

# Course Success with Disproportionate Impact

**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. 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.

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<sup>1</sup>

Number of sections: 99

Student group	Enrollment at census	Success rate	Comparison		Percentage point gap	Chart	Additional successes needed to erase percentage point gap
			success rate				
<b>All Students (Physical Education-DA, 99 sections)</b>	1,908	94%	94%		0		
<b>Asian</b>	345	94%	95%		-1		4
<b>Black</b>	243	94%	94%		0		1
<b>Filipinx</b>	82	94%	94%		-1		1
<b>Latinx</b>	760	95%	94%		+1		
<b>Native American</b>	18	100%	94%		+6		
<b>Pacific Islander</b>	44	95%	94%		+1		
<b>Unknown ethnicity</b>	71	96%	94%		+1		
<b>White</b>	345	94%	94%		-1		3
<b>Female</b>	526	96%	94%		+2		
<b>Male</b>	1,371	94%	96%		-2		26
<b>Non-Binary</b>	0						
<b>Unknown gender</b>	11	100%	94%		+6		
<b>Foster youth</b>	N/A						
<b>Individuals with disabilities</b>	75	96%	94%		+2		
<b>Low Income</b>	699	92%	96%		-4		29
<b>Veterans</b>	17	100%	94%		+6		

<sup>1</sup>The PPG-1 method follows the CCCC method for calculating disproportionate impact. 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. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).