

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.

Limits: 2023-24

Disproportionate impact table

Group Name	Student group	Enrollment	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional success needed to reach percentage point
	All Students (Physical Education-DA, 96 sections)	1,832	94%	94%	0		
Gender	Female	442	93%	95%	-1		
	Male	1,352	94%	94%	+0		
	Non-Binary	0					
	Unknown gender	38	100%	94%	+6		
Race/Ethnicity	Asian	348	95%	94%	+1		
	Black	191	93%	94%	-2		
	Filipinx	95	98%	94%	+4		
	Latinx	680	94%	95%	-1		
	Native American	N/A					
	Pacific Islander	57	98%	94%	+4		
	Unknown ethnicity	91	95%	94%	+0		
Veteran	White	364	93%	95%	-1		
	Not Veteran	1,814	94%	94%	0		
Foster Youth	Veteran	18	94%	94%	+0		
	Foster	13	92%	94%	-2		
Income	Not Foster Youth	1,819	94%	92%	+2		
	Low Income	599	91%	96%	-5		
	Not Low Income	1,233	96%	91%	+5		

Legend

Blue

Student groups experiencing a negative percentage point gap that is not statistically significant

Tan

Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method

Margin of error is calculated using the Wald Interval.

¹The 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).