


Course Success with Equity Gaps (section level) for DA-2SS-POLI-POLI-D001.-09Z from Mallory Newell

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 1 attachments (160 KB)

Course Success with Equity Gaps -section level- for DA-2SS-POLI-POLI-D001.-09Z.pdf;

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

We are providing you with a PDF report (attached) of the 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.

The report provides outcomes for various student groups so you can explore where gaps exist and the extent of any gaps. When viewing this report, you may be interested in comparing your 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 ("Student group"). A gap ("Percentage point gap") exists 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 (see blue box at the top of the table) with the rates for others who taught the same course and with the college as a whole (see the blue box at the bottom of the table).

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.

You may want to consider the following questions as you review your data 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 your sections' success rate?
- 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 by student groups identified?
- Does the data suggest that changes in teaching and learning strategies are necessary to improve success rates for any student group?
- If so, in what spaces could there be discussion about developing strategies for teaching and learning strategies that could improve these rates? Who should be included in the discussion?

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

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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; some rates may be slightly affected by rounding. 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 | Student group success rate | Your section success rate | Percentage point gap |
|---|----------------------|---------------------|----------------------------|---------------------------|----------------------|
| Your Section (POLID001. 09Z) | 51 | 46 | 90% | 90% | 0 |
| African American | 3 | 2 | 67% | 90% | -24 |
| Asian | 16 | 16 | 100% | 90% | +10 |
| Black | 0 | 0 | | 90% | |
| 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.