



Data Coaching 101

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What is data coaching?

....and why are we doing it at AHC

Data Coaching

- Provide direct support to key college personnel
- Build capacity to access and use data for informed decision-making
- Help connect people to resources
- Provide one-on-one and group training opportunities



Warm-up Activity

Let's start with a basic question we are asked a lot.

Poll 1: Last year, about how many students attended AHC?

“

Asking the right questions is as important as answering them.

Vocabulary: We all need to speak the same language

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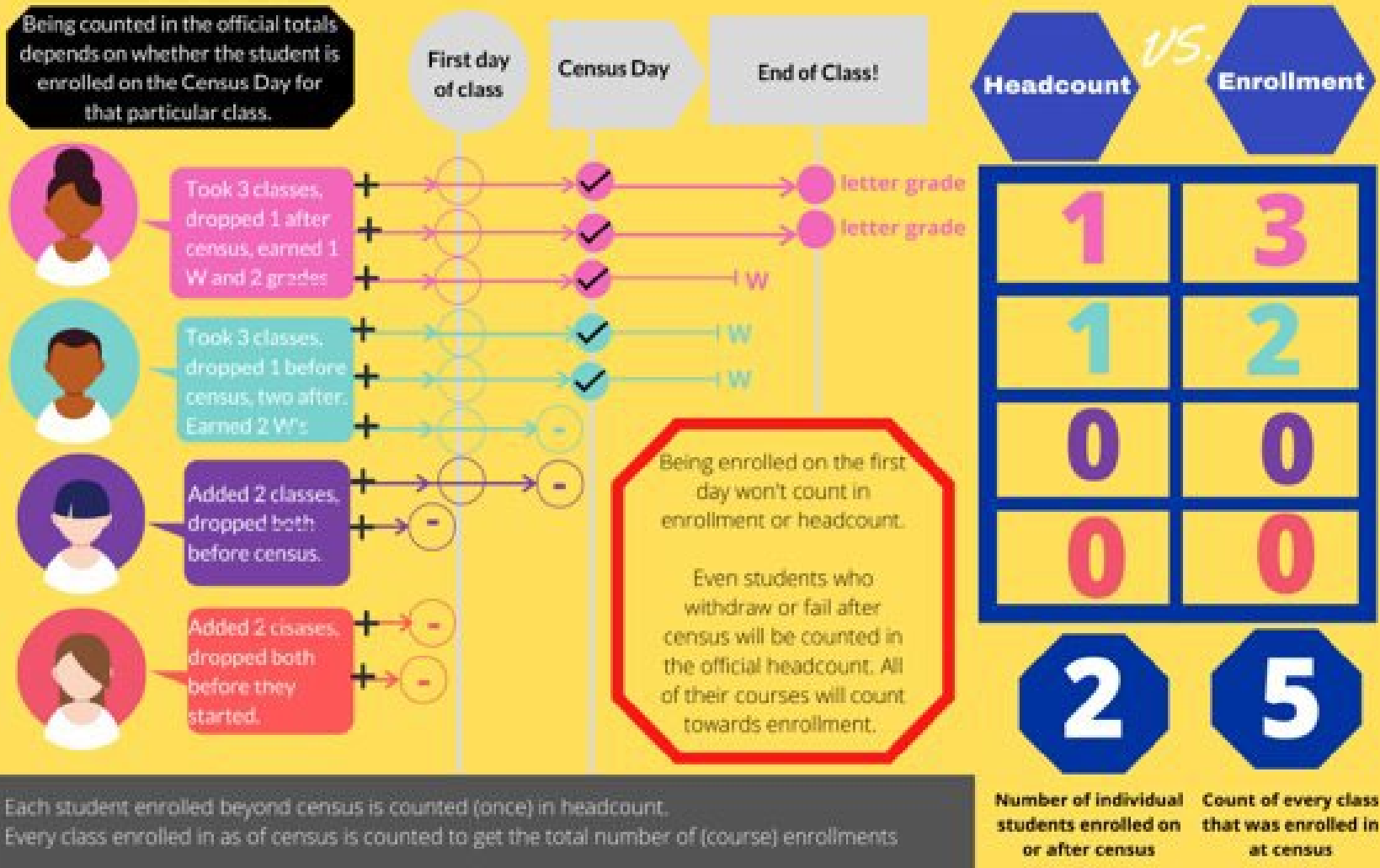
"I think I speak for all of us when I say what in God's name are you talking about?"

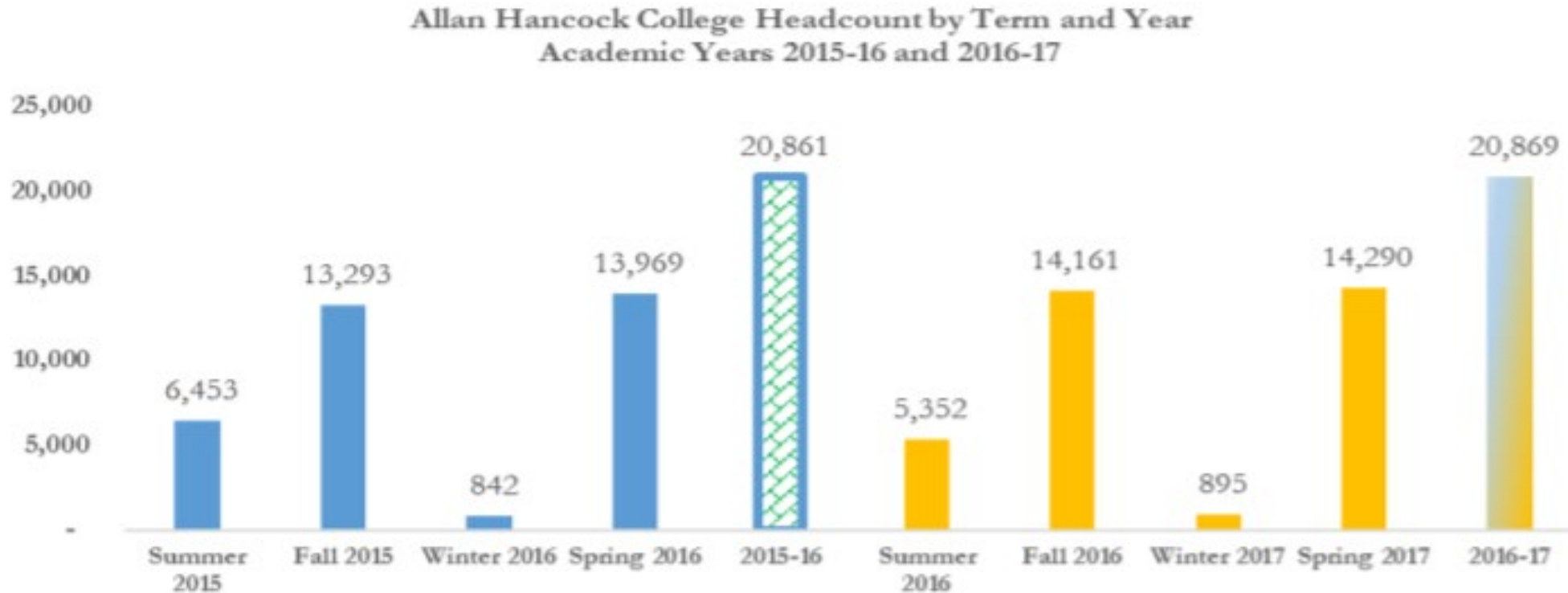
Headcount vs. Enrollment

What's the difference?

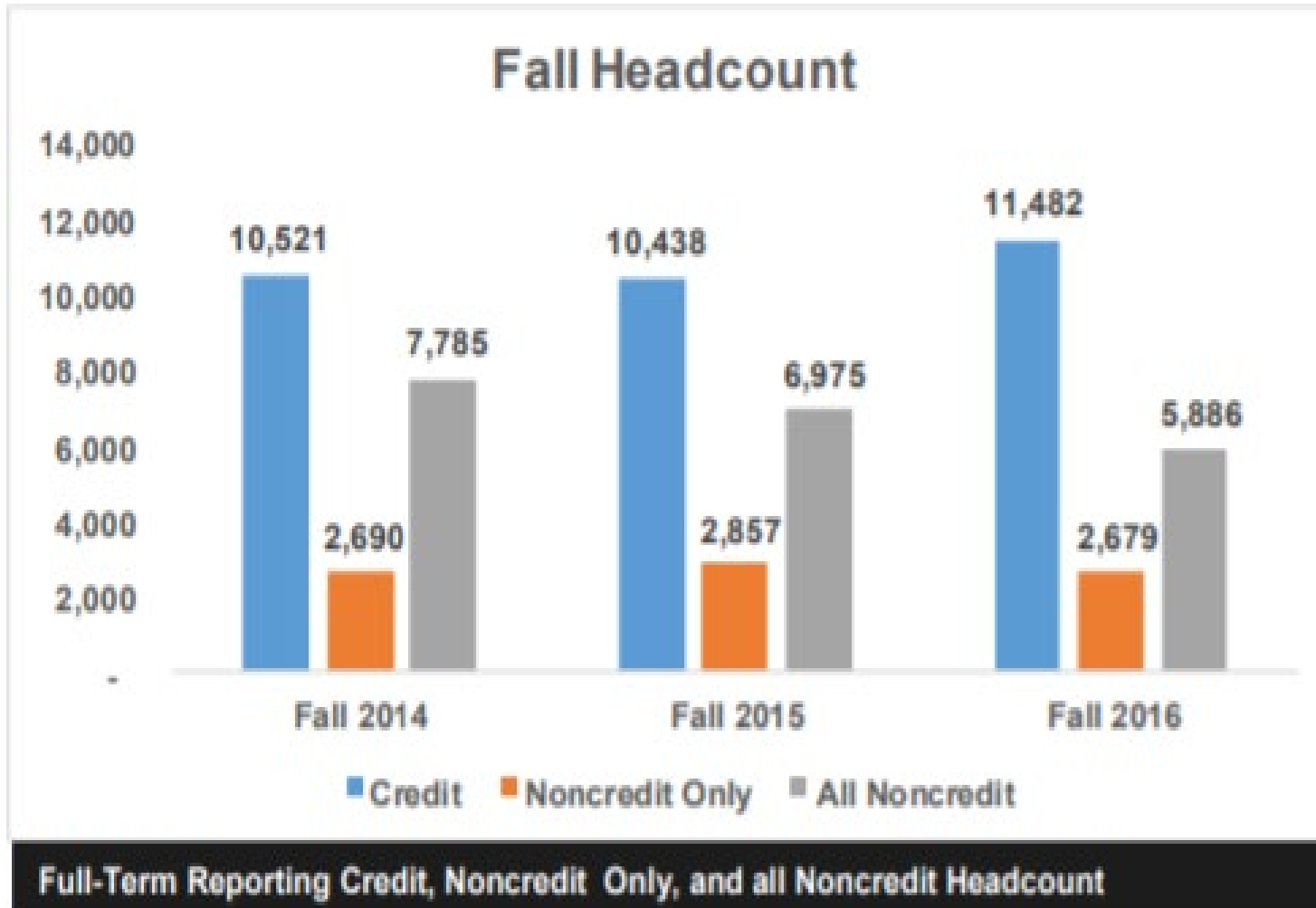
HEADCOUNT:
count of each individual student

ENROLLMENT:
count of all courses taken





The chart provides an example of how student headcount is derived. Data of student headcount (one person one count), for total credit and noncredit students, are displayed for each term and academic year. Even though many students enroll in multiple terms per year, an academic year headcount total counts each student only once. Thus, term by term headcounts cannot be added to arrive at annual headcount.



“Credit” headcount includes students enrolled in credit or both credit and noncredit. “Noncredit Only” includes students enrolled exclusively in noncredit; we use this definition to avoid double counting when we add both groups. The chart below provides data for all noncredit along with noncredit only.

Other things to consider...

- Annual vs. Semester
- Academic year vs Fiscal year
- All students vs. Special population
- Same point in time





FTES? FTEF?

FTES

Full time equivalent students

For apportionment, each FTES equals 525 contact hours, whether taken by one or several students. So total FTES for a district or department equals all contact hours divided by 525. There are other definitions (eg., IPEDS)

FTEF

Full time equivalent faculty

Each “FTEF” equals fifteen units of instructional loading (lecture), regardless of whether they are taught by full- or part-time faculty. It is a common expression of the size of the faculty as a whole, but not of their number.

FTES/FTEF - Efficiency/Productivity

This shows the number of FTES generated per faculty.

Higher values indicate lower cost classes or programs, and lower values indicate higher cost classes or programs. A value of 15 is considered average (statewide). Efficiency values can be viewed over time within a department and compared with other departments to aid interpretation.



Retention

Earning a grade in a course other than a W.

Retention Rate

The number of students completing a course with a grade other than a W divided by the number of students that were enrolled at census.

Success

Earning a grade in a course of A, B, C, or CR/P.

Success Rate

The number of students that had success in a course divided by the number of students that were enrolled in a course at census.



Persistence

The percentage of students who enroll in the next term out of the students enrolled in a first term. Can be computed fall-to-spring, spring-to-fall, or sometimes fall-to-fall.



Have a questions?

For more data definitions

IE Website: Data Definitions and Explanations

<https://www.hancockcollege.edu/ie/Data%20Explained.php>

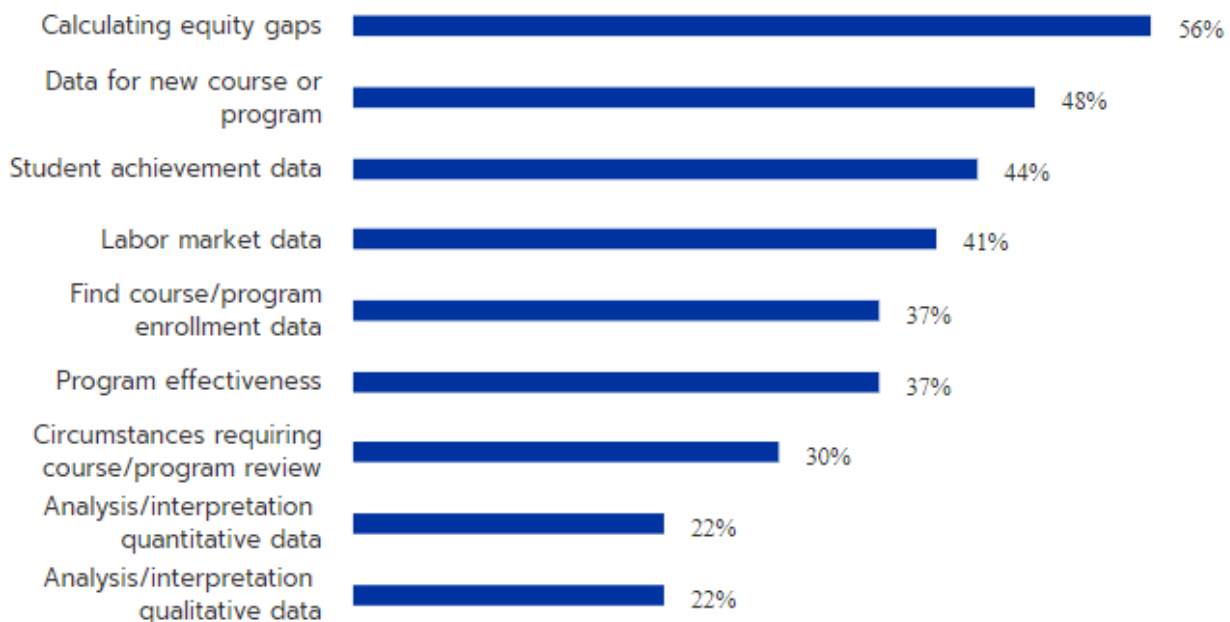
Why does IE provide data visualizations?

- Efficient
- Democratic
- Improves data literacy
- Promotes data informed culture

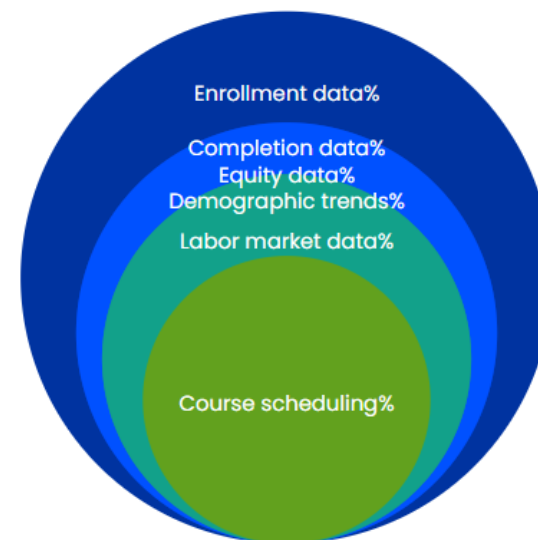


Pre-training survey results

Slightly or not at all knowledge in these areas



Most frequently used data



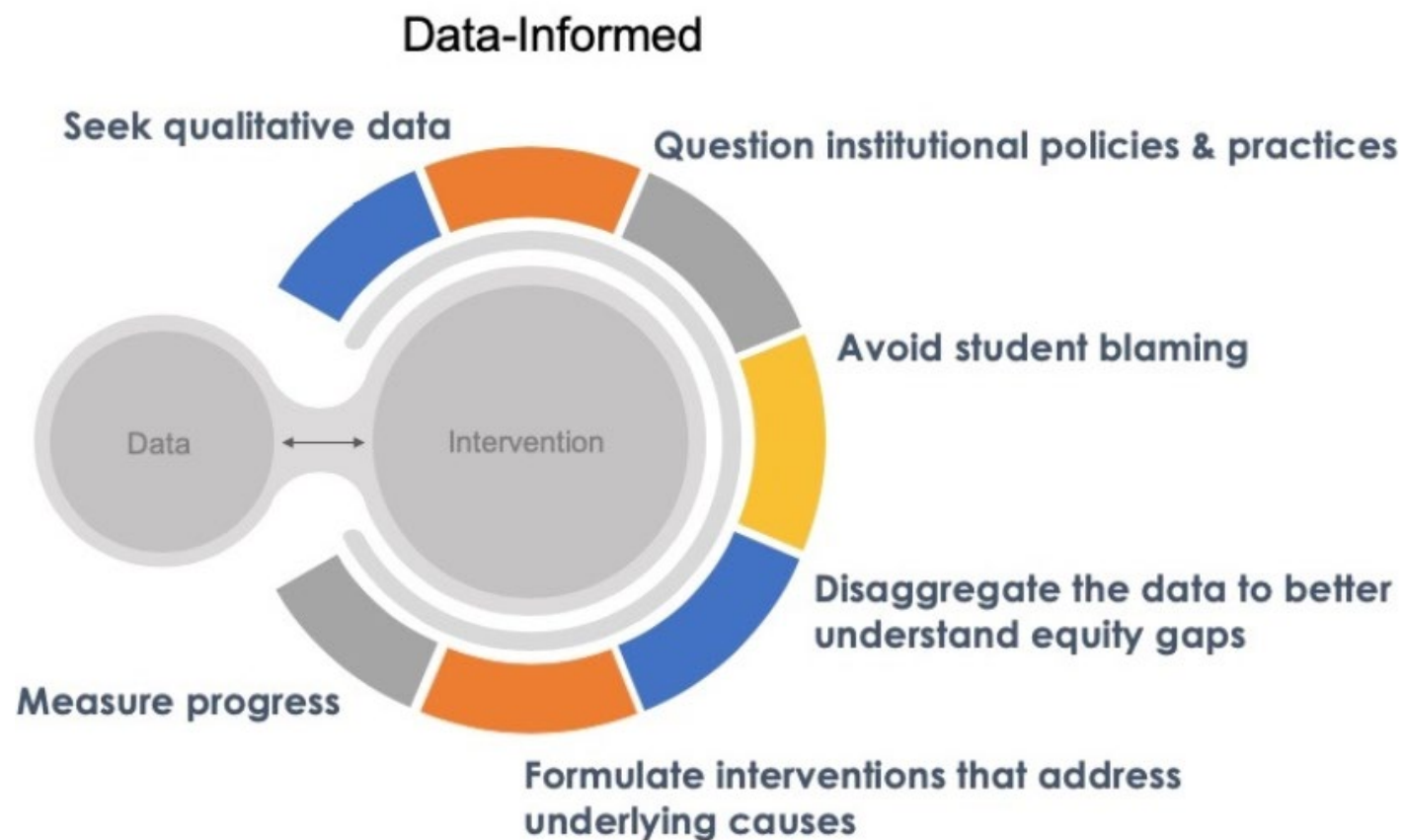
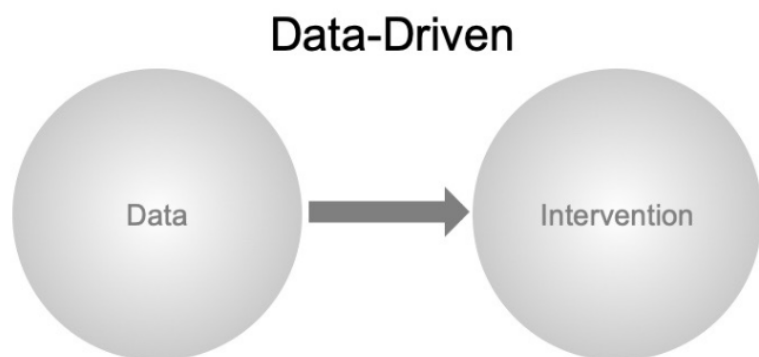
Data Literacy Score (1-10)



Questions from the survey...

- Descriptions of where to find certain types of data (Argos, Tableau, etc)
- MIS to IPEDS
- How has auto awarding impacted completion of degrees
- How the data is collected

Data-Driven vs. Data-Informed



Data-Driven Decision-Making

The student success rate across all English courses at the college is 50%.
Invest in supplemental instruction.



Data-Informed Decision-Making

English success rates are low, but further investigation shows Pell recipients and other students from resource-poor backgrounds are struggling the most. Should the campus continue to focus on students as the problem? Is our standard and expensive tutoring strategy the best option to remedy these achievement gaps? Are there policies and practices that are hindering equity and student success?

What about you?

- How have you promoted data informed culture in your program/department?
- What are some of the challenges?
- What are some of the strategies you use?

Data Sources

Look for a graphic that shows data flow

- MIS
- Banner
- DegreeWorks
- SuccessNet

Data Reports/Vizs

- IE Data Visualizations/Tableau
- Reports
- Argos

INSTITUTIONAL EFFECTIVENESS

The office of institutional effectiveness (IE) supports the Allan Hancock College cyclic process of continuous quality improvement. Institutional effectiveness is the systematic, integrated, and ongoing process of planning and data analysis to inform decision making in support of the college mission.



The goal of the Office of Institutional Effectiveness is to assist units in the integration of the planning, evaluation and resource allocation processes into a sustained, ongoing, and comprehensive practice in all college activities.



[INTERACTIVE FACTBOOK](#) >



[PROGRAM REVIEW](#) >

<https://www.hancockcollege.edu/ie/index.php>

Introduction to Disproportionate Impact

Some Nomenclature

- Achievement Gap – focuses on lack of achievement by some groups; implies inherent differences in ability to achieve outcomes.
- Equity Gap – focuses on the gaps in achievement between groups that have historically been underrepresented and underserved relative to those groups that have enjoyed privilege or relative privilege.
- Opportunity Gap – focuses on differences in access to resources and opportunity among groups as central to the existence of gaps in outcomes or performance metrics; emphasizes role of implicit bias.

DI Discussion for One Academic Program: Course Success Data

Cohort Name	Cohort Count	Outcome Count	Percent (Cohort)	Percent (Outcome)	Success Rate (SR)	Point Gap Index (Revised)	MOE*	PI Index	80% Index
Asian	30	21	3.36%	3.77%	70.00%	7.86	-17.33	1.12	84.03
Black	29	18	3.25%	3.23%	62.10%	-0.31	-17.63	1.00	74.55
Filipino	30	25	3.36%	4.48%	83.30%	21.63	-17.33	1.33	100.00
Latinx	405	232	45.35%	41.65%	57.30%	-9.33	-4.72	0.92	68.79
Native Am	14	10	1.57%	1.79%	71.40%	9.14	-25.37	1.14	85.71
Pac Is	5	0	0.56%	0.00%	0.00%	-62.75	-42.46	0.00	0.00
White	380	251	42.55%	45.08%	66.10%	6.44	-4.87	1.06	79.35
Total	893	557	100%	100%	62.40%			1.00	

*Margin of Error

For this program (real data):

- PPG identifies one group as DI,
- PI Index identifies no groups, and
- 80% identifies five groups as DI.

Margin of Error Formula for a 95% Confidence Interval and sample proportion of .50:

$$E = 1.96 \sqrt{\frac{(.25)}{n}}$$

Activity: Equity Dashboard

AHC EQUITY

Allan Hancock College Equity Dashboard

Choose an equity outcome on the right to begin. Each outcome has over 20 demographic groups that can be used for disaggregation of the data.

This dashboard uses the percentage point gap (PPG) modified method to calculate equity. Typically any subgroup with a PPG of -3.0% or less is not at equity and will be highlighted in red. To learn more about the methodology and definition of PPG use the links below.

Return to the 'Get Started' screen when you want to choose a different equity outcome to investigate.

EQUITY OUTCOMES

Retention & Success

Time to Transfer Math

Time to Transfer English

Time to Math&English

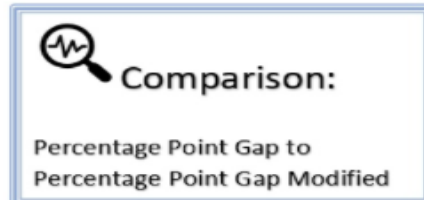
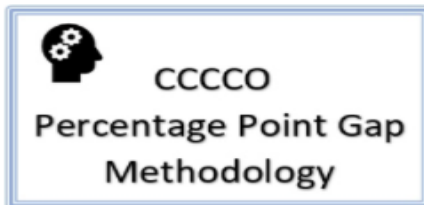
Time to Degree

Time to Transfer

Time to 15 Units

Time to 30 Units

Time to 60 Units



GET STARTED

WHAT IS PERCENTAGE POINT GAP?

<https://www.hancockcollege.edu/ie/ahcequity.php>



A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.

"Unpacking Program Enrollments and Completions With Equity in Mind". Community College Research Center

Activity: Specific Programs

For three types of programs listed below, consider the following questions in the context of program review/evaluation through an equity lens:

- Who are the students? Is enrollment across programs proportionate?
- What are outcomes to measure? Are outcomes assessed on longitudinal basis (number of awards) or a cohort (eg, percent completion of a group completing)?
- How should data be disaggregated?

1. CTE / "Transfer" Programs

2. Academic support program (e.g., tutoring)

3. Student services program (e.g., EOPS, Can/Trio)

Deep Dive – What data do you need?

- What kinds of data do you need?
- Do you know how to define your student population and comparison groups?
- Do you have specific metrics or outcomes to measure?
- Do you have reporting requirements on a regular basis for which you need data?
- How do you measure success?
- We need to know what your needs are.



Whether you are a newbie or a data ninja – we hope you feel empowered to:

- Advance institutional improvement efforts
- Support efforts to close equity gaps
- Empower to make data-informed decisions
- Understand how to tell a story with data
- Lead and effect cultural and institutional transformation
- Build your own inclusive data team
- Access and analyze data
- Facilitate data dialog for action
- Help sustain data-informed change

