Hide Tree

FHDA District

De Anza College

Foothill College

Multi-Unit Selection

SPECIAL UNIT GROUPINGS

FILTER

Click here to see all filter variables

Course Section Characteristics

- Accounting Method
- CTE Status
- Campus
- Instructional Modality
- Term

Special Programs/Learning Communities

- CalWORKs students
- DSPS students
- Dual Enrollment CCAP sections
- EOPS students
- 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

- Age
- Education Attainment Level
- Ethnicity
- First Generation College
- Foster Youth
- Gender
- Low Income
- Veteran

- Year

# Course Success with Disproportionate Impact

**Limits:** 2022-23

**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[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Hide cells with fewer than 10 students

All Units
Number of sections: 5861

2022 Spring to 2023 Winter

| 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 | 152,053 | 80% | 80% | 0 | | |
| Asian | 53,716 | 85% | 78% | +8 | | |
| Black | 6,811 | 69% | 81% | -12 | 0 10 20 30 | 801 |
| Filipinx | 9,252 | 81% | 80% | +1 | | |
| Latinx | 41,863 | 73% | 83% | -11 | 0 10 20 30 | 4,451 |
| Native American | 657 | 79% | 80% | -2 | | 13 |
| Pacific Islander | 1,419 | 74% | 80% | -7 | 0 10 20 30 | 93 |
| Unknown ethnicity | 7,976 | 87% | 80% | +7 | | |
| White | 30,359 | 83% | 80% | +3 | | |
| Female | 72,868 | 80% | 80% | +0 | | |
| Male | 76,442 | 80% | 80% | 0 | | 155 |
| Non-Binary | 0 | | | | | |
| Unknown gender | 2,743 | 83% | 80% | +2 | | |
| Foster youth | 594 | 57% | 80% | -23 | 0 10 20 30 | 140 |
| Individuals with disabilities | 3,768 | 79% | 80% | -1 | | 38 |
| Low Income | 62,150 | 75% | 84% | -9 | 0 10 20 30 | 5,778 |
| Veterans | 2,153 | 79% | 80% | -1 | | 32 |

[1]The PPG-1 method follows the CCCCO 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).