

Sample Email and Report – Course Success with Equity Gaps at the Instructor Level

From: Mallory Newell <profiles_reports@precisioncampus.com>
Sent: Wednesday, November 2, 2022 10:23 AM
To: Mallory Newell <newellmallory@fhda.edu>
Subject: Course Success with Equity Gaps (section level) for DA-2SS-POLI-POLI-D001.-09Z from Mallory Newell

Greetings, from De Anza's Office of Institutional Research and Planning-

We are providing you with a PDF report (attached) of the course outcomes for the course you taught in spring 2022.

The purpose of distributing these reports is to provide individual-level data directly to faculty members for exploration, reflection and discussion. The state has established an equity goal that course success rates should vary by no more than 2 percentage points between different student groups. The college is working towards this goal to improve equitable outcomes for all students.

Outcomes for various student groups are provided to explore where gaps exist and the extent of any gaps. When viewing this report, you may be interested in comparing your overall success rate for all students in the same section (Your section success rate) to the rates for different ethnic groups, genders and student groups in that section. A gap in outcomes (percentage point gap) is present when a particular student group exhibits a lower outcome than all students in the same section. Additionally, this report enables you to compare your overall section success rate to others who taught the same course and to the college (blue boxes at the bottom of the report).

Faculty members have influence and control over teaching and learning strategies that could positively affect equity data at the section, course and department levels. For this reason, faculty members play a critical contributing role in closing student equity gaps.

Consider the following questions as you review your data and/or have conversations with others in your department:

- Which student groups' success rate tends to be above your sections' success rate?
- Which student groups' success rate tends to be below the success rate of your section?
- For the student groups identified in the prior question, are the trends the same across all the sections you taught (if applicable)?
- What teaching and learning strategies could explain the differences in success rates of the student groups identified?
- Does the data suggest changes in teaching and learning strategies are necessary to improve success rates for any student group?
- If yes, in what spaces could discussion occur to develop teaching and learning strategies to improving these rates? Who should be included in the discussion?

Please let us know if you would like any one-on-one training on this report or information on how to access other data reports that are available and allow for deeper inquiry.

Mallory Newell and Lisa Ly, De Anza Office of Research and Planning

Course Success with Equity Gaps (section level)

Limits: 2022 Spring

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Your section success rate

The success rate of all the students in your section. Rate is rounded.

Percentage point gap

A student group's success rate minus your section success rate. A negative percentage point gap means a student group has a lower success rate than all the students in your section.

POLID001. 09Z

2022 Spring

Number of sections: 1

Student group	Enrollment at census	Number of successes	Success rate	Your section success rate	Percentage point gap
Your Section (POLID001. 09Z)	51	46	90%	90%	0
Asian	16	16	100%	90%	+10
Black	3	2	67%	90%	-24
Filipinx	5	4	80%	90%	-10
Latinx	18	15	83%	90%	-7
Native American	0	0		90%	
Pacific Islander	0	0		90%	
Unknown ethnicity	4	4	100%	90%	+10
White	5	5	100%	90%	+10
Female	26	22	85%	90%	-6
Male	25	24	96%	90%	+6
Non-Binary	0	0		90%	
Unknown gender	0	0		90%	
Foster youth	0	0		90%	
Individuals with disabilities	3	3	100%	90%	+10
Low Income	25	20	80%	90%	-10
Veterans	0	0		90%	
All Students (Course POLID001., 14 sections including your section)	492	370	75%	90%	15*
All Students (De Anza College, 1357 sections including your section)	35,697	28,316	79%	90%	11*

*The percentage point gap for the last two rows (highlighted in blue) reflects your section success rate minus the success rate of others who taught the same course, or your section success rate minus the success rate of the college. A negative percentage point gap means your section success rate has a lower success rate when compared to others who taught the same course, or to the college.