

# Analyzing & Interpreting Data with an Equity Lens



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



- ☞ Ideally, Lead Writers should be able to...
  - ☞ Examine program and college data through an equity lens
  - ☞ Assess student equity in access and success by gender and ethnicity (at minimum)
  - ☞ Develop strategies for reducing equity gaps and improving student success



First Things First...



# Accessing Program Data

The screenshot displays the Taskstream web application interface. At the top, the browser address bar shows the URL <https://www.taskstream.com/Main/homeCIP/default.asp>. The page header includes the San Diego Mesa College logo and user information for Brianna Hays, with links for My Account, Logout, Help, and the Taskstream logo. A navigation menu contains links for Shared Resources, Locator, Messages, Resource Tools, and Analytics. Below this, a secondary menu offers options for Edit Content, Discussion, Submission & Read Reviews, Publish, and Options & Info. The main content area is titled "Sandbox - Instruction (Workspace: Instructional Program Review 2015/16 UPDATE)" and includes a "Preview" button. A toolbar at the top of the content area provides actions such as Check Out, Share, Print, PDF, and Export to Word. The central content is organized into sections: "PROGRAM REVIEW DATA AND RESOURCES" (marked as "Work in Progress") with sub-sections for "Directions" and "Review Method"; and an "Attachment Section" containing three PDF files: "FHP\_Sample.pdf", "KPIs\_Outcomes\_Sample.pdf", and "KPIs\_Sample\_Student\_Characteristics.pdf". A left-hand sidebar under "General Information" lists a hierarchy of items, with "2015/16 Instructional Program Review UPDATE" expanded to show "PROGRAM REVIEW DATA AND RESOURCES" as the selected item. Other items in the sidebar include "UPDATES (REQUIRED)", "Program/SLO Assessment (REQUIRED)", "IE Data Analysis (REQUIRED)", "Program Goals", "Objectives and Plans", "Goals Status Report (REQUIRED)", "Closing the loop on prior year resource allocations (REQUIRED)", and several "BARC Request", "Facilities Request", and "Classified Staff Request" items.

# Accessing College-wide Data



The screenshot shows the Taskstream website interface for San Diego Mesa College. The browser address bar displays <https://www.taskstream.com/Main/homeCIP/default.asp>. The page header includes the college name, user name (Brianna Hays), and navigation links (My Account, Logout, Help, taskstream). A secondary navigation bar contains links for Shared Resources, Locator, Messages, Resource Tools, and Analytics. Below this, a toolbar offers actions like Edit Content, Discussion, Submission & Read Reviews, Publish, and Options & Info. The main content area is titled 'Sandbox - Instruction (Workspace: Instructional Program Review 2015/16 UPDATE)' and includes a 'Preview' button. A 'Content' tab is active, showing a document titled 'PROGRAM REVIEW DATA AND RESOURCES'. A red circle highlights the 'Directions' section, which contains the text: 'Below you will find the resources needed to support your Program Review Update. If there are additional data sets that you need, contact the Office of Institutional Effectiveness at 619-388-2509.' Below this text is a list of 'File Attachments' and 'Web Links'. The 'File Attachments' list includes: 1. [KPIs COLLEGE 2015 Student Characteristics.pdf](#), 2. [Mesa Catalog 2015-2016.pdf](#), 3. [Program Review Data Glossary 2015-2016.pdf](#), 4. [TaskStream Cutting and Pasting Tips.pdf](#), and 5. [TaskStream Printing Tips.pdf](#). The 'Web Links' list includes: 1. [Program Review Website](#). A 'Review Method' section is also visible. At the bottom, there is an 'Attachment Section' and a 'Files:' label.

Taskstream.com

← → ↻ <https://www.taskstream.com/Main/homeCIP/default.asp> ☆ ☰

SAN DIEGO MESA COLLEGE Brianna Hays My Account Logout ? Help taskstream

Home Shared Resources Locator Messages Resource Tools Analytics

Edit Content Discussion Submission & Read Reviews Publish Options & Info

Sandbox - Instruction (Workspace: Instructional Program Review 2015/16 UPDATE) Preview

Expand All Collapse All

Content Log Check Out Share Print PDF Export to Word

General Information

- 2015/16 Instructional Program Review UPDATE
  - PROGRAM REVIEW DATA AND RESOURCES**
    - UPDATES (REQUIRED)
    - Program/SLO Assessment (REQUIRED)
    - IE Data Analysis (REQUIRED)
    - Program Goals
    - Objectives and Plans
    - Goals Status Report (REQUIRED)
    - Closing the loop on prior year resource allocations (REQUIRED)
    - BARC Request 1
    - BARC Request 2
    - BARC Request 3
    - BARC Request 4
    - BARC Request 5
    - Facilities Request 1
    - Facilities Request 2
    - Facilities Request 3
    - Classified Staff Request 1
    - Classified Staff Request 2

**PROGRAM REVIEW DATA AND RESOURCES** Work in Progress

Directions Help on this Page Print

Below you will find the resources needed to support your Program Review Update. If there are additional data sets that you need, contact the Office of Institutional Effectiveness at 619-388-2509.

File Attachments:

- [KPIs COLLEGE 2015 Student Characteristics.pdf](#)
- [Mesa Catalog 2015-2016.pdf](#)
- [Program Review Data Glossary 2015-2016.pdf](#)
- [TaskStream Cutting and Pasting Tips.pdf](#)
- [TaskStream Printing Tips.pdf](#)

Web Links:

- [Program Review Website](#)

Review Method

Attachment Section

Files:

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# 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



## 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?



- ⌘ Has your student population changed significantly over the past 5 years?
- ⌘ Is your program student population representative of the larger college student population?
- ⌘ 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%
<b>Total</b>	<b>4,618</b>	<b>100%</b>	<b>4,397</b>	<b>100%</b>	<b>4,433</b>	<b>100%</b>	<b>4,146</b>	<b>100%</b>	<b>3,792</b>	<b>100%</b>	<b>-18%</b>	<b>100%</b>

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%
<b>Total</b>	<b>4,618</b>	<b>100%</b>	<b>4,397</b>	<b>100%</b>	<b>4,433</b>	<b>100%</b>	<b>4,146</b>	<b>100%</b>	<b>3,792</b>	<b>100%</b>	<b>-18%</b>	<b>100%</b>

# What Can the Student Outcomes Report Tell You?



- ❧ Have success rates changed over the past 5 years for your program?
- ❧ Are there equity gaps in student success by gender or ethnicity?
- ❧ Are online students as likely as in-person students to succeed in your program's courses?
- ❧ 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
	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%	2.66
	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
	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
	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

Equity Gap

Equity Gap

Reference Group

# Data Section in the Program Review Module



- 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!



☞ Questions?

☞ Contact Bri Hays, Campus Based Researcher at  
[bhays@sdccd.edu](mailto:bhays@sdccd.edu) or x2319