Analyzing & Interpreting Data with an Equity Lens

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Program Review Data Workshop Series:

2015-16

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Goals for Today

ം Locate the pre-populated data in the Program Review module

ം Define college Key Performance Indicators (KPIs)

ം Review equity data and implications in the context of Program Review

ം Discuss how equity data can be used for program planning and improvement

Themes for 2015-16 Data Analysis

ର Ideally, Lead Writers should be able to…

- ର Examine program and college data through an equity lens
- ର Assess student equity in access and success by gender and ethnicity (at minimum)
- ର Develop strategies for reducing equity gaps and improving student success

First Things First…

Accessing Program Data

Accessing College-wide Data

Orientation to the Data

- Instructional Program Key Performance Indicators
  - KPIs: Student Characteristics
    - 5-year trends on student demographics
    - Overview of students enrolled in program courses
    - Gender, ethnicity, age, DSPS status, first generation status, prior education level
  - KPIs: Student Outcomes
    - Program-level success/retention rates
    - Program Success/retention rates disaggregated by gender, ethnicity, online status, and course

KPI Basics

- Headcount
  - Unduplicated count of students
  - e.g., if a student is enrolled in 6 classes in the year, she is only counted as 1
- Enrollment
  - Duplicated count of students
  - E.g., if a student is enrolled in 6 classes in the year, she is counted as 6

KPI Basics

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- Success/Success Rate
  - Students who received a final grade of A, B, C, or P
  - Among all students enrolled at census
- Retention/Retention Rate
  - Students who received a final grade of A, B, C, D, F, P, NP, or I
  - Among all students enrolled at census
- Course or Program GPA
  - Average grade in the program (subject) or course

What Can the Student Characteristics Report Tell You?

ക Has your student population changed significantly over the past 5 years?

ക Is your program student population representative of the larger college student population?

ക What are your students' backgrounds? What are the implications for your practice?

KPIs: Student Characteristics

Table 1.2: Annual Student Headcount by Gender

	2010-11		2011-12		2012-13		2013-14		2014-15		5-Yr % Change	5-Yr Avg
Female	2,293	49%	2,149	50%	2,223	50%	2,029	49%	1,996	53%	-13%	50%
Male	2,324	51%	2,248	50%	2,210	50%	2,116	51%	1,796	47%	-23%	50%
Unreported	1	0%	0	0%	0	0%	1	0%	0	0%	-100%	0%
Total	**4,618**	**100%**	**4,397**	**100%**	**4,433**	**100%**	**4,146**	**100%**	**3,792**	**100%**	**-18%**	**100%**

5-Year Trends

Table 1.3: Annual Student Headcount by Ethnicity

	2010-11		2011-12		2012-13		2013-14		2014-15		5-Yr % Change	5-Yr Avg
African American	330	7%	300	7%	276	6%	267	6%	263	7%	-20%	7%
American Indian	31	1%	23	1%	26	1%	18	0%	14	0%	-55%	1%
Asian/Pacific Islander	562	12%	495	11%	465	10%	450	11%	384	10%	-32%	11%
Filipino	245	5%	198	5%	190	4%	201	5%	174	5%	-29%	5%
Latino	1,233	27%	1,317	30%	1,468	33%	1,423	34%	1,347	36%	9%	32%
White	1,766	38%	1,671	38%	1,636	37%	1,428	34%	1,276	34%	-28%	36%
Other	242	5%	246	6%	285	6%	289	7%	279	7%	15%	6%
Unreported	209	5%	147	3%	87	2%	70	2%	55	1%	-74%	3%
Total	**4,618**	**100%**	**4,397**	**100%**	**4,433**	**100%**	**4,146**	**100%**	**3,792**	**100%**	**-18%**	**100%**

What Can the Student Outcomes Report Tell You?

ଔ Have success rates changed over the past 5 years for your program?

ଔ Are there equity gaps in student success by gender or ethnicity?

ଔ Are online students as likely as in-person students to succeed in your program's courses?

ଔ What are success rates by course? What can we as a college (or program) do to help students succeed in their classes?

KPIs: Student Outcomes

Table 2.4. Annual Program Outcomes by Ethnicity

		Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Program GPA	
African American	2010/11	389	323	83%	213	55%	1.93	
	2011/12	352	299	85%	200	57%	1.91	**Equity Gap**
	2012/13	319	276	87%	190	60%	1.97	
	2013/14	309	258	83%	189	61%	2.19	
	2014/15	300	260	87%	190	63%	2.12	
American Indian	2010/11	38	32	84%	27	71%	2.60	
	2011/12	37	33	89%	25	68%	2.50	
	2012/13	30	26	87%	23	77%	2.46	
	2013/14	23	22	96%	19	83%	2.36	
	2014/15	16	16	100%	13	81%	2.38	
Asian/Pacific Islander	2010/11	697	620	89%	514	74%	2.65	
	2011/12	627	558	89%	456	73%	2.50	
	2012/13	589	538	91%	468	79%	2.64	
	2013/14	559	511	91%	453	81%	2.76	
	2014/15	473	429	91%	386	82%	2.86	
Filipino	2010/11	298	257	86%	206	69%	2.39	
	2011/12	242	219	90%	172	71%	2.25	
	2012/13	249	223	90%	189	76%	2.49	
	2013/14	259	244	94%	207	80%	2.52	
	2014/15	197	173	88%	144	73%	2.50	
Latino	2010/11	1,503	1,308	87%	935	62%	2.11	
	2011/12	1,560	1,307	84%	900	58%	2.05	**Equity Gap**
	2012/13	1,768	1,517	86%	1,130	64%	2.18	
	2013/14	1,682	1,434	85%	1,089	65%	2.22	
	2014/15	1,573	1,358	86%	1,041	66%	2.32	
White	2010/11	2,212	1,976	89%	1,680	76%	2.65	
	2011/12	2,118	1,877	89%	1,584	75%	2.64	**Reference Group**
	2012/13	2,043	1,790	88%	1,539	75%	2.67	
	2013/14	1,759	1,597	91%	1,391	79%	2.74	
	2014/15	1,594	1,449	91%	1,265	79%	2.78	

Data Section in the Program Review Module

ભ Consider and discuss how the demographics of your students, as well as any equity gaps you observe, may have implications for curriculum, teaching and learning strategies, and program planning.

What Are We Looking For In This Section?

❧ Brief overview of the key findings

  ❧ Example: Latino students now comprise 40% of the students in the Tiddlywinks program; however, success rates for these students are 15% lower than for White students.

❧ Implications for program planning

  ❧ Example: This represents a significant equity gap, and the program will take steps to reduce this gap by engaging in professional development activities centered on inclusive teaching and learning and effective strategies for supporting Latino students in the classroom.

Additional Resources

- Program Review Web Page
- Mesa Institutional Research Web Page
- District Institutional Research Web Page

Thank You!

ଓଃ Questions?

ଓଃ Contact Bri Hays, Campus Based Researcher at
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