

How to Access the Disproportionate Impact Tool

1. Access your My Portal account at <https://myportal.fhda.edu/cp/home/displaylogin> by entering your CWID and password.

FOOTHILL-DE ANZA
Community College District

Foothill College
Upgrade. Advance.

DeAnza College

Secure Login

Campuswide ID:

Password:

Submit Reset

MyPortal is your secure gateway to a variety of online services

What is my campuswide ID?
I don't know my password.

What's Inside?

- Academic Records
- Account Balances
- Class Rosters
- Financial Aid Status
- Grades
- Personalized Announcements
- Placement Test Results
- Registration Tools

First Time Logging In?
See the [First-time Login Guide](#) for

Having problems?
Go to the [MyPortal FAQ](#) page

Guest Parking
Guest parking is available for those

2. On the menu on the left side of the screen click on “Apps”, then scroll down to the “Staff” drop-down menu and click on the “Program Review” application.

FOOTHILL-DE ANZA
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Search Go

Home

Getting Started

Apps - 1

My Profile

Logout

Applications

~ All Users

- Academic Dates & Deadlines
- Campus Events
- Campus Food Services
- FHDA Foundation
- FHDA YouTube Channel
- Look Up Classes
- Open Class Finder

~ Banner

- Active Division
- Active Roster Administration
- Argos
- Banner
- Banner Document Management
- Banner Reports
- Banner Resources

~ Staff - 2

- ClockWork
- SANS/ACLP
- Exchange
- Faculty Inquiry Tool
- Nuventive / Tracdat
- Office 365
- Payroll
- ProCard
- Program Review** - 3
- Refund Request Admin

Taleo

3. On the main page of the Program Review tool, click on DISPROPORTIONATE IMPACTS.

The screenshot displays the 'Program Review' tool interface. On the left is a dark blue sidebar with navigation options: 'FHDA DISTRICT' (with a sub-option 'FHDA District'), 'Multi-Unit Selection', 'SPECIAL UNIT GROUPINGS', and a 'FILTER' section with expandable categories: EDUCATION LEVEL, ETHNICITY, ON-LINE STATUS, GENDER, AGE, CAMPUS, CREDIT STATUS, and SPECIAL COURSE TYPE. The main content area is titled 'Program Review' and features an 'Enrollment Trends' table. Below the table is a vertical navigation menu with seven items, each with a right-pointing arrow icon. The 'Disproportionate Impacts' item is highlighted with a red box and a red arrow pointing to it from the left.

	2012-13	2013-14	2014-15	3-yr %Inc
Unduplicated Headcount	65,181	63,822	62,794	-3.7%
Enrollment	322,949	320,652	321,674	-0.4%
Sections	10,213	10,149	10,402	1.9%
WSCH	1,467,076	1,468,212	1,481,583	1.0%
FTES	32,619	32,609	32,890	0.8%
FTEF	915.8	916.1	938.2	2.5%
Productivity	534	534	526	-1.4%

- Annual Certificates and Degrees Awarded
- Explore Enrollment Trends
- Explore Success Rate Trends
- Disproportionate Impacts**
- Other Tools for Comparisons
- Scheduling Tools

4. The Disproportionate Impact Tool works by calculating differences in course completion rates for targeted student groups based on the Percentage Point Gap (PPG) Method as required by California AB504, Community Colleges: Student Success and Support Program Funding. Course completion rates are disaggregated by ethnicity, gender, foster youth, veterans, individuals with disabilities, and low income status. The rates of completion for each group are compared with the average completion rate for all students, and the percentage point difference for each group is calculated.

In the picture below, the row circled in red shows the course completion count and rate for all students. The column circled in red shows the percentage point difference for each group when compared to the average completion for all students.



5. In the column titled “Percentage Point Gap and Margin of Error”, the small white triangle on each graph represent the margin of error which differs for each group based on the sample size. The blue bar represents the percentage point gap between each group and the average for all students. **Disproportionate impact** in course completion rates is found when the blue bar exceeds the rate of the margin of error. The highlighted rows contain the groups that are disproportionately impacted.

Disproportionate Impact with Margin of Error by Year

Limits: 2018-19

Course Completion
De Anza College
2018-19

Target Population(s)	The # of credit courses students enrolled in & were present on census day in Fall	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Comparison to the all student average (Percentage point difference with +/- added)*	Percentage Point Gap and Margin of Error
African American	5,758	64%	-14	<p>Margin of Error</p> <p>-14 percentage points surpasses the Margin of Error. Disproportionate impact is found</p>
Asian	70,512	83%	+5	
Decline to State	2,364	82%	+4	
Filipinx	9,652	74%	-4	
Latinx	37,660	69%	-9	
Native American	708	72%	-6	
Pacific Islander	1,175	70%	-8	
White	26,513	81%	+3	
All Students	154,342	78%		
Female	75,146	80%	+2	
Male	79,175	76%	-2	
Non-Binary	21	67%	-11	

- You can use the blue menu on the left side of the screen to filter down to your division, department, subject, or course number. After you make your selection, check under the header “Course Completion” to make sure that the data shown is for the parameters and year you want to view.

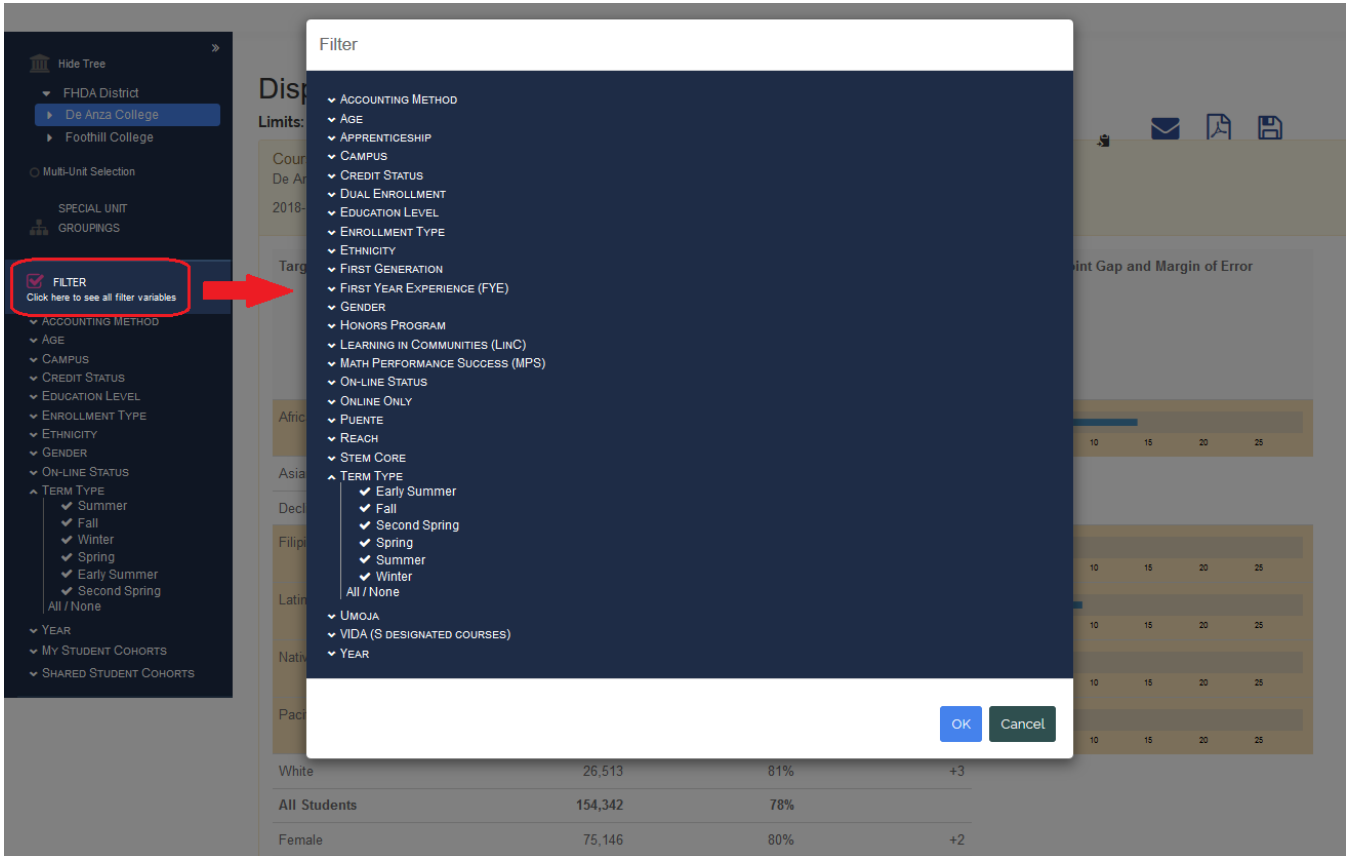
Disproportionate Impact with Margin of Error by Year

Limits: 2018-19

Course Completion
Language Arts > English/Writing-DA
2018-19

Target Population(s)	The # of credit courses students enrolled in & were present on census day in Fall	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Comparison to the all student average (Percentage point difference with +/- added)*
African American	370	70%	-8
Asian	4,607	86%	+8
Decline to State	114	83%	+5
Filipinx	794	75%	-3
Latinx	3,191	67%	-11
Native American	39	51%	-27
Pacific Islander	83	64%	-14
White	1,546	81%	+3

7. You can also filter on other student characteristics, programs, and learning communities by clicking on the pink check mark next to the word “FILTER”. A pop-up window will appear containing all available filters. After you make your selection, click “OK”.



8. If you have any questions, or if you run into any problems while navigating the tool, please email Ola Sabawi at sabawiola@fhda.edu.