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LOG INTO MYPORTAL

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

FOOTHLE-DE ANZA Community College District	DeAnza College
Submt Reset	MyPortal is your secure gateway to a variety of online services provided to Foothill-De Anza Community College District students and employees. Get connected and explorel What is my compussived ID? I don't know my password. MyPortal has a new look! Click here to see what is new before you log in. The sure you read this privacy alert notice before logging in to MyPortal.
What's Inside? Academic Records Account Balances Class Roden: Financial Aid Status Crades Library Resources Personalized Announcements Pelacement Test Results Registration Tools Student Parking Permits Transcripts and morel	First Time Loging In? See the First time Login Guide for step by step instructions on setting up your account. Having problems? Go to the MyPortal FAQ page Guest Parking Guest parking is available for those without a MyPortal account at both Foothill and De Anza colleges.

SELECT THE "STUDENT SUCCESS ANALYTICS" APP

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

FOOTHILL-DE ANZA	Hello! Monday. September 19, 2022
Community College District	
Q Search Go	De Anza will hold College Opening Day for faculty and staff on Thursday, Sept. 22. (District.Opening.Day is on Wednesday. Sept. 21)
යි Home	The College Opening Day program will take place in the VPAC theater. NEW: If you would prefer more space, you may choose to watch the livestream in Campus Center Conference Rooms A&B.
Getting Started	The collegewide Welcome Day for all students will be held Friday. Sept. 23 in the Main Guad and other locations around campus.
III Apps	"Messaging to Students (De Anza College)
O My Profile	Students have been notified via MyPortal messages about the following
E→ Logout	Welcome Davis coming up on Sant 33
	Kettering by is coning up on sept 23 Fall registration is now open
	New option for fall class scheduling for students
	Free online mental health care from TimelyCare
	True or Preferred Name forms
	Vaccination and booster required for coming to campus
	Free PCR tests and required in tools Free PCR testing and home-testing kits available on campus
	(Updated on Sept. 16. 2022 – see all student messaging at <u>deanza edu/students/messages</u>)



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.





SELECT "PRECISION CAMPUS"

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

FOOTHLLE-DE ANZA Community College District	C + Back Student Success Analytics FHDA Resources
Q Search Go	[®]
© Getting Started	External Resources
III Apps	영국 CCCCO Data Mart 영국 CCCCO Scorecard
9 My Profile	ଞ୍ଜି CTE Launchboard ଷ୍ଟ IPEDS
C→ Logout	電気 CCCCO Student Success Metrics 電気 CCCCO Student Success Metrics

ACCESSING COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

1. Select "Student Equity."

FOOTHEL-DE ANZA Community Califys Datiest	Program Review Student Equity Sc	heduling Enrollment Trends CAEP FHDA IRP 2 (🚍 🌓 🍞
	FOOTHILL-DE ANZA Community College District	
Program Review	Student Equity	Scheduling
Data collection for programs completing annual or comprehensive program review.	Data collection for all users to explore student equity and disproportionate impact.	Data collection to help inform course scheduling including fill rates by time of day, day of week and waitist counts.
Enrollment Trends	CAEP	FHDA IRP
Data collection to help inform enrollment management. Including.year.over.year.comparisons.	Various reports detailing the performance of CAEP students now attending Foothill or De Anza.	Data collection for FHDA Institutional Research & Planning team only.



- 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

COTHLL-GE ANZA Common College Totrict	Program Review Stu	udent Equity	Scheduling	Enrollment Trends	CAEP	FHDA IRP	0	Û	ß	?	
Data collection for al	Data collection for all users to explore student equity and disproportionate impact.										
	ΦΔ ΕQUITY										
	Course Success with Disproportionate Impact										
	Course Success with Disproportionate Impact (dea	ean)									
	Course Success with Disproportionate Impact (fac										

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.*





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

FOOTHELL-SE ANDA Community Callege Object	Program Review Student Equity Scheduling Enrolment Trends CAEP FHDA IRP 🗢 🖅 🔂
* Hide Tree	Course Success with Disproportionate Impact
FHDA District De Anza College Applied Technologies	Umits: 2025-22 VMo uses this report: A users who want to explore shudent equity and disproportionale impact in course success.
Biol, Health, Env Sc, Wiktr Ed Business/Computer Systems	What is this report: This report inplicits student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections.
Creative Arts Disability Supp Progs & Svcs Intercultural/Internation Stu	How to interpret the data: An expansive percentage point games 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 the (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 group experiencing disproportionate impact.
Language Arts Communication Studies-DA	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.
English/Literature-DA	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.
EnglishWitting-DA Journalism-DA Language Arts-DA	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.
Linguistics-FD Reading-DA	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
Learning Resources Physical Education/Athletics Physical Sciences/Math/Engin	Currently showing all groups. Cick here to alrees only groups with disployedwate impact. Cick here to alrees and groups performance impact all PAD Dated. Uside nation with exemptions the provided in the date of the provided in the date of the provided in the date of the provided in the provided in the date of the provided in the date of the provided in the provide
Social Sciences and Humanities Student Services Proofbill College	FHDA District-De Anaz College 2021 Summer to 2022 Spring Number of sections: 4832 2021 Summer to 2022 Spring
O Multi-Unit Selection SPECIAL UNIT GROUPINGS	Additional successes needed
FILTER	Enrollment at Comparison Percentage point to erase percentage Student group census Success rate gap Chart point gap
Course Section Characteristics	All Students (De Anza College, 4832 132, 554 79% 79% 0 sections)

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.

FOOTHELL-DE ANZA Community College Datest	Program R	Review Student Equity Scheduling Enrollment Trends CAEP FHDA IRP 2 📹 ኬ 🕐									
≯ ₫ Hide Tree	Course Success with Disproportionate Impact 🛛 🕑 😒 🖺										
FHDA District De Anza College Foothill College	Umits: 2021-22 Who uses this report: All users who want to explore student equity and disproportionate impact in course success.	nits 2021-22 bo uses this report									
O Multi-Unit Selection	What is this report: This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflect	ts 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 (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 a	tion to interpret the data: negative protentiage pointing immensis 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 there is a negative proversing not an experiencing disproportionate impact. This means that there is a notable discussion and address the student group has experiencing disproportionate impact, this means that there is a notable discussion and address the student group has a lower student group is experiencing disproportionate impact, this means that there is a notable discussion and address the student group has a lower student group has a lower student group has a student group has a student group has a lower s									
FILTER Click here to see all filter variables	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.										
Course Section Characteristics Accounting Method CTE Status	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.									
CAMPUS INSTRUCTIONAL MODALITY	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 nee	eded to avoid a percentage point gap.									
Special Programs/Learning Communities	Legend: Vellow - Student arouns experiencing a penaltive percentane point can that is not statistically significant										
DSPS students Dual Enrollment CCAP sections EODE enumerer	Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method ¹										
FIRST YEAR EXPERIENCE (FYE) SECTIONS HIP HOP FLOW SECTIONS	Currently showing all groups. Click here to show only groups with disproportionate impact. Click here to show and compare disproportionate impact with FHDA District.										
Honors sections IMPACT AAPI Sections Leadure in Communities (LinC) sections	Hide cells with fewer than 10 students										
MATH PERFORMANCE SUCCESS (MPS) SECTIONS	FHDA District->De Anza College Number of sections: 4832	2021 Summer to 2022 Spring									
✓ REACH ✓ REACH ✓ UMOJA SECTIONS ✓ UMOJA SECTIONS		Additional									
Student Characteristics	Enrollment at Comparison	Percentage point successes needed to erase percentage									
EDUCATION ATTAINTMENT LEVEL ETHINICITY FIRST GENERATION COLLEGE	Student group census Success rate success rate All Students (De Anza College, 4832 132,554 79% 79%	gap Chart point gap									
 ✓ FOSTER YOUTH ✓ GENDER 	sections)										
✓ Low Income	Asian 53,520 85% 75%	+10									



DATA INTERPRETATION

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

FOOTHELL-BE ANZA Community College Extract	Program Review Student Equity Scheduling Enrollment Trends CAEP FHDA IRP 3 📹 🔥 🌚							
★ Hide Tree	Course Success with Disproportionate Impact 🛛 🕒 🖬							
FHDA District De Anza College Foothill College O Multi-Unit Selection	Limits: 2021 422 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.							
SPECIAL UNIT	How to interpret the data: A negative proventiage 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 disproprionate 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							
FILTER Click here to see all filter variables	the student groups experiencing disproportionate impact. Success rate							
Course Section Characteristics	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 rate 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 successe needed to erace percentage point This value provides a way for practitioners to think of ages in forms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.							
Special Programs/Learning Communities V CALWORKS STUDENTS V DSPS STUDENTS	Legend. Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant. Orange: Student groups experiencing discretion/finate impact according to the Percentage Point Cap Minus One (PPG-1) method ¹							
DUAL ENROLLMENT CCAP SECTIONS EOPS STUDENTS FIRST YEAR EXPERIENCE (FYE) SECTIONS HIP HOP FLOW SECTIONS	Currently showing all groups. Click here to show only groups with disperpendionate impact. Click here to show and compare disproportionate impact with PHOA District.							
HONOR SECTIONS HIPACT AAPI Sections Learning in Communities (LinC) sections Math Performance Success (MPS) sections	FHD a busines with revent shart in 2 students 2021 Summer to 2022 Spring Number of sections: 4832							

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.

• Тели	Legend:								
Special Programs/Learning Communities	Yellow: Student arouns experiencing a negative percentage of	oint oan that is not statisticall	ly significant						
V DSPS BTUDENTS	Orange: Student groups experiencing disproportionate impact	according to the Percentage	Point Gap Minus One (PPC	-1) method ¹					
 DUAL ENROLLMENT CCAP SECTIONS EOPS STUDENTS 	Currently showing all groups, due needs to your equipment with discrete	without a second							
FIRET YEAR EXPERIENCE (FYE) BECTIONS	Contenty showing an groups. One have a box only group with the								
✓ Hie Hoe FLow Sections	Click here to show and compare disproportionale impact with PHDA District.								
 Honors sections IMPACT AAPI Sections 	Hide cells with fewer than 10 students								
✓ LEARNING IN COMMUNITIES (LINC) EECTIONS	FHDA District->De Anza College							20	21 Summer to 2022 Spring
MATH PERFORMANCE SUCCESS (MPS) SECTIONS DISING SECTIONS	Number of sections: 4832								
V REACH									
UNION RECTIONS									Additional
Station Characteristics									successes needed
✓ Aar		Enrollment at		Comparison	Percentage point				to erase percentage
EDUCATION ATTAINTMENT LEVEL ETUNICITY	Student group	census	Success rate	success rate	gap		Chart		point gap
V FIRST GENERATION COLLEGE	All Students (De Anza College, 4832 sections)	132 554	79%	79%	0				
Y CENER									
Y LOW INCOME	Asian	53,520	85%	75%	+10				
VETERAN	Black	5,311	67%	80%	-13				680
V YEAR						o 10	20	30	
	Filininy	9.297	79%	79%	0				8
	Latinx	34,376	70%	82%	-12				4,245
						0 10	20	30	
	Native American	501	73%	79%	-7				33
						0 40	20	30	
	Desilie Islandes	073	0004	705/	17				470
	Pacific Islander	002	00%	/ 0 %	-15		•		120
						0 90	20	30	
	Unknown ethnicity	8,114	87%	79%	+8				
	White	20,483	80%	79%	+1				
	Female	64,941	80%	78%	+2				
	Béolo	00 103	799/	2054	2				1.0.19
					-				1,010
	Non-Binary	N/A							
	Unknown gender	1,443	80%	79%	+1				
	Foster youth	438	53%	79%	-27				118
						0 50	20	30	
	Individuals with disabilities	5.324	83%	79%	+4				
		67.000	7.444	0.001					5 400
	Low income	57,268	74%	83%	-9				5,180
						0 10	20	30	
	Veterans	2,441	77%	79%	-3				65
						0 10	20	30	



 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 82%.

Tess Tess	Leasening Montexet process experiencing a regarding percentage is Working Student process experiencing depropertiences managementage Countering Monipole, Counter solutions and	coint gap that is not statistica according to the Percentage sentionate impass.	ily significant Point Gap Minus One (PPG-	-1) method ¹				20	21 Summer to 2022 Spring
Ukubuk asiri toksi VIDA asiri toksi Student Characteristics									Additional successes needed
EDUCATION ATTAINTMENT LEVEL ETUBOLITY	Student group	census	Success rate	success rate	gap		Chart		point gap
V Finer Generation College V Finere Youth	All Students (De Anza College, 4832 sections)	132,554	79%	79%	0				
Canoen Low Income	Asian	53,520	85%	75%	+10				
- VETERAN	Black	5,311	67%	80%	-13				680
- Vela						0 10	100	30	
	Filipinx	9,297	7896	7896	0				8
	Latinx	34,376	70%	82%	-12		20	202	4,245
	Native American	501	73%	79%	-7	. 10	20	30	33
	Pacific Islander	952	66%	79%	-13	0 10	20	30	120
	Unknown ethnicity	8,114	87%	7996	+8				
	White	20,483	80%	79%	+1				
	Female	64,941	80%	7896	+2				
	Malo	66,163	78%	80%	-2				1,048
	Non-Binary	N/A							
	Unknown gender	1,443	80%	7996	+1				
	Foxter youth	438	53%	79%	-27	. 10	810	50	110
	Individuals with disabilities	5,324	03%	79%	+-6				
	Low Income	57,268	74%	83%	-9		20	30	5,180
	Veterans	2,441	77%	79%	-3	-	20	80	65

- 4. 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.
 - a. Yellow highlights denote student groups experiencing a negative PPG that is not statistically significant.
 - b. 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.

Yeas Yyeas Yyyyyea Yyyeas Yyeas Yyeas Yyyeas	Memory Mellow Detection: Student groups a spanintrolling a negative presentance portuneting should groups. Conservation and presentance conservations and groups. Conservation and presentance conservations and presentance and presentance and present conservations and presentance and presentance and present presentance and presentance and presentance and presentance presentance and presentance and presentance and presentance presentance and presentance and presentance and presentance and presentance and presentance presentance and presentance and prese	ioint gap that is not statistical according to the Percentage antimate impact.	ly significant Point Gap Minus One (PPC	3-1) method"				20	921 Summer to 2022 Spring
VIDA EROTIONE VIDA EROTIONE Anal Anal EDUCATION AFTAINTMENT LEVEL EDUCATION AFTAINTMENT LEVEL	Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap		Chart		Additional successes needed to erase percentage point gap
V FIRST GENERATION COLLEGE	All Students (De Anza College, 4832 sections)	132,554	79%	79%	0				
· CENDER	Asian	53,520	85%	75%	+10				
	Black	6,311	67%	80%	-13				680
- YEAR						0 30	80	30	
	Filipinx	9,297	7896	7896	0				8
	Latinx	34,376	70%	82%	-12	a 10	20	240	4,245
	Native American	501	7396	79%	-7	. 10	20	20	33
	Pacific Islander	952	66%	7996	-13	0 10	20	30	126
	Unknown ethnicity	8,114	87%	79%	+8				
	White	20,463	80%	79%	+1				
	Female	64,941	80%	7896	+2				
	Male	66,163	78%	80%	-2				1,040
	Non-Binary	N/A							
	Unknown gender	1,443	80%	79%	+1				
	Foster youth	435	53%	79%	-27				118
	Individuals with disabilities	5,324	83%	79%	+4				
	Low Income	57,268	74%	83%	-9		20	30	5,180
	Veterans	2,441	77%	79%	-3	- 10	20	340	65

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.



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 4,245 successes (A, B, C or P grades).

Team Team	Assemble Webby: Boulent proces experiencing a regarine percentage a Corrently should groups a separation of depropertensis inputs Controlly should groups. Control to the solution of percentage control to the percentage of the solution of the solution of the solution of the solution of the solution of the solution PHON (SIGNED-DDA of College Hardber of sections: 4032	ioing gp that is not statistical according to the Percentage articrate (repeat.	ity significant Point Gap Minus One (PPG	5-1) method ¹				202	1 Summer to 2022 Spring
Ubacas sectrone Vida Sectrone Vida Sectrone Student Characterbites Ann Ann Ann Vida Sectrone Attaintment Level	Student group	Enrollment at	Success rate	Comparison success rate	Percentage point		Chart		Additional successes needed to erase percentage point gap
V Etimetry V Dest Generation College	All Students (De Anza College, 4832 sections)	132.554	79%	79%	0				
CENDEN	Asian	53.520	05%	75%	+10				
VETERAN	Błack	6.311	67%	80%	-13	-			680
						0 10	80	30	
	Filipinx	9,297	7896	7896	0				8
	Latinx	34,376	70%	02%	-12		20	20	4,245
	Native American	501	73%	7996	-7	<u> </u>	-	20	23
	Pacific Islander	952	66%	79%	-13	-		20	126
	Unknown ethnicity	8,114	87%	79%	+8				
	White	20,483	80%	79%	+1				
	Female	64,941	80%	78%	+2				
	Malo	66,163	78%	80%	-2				1,040
	Non-Binary	N/A							
	Unknown gender	1,443	80%	7996	+1				
	Foster youth	438	53%	79%	-27		80	30	118
	Individuals with disabilities	5,324	03%	79%	+4				
	Low Income	57,268	74%	83%	-9		20	10	5,180
	Veterans	2,441	77%	70%	-3	-			65
						10	20		

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, click on "Click here to only show groups with disproportionate impact."





2. 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)

the test test	Leasts: Withow: Student groups experimening a negative percentage Ourney: Student groups experimening disproportionals impact Durney between gradient and the student of pace and auto- cial near taken and approximative percentage of the student Hide cells with New than: 10 takents PHDA DBISCH-DA knaza Cellinge Number of sections: 4832	point gap that is not statistica according to the Percentage portionate impact.	ally significant Il Point Gap Minua One (PP	G-1) method ¹				20	21 Summer to 2022 Spring
 U Ukosa Bischoke VDA Bischoke Skudent Characteristics Add Ethiotics Attaintment Level. Ethioticty 	Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap		Chart		Additional successes needed to erase percentage point gap
FIRST GENERATION COLLEGE FORTER YOUTH	All Students (De Anza College, 4832 sections)	132,554	79%	79%	0				
✓ General ✓ Low Income	Asian	53,520	85%	75%	+10				
V YEAR	Black	5,311	67%	80%	-13	-			680
	Filininy	9 297	79%	79%	0	0 0	20	30	8
	Latinx	34.376	70%	82%	-12	-			4.245
						0 10	20	30	
	Native American	501	73%	79%	-7		20	30	33
	Pacific Islander	952	66%	79%	-13	0 10	20	30	126
	Unknown ethnicity	8,114	87%	79%	+8				
	White	20,483	80%	79%	+1				
	Female	64,941	80%	78%	+2				
	Male	66,163	78%	80%	-2				1,048
	Non-Binary	N/A							
	Unknown gender	1,443	80%	79%	+1				
	Foster youth	438	53%	79%	-27			-	118
						0 10	20	30	
	Individuals with disabilities	5,324	7.4%	79%	+4				E 190
	Low income	57,200	7476	0.3%	-9		20	30	5,160
	Veterans	2,441	77%	79%	-3	-			65
						0 10	20	30	

Data table (after)

Train Train Snool Train Communities CAUNTING structure OBP3 structure OBP3 structure Code structur	Legend: Vellow: Student groups + Orange: Student groups + Currently showing only grou Cit's hare to show and compare Hide cells with fewer than FHDA District->De An Number of sections: 4	experiencing a negative perce experiencing disproportionate ps with disproportionate impati proportinate impati with FHDA 1 10 students za College 832	Intage point gap that is not impact according to the Pe Internet to show all groups District.	tatistically significant centage Point Gap Mini	us One (PPG-1) method1			20	121 Summer to 2022 Spring
 Unkou asserious VIDA sections Student Characteristics Ads Doubarou Artawnent Levic. Erimeirov Finist Generation Coulogie Fostar Voirin 	Student group Black	Enrollment at census 5,311	Success rate 67%	Comparison success rate 80%	Percentage point gap -13		Chart		Additional successes needed to erase percentage point gap 680
✓ GENDEN ✓ LOW INCOME ✓ VETERAN	Latinx	34,376	70%	82%	-12	0 10	20	30	4,245
• TEXE	Native American	501	73%	79%	-7	0 10	20	30	33
	Pacific Islander	952	66%	79%	-13	0 10	20	30	126
	Foster youth	438	53%	79%	-27	0 10	20	30	118
	Low Income	57,268	74%	83%	-9	0 10	20	30	5,180
	Veterans	2,441	77%	79%	-3	0 10	20	30	65



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.						

 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.

FOOTHELL-DE ANZA Community College Dated	Program Review Student Equity Scheduling Enrollment Trends CAEP FHDA IRP 2 🗃 🌓 🕐
» 倉 Hide Tree	Course Success with Disproportionate Impact 🛛 🕒 🖬
FHDA District De Anza College Eonthill College	Limits: 2021-22 Who uese this report: All users who want to explore student equity and disproportionate impact in course success.
O Multi-Unit Selection	What is this report: This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionale impact. Data reflects credit sections.
SPECIAL UNIT	How to interpret the data: A negative proceedings of the generates 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
Contrast los de las valaises Anconstructions las valaises Contrastilies Contrastil	the student groups experiencing disproportionale 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 errate 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. Leanat: Vellow: Student groups experimencing discroportionale impact according to the Percentage Point Gap Minus One (PPG-1) method ¹ Currently showing all groups. Cick here to show any prespiration terms receiving a light.
SECTIONS HIP HOP FLOW SECTIONS HIP HOP FLOW SECTIONS HIMPACT AAPI SECTIONS LEARNING IN COMMUNITIES (LINC) ECONOMIC	Cick here to show and compare diproportionate impact with FHDA Datrict. Hido calls with forwer than 10 students FHDA District-> De Anza College 2021 Summer to 2022 Spring Number of sections: 4832
Math Performance Success (MPS) sections	

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.



Data table (before)

Test Format Format	Leastst. Weiter: "Euclering progra experiencing a negative percentage founder: "Euclering progra experiencing disproportional impact Controlly Moning of globals, Colo Annos towic organization and Controlly Moning of globals, Colo Annos towic organization and Polita Assistant and and and and and and and and Polita Assistant and and and and and and and Philaha Bistorica De Anza College Number of sections: 4832	point gap that is not statistic according to the Percentag portionate impact.	sally significant ge Point Gap Minus One (PP	G-1) method ¹				20	21 Summer to 2022 Spring
VIDA SECTIONS									Additional
Student Charaoteristics Aaa	Student group	Enrollment at census	Success rate	Comparison success rate	Percentage point gap		Chart		successes needed to erase percentage point gap
V FIRET GENERATION COLLEGE V FORTER YOUTH	All Students (De Anza College, 4832 sections)	132,554	79%	79%	0				
GENDER Low Income	Asian	53,520	85%	75%	+10				
V VETERAN	Black	5,311	67%	80%	-13				680
						0 10	20	30	
	Filipinx	9,297	79%	79%	0				8
	Latinx	34,376	70%	82%	-12			10	4,245
	Native American	501	73%	79%	-7		20	30	33
	Pacific Islander	952	66%	79%	-13	0 50	20	30	126
	Unknown ethnicity	8,114	87%	79%	+8				
	White	20,483	80%	79%	+1				
	Female	64,941	80%	78%	+2				
	Male	66,163	78%	80%	-2				1,048
	Non-Binary	N/A							
	Unknown gender	1,443	80%	79%	+1				
	Foster youth	438	53%	79%	-27		20	30	118
	Individuals with disabilities	5,324	83%	79%	+4				
	Low Income	57,268	74%	83%	-9		20	30	5,180
	Veterans	2,441	77%	79%	-3	. 10	20	10	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."

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VIDA SECTIONS		De Anza Colle	86				FHDA Distr	ict			
Student Characteristics v Ace v Education Artaintivent Level	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	
FRIT GENERATION COLLEGE	All Students (De Anza College, 4832 sections)	132,554	79%	79%	0	All Students (FHDA District, 8254 sections)	211,917	80%	80%	0	
 ✓ FORTER FOURH ✓ GENDER 	Asian	53,520	85%	75%	+10	Asian	75,301	85%	77%	+8	
VETERAN	Black	5,311	67%	80%	-13	Black	9,318	68%	80%	-12	
	Filipinx	9,297	79%	79%	0	Filipinx	12,991	79%	80%	-4	
	Latinx	34,376	70%	82%	-12	Latinx	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	68%	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%	78%	+2	Female	103,409	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	789	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%	-9	
	Veterans	2,441	77%	79%	-3	Veterans	3,587	76%	80%	-3	