top portion of the "Course Success with Disproportionate Impact" report provides an

overview of the data interpretation.

Course Success with Disproportionate Impact (credit)

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), be sure to select a college, division, department or course, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

2. The data table disaggregates course success by gender, ethnicity, veteran, foster youth, and low income student groups. For each student group, their associated **enrollment at census** and **student group success rate** are provided. The success rate is the number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. In this example, De Anza College's 2023-24 academic year enrollment at census and student group success rate for its female students are 65,588 and 79%, respectively.

FHDA District->De Number of section	FHDA District > De Anza College 2023 Summer to 2024 Sprint Number of Sections: 5140 0									
Disproportionate impact table										
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	erase percentage point gap			
	All Students (De Anza College, 5140 sections)	140,376	78%	78%	0					
Gender	Female	65,588	79%	78%	+1					
	Male	72,045	78%	79%	-1		839			
	Non-Binary	14	86%	78%	+7					
	Unknown gender	2,729	77%	78%	-1		29			
Race/Ethnicity	Asian	55 112	86%	7/06	+17					



 The comparison success rate is the course success rate of all students <u>except</u> for the student group being examined. In this example, the comparison success rate for De Anza College's Latinx students is all students who <u>are not</u> Latinx, or 81%.

FHDA District->De Number of section	Anza College ns: 5140							2023 Su	mmer to 2024 Spring
					_				Additional successes
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap		Chart		needed to erase percentage point gap
Race/Ethnicity	Asian	55,112	86%	7496	+12				
	Black	5,418	68%	79%	-11				610
						0 10	20	30	
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	71%	81%	-10				3,444
						0 10	20	30	
	Native American	465	78%	78%	0				1
	Pacific Islander	1,017	68%	78%	-10				105
						0 10	20	30	
	Unknown ethnicity	10,567	86%	78%	+8				
	White	23,699	71%	80%	-9				2,045

- 4. As displayed above, the percentage point gap (PPG) is a student group's course success rate minus its comparison success rate. In this example, De Anza College's Latinx PPG is 71% minus 81%, or -10 percentage points. A negative PPG means Latinx students have a lower success rate than all students who are not Latinx.
 - a. Blue highlights denote student groups experiencing a negative PPG that is not statistically significant.
 - b. Tan highlights denote student groups experiencing disproportionate impact¹. When a student group is experiencing disproportionate impact this means that (1) there is a negative PPG and (2) this gap is unlikely to be due to chance. The chart provides a visual of the PPG value for only student groups experiencing disproportionate impact.

¹ The CCCCO's method for calculating disproportionate impact is the Percentage Point Gap Minus One (PPG-1). Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error.



FHDA District->De Number of section	e Anza College ns: 5140							2023 Sum	mer to 2024 Spring
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap		Chart		Additional successes needed to erase percentage point gap
Race/Ethnicity	Asian	55,112	86%	74%	+12				
	Black	5,418	68%	79%	-11				610
						0 10	20	30	
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	7196	81%	-10				3,444
						0 10	20	30	
	Native American	465	78%	78%	0				1
	Pacific Islander	1,017	68%	78%	-10				105
						0 10	20	30	
	Unknown ethnicity	10,567	86%	78%	+8				
	White	23,699	71%	80%	-9				2,045

5. The additional success needed to erase percentage point gap value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a PPG. Without a PPG, the first condition of the disproportionate impact calculation is not be met; and therefore, there would be no disproportionate impact denoted for a student group. In this example, in order for De Anza College's Latinx students to not experience disproportionate impact, this student group needed an additional 3,444 successes (A, B, C or P grades).

FHDA District-De Anza College 2023 Summ Number of sections: 5140							iummer to 2024 Spring			
Disproportionat	Disproportionate impact table									
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap		Chart		Additional successes needed to erase percentage point gap	
	All Students (De Anza College, 5140 sections)	140,376	78%	78%	0					
Gender	Female	65,588	79%	78%	+1					
	Male	72,045	78%	79%	-1				839	
	Non-Binary	14	86%	78%	+7					
	Unknown gender	2,729	77%	78%	-1				29	
Race/Ethnicity	Asian	55,112	86%	74%	+12					
	Black	5,418	68%	79%	-11				610	
						0 10	20	30		
	Filipinx	8,538	80%	78%	+1					
	Latinx	35,560	71%	81%	-10	0 10	20	30	3,444	
	Native American	465	78%	78%	0				1	
	Pacific Islander	1,017	68%	78%	-10				105	



ONLY SHOW STUDENT GROUPS WITH DISPROPORTIONATE IMPACT (DATA FEATURE 1)

The data table can be modified to only show student groups experiencing disproportionate impact.

1. In the top portion of the "Course Success with Disproportionate Impact" report, locate the slider "Hide groups without disproportionate impact."

Course Success with Disproportionate Impact (credit) Who uses this report: All users who want to explore student equity and disproportionate impact in course success.
What is this report: This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with 'NA' enrollment denotes suppressed data.
How to interpret the data: A negative percentage point group has a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impart, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.
New features: To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level be sure to select a college, division, department or course, then click on the link "Click here to show and compare disproportionate impact with DQ".
Success rate The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.
Comparison success rate The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.
Additional successes needed to erase percentage point This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
Legend:
Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method ¹
Elmiss 2023-24
Click here to show and compare disproportionate impact with PHDA District.

 The data table will initially show all student groups and then display only the student groups with disproportionate impact. In this example, De Anza College's 2023-24 data table displays 16 student groups. Once "Click here to only show groups with disproportionate impact" is selected, the count of student groups is reduced to seven.

Data table (before)



HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

Hide groups without disproportionate impact
 Click here to show and compare disproportionate impact with FHDA District.

Hide cells with fewer than 10 💠 students

FHDA District->De / Number of section:	Anza College s: 5140								
Disproportionate	e impact table								
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap		Chart		Additional successes needed to erase percentage point gap
	All Students (De Anza College, 5140 sections)	140,376	78%	78%	0				
Gender	Female	65,588	79%	78%	+1				
	Male	72,045	78%	79%	-1				839
	Non-Binary	14	86%	78%	+7				
	Unknown gender	2,729	77%	78%	4				29
Race/Ethnicity	Asian	55,112	86%	74%	+12				
	Black	5,418	68%	79%	-11	0 10	20	30	610
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	71%	81%	-10				3,444
						0 10	20	30	
	Native American	465	78%	78%	0				1
	Pacific Islander	1,017	68%	78%	-10				105
						0 10	20	30	
	Unknown ethnicity	10,567	86%	78%	+8				
	White	23,699	71%	80%	-9				2,045
						0 10	20	30	
Veteran	Not Veteran	138.467	78%	87%	-4	-			5 208

Data table (after)

HDA District->De / lumber of section:	Anza College :: 5140								2023 Su	nmer to 2024 Spri
Isproportionate Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap			Chart		Additional successes needed to erase percentage point gap
Race/Ethnicity	Black	5,418	68%	79%	-11		10	20	30	61
	Latinx	35,560	71%	81%	-10	-				3,44
	Pacific Islander	1,017	68%	78%	-10	•	10	20	30	10
						0	10	20	30	
	White	23,699	71%	80%	-9		10	20	25	2,04
/eteran	Not Veteran	138,462	78%	82%	-4	-	10	20		5,20
						0	10	20	30	
Foster Youth	Foster	538	51%	79%	-27		40	20	-	14
ncome	Low Income	58,258	70%	84%	-14	-	10	20	30	8,00
							10	20	30	

SHOW COMPARISON BETWEEN THE DISTRICT (DATA FEATURE 2)

The data table can be modified to show a comparison between the comparison group, college, division, department, course.

1. In the top portion of the "Course Success with Disproportionate Impact" report, click on the slider "Click here to show and compare disproportionate impact with FHDA District."



Hide groups without disproportionate impact							
Click here to show and compare disproportionate impact with FHDA District.							
Hide cells with fewer than	10 🗢	students					
FHDA District->De Ana Number of sections: 5	za College 140	2					

 The data table will show the initial selection (district, college, division, department, or college level) and then display next to the selection, the comparison unit. In this example, De Anza College's 2023-24 is selected. Once the slider is selected, the side-by-side comparison will then display FHDA District data for the same time frame.

Hide groups with Click here to show Hide cells with fewer that	Iout disproportionate impact w and compare disproportionate impact with PHDA Distri an 10 \$\phi\$ students Anza College	ict.						2023	: Summer to 2024 Sprin
Number of sections	s: 5140								
Disproportionate	: impact table								Additional successes needed to erase percentage
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap		Chart		point gap
	All Students (De Anza College, 5140 sections)	140,376	78%	78%	+0				
Gender	Female	65,588	79%	78%	+1				
	Male	72,045	78%	79%	-1				839
	Non-Binary	14	86%	78%	+7				
	Unknown gender	2,729	77%	78%	4				29
Race/Ethnicity	Asian	55,112	86%	74%	+12				
	Black	5,418	68%	79%	-11	0 10	20	30	610
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	71%	81%	-10	0 10	20	30	3,444
	Native American	465	78%	78%	0				1
	Pacific Islander	1,017	68%	78%	-10	0 10	20	30	105

Data table (before)

Data table (after)

- The comparison unit enables users to compare the course success rate of a student group in their initial selection to the same student group in the comparison unit. In this example, course success rate at De Anza College's Computer Information Systems department is 77% whereas Foothill's Business/Computer System's success rate is 78%.
- Additionally, users can compare and contrast PPG and disproportionate impacted student groups. In this example, male students are experiencing a negative gap at both colleges, though Foothill students are experiencing disproportionate impact (tan highlight) while De Anza College does not have disproportionate impact (blue highlight).



• To display only student groups with disproportionate impact by clicking on "Hide groups without disproportionate impact."

Hole groups without disproportionate impact													
Click here to show and compare disproportionate impact with Business Computer Systems.													
Hide cells with fewer th													
FHDA District>De	HPAD Districts-De Araz College-Stasines/Computer System-S-Computer Information System-FD 2023 Summer to 2024 Spring												
Number of sectio	Number of sections 300												
Disproportiona	te impact table												
	rage of generation of the second s												
		Computer Information Sy	stem-FD			Business/Computer Systems							
Group		Forollment at	Student eroun	Comparison surress	Percentage point		Foroliment at	Student Group	Comparison surress	Percentage point			
Name	Student group	census	success rate	rate	gap	Student group	census	Success rate	rate	gap			
	All Students (Computer Information System-FD, 309 sections)	9,938	77%	77%	+0	All Students (Business/Computer Systems, 589 sections)	20,196	78%	78%	0			
Gender	Female	3,381	76%	77%	-1	Female	8,119	77%	78%	0			
	Male	6,392	78%	76%	+2	Male	11,734	78%	77%	+0			
	Non-Binary	0				Non-Binary	0						
	Unknown gender	165	72%	77%	-5	Unknown gender	343	72%	78%	-6			
Race/Ethnicity	Asian	5,432	83%	70%	+13	Asian	9,665	84%	71%	+13			
	Black	276	56%	78%	-21	Black	779	64%	78%	-14			
	Filipinx	422	70%	77%	-7	Filipinx	982	76%	78%	-1			
	Latiny	1 359	67%	79%	.18	Latiny	3.866	68%	80%	.12			
		1,000	02.17				5.000						
	Native American	33	70%	77%	-7	Native American	73	77%	78%	-1			
	Pacific Islander	57	75%	77%	-2	Pacific Islander	124	70%	78%	-7			
	Unknown ethnicity	932	83%	76%	+7	Unknown ethnicity	1,602	83%	77%	+6			