

Data and Equity Flex Session
8.20.2020
1:15pm to 3:00pm (90 min)

Agenda

| Topic | Presenter | Time |
|----------------------------------|--|--------|
| Welcome | All | 5 min |
| Equity principles and strategies | Sabrina | 20 min |
| Guided Pathway Tableau | Chialin | 20 min |
| Hands on Guided Pathway Tableau | Room 1: Sabrina and Scott Room 2: Chialin and BethAnn | 20 min |
| Share out and Equity template | Sabrina | 20 min |

Note for presenters

- I. VPN installation and connection (before the Flex training)—Tuesday, 8.18.2020
- II. Frame the context--Equity Principles and Strategies (Sabrina) 20 min: Vision for Success, good questions to ask related to equity.
- III. Guided Pathway Tableau (Chialin) 20 min
- IV. 2 Breakout Rooms (20 min)—facilitators: (manually assigned—Tuesday, 8.18.2020)
 - a. Scott Warfe and Sabrina
 - b. Chialin and BethAnn
 - Group playing with the Guided Pathway Tableau (10 min)
 - Discussion about the Research Q1 or Q2 results and how your program can support this effort. (10 min).
- V. Back to Main Room (20 min)
 - a. Share out (10 min)
 - b. Equity template (10 min)

Guided Pathway Tableau Introduction

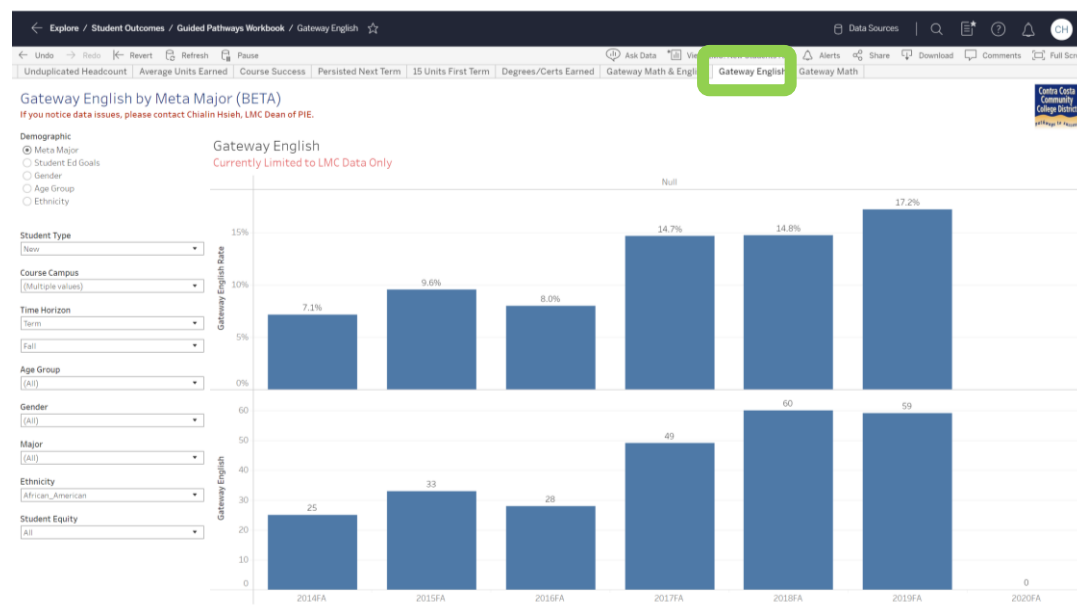
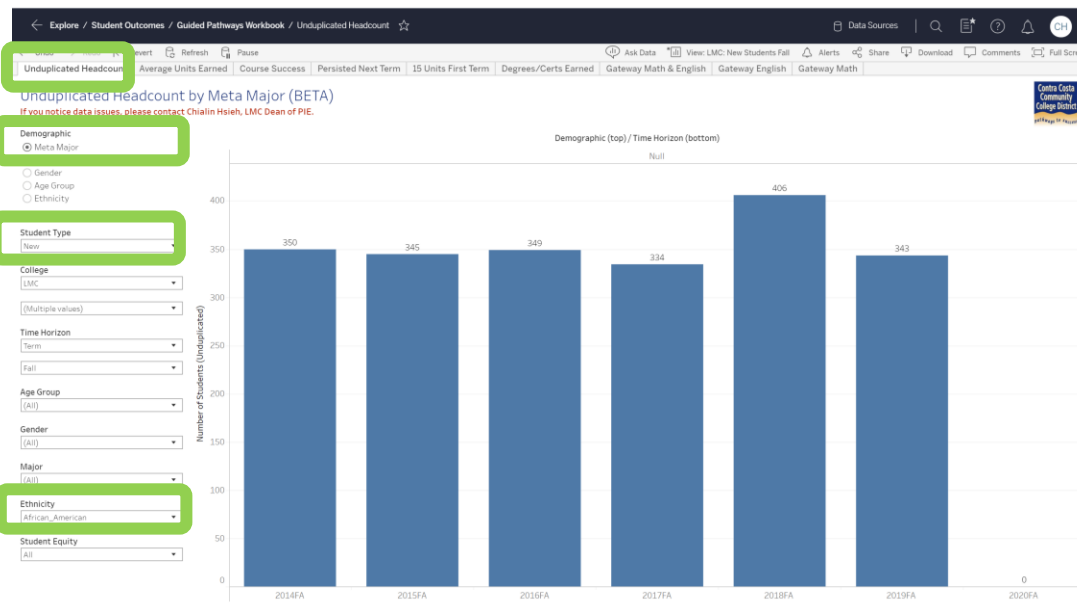
<https://www.losmedanos.edu/planning/datadashboard.aspx>

The screenshot displays the 'Planning and Institutional Effectiveness' dashboard. On the left is a navigation menu with links like 'P&IE Home', 'Accreditation', 'Strategic Plan 2014-2019', 'Educational Master Plan 2020-2025', 'College Plans', 'Program Review', 'Planning Committee', 'Planning Committee Agendas & Minutes', 'Institutional Effectiveness', 'Data & Surveys', 'Data Dashboard', 'Reports', 'Request Research', and 'Contact Us'. The main content area is titled 'Data Dashboard (Tableau)' and lists several links: 'Instruction to Enrollment Trends', 'Instruction to Course Success', 'Instruction to Degrees/Certificates', 'PPT', 'Institutional Research Operational Definitions (The RP Group)', 'Data Element Definitions (MCDI)', 'Install VPN (District Insite--Work Remotely)', and 'Connect to VPN (District Insite--Work Remotely)'. Below this, there are sections for 'Enrollment Related Tableaus', 'Course Success View Tableau', 'Degrees and Certificate View Tableau', and 'Guided Pathway Tableau (LMC only)'. The 'Guided Pathway Tableau (LMC only)' section is highlighted with a green box and contains a link to 'Guided Pathway Tableau'. To the right of the main content area, there is a sidebar with more Tableau views: 'Enrollment Related Tableaus' (Enrollment and Productivity View, Daily Enrollment and Productivity View, Enrollment Trends), 'Course Success View Tableau' (Course Success View), 'Degrees and Certificate View Tableau' (Degree and Certificate View), 'Guided Pathway Tableau (LMC only)' (Guided Pathway Tableau, Guided Pathways Tableau, Reports), and 'Employee Diversity Study Tableau' (Employee Diversity Study Tableau).

1. Explain **Measures (Guided Pathway KPI)**
 - a. Unduplicated headcount
 - b. Average Units Earned
 - c. Course Success
 - d. Persisted Next Term
 - e. 15 units first term
 - f. Degree/Certificate earned
 - g. Gateway Math and English
 - h. Gateway English (English 100)
 - i. Gateway Math (Math 34 (110), 120 (120), 37 (140), 40 (155), and 50 (210)).
2. Demographic
 - a. Meta Major
 - b. Student Ed Goals
 - c. Gender
 - d. Age Group
 - e. Ethnicity
3. Student Type
 - a. **New**
 - b. Continue
 - c. Returning

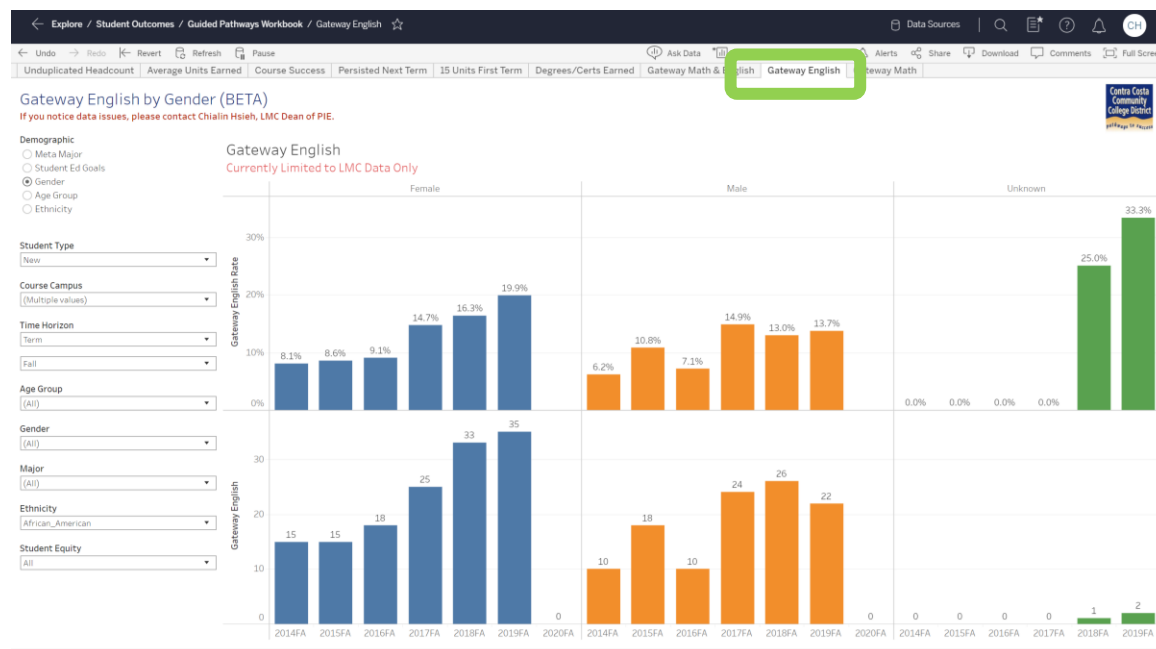
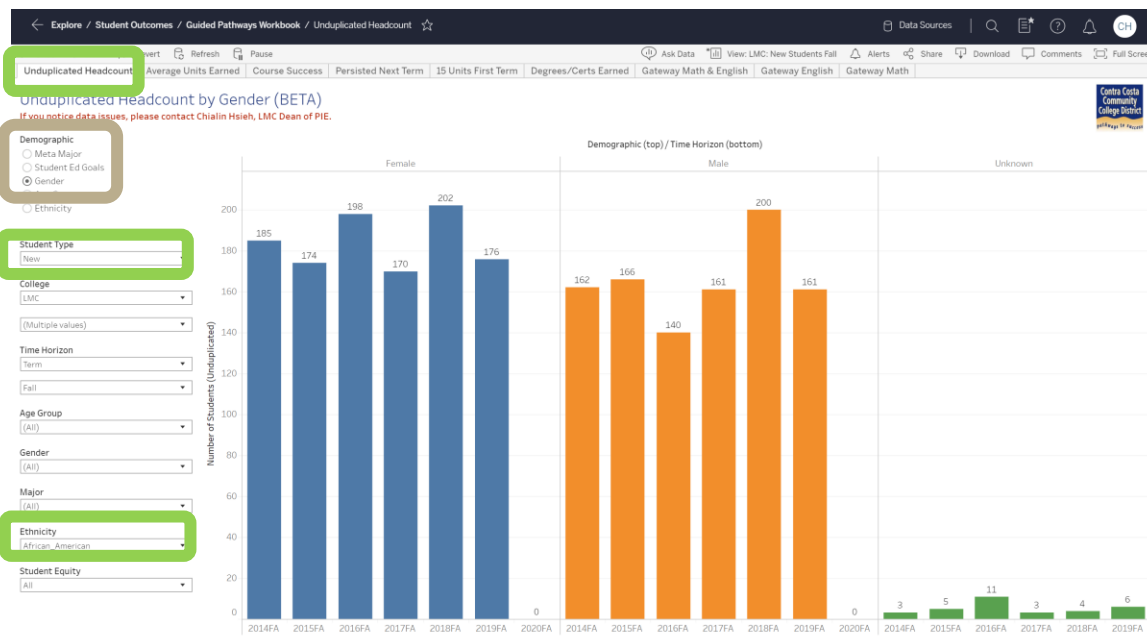
Research Question 1: How did our “new” African American students successfully complete gateway English and/or math course(s)?

1. Demographic—Meta Major
2. Student Type—New
3. Ethnicity—African American
4. KPI—Unduplicated Headcount, Gateway English and Gateway Math



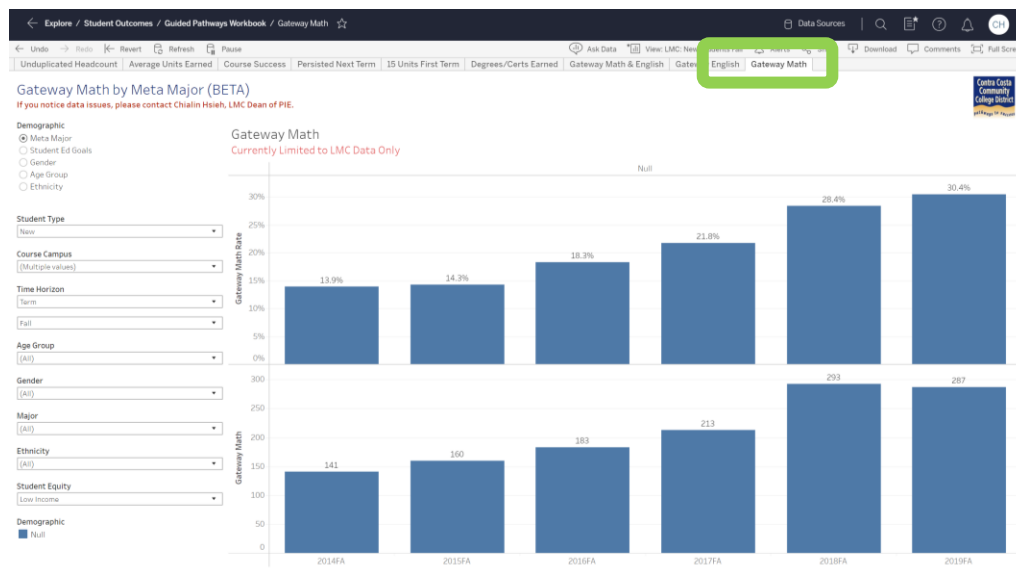
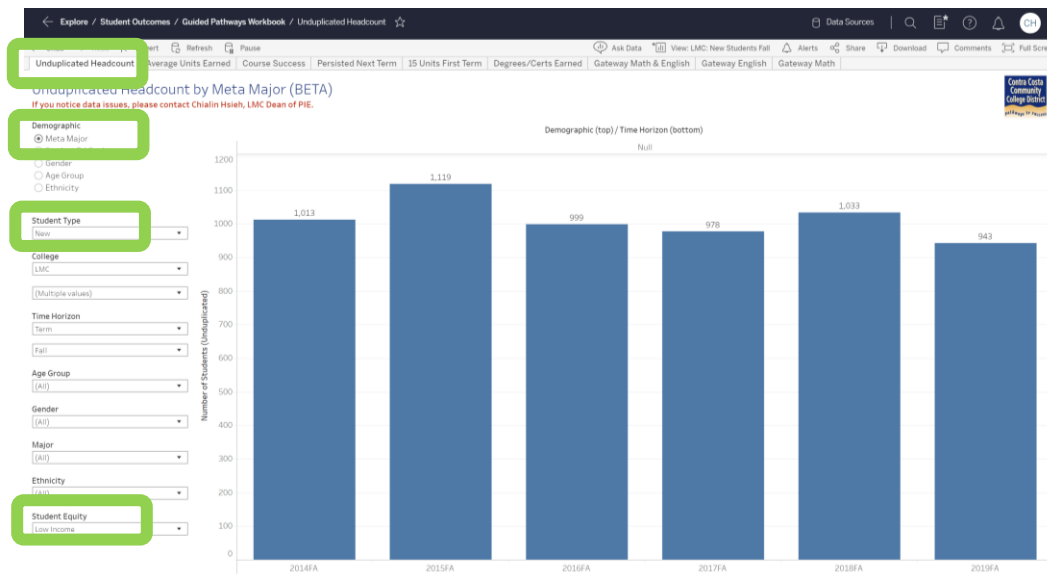
Research Question 1.1: How did our “new” African American students successfully complete gateway English and/or math course(s) (disaggregated by gender)?

5. Demographic—Gender
6. KPI—Unduplicated Headcount, Gateway English and Gateway Math



Research Question 2: How did our “new” Low income students successfully complete gateway English and/or math course(s)?

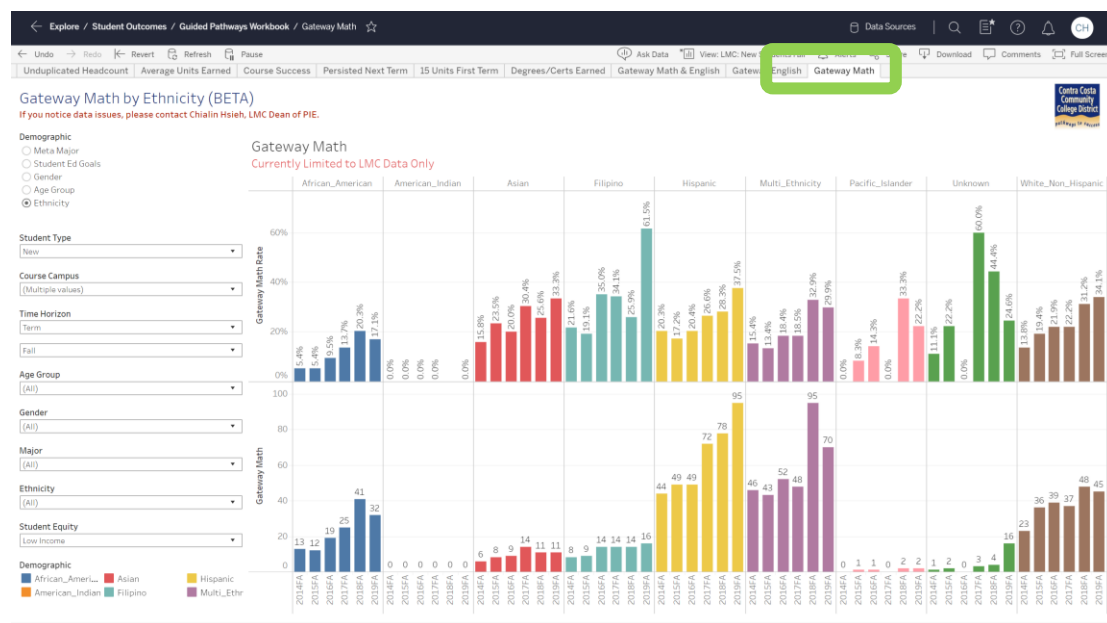
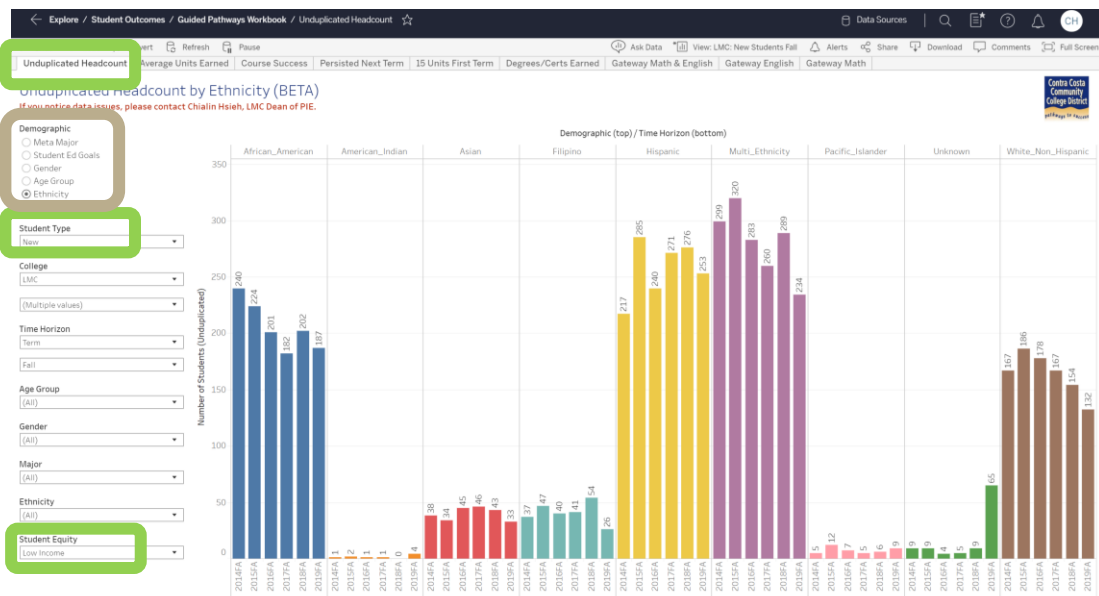
1. Demographic—Meta Major
2. Student Type—New
3. Student Equity—Low Income
4. KPI—Unduplicated Headcount, Gateway English and Gateway Math



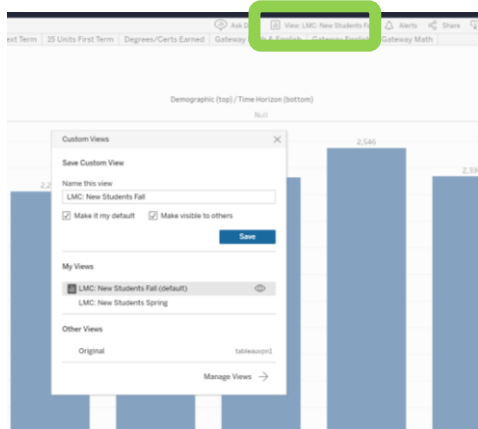
Research Question 2.1: How did our “new” Low income students successfully complete gateway English and/or math course(s) (disaggregated by ethnicity)?

5. Demographic—Ethnicity

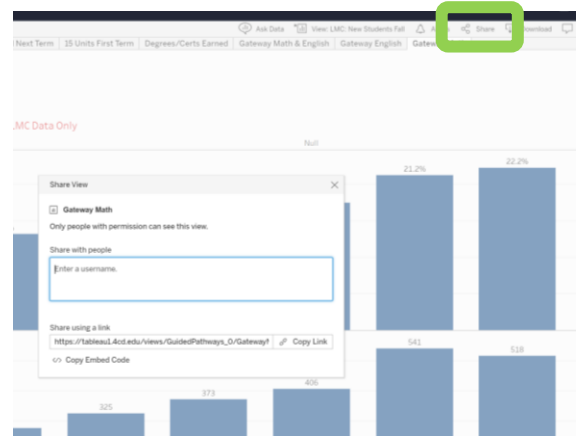
6. KPI—Unduplicated Headcount, Gateway English and Gateway Math



View: Save Custom View



Share



Proposed Equity Timeline

| Task | Timeline |
|--|---------------------------|
| Training on the template | 8/20/2020 |
| Submit the completed Template | 10/15/2020 |
| Continue Implementation the action steps | Fall 2020 and Spring 2021 |
| Equity Data Office Hours/Data Coach Hours | Feb and March 2021 |
| Report the progress on Output | 4/15/2021 |
| Report the progress on Measurable Outcomes | 6/15/2021 |
| Report the Progress and Reflection and the completed report | 7/1/2021 |
| Submit the completed Student Equity Report 2018-2021 | Fall 2021 |

Proposed Equity Template

GOAL: Access__ Transfer__ Course Success__ Certificate/Degree__ Employment__

| Objective | Activity/ Action Steps | Activity Lead(s) | Target Completion Date |
|--|---------------------------|---------------------|------------------------------|
| | | | |
| Output | | | |
| Measurable Outcomes | | | |
| Progress and Reflection (including success and possible changes) | | | |
| SEA Budget and Expenditure | | | |
| Continue this project? Interest? | | | |