



FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

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

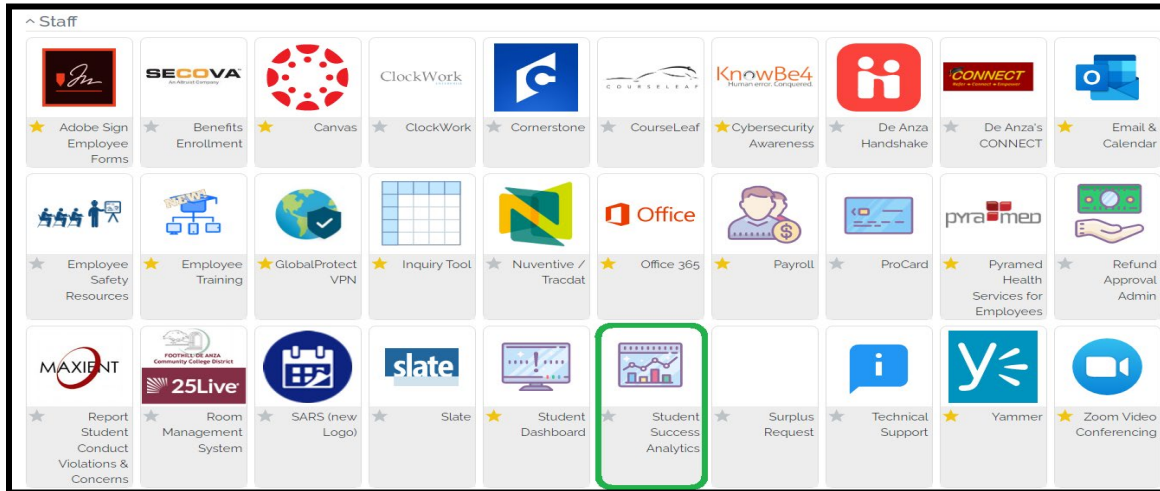
SELECT THE "STUDENT SUCCESS ANALYTICS" APP

1. On the left-hand navigation panel, select "Apps."

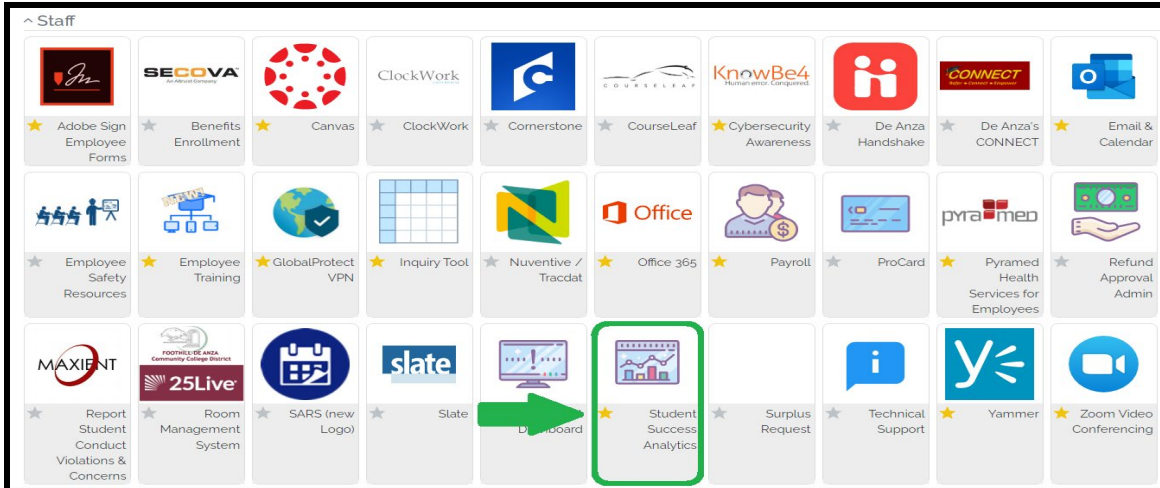
PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

2. Scroll down to the “Staff” section, and select the “Student Success Analytics” app.



3. Tip: If you star the “Student Success Analytics” app, it will always appear in your list of favorite apps each time you log into MyPortal.



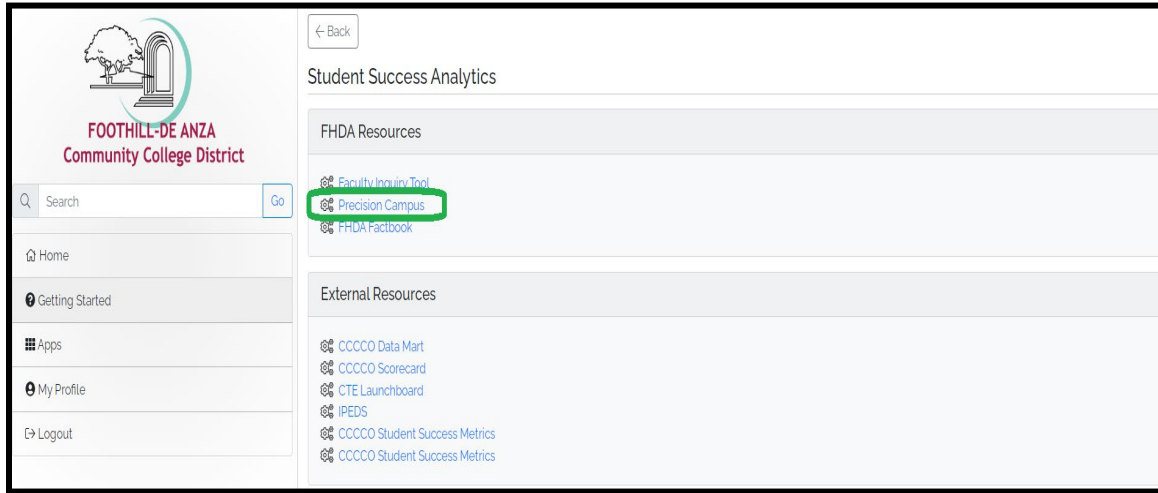


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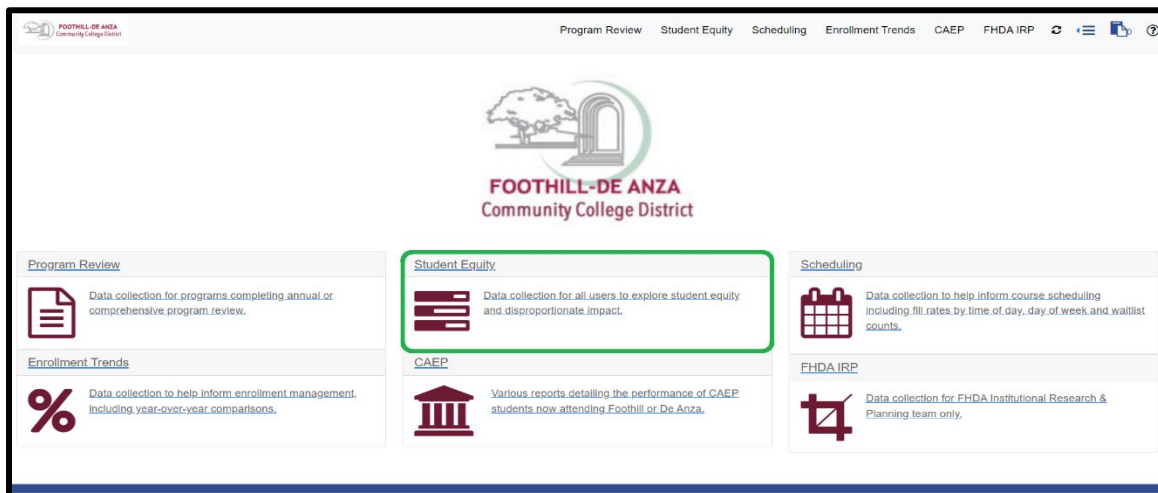
SELECT "PRECISION CAMPUS"

1. Select "Precision Campus" to access the FHDA online data tool.



ACCESSING COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

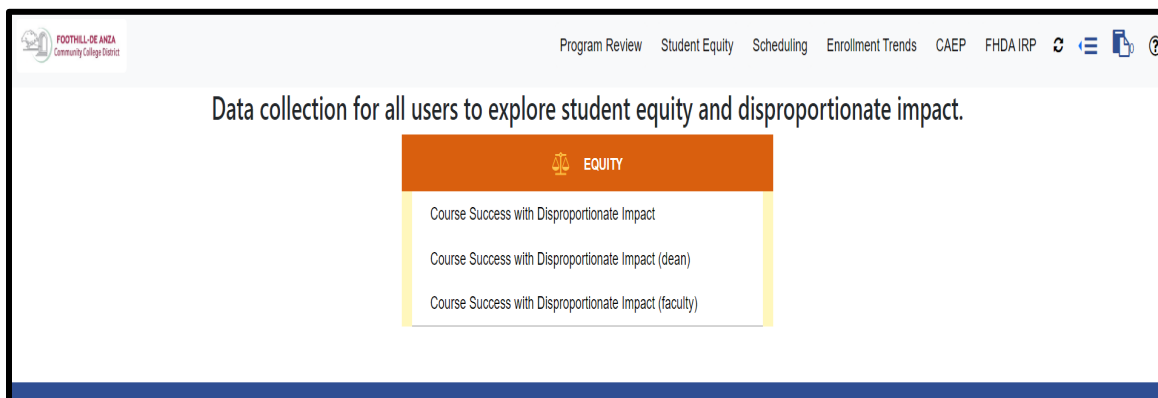
1. Select "Student Equity."



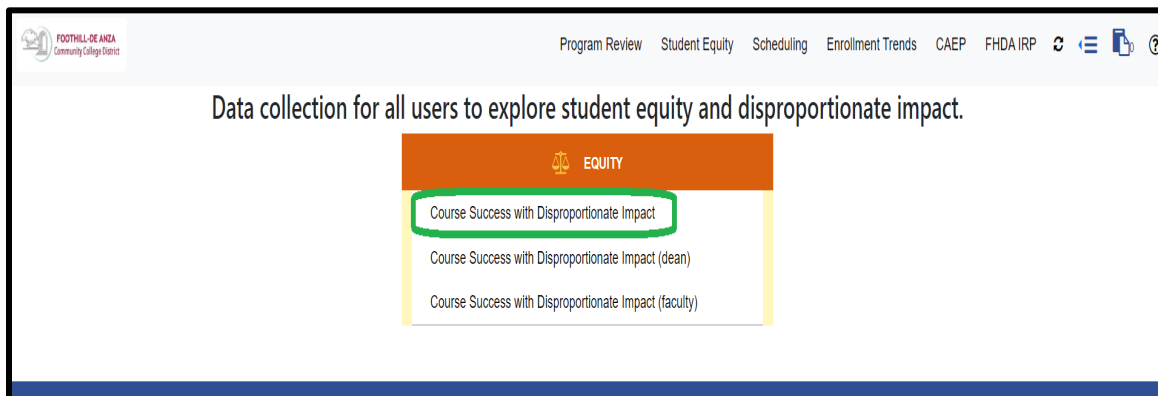
PRECISION CAMPUS ONLINE DATA TOOL

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2. Currently, there are three “Course Success with Disproportionate Impact” reports:
 - a. **Course Success with Disproportionate Impact**
 - course level, all users have access
 - 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



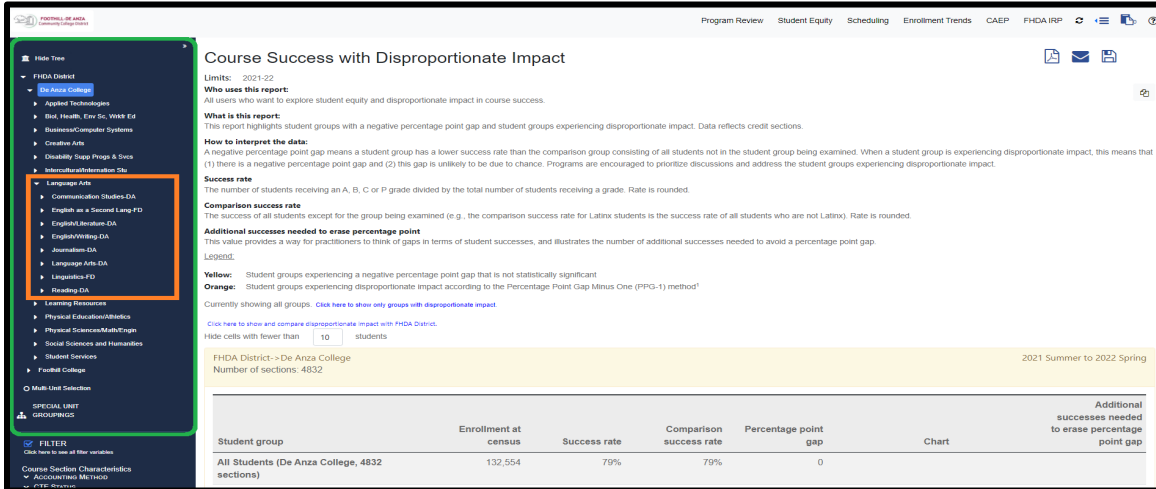
3. For purposes of this how-to guide, the “Course Success with Disproportionate Impact” report (course level, all users have access) is the focus. *Note: The subsequent step-by-step guidance is applicable to the other Course Success with Disproportionate Impact (dean/faculty) reports, too.*



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4. On the left-hand navigation panel, select desired college, division, department or course.



The screenshot shows the 'Course Success with Disproportionate Impact' report for the 2021-22 academic year. The left-hand navigation panel is expanded to show the 'Language Arts' division, with 'Reading DA' selected. The main content area displays the following information:

- Limits:** 2021-22
- 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.
- 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.
- 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) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact](#)

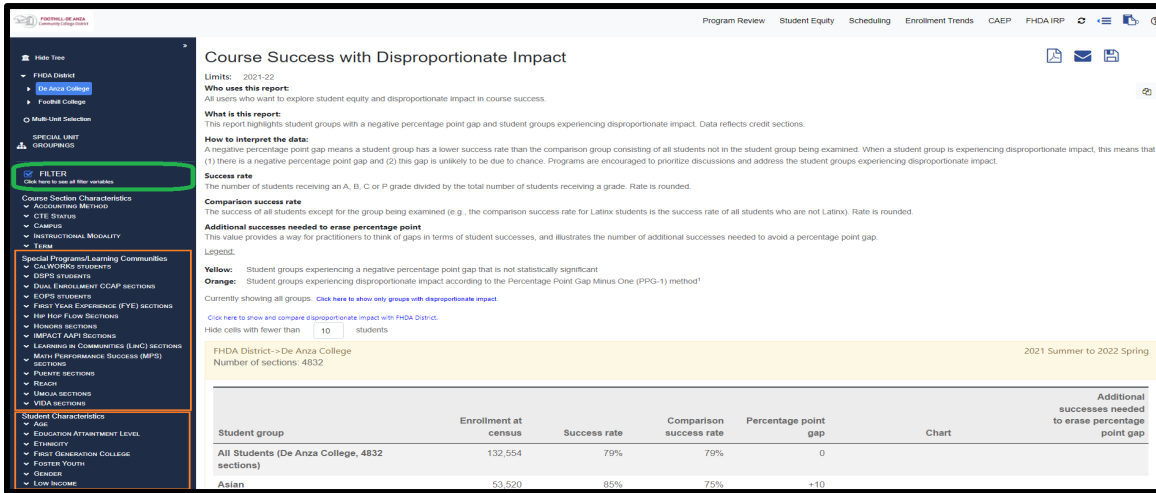
[Click here to show and compare disproportionate impact with FHDA District.](#)

Hide cells with fewer than students

FHDA District -> De Anza College
Number of sections: 4832
2021 Summer to 2022 Spring

Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (De Anza College, 4832 sections)	132,554	79%	79%	0		

5. 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.



The screenshot shows the same report as above, but with the filter panel expanded. The 'FILTER' section is checked, and the 'Student Characteristics' sub-section is expanded. The following filters are checked:

- Course Section Characteristics
- ACCOUNTING METHOD
- CITE STATUS
- COURSE
- INSTRUCTIONAL MODALITY
- TECH
- Special Programs/Learning Communities
- CALWORKS STUDENTS
- EDPS STUDENTS
- DUAL ENROLLMENT CCAP SECTIONS
- EDPS STUDENTS
- FIRST YEAR EXPERIENCE (FYE) SECTIONS
- HIP HOP FLOW SECTIONS
- REVERSE SECTIONS
- IMPACT/AAPI SECTIONS
- LEARNING IN COMMUNITIES (LIC) SECTIONS
- MORE PERFORMANCE SUCCESS (MPS) SECTIONS
- REVERSE SECTIONS
- REACH
- UMJA SECTIONS
- WIDA SECTIONS
- Student Characteristics
- AGE
- EDUCATION ATTAINMENT LEVEL
- ETHNICITY
- FIRST GENERATION COLLEGE
- FOSTER YOUTH
- GENDER
- LOW INCOME

The main content area now displays data for the 'Asian' student group:

Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (De Anza College, 4832 sections)	132,554	79%	79%	0		
Asian	53,520	85%	75%	+10		



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DATA INTERPRETATION

1. The top portion of the “Course Success with Disproportionate Impact” report provides an overview of the data interpretation.

2. The data table disaggregates course success by ethnicity, gender, foster youth, individuals with disabilities, low income and veteran student groups. For each student group, their associated enrollment count and course success rate are provided. 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 2021-22 academic year enrollment count and course success rate for its Latinx students are 34,376 and 70%, respectively.

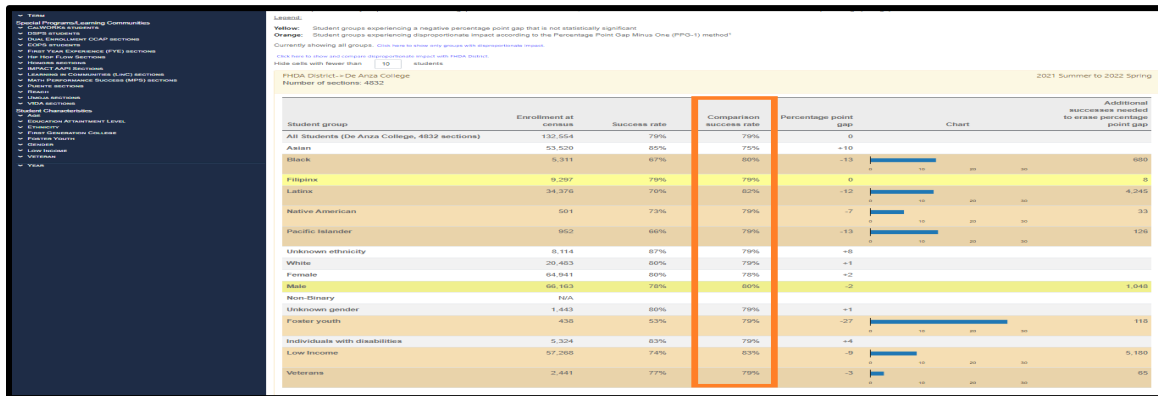
Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (De Anza College, 4832 sections)	132,564	79%	79%	0		
Asian	53,520	85%	75%	+10		
Black	5,311	67%	80%	-13		680
Filipino	9,297	79%	79%	0		0
Latinx	34,376	70%	82%	-12		4,245
Native American	501	73%	79%	-7		33
Pacific Islander	952	66%	79%	-13		126
Unknown ethnicity	8,114	87%	79%	+8		
White	20,483	80%	79%	+1		
Female	64,941	80%	78%	+2		
Male	68,183	78%	80%	-2		1,043
Non-Binary	16A	80%	79%	+1		
Unknown gender	1,443	80%	79%	+1		
Foster youth	438	53%	79%	-27		118
Individuals with disabilities	5,324	83%	79%	+4		
Low Income	57,268	74%	83%	-9		5,180
Veterans	2,441	77%	79%	-3		85



PRECISION CAMPUS ONLINE DATA TOOL

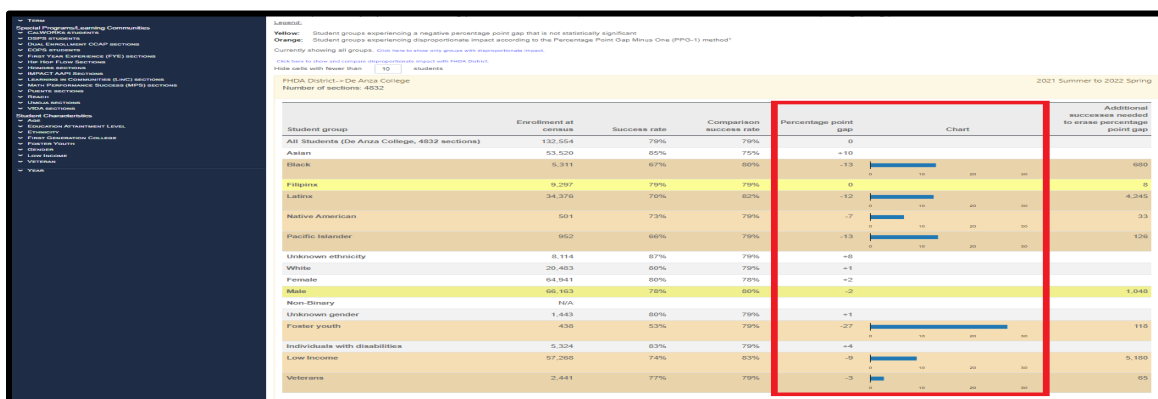
HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

- The **comparison success rate** is the course success rate of all students except for the student group being examined. In this example, the comparison success rate for De Anza College's Latinx students is all students who are not Latinx, or 82%.



- 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 70% minus 82%, or -12 percentage points. A negative PPG means Latinx students have a lower success rate than all students who are not Latinx.

- Yellow highlights** denote student groups experiencing a negative PPG that is not statistically significant.
- Orange 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.

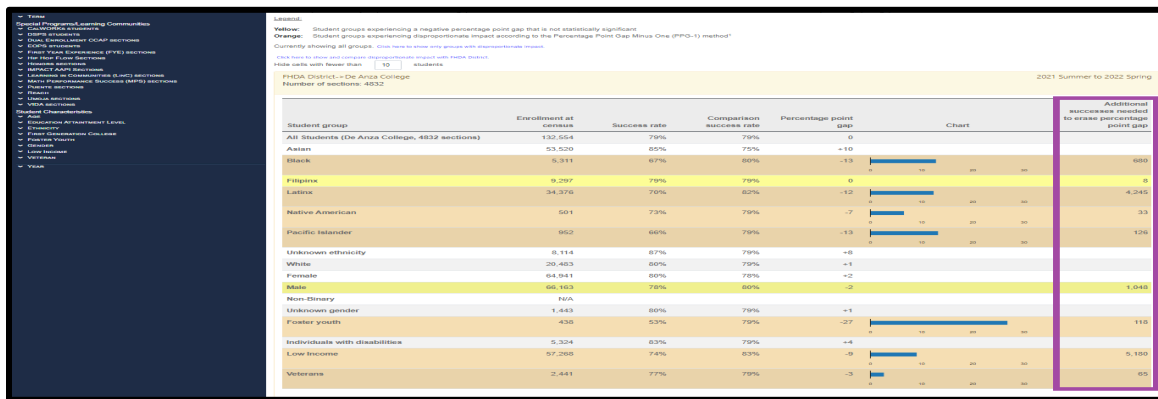


¹ The CCCCO's method for calculating disproportionate impact is the Percentage Point Gap Minus One (PPG-1). Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error.

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HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

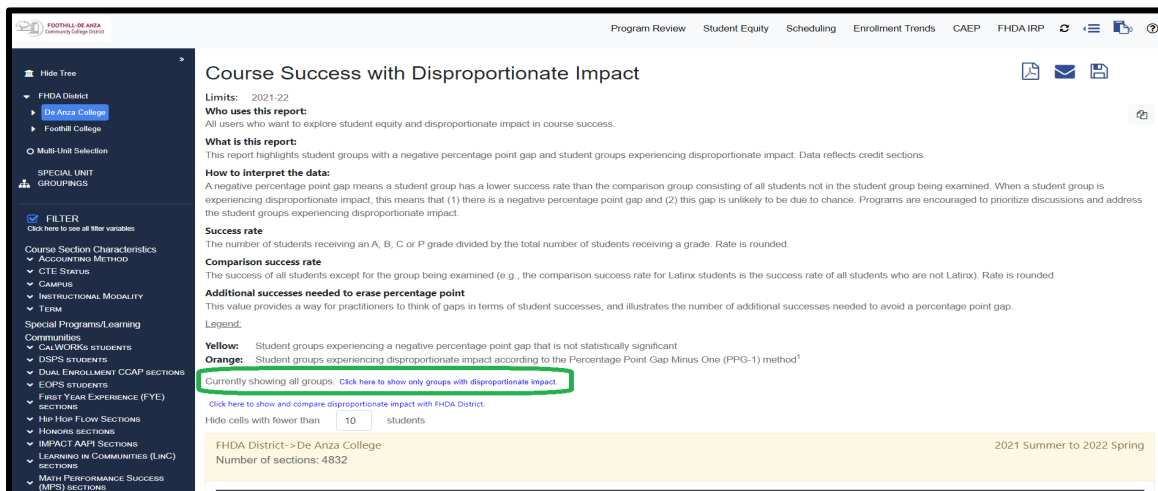
- The **additional success needed to erase percentage point gap** value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a PPG. Without a PPG, the first condition of the disproportionate impact calculation 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 4,245 successes (A, B, C or P grades).



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

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

- In the top portion of the “Course Success with Disproportionate Impact” report, click on “Click here to only show groups with disproportionate impact.”





PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

- 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 2021-22 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)

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) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)
[Click here to show and compare disproportionate impact with FHDA District.](#)
 Hide cells with fewer than students

FHDA District -> De Anza College
 Number of sections: 4832
 2021 Summer to 2022 Spring

Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (De Anza College, 4832 sections)	132,564	79%	79%	0		
Asian	83,536	85%	75%	+10		
Black	5,311	67%	80%	-13		680
Filipinx	9,297	79%	79%	0		8
Latinx	34,376	70%	82%	-12		4,245
Native American	501	73%	79%	-7		33
Pacific Islander	952	66%	79%	-13		126
Unknown ethnicity	8,114	87%	79%	+8		
White	20,483	80%	79%	+1		
Female	64,941	80%	79%	+2		
Male	66,163	79%	80%	-2		1,048
Non-Binary	N/A					
Unknown gender	1,443	80%	79%	+1		
Foster youth	438	53%	79%	-27		118
Individuals with disabilities	5,324	83%	79%	+4		
Low income	57,268	74%	83%	-9		5,180
Veterans	2,441	77%	79%	-3		65

Data table (after)

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) method¹

Currently showing only groups with disproportionate impact. [Click here to show all groups.](#)
[Click here to show and compare disproportionate impact with FHDA District.](#)
 Hide cells with fewer than students

FHDA District -> De Anza College
 Number of sections: 4832
 2021 Summer to 2022 Spring

Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
Black	5,311	67%	80%	-13		680
Latinx	34,376	70%	82%	-12		4,245
Native American	501	73%	79%	-7		33
Pacific Islander	952	66%	79%	-13		126
Foster youth	438	53%	79%	-27		118
Low Income	57,268	74%	83%	-9		5,180
Veterans	2,441	77%	79%	-3		65



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HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

[SHOW COMPARISON OF THE NEXT LARGEST UNIT \(DATA FEATURE 2\)](#)

The data table can be modified to show a comparison unit that is one level higher.

Initial Selection	Comparison Unit (one level higher)
Section level*	Course level
Course level	Department level
Department level	Division level
Division level	College level
College level	FHDA District

*Only deans and faculty members have access.

1. To add a comparison unit that is one level higher, a college, division, department, course or section² must be selected from the left-hand navigation panel. The top portion of the “Course Success with Disproportionate Impact” report, will then display the link “Click here to show and compare disproportionate impact with [unit, one level higher].” Click on the link.

The screenshot shows the 'Course Success with Disproportionate Impact' report interface. The left-hand navigation panel is open, showing the 'SPECIAL UNIT' section selected. The main content area displays the report title and various sections including 'Limits', 'Who uses this report', 'What is this report', 'How to interpret the data', 'Success rate', 'Comparison success rate', and 'Additional successes needed to erase percentage point'. A link 'Click here to show and compare disproportionate impact with FHDA District' is highlighted in green in the main content area.

2. The data table will show the initial selection (section, course, department, division or college level) and then display next to the selection, the comparison unit that is one level higher. In this example, De Anza College’s 2021-22 is selected. Once “Click here to show and compare disproportionate impact with [unit, one level higher]” is selected, the side-by-side comparison will then display FHDA District data for the same time frame.

² Section level is applicable to the Course Success with Disproportionate Impact (dean/faculty) reports only.



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HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

Data table (before)

Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to close percentage point gap
All Students (De Anza College, 4832 sections)	132,554	79%	79%	0		
Asian	53,520	85%	75%	+10		
Black	5,311	67%	80%	-13		680
Filipino	9,297	79%	79%	0		8
Latino	34,376	70%	82%	-12		4,245
Native American	501	73%	79%	-7		33
Pacific Islander	952	66%	79%	-13		126
Unknown ethnicity	8,114	87%	79%	+8		
White	20,483	80%	79%	+1		
Female	64,941	80%	75%	+5		
Male	66,163	78%	80%	-2		1,043
Non-Binary	N/A					
Unknown gender	1,443	80%	79%	+1		
Foster youth	438	53%	79%	-27		115
Individuals with disabilities	5,324	83%	79%	+4		
Low Income	57,268	74%	83%	-9		5,180
Veterans	2,441	77%	79%	-2		65

Data table (after)

- The comparison unit (one level higher) enable 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, male’s course success rate at De Anza College is 78% whereas at FHDA District their success rate is 80%.
- Additionally, users can compare and contrast PPG and disproportionate impacted student groups. In this example, the student groups experiencing disproportionate impact are the same at De Anza College and FHDA District (orange highlights). Unknown gender has a negative PPG at FHDA District, but not at De Anza College (yellow highlight).
- To display only student groups with disproportionate impact by clicking on “Click here to only show groups with disproportionate impact.”

De Anza College					FHDA District				
Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap	Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap
All Students (De Anza College, 4832 sections)	132,554	79%	79%	0	All Students (FHDA District, 8254 sections)	211,917	80%	80%	0
Asian	53,520	85%	75%	+10	Asian	75,301	85%	77%	+8
Black	5,311	67%	80%	-13	Black	9,318	68%	80%	-12
Filipino	9,297	79%	79%	0	Filipino	12,991	79%	80%	-1
Latino	34,376	70%	82%	-12	Latino	57,606	72%	83%	-11
Native American	501	73%	79%	-7	Native American	949	77%	80%	-3
Pacific Islander	952	66%	79%	-13	Pacific Islander	2,172	66%	80%	-12
Unknown ethnicity	8,114	87%	79%	+8	Unknown ethnicity	10,844	86%	79%	+7
White	20,483	80%	79%	+1	White	42,736	82%	79%	+3
Female	64,941	80%	75%	+5	Female	103,499	80%	80%	+0
Male	66,163	78%	80%	-2	Male	105,673	80%	80%	0
Non-Binary	N/A				Non-Binary	N/A			
Unknown gender	1,443	80%	79%	+1	Unknown gender	2,828	79%	80%	-1
Foster youth	438	53%	79%	-27	Foster youth	769	57%	80%	-23
Individuals with disabilities	5,324	83%	79%	+4	Individuals with disabilities	8,286	81%	80%	+1
Low Income	57,268	74%	83%	-9	Low Income	90,891	75%	83%	-6
Veterans	2,441	77%	79%	-2	Veterans	3,587	76%	80%	-3