

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

FOOTHEL-BEARDA Community College District	DeAnza College
Secure Login Campusvide ID: Password: Submit Resot	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 explore! What is my campounded ID? I don't know my password. WyPortal has a new look! Click here to see what is new before you log in. PUTED: Make sure you read this privacy alert notice before logging in to MyPortal.
What's Inside? Academic Records Account Balances Class Rosters Financial Ald Status Grades Library Resources Personalized Announcements Pelacement Test Results Registration Tosts 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. It having problems? Go to the MyPortal FAQ page It Guest Parking Guest parking is available for those without a MyPortal account at both Foothill and De Anza colleges.

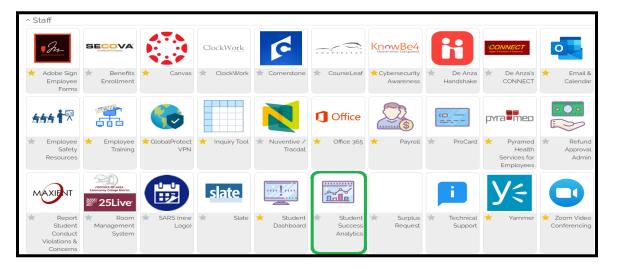
SELECT THE "STUDENT SUCCESS ANALYTICS" APP

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

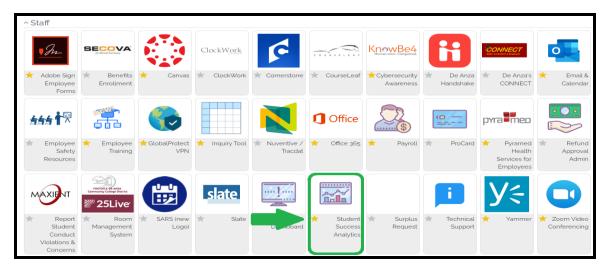
	Hello! Monday. September 19, 2022
FOOTHILL-DE ANZA Community College District	**Updates: College Opening Day and Welcome Day (De Anza College)
Q Search Go	De Anza will hold College Opening Day for faculty and staff on Thursday, Sept. 22. (District Opening Day is on Wednesday. Sept. 21)
යි Home	The College 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
[→ Logout	Welcome Day is coming up on Sept 23
	Ealingistration is now open
	New option for fall class scheduling for students Free online mental health care from TimelyCare
	True or Preferred Name forms
	<u>Vaccination and booster required</u> for coming to campus
	Face masks also required indoors Free PCR testing and home-testing kits available on campus
	 <u>The Concern print terms terms and an endaged</u> (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.

FOOTHILL-DE ANZA	
Community College District	
Q Search Go	Computer Viol Computer Viol
Aller:	Se FRUH FOLLOOK
û Home	
Getting Started	External Resources
#Apps	📽 CCCCO Data Mart
9 My Profile	& CCCCO Scorecard
O My Prolite	
E→ Logout	CCCCO Student Success Metrics
	CCCCO Student Success Metrics

ACCESSING COURSE SUCCESS WITH DISPROPORTIONATE IMPACT DATA

1. Select "Equity."

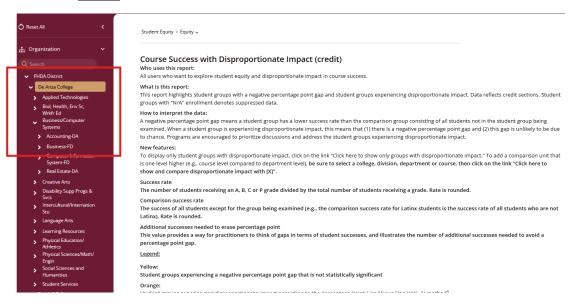
Program Review	Student Equity	Enrollment Trends	Scheduling	CAEP	FHDA IRP	Saved Reports

- 2. Currently, there are four "Course Success with Disproportionate Impact" reports:
 - 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

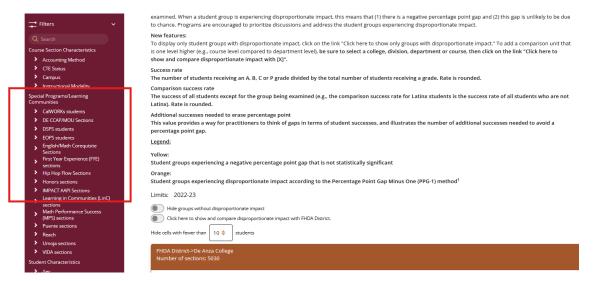
EQUITY Course Success with Disproportionate Disproportionate Disproportionate Disproportionate Equity Gaps (course Impact (credit) Impact (credit and Impact (dean) Impact (faculty) level) non-credit) th



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



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.





DATA INTERPRETATION

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 Number of section							2023 Summer to 2024 Sprin
Disproportiona Group Name	te impact table	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		839
	Non-Binary	14	86%	78%	+7		
	Unknown gender	2,729	77%	78%	-1		29
Race/Ethnicity	Asian	55 112	86%	7/06	+17		



 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 81%.

HDA District->De Arza College 2023 Summ Number of sections: 5140									
									Additional successes
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap		Chart		needed to erase percentage point gap
ce/Ethnicity	Asian	55,112	86%	74%	+12				
	Black	5,418	68%	79%	-11				
						0 10	20	30	
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	7196	81%	-10				3,
						0 10	20	30	
	Native American	465	78%	78%	0				
	Pacific Islander	1,017	68%	78%	-10				
						0 10	20	30	
	Unknown ethnicity	10,567	86%	78%	+8				
	White	23,699	71%	80%	-9				2

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

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.



									Additiona successes needed to erase
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart			percentage point gap
ace/Ethnicity	Asian	55,112	86%	74%	+12				
	Black	5,418	68%	79%	-11				
						0 10	20	30	
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	7196	81%	-10				3
						0 10	20	30	
	Native American	465	78%	78%	0				
	Pacific Islander	1,017	68%	78%	-10				
						0 10	20	30	
	Unknown ethnicity	10,567	86%	78%	+8				
	White	23,699	71%	80%	-9				2

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 3,444 successes (A, B, C or P grades).

HDA District->De / Number of section:										
Disproportionate	e 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					83
	Non-Binary	14	86%	78%	+7					
	Unknown gender	2,729	77%	78%	-1					:
Race/Ethnicity	Asian	55,112	86%	74%	+12					
	Black	5,418	68%	79%	-11	0	10	20	30	61
	Filipinx	8,538	80%	78%	+1					
	Latinx	35,560	71%	81%	-10	0	10	20	30	3,44
	Native American	465	78%	78%	0					
	Pacific Islander	1,017	68%	78%	-10					10



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, locate the slider "Hide groups without disproportionate impact."

Course Success with Disproportionate Impact (credit) Who uses this report: Unavers the wants evaluate evaluation of disproportionate impact in course success.
What is this report: This report highlings sudent groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "NA" 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
Comparison access 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:
Yellowc
Student groups experiencing a negative percentage point gap that is not statistically significant
Sources group capacity of against pressing of point of the saturdineary against the
Urange: Student erous experiencine disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method ¹
subjent groups experiencing appropriationate impact according to the Percentage Point dap minos One (PPOP) method
Limits: =2023-24
C Hde groups without disproportionate impact
Click here to show and compare disproportionate impact with FHDA District.

 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)

	Anza College	ict.						2023 Sur	mmer to 2024 Sprin
Disproportionat Group Name	e impact table 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				839
	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	0 10	20	30	610
	Filipinx	8,538	80%	78%	+1				
	Latinx	35,560	71%	81%	-10	0 10	20	30	3,444
	Native American	465	78%	78%	0				ſ
	Pacific Islander	1,017	68%	78%	-10	0 10	20	30	105
	Unknown ethnicity	10,567	86%	78%	+8				
	White	23,699	71%	80%	-9	0 10	20	30	2,045
Veteran	Not Veteran	138.467	78%	87%	.4				5 208



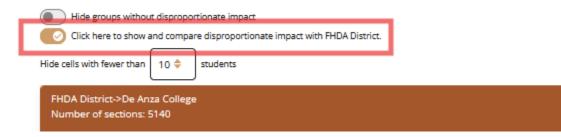
Data table (after)

HDA District->De lumber of section	s: 5140								2023 Su	nmer to 2024 S
Group Name	Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap			Chart		Addition: successe needed t erase percentaj point gaj
Race/Ethnicity	Black	5,418	68%	79%	-11		10	20	30	
	Latinx	35,560	71%	81%	-10	0	10	20	30	3
	Pacific Islander	1.017	68%	78%	-10	0	10	20	30	
	Pacific Islander	1,017	686	/8%	-10	0	10	20	30	
	White	23,699	71%	80%	-9	-				:
						0	10	20	30	
Veteran	Not Veteran	138,462	78%	82%	-4	-	10	20	30	1
Foster Youth	Foster	538	51%	79%	-27	0	10	20	30	
						0	10	20	30	
Income	Low Income	58,258	70%	84%	-14					
						0	10	20	30	

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."



 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)

HDA District->De								2023 Su	mmer to 2024 Sprir
Disproportionat Group Name	e impact table 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				83
	Non-Binary	14	86%	78%	+7				
	Unknown gender	2,729	77%	78%	-1				2
lace/Ethnicity	Asian	55,112	86%	74%	+12				
	Black	5,418	68%	79%	-11	0 10	20	30	61
	Filipinx	8,538	80%	78%	+1				
	Filipinx			81%	-10				3,44
	Latinx	35,560	7196	01.0		0 10	20	30	
		35,560 465	71%	78%	0	0 10	20	30	

Data table (after)

- 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."

w and compare disproportionate impact with Business/Com an 10 ===================================								2023	8 Summer to 2024 Sp
s: 309									
pproportionate impact table Computer Information System FD					Business/Computer Systems				
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 poin 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%	
Female	3,381	76%	77%	-1	Female	8,119	77%	78%	
Male	6,392	78%	76%	+2	Male	11,734	78%	77%	
Non-Binary	0				Non-Binary	0			
Unknown gender	165	72%	77%	-5	Unknown gender	343	72%	78%	
Asian	5,432	83%	70%	+13	Asian	9,665	84%	71%	
Black	276	56%	78%	-21	Black	779	64%	78%	
Filipinx	422	70%	77%	-7	Filipinx	982	76%	78%	
Latinx	1,359	62%	79%	-18	Latinx	3,866	68%	80%	
Native American	33	70%	77%	-7	Native American	73	77%	78%	
Pacific Islander	57	75%	77%	-2	Pacific Islander	124	70%	78%	
Unknown ethnicity	932	83%	76%	+7	Unknown ethnicity	1.602	83%	77%	
	w of angest e disponsiones impact with BusinessCom (a) (b) (b) (b) (b) (b) (b) (b) (b) (b) (b	שי מר מקר אין מקר אין מער א מער מער אין מער אי מער גער גער גער גער גער גער גער גער גער ג	war of comportones inpart with EuchersComputer System - Source	An energy et gropperson an expassive la version es aversion es ave	An eigen eig	An experience of the series of	An expension of the series of	k j g g g g g g g g g g g g g g g g g g	A sequence weight of a seq