



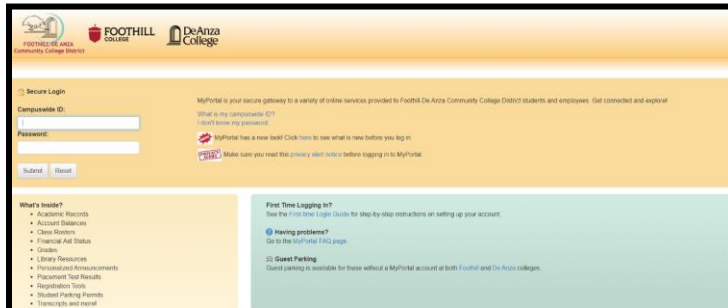
PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

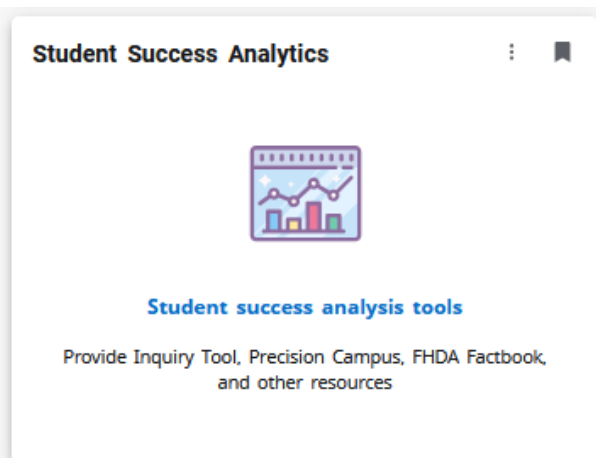
If needed, enlarge this document on your screen to view the images.

LOG INTO MYPORTAL

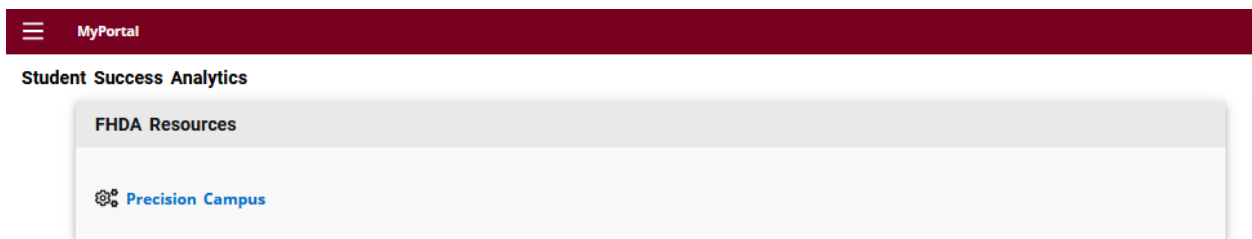
1. Enter your campuswide id (cwid)
2. Enter your password



3. Select "Student Success Analytics"



4. Select "Precision Campus"



ACCESSING COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

1. Select "Student Equity."

PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

Program Review

Student Equity

Enrollment Trends

Productivity Measures

CAEP

FHDA IRP

Saved Reports

2. Currently, there are five reports in this area:
 - 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
 - d. **Course Success with Equity Gaps (course level)**
 - section level, only faculty have access to their individual sections with percentage point gap rather than disproportionate impact

EQUITY



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 college, division, department or course.



PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

Reset All

Organization

Search

FHDA District

De Anza College

Applied Technologies

Biol. Health, Env. Sc., Wildl. Ed.

Business/Computer Systems

Accounting/OA

Business-FD

Computer Information System-FD

Real Estate-OA

Creative Arts

Disability Supp. Progs. & Svcs.

Intercultural/International Stu.

Language Arts

Learning Resources

Physical Education/Athletics

Physical Sciences/Math/Engin.

Social Sciences and Humanities

Student Services

Student Equity > Equity

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.

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

Limits: 2022-23

☐ 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 Anza College
Number of sections: 5030

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

Search

Course Section Characteristics

Accounting Method

CTE Status

Campus

Instructional Modality

Special Programs/Learning Communities

CalWORKs students

DE CCAP/IMOU Sections

DSPS students

EOPS students

English/Math Corequisite Sections

First Year Experience (FYE) sections

Hip Hop Flow Sections

Honors sections

IMPACT AAPI Sections

Learning in Communities (LinC) sections

Math Performance Success (MPS) sections

Puente sections

Reach

Umoja sections

VIDA sections

Student Characteristics

App

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:
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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

Limits: 2022-23

☐ Hide groups without disproportionate impact

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Hide cells with fewer than 10 students

FHDA District->De Anza College
Number of sections: 5030

DATA INTERPRETATION



PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

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 Anza College Number of sections: 5140							2023 Summer to 2024 Spring
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
Gender	All Students (De Anza College, 5140 sections)	140,376	78%	78%	0		
	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%	78%	+7		

3. 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 81%.

PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

FHDA District->De Anza College
Number of sections: 5140

2023 Summer 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
	Filipinx	8,538	80%	78%	+1		
	Latinx	35,560	71%	81%	-10		3,444
	Native American	465	78%	78%	0		1
	Pacific Islander	1,017	68%	78%	-10		105
	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.
- Blue highlights** denote student groups experiencing a negative PPG that is not statistically significant.
 - 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.

FHDA District->De Anza College
Number of sections: 5140

2023 Summer 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
	Filipinx	8,538	80%	78%	+1		
	Latinx	35,560	71%	81%	-10		3,444
	Native American	465	78%	78%	0		1
	Pacific Islander	1,017	68%	78%	-10		105
	Unknown ethnicity	10,567	86%	78%	+8		
	White	23,699	71%	80%	-9		2,045

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.

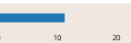
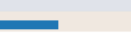
PRECISION CAMPUS ONLINE DATA TOOL

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 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
Number of sections: 5140
2023 Summer to 2024 Spring

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		835
	Non-Binary	14	86%	78%	+7		
	Unknown gender	2,729	77%	78%	-1		25
Race/Ethnicity	Asian	55,112	86%	74%	+12		
	Black	5,418	68%	79%	-11		610
	Filipinx	8,538	80%	78%	+1		
	Latinx	35,560	71%	81%	-10		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.

- 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 "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) method¹

Limits: 2023-24

☒ Hide groups without disproportionate impact

☐ Click here to show and compare disproportionate impact with FHDA District.



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 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)

☐ Hide groups without 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: 5140
2023 Summer to 2024 Spring

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		835
	Non-Binary	14	86%	78%	+7		
	Unknown gender	2,729	77%	78%	-1		25
Race/Ethnicity	Asian	55,112	86%	74%	+12		
	Black	5,418	68%	79%	-11		610
	Filipinx	8,538	80%	78%	+1		
	Latinx	35,560	71%	81%	-10		3,444
	Native American	465	78%	78%	0		1
	Pacific Islander	1,017	68%	78%	-10		105
	Unknown ethnicity	10,567	86%	78%	+8		
	White	23,699	71%	80%	-9		2,045
	Veteran	138,462	78%	82%	-4		5,208
	Not Veteran						

Data table (after)

☒ Hide groups without 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: 5140
2023 Summer to 2024 Spring

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
Race/Ethnicity	Black	5,418	68%	79%	-11		610
	Latinx	35,560	71%	81%	-10		3,444
	Pacific Islander	1,017	68%	78%	-10		105
	White	23,699	71%	80%	-9		2,045
Veteran	Not Veteran	138,462	78%	82%	-4		5,208
Foster Youth	Foster	538	51%	79%	-27		148
Income	Low Income	58,258	70%	84%	-14		8,003



PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

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.”

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.

Data table (before)

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 Anza College
 Number of sections: 5140

2023 Summer to 2024 Spring

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		835
	Non-Binary	14	86%	78%	+7		
	Unknown gender	2,729	77%	78%	-1		25
Race/Ethnicity	Asian	55,112	86%	74%	+12		
	Black	5,418	68%	79%	-11		610
	Filipinx	8,538	80%	78%	+1		
	Latinx	35,560	71%	81%	-10		3,444
	Native American	465	78%	78%	0		1
	Pacific Islander	1,017	68%	78%	-10		105

Data table (after)

PRECISION CAMPUS ONLINE DATA TOOL

HOW TO ACCESS COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

- 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."

☐ Hide groups without disproportionate impact
☒ Click here to show and compare disproportionate impact with Business/Computer Systems.

Hide cells with fewer than students

FHDA District: De Anza College > Business/Computer Systems > Computer Information Systems (FD) 2023 Summer to 2024 Spring
Number of sections: 309

Computer Information System (FD)						Business/Computer Systems				
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Student group	Enrollment at census	Student Group Success rate	Comparison success rate	Percentage point 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	8,519	77%	78%	0
	Male	6,392	78%	76%	+2	Male	11,734	78%	77%	+0
	Non-Binary	0				Non-Binary	0			
	Unknown gender	166	72%	77%	-5	Unknown gender	343	72%	78%	-6
Raca/Ethnicity	Asian	5,432	83%	70%	+13	Asian	9,665	84%	71%	+13
	Black	276	56%	78%	-21	Black	779	64%	78%	-14
	Filipino	422	70%	77%	-7	Filipino	982	76%	78%	-1
	Latino	1,359	62%	79%	-18	Latino	3,866	68%	80%	-12
	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