DATA COACHING WORKSHOP

EQUITY DATA & COACHING PROJECT TEAM

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WHY DATA COACHING?

- Widening support for accurate data interpretation.

- Increase data literacy.

- Program Review- includes more data this for this cycle.

- Expand data coach support to Guided Pathways data, equity/racial justice data, etc.

- Facilitate a data-guided narrative

- Deepen data guided decision-making and planning.

LEARNING OUTCOMES

- Understand the purpose and role/function for data coaches at Norco College

- Identify the primary data sources and dashboards that will support program review and equity at Norco College

- Through hands-on exercises, data coaches will feel confident using dashboards and interpreting data for the purpose of creating action plans related to program review.

- Increase understanding of the appropriate use of an "equity lens" in interpreting data accurately.
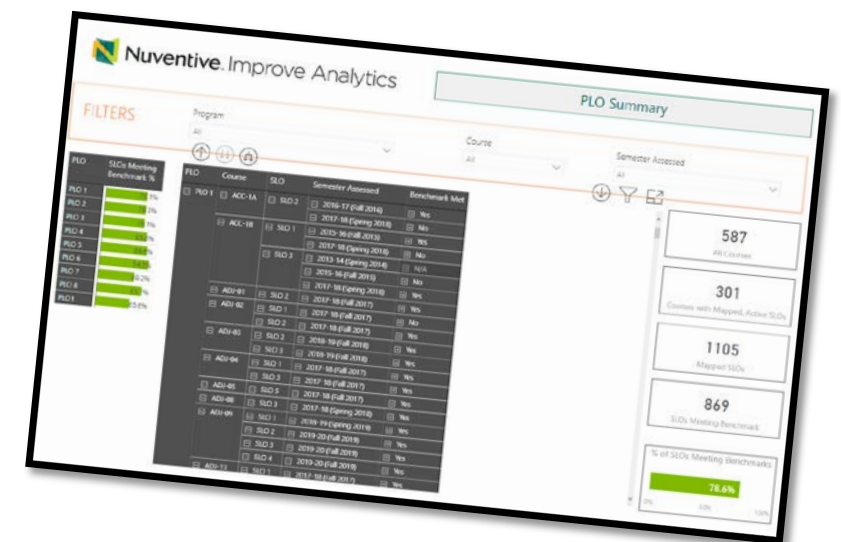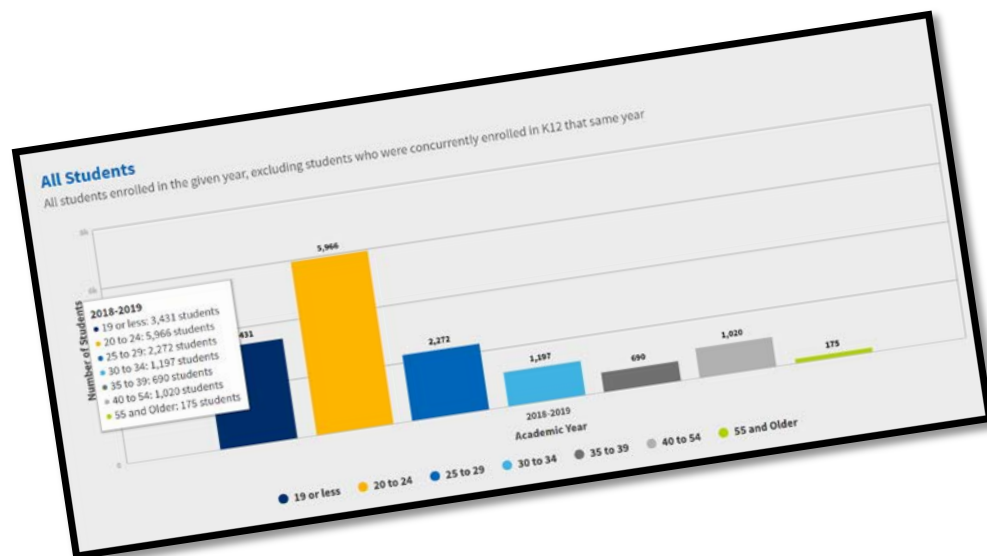
INTRODUCTIONS

- Name?
- Department or Program?
- Role at Norco?
- Why become a data coach?
- Comfort level with data (1-10)

WHAT DOES IT TAKE TO BECOME A DATA COACH?

- While coaches do not have to be formally trained in the use of data, research methods or statistical analyses, they usually are:

  - curious about data,

  - interested in learning how to access and
  use data effectively, and

  - able to develop a meaningful narrative
  from the numbers.
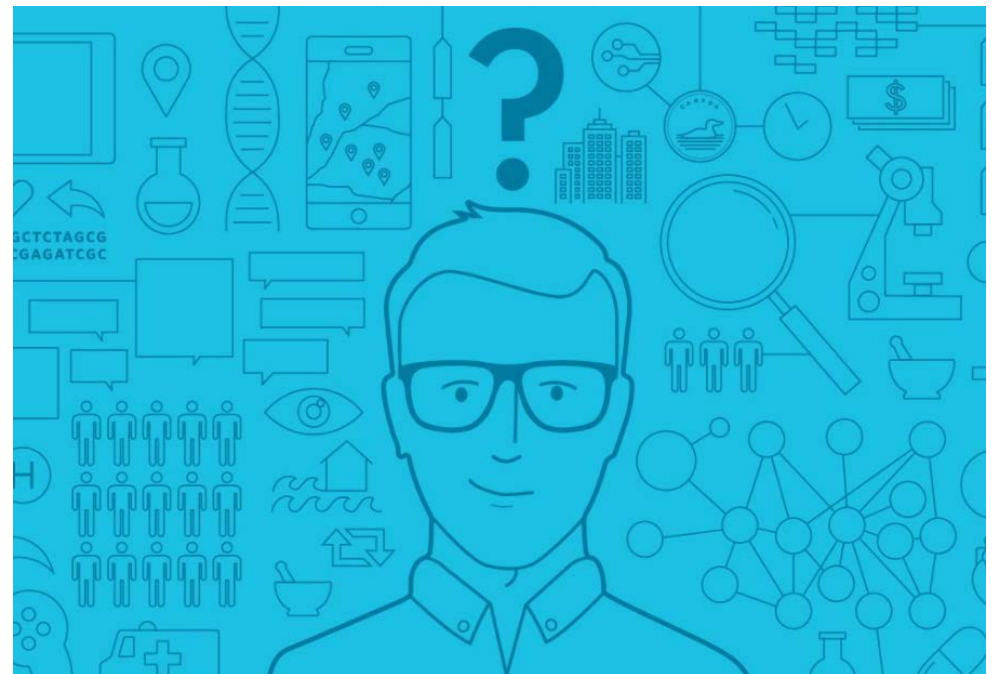
WHAT IS DATA COACHING?

- Data Coaching includes:
  - Understanding and making sense of data while increasing data literacy
  - Advocating for, hosting, and leading collaborative, collegial, and courageous data-driven discussions
  - Remaining respectful and discreet, understanding that levels of data literacy vary among stakeholders
  - Employing data to lead and effect cultural and institutional transformation and directly improve the outcomes of students

EXPECTATION AND GOALS

- Since the Data Coaching Program involves training now and in the future, we would like data coaches to commit to all training sessions and continue in this role for at least **2 years.**

- Data coaches will be the primary support for program review data within their department/program and be available to meet with other individuals to facilitate data discussions and produce an action plan.

DATA LITERACY

TYPES OF DATA

Descriptive and Outcomes Data

- **Descriptive**: anything that describes a certain group of people
  - Ethnicity, Gender, SES, full-time/part-time

	Annual 2019-2020	
	Student Count	Percent
Norco College Total	16,593	100.0 %
African-American	1,032	6.2 %
American Indian/Alaskan Native	53	0.3 %
Asian	1,316	7.9 %
Filipino	417	2.5 %
Hispanic	9,529	57.4 %
Multi-Ethnicity	304	1.8 %
Pacific Islander	70	0.4 %
Unknown	451	2.7 %
White Non-Hispanic	3,421	20.6 %

[Past and Upcoming Data Magic: Data Mart Workshops](#)

- **Outcomes:** data that represents student achievement
  - Course success/retention rate, first-year English and math completion, Completion of Degrees/Certificates

	Fall 2019				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Norco College Total	26,155	22,750	18,582	86.98 %	71.05 %
Delayed Interaction (Internet Based)	3,806	3,204	2,492	84.18 %	65.48 %
Non Distance Education Methods	22,349	19,546	16,090	87.46 %	71.99 %

Source: Chancellor's Office Data Mart

TYPES OF DATA

- Equity Data are a combination of both descriptive and outcomes data-many times referred to as "Disaggregated Data"

	Fall 2019				
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Norco College Total	26,155	22,750	18,582	86.98 %	71.05 %
African-American	1,516	1,284	974	84.70 %	64.25 %
American Indian/Alaskan Native	60	56	46	93.33 %	76.67 %
Asian	2,477	2,210	1,990	89.22 %	80.34 %
Hispanic	14,785	12,713	10,130	85.99 %	68.52 %
Multi-Ethnicity	379	324	264	85.49 %	69.66 %
Pacific Islander	111	100	82	90.09 %	73.87 %
Unknown	1,415	1,270	989	89.75 %	69.89 %
White Non-Hispanic	5,412	4,793	4,107	88.56 %	75.89 %

Source: Chancellor's Office Data Mart

TYPES OF DATA

- Comparison Data
  - Comparing two groups to see if there is a difference between them.
  - Gaps – the difference between the two groups is the gap. Gap Graphic
  - How do you know if the gap is big enough to cause concern?
    - Disproportionate Impact
    - EMP Goal – reduce gaps by 40% by 2024-25 and eliminate by 2029-30

EQUITY GAP –MOC DEGREE COMPLETION
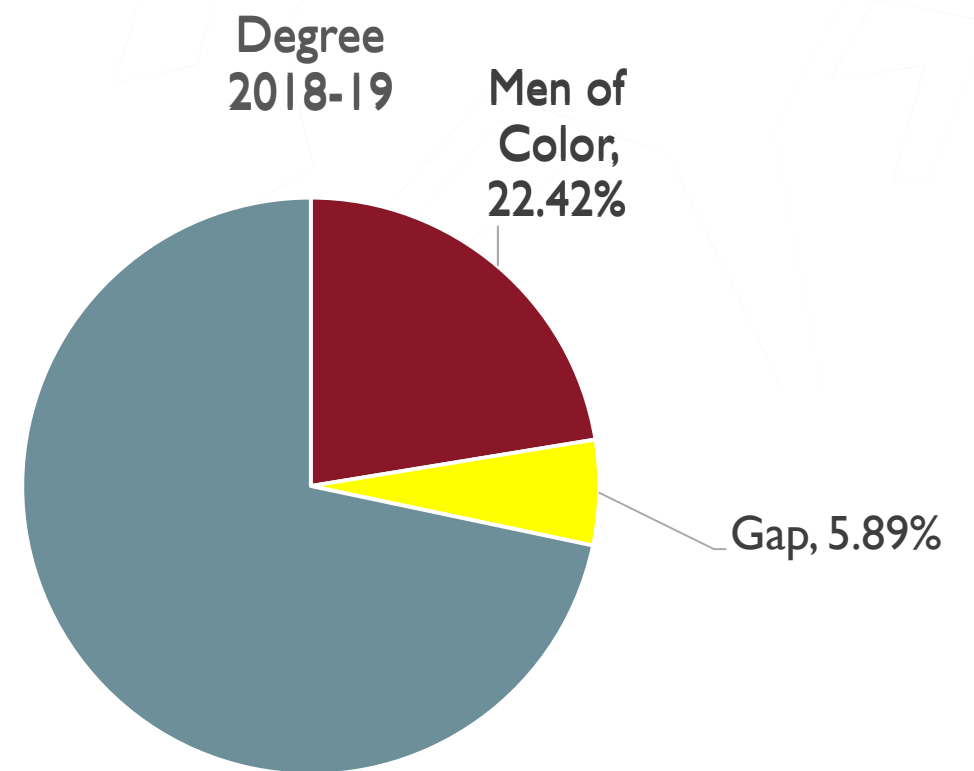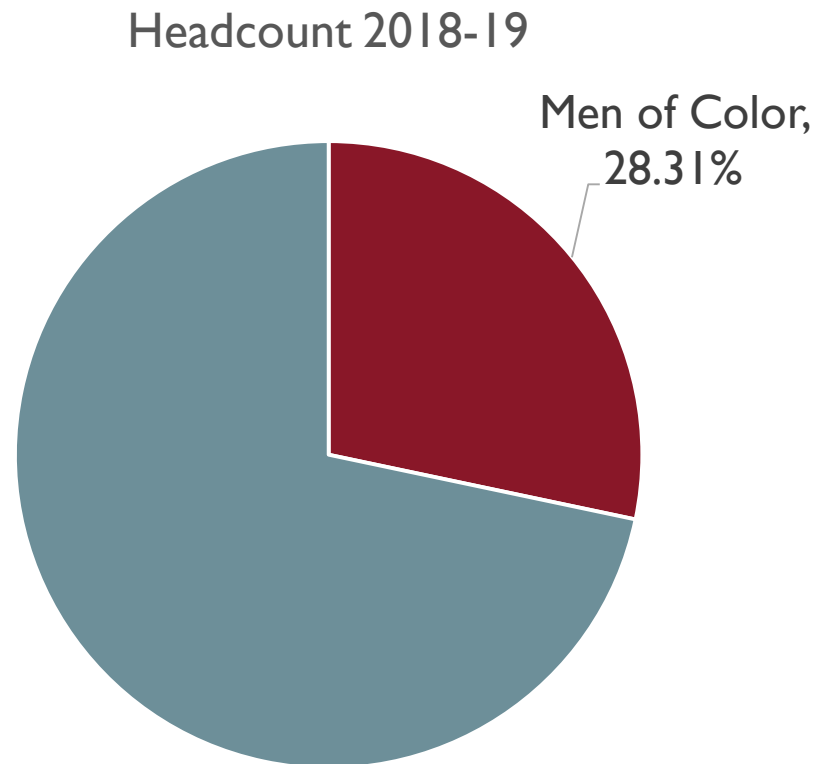
Headcount 2018-19

Men of Color, 28.31%

Degree 2018-19

Men of Color, 22.42%

Gap, 5.89%

TYPES OF DATA

- ## Comparison Data

  - Comparing two groups to see if there is a difference between them.

  - Gaps – the difference between the two groups is the gap.

  - How do you know if the gap is big enough to cause concern?

    - Disproportionate Impact

    - EMP Goal – reduce gaps by 40% by 2024-25 and eliminate by 2029-30

Student Equity Data:

What is Disproportionate Impact?

- Three different methodologies

Disproportionate Impact Methods to Identify Equity Gaps

1. Proportionality Index (PI)

- Proportionality index = proportion in outcome group ÷ proportion in cohort

- If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?

Gender	Cohort %	Transfer %	PI
Female	54.3%	57.5%	1.0589
Male	45.2%	42.15%	0.9325
Unreported	0.5%	0.35%	0.7000

Student Equity Data:

What is Disproportionate Impact?

2. Percentage Point Gap (PPG)

- Percentage point gap = % of outcome for students in subgroup – % of outcome for all students
- Compares to average of all students

Gender	Cohort Count	Transfer Rate (per group)	Transfer Rate (Overall)	PPG
Female	7,552	15.2%	14.6%	0.6%
Male	6,466	13.8%	14.6%	-0.8%
Unreported	151	22.4%	14.6%	7.8%
Total	14,169	14.6%	14.6%	

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Student Equity Data:

What is Disproportionate Impact?

3. 80% Index

- 80% index = cohort group rate ÷ reference group rate

- Compares to the subgroup with the highest rate

- Do any subgroups achieve a particular educational outcome less than 80% of the time that the highest achieving subgroup successfully attains that outcome?

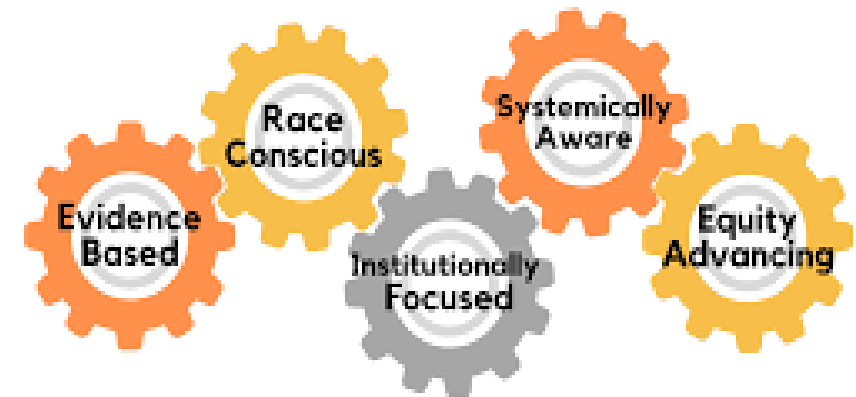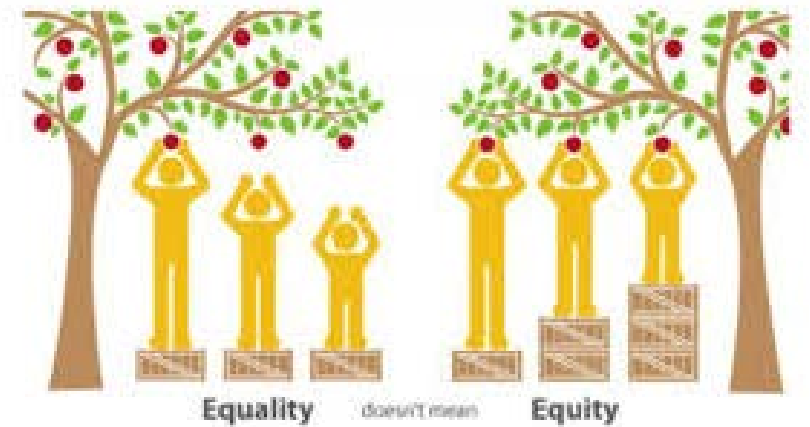| Gender	Transfer Rate	80% Index
Female	15.2%*	1.000
Male	13.8%	0.908
Unreported	12.4%	0.816

*Highest Rate = Reference Group

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EQUITY MINDEDNESS

EQUITY MINDEDNESS...

The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

*Call attention to inequities in student outcomes
*Be ready to assess practices that are not working
*Understand inequities in policies, systems, practices
*Question assumptions, and recognize stereotypes
*Accountability as a college for student success
*Equity Minded Indicators

Equality doesn't mean Equity

Evidence Based | Race Conscious | Institutionally Focused | Systemically Aware | Equity Advancing

USC- Center for Urban Education

EQUITY MINDED DISTRICT/COLLEGE

- Institution-Wide Efforts that rely on Data/Evidence

- When the college (or district) takes responsibility for equitable student success

- Never blame the students, instead focus on what the college is doing (or not doing) to meet students wherever they are. The institution, not the students, requires remediation

- Focus on becoming a "student-ready" institution

- Acknowledge, reflect on, and take <u>action</u> to remove institutional barriers, particularly for populations that have been historically excluded from higher education

2/4/2021

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STUDENT EQUITY PLAN (2019-2022)
CAMPUS BASED RESEARCH TO CONDUCT DI ANALYSIS & ASSESS FOLLOWING CATEGORIES

A. Current or former foster youth

B. Students with disabilities

C. Low-income students

D. Veterans

E. Students in the following ethnic and racial categories, as they are defined by the US Census Bureau for the 2010 Census:

  i. American Indian or Alaska Native
  ii. Asian
  iii. Black or African American
  iv. Hispanic or Latino
  v. Native Hawaiian or other Pacific Islander
  vi. White
  vii. Some other race
  viii. More than one race

F. Lesbian, gay, bisexual, or transgender students (LGBTQ)

G. Additional categories of students as determined by the governing board of the community college district

EQUITY BY DESIGN (5 PRINCIPLES)

➤ *Clarity in Language, Goals, Measures*
➤ *Equity Mindedness*
➤ *Equitable Practices/Policies*
➤ *Disaggregating Data & Effectiveness*
➤ *System Wide Principle*

➤ See, Communicate, and Address visible inequities
➤ Equity in assessment
➤ Demonstrate Equity through language, reasoning, and action

Table 1. Five Principles for Enacting Equity by Design	
Principle 1	**Clarity in language, goals, and measures is vital to effective equitable practices.** Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as "at-risk" and "underrepresented minorities" defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
Principle 2	**'Equity-mindedness' should be the guiding paradigm for language and action.** Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	**Equitable practice and policies are designed to accommodate differences in the contexts of student's learning-not to treat all students the same.** Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
Principle 4	**Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.** Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	**Equity must be enacted as a pervasive institution-and system-wide principle.** To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.

Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of College and Universities, 19, 1.*

SIX STUDENT SUCCESS FACTORS- RP GROUP

- **Directed:** students have a goal and know how to achieve it

- **Focused:** students stay on track — keeping their eyes on the prize

- **Nurtured:** students feel somebody wants and helps them to succeed

- **Engaged:** students actively participate in class and extracurricular activities

- **Connected:** students feel like they are part of the college community

- **Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

❖ **When thinking about Student Success & Equity, how can these factors assist with closing equity gaps?**
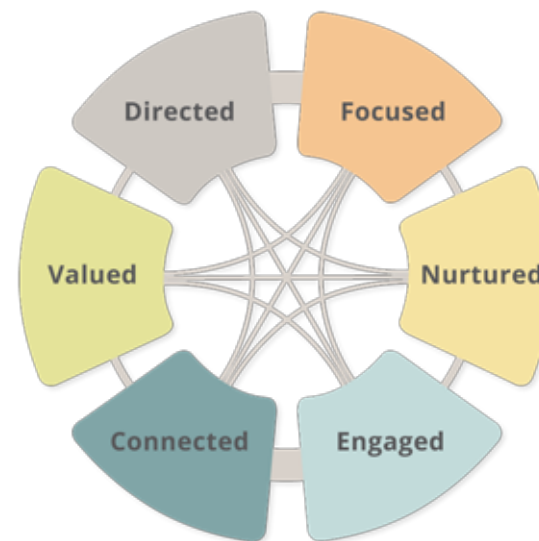
Six Success Factors ℠
theRPgroup

RP Group

EQUITY IN THE CLASSROOM

Data coaches can help faculty reach equity by:

- Understanding how to disaggregate data and evidence to uncover the presence of equity gaps for different student populations

- Facilitating challenging and sensitive dialogues about these equity gaps

- Helping faculty understand the individual and institutional beliefs and behaviors that contribute to inequitable outcomes

- Supporting the identification of specific actions faculty can take to strengthen equitable outcomes

DISAGGREGATED DATA: WHAT DOES IT ACTUALLY MEAN?

Equity gap	A Student group	B PPG in comparison to <u>Overall (66%)</u> expressed as %	C % expressed as decimal (25% → 0.25)	Multiply	D # of students in group	=	E # of students needed to close equity gap
Largest Gap	Two or More	-29%	0.29	X	8	=	2
Second-largest Gap	Black, African American	-12%	0.12	X	22	=	3

Percentage point gap = % of outcome for students in subgroup – % of outcome for all students

DISAGGREGATED DATA: WHAT DOES IT ACTUALLY MEAN?

	A	B	C		D		E
Equity gap	Student group	PPG in comparison to Highest (80%), expressed as %	% expressed as decimal (25% → 0.25)	Multiply	# of students in group	=	# of students needed to close equity gap
Largest Gap	Black, African American	-26%	0.26	X	22	=	6
Second-largest Gap	Latinx	-14%	0.14	X	215	=	30

FACILITATING DISCUSSIONS ON EQUITY GAPS

- Questions to ask:
  - What patterns emerge from the data?
  - What else do they need to know or clarify?
  - What might be contributing to the data patterns?
  - What do they need to do to address equity gaps?

ADDRESSING EQUITY GAPS: FACULTY AGENCY

- Classroom Facilitation
- Curriculum
- Interpersonal Relationships
- Rules and Policies
- Values and Beliefs

AREAS WHERE INSTRUCTORS HAVE AGENCY OVER THE STATE OF EQUITY IN THEIR CLASSROOM

Interpersonal Relationships
Do you pay attention to which students you interact with on a regular basis, by race/ethnicity, or the students you encourage and celebrate?

Classroom Facilitation
Do you monitor your facilitation strategies to ensure equitable student participation? Do you structure hands-on engagement with course material?

Curriculum
Do you design your course content to equitably represent your students' racial/ethnic identities? Do you invite students to incorporate their lived experiences and backgrounds into discussions and assignments?

Rules & Policies
Do you reflect on your classroom rules and policies and whether they undermine your efforts to create a classroom culture that is welcoming and caring, and whether they disproportionately impact minoritized racial/ethnic groups?

Values & Beliefs
Do you reflect on your own values, beliefs, and cultural frameworks; the way they shape your classroom; and whether they have unintended equity implications for minoritized racial/ethnic groups?

PROGRAM REVIEW DASHBOARDS

1. Success and Retention Dashboard

- Filters by:
  - Term or Annual
  - Discipline and Course
  - Instruction Method

- Disaggregated by:
  - Gender x Ethnicity

- Disproportionate Impact (PPG) and Number of Enrollments to Close the Gap

PROGRAM REVIEW DASHBOARDS

- **Dashboards** (continued)

  2. Program of Study & Student Educational Plan

  3. Program Awards

  4. Student Services

PROGRAM REVIEW PROMPTS

- What overall trends do you see in success (retention, program of study, awards) over the past 3 years?

- Look at the disaggregated student subgroups in your area. Are there any equity gaps that you will address in the next 3 years?

  - What is your action plan to address those equity gaps?

COMMUNICATING DATA RESULTS AND CREATING A NARRATIVE (STORY)

- **Use data to create a narrative (story)**
  - **What's the story about? Students**
    - **Students' experiences at key points in their educational journey**
  - **Norco's Data Story**

- **Exercise: Let's create a story for a discipline or program from a template**

- **Goal-**To implement an intervention to address student equity gaps

  - **Most people will be able to come up with an action plan when data are framed as a story. If they need help, just ask them, "What one or more things really stood out to you from the data story?"**

<u>Link to Data Story Templates</u>

QUESTIONS?

COMFORT LEVEL WITH DATA (1-10)?