AtD DATA TEAM
Presentation #1: The Beginning

Presented to the AtD Core Team 12/12/11
To be Presented to CPC 1/9/11
To be Presented at Spring Flex Jan. 2012

Presenters:
Daniel Ruiz, Data Team Co-Chair, Retention Counselor
Rhea Estoya, Research Analyst (Institutional Effectiveness)
Kristi Blackburn, Data Team Co-Chair, Dean of Institutional Effectiveness
On behalf of the AtD Data Team
# AtD DATA TEAM MEMBERS

<table>
<thead>
<tr>
<th>Daniel Ruiz, Co-Chair</th>
<th>Kristi V. Blackburn, Co-Chair</th>
<th>Rhea Estoya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lora Lane</td>
<td>Elena Reigadas</td>
<td>Sally Fasteau</td>
</tr>
<tr>
<td>Leige Doffoney</td>
<td>Sandra Sanchez</td>
<td>Nestor Tan</td>
</tr>
<tr>
<td>Mercy Yanez</td>
<td>Ivan Clarke</td>
<td>Sara Rubio</td>
</tr>
<tr>
<td>Bobby Henrichs</td>
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</tbody>
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## MEETINGS:

## PROCESS:
- Creation of Data Toolbox
- Data; articles; scholarly publications; rigorous discussion
- AtD Data Team listserv

Nearly 20 hours meeting time; additional data time by IE Office
(addressed in upcoming slide)
Data discussions need to be held within a context.
Resist the desire to draw conclusions from incomplete data.
Avoid jumping to conclusions.
Data discussions are that: discussions.
- Resist desire to draw conclusions about courses/departments/personnel from what could be incomplete data.
- Be mindful of how we discuss the data and be cautious of how people “hear” what we report to the AtD Core Team and CPC.
Data in itself is free from judgment—how it is interpreted and presented makes all the difference as to what people do with it.
Keep an open mind and a critical eye. Watch for what makes sense and what doesn’t.
Keep an open heart: the work we are doing is to support Student Success!
- Our students will ultimately benefit from this work!
PROCESS OF INQUIRY AND DIALOGUE:

• What are our “pain points”?  
  – Retention, Completion, Success
• What additional data would be useful to know?
• What “research questions” should drive our data campaign?
• What data do we have versus what do we need?
• What approach do we want to take?
DATA TOOLBOX:

- 2011 Fact Book (hot off the presses!)
- Leakage Point Analysis Hand out (from Lumina)
- LAHC readiness submission to Lumina for the grant
- Alignment of College/District Strategic Plan (presented to the Board June, 2011)
- Powerpoint of Aligning AtD with Accreditation activities
- Drop Survey results from Spring 2011
- Financial Aid data
- Learning Assistance Center data—work in progress
- Powerpoint from Dr. Richards—Who are our Students?
- Article—7 Myths of Student Retention

In the Beginning

- LAHC Highest Enrollment Courses X demographic
- LAHC Highest failure courses X demographic
- Financial Aid guidelines provided and discussed
- Matriculation Committee Report/Assessment Data
- Summary of Orientation data from E. Colocho
- Exit Point Analysis (aka “Leakage Points” or “momentum points”)
- Course availability based on placement data (Report)
- Articles: A Period of Adjustment? Race-adjusted Rates for a State Accountability; Trickle-Across Theory: Student Flow Into and Away from the California Community Colleges
- Multiple files on Qualitative data collection technique (Focus Groups)
- ARCC data report from LATTC which has all colleges in District comparison
<table>
<thead>
<tr>
<th>GOAL OF AtD</th>
<th>DATA SHARED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students Successfully complete the courses they take</td>
<td>Factbook; exit point analysis; highest enrmt/lowest success data; lowest retention courses data; low success courses data; drop survey results Spring2011; in progress: dismissal/probation student analysis (which may have some spillover into the other 5 goals)</td>
</tr>
<tr>
<td>2. Students Advance from remedial to credit-bearing courses</td>
<td>Factbook; exit point analysis; learning center data (in progress); Course availability report (Matriculation)</td>
</tr>
<tr>
<td>3. Students Enroll in and successfully complete gatekeeper courses</td>
<td>exit point analysis; Factbook; IPEDS; ARCC</td>
</tr>
<tr>
<td>4. Students Enroll from one semester to the next</td>
<td>exit point analysis; Factbook; IPEDS; ARCC</td>
</tr>
<tr>
<td>5. Students Earn degrees and/or certificates</td>
<td>Kick Off presentation data slides; exit point analysis; IPEDS data; Factbook; ARCC</td>
</tr>
</tbody>
</table>
## The Four Components of Increasing Student Success

(Gonzalez, 2009)

<table>
<thead>
<tr>
<th>Component One</th>
<th>Component Two</th>
<th>Component Three</th>
<th>Component Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What’s Wrong?&quot; (Outcome Measures)</td>
<td>&quot;Why?&quot; (Underlying Factors)</td>
<td>Intervention(s)</td>
<td>Evaluation &amp; Modification</td>
</tr>
</tbody>
</table>

### Component One

Use *Longitudinal, Disaggregated, Cohort* data to assess Student Success Outcomes (e.g., Persistence, Course Completion rates, Degree comp. rates) to determine:

1. Which student groups are less successful than others (Equity Gaps in Student Success).
2. Which high enrollment courses have the lowest success rates.

### Component Two

Collect, analyze, and use second set of LOCAL data to identify the underlying factors (barriers or challenges) impeding student success:

- Focus Groups
- Surveys
- Literature Reviews
- Learning Outcome Assessment

Many Colleges:
(a) Skip
(b) Loosely rely on national literature (Engagement)
(c) Lack a local understanding based on qualitative data

### Component Three

Use data from Component Two to revise or design new interventions to effectively address the underlying factors impeding student success.

- Review and consider changes to existing college policies that impact the underlying factors impeding student success.

### Component Four

Collect, analyze, and use evaluation data to answer:

1. To what extent did the interventions (or policy changes) effectively address the underlying factors impeding student success?
2. To what extent did the interventions increase student success?

Make modifications based on evaluation results.

# LAHC COURSES

With Highest Enrollments (X Demographics)

<table>
<thead>
<tr>
<th>English 28</th>
<th>Phys Ed 690</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>Pol Sci 1</td>
</tr>
<tr>
<td>Health 11</td>
<td>Psych 1</td>
</tr>
<tr>
<td>History 11</td>
<td>Soc 1</td>
</tr>
<tr>
<td>Math 123A</td>
<td>Speech 101</td>
</tr>
</tbody>
</table>
LAHC COURSES

With Low Retention (X Demographics)

- AJ 008
- Bus 10
- Bus 38
- Co Tech 035
- Co Tech 060
- Dev Com 37Z (lab)

- Eng Tek 049
- English 203
- English 218
- Geog 001
- Hist 006
- Nursing 364
- Spanish 101 (lab)
## AT WHAT LEVEL

Where are our students placing in Essential Skills?

### 2010/2011: Students with Placement Test Results on File

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>At college Level</td>
<td>644</td>
<td>22%</td>
</tr>
<tr>
<td>One level below college level</td>
<td>1,629</td>
<td>57%</td>
</tr>
<tr>
<td>Two levels below college level</td>
<td>353</td>
<td>12%</td>
</tr>
<tr>
<td>Three levels below college level</td>
<td>258</td>
<td>9%</td>
</tr>
<tr>
<td>Four levels below college level</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,884</td>
<td>100%</td>
</tr>
</tbody>
</table>
COURSE AVAILABILITY

Are ESL Courses Available to Students?

ESL

- Too many sections of English 85 and English 86 are offered.
- Each level had 70 seats open
- Sections are not filling to capacity reflecting under-enrollment /over scheduling
- Even with the placements and the number of students ready for those levels, there were only 21 and 27 enrolled at census, respectively.
- Recommend section reductions to match the demand
Are English Courses Available to Students?

ENGLISH

- Insufficient number of sections of English 28/31.
- Census enrollment exceeds the number of seats available.
- Majority of students were placed in English 28/31
- 969 placements + 166 prepared based on completion of the prerequisite (English 21/73).
- Recommend that sections increase to meet demand
COURSE AVAILABILITY

Are Math Courses Available to Students?

MATH

• Insufficient sections of Learning Skills 10/Math 112.
• Census enrollment exceeded the 450 seats offered.
• 932 students were placed in Learning Skills 10/Math 112

• Insufficient sections of Math 123A.
• Census enrollment exceeded the 450 seats offered
• 748 were placed in this level.

• Recommendation that sections increase to meet demand
## ENROLLMENT & GRADUATION

### by Demographic by Cohort Years

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Enrollment %</th>
<th>Graduates %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific-Islander</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Black /non-Hispanic</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White/ non-Hispanic</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**Summary:** Demographic profile of the student population has little variation.
The percentage of graduates by ethnicity/race has wider variation (IPEDS reports)
**DEMOGRAPHY of First Time College Students**

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FIRST TIME %</th>
<th>NOT FIRST TIME %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>57.7%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Male</td>
<td>42.3%</td>
<td>36.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>FIRST TIME %</th>
<th>NOT FIRST TIME %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>15.8%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Black</td>
<td>13.9%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43.2%</td>
<td>42.5%</td>
</tr>
<tr>
<td>White</td>
<td>19.9%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Amer Ind</td>
<td>1.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Unknown/Decline</td>
<td>5.6%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>
## DEMOGRAPHY of First Time College Students

### FINANCIAL AID

<table>
<thead>
<tr>
<th>FINANCIAL AID</th>
<th>FIRST TIME %</th>
<th>NOT FIRST TIME %</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO BOGG</td>
<td>63.9%</td>
<td>67.4%</td>
</tr>
<tr>
<td>BOGG</td>
<td>36.1%</td>
<td>32.6%</td>
</tr>
</tbody>
</table>

### AGE

<table>
<thead>
<tr>
<th>AGE</th>
<th>FIRST TIME %</th>
<th>NOT FIRST TIME %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>54.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td>20 - 24</td>
<td>21.4%</td>
<td>33.0%</td>
</tr>
<tr>
<td>25 - 34</td>
<td>13.7%</td>
<td>22.9%</td>
</tr>
<tr>
<td>35 - 54</td>
<td>9.3%</td>
<td>17.6%</td>
</tr>
<tr>
<td>55 and over</td>
<td>.9%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
DEMOGRAPHY

Summary

GENDER
- A slight difference compared to the college population. Slightly less (6%) first time college student women and 6% more men.

ETHNICITY
- Overall, ethnicity of first time college students mirror the rest of the college population.

FINANCIAL AID
- A little over 36% receive some kind of financial assistance.

AGE
- Most first time college students are recent high school graduates. This results to a largely younger population compared to the entire college population.
PERSISTENCE
of First Time College Students by Ethnicity & Gender

Lowest Persistence In The First Year:
- African American Male
- African American Female
- Hispanic Male
- White Male
PERSISTENCE of First Time College Students by Ethnicity & Gender

Lowest Persistence In The Second Year:
- African American Male
- African American Female
- Hispanic Male
- White Male

Persistence of First Time College Students by Ethnicity & Gender.
PERSISTENCE of First Time College Students by Ethnicity & Gender

Lowest Persistence In The Third Year:
- African American Male
- African American Female
- Hispanic Male
- White Male
PERSISTENCE of First Time College Students by Ethnicity & Gender

Lowest Persistence In The **Fourth** Year:
- African American Male
- African American Female
- Hispanic Male
- White Male
- Asian Male
PERSISTENCE
of First Time College Students by Ethnicity & Gender

Lowest Persistence In The **Fifth** Year:
- African American Male
- African American Female
- Hispanic Male
- White Male
- Asian Male
- White Female
**Persistance of First Time College Students -- Summary**

**Ethnicity and Gender With Lowest Persistence In 5-Year Trend:**

- African American Males
- African American Females
- Hispanic Males
- White Males
DEGREE & CERTIFICATE

Attainment of First Time College Students Over Time

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 1 year</td>
<td>7</td>
</tr>
<tr>
<td>2 years</td>
<td>39</td>
</tr>
<tr>
<td>3 years</td>
<td>65</td>
</tr>
<tr>
<td>4 years</td>
<td>36</td>
</tr>
<tr>
<td>5 years</td>
<td>20</td>
</tr>
<tr>
<td>6 years</td>
<td>19</td>
</tr>
<tr>
<td>More than 6 years</td>
<td>7</td>
</tr>
</tbody>
</table>
DEGREE & CERTIFICATE

Attainment of First Time College Students - Summary

Awards Received:

• Within 2 years -- 4% received a degree or certificate.

• Within 4 years –12% received a degree or certificate.

• Overall, 16% (or 193) of 1,209 First Time College Students in Fall 2004 received a degree or certificate.
• 32% (390) took an English course. Of that group, 6% were African American, 17% Asian, 21% White, and 49% Hispanic.

• 19% (225) took a Math course. Of that group, 5% were African American, 15% Asian, 20% White, and 53% Hispanic.

• Only 2% took a Personal Development course.