

CSU CHANNEL ISLANDS

STRATEGIC INITIATIVES | NON-FUNDED WORK

Student Success & Equity Gap Data Analytics

Strategic Initiatives and Actions

Student Success

2.3 Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.

2.4 Provide timely access to student success and other relevant data to enable evidence based decision making across every division of the University.

2.5 Examine and remove administrative barriers that impede timely degree progression

Inclusive Excellence

3.8 Analyze disaggregated student success data across the University to identify barriers to completion and develop a campus-wide strategy to eliminate student equity gaps.

Project Summary

The Student Academic Success & Equity Initiatives (SASEI) department has begun piloting data analytics that focus specifically on measuring student academic success and analyzing equity gaps between student groups. We've successfully supported three initiatives within Academic Affairs that used Student Success & Equity Gap Data Analytics: 1) First Year Math data are being used by the EO 1110 Implementation Team to develop data-informed recommendations and improve student opportunity and success in First Year Math courses; and the 2) Stop Out Survey data identified patterns related to student attrition; and 3) Retention data are being used by the cross-divisional Freshmen Retention Project to inform first-year student interventions and communications. The goal is to build off the successes of these piloted projects to create a centralized platform for examining and interpreting equity gaps to help inform GI 2025 planning efforts within the division and to improve student success outcomes (e.g. retention rates, graduation rates, DFW rates, etc.) and eliminate equity gaps (e.g. race/ethnicity, Pell status, first-generation, college readiness, etc.).

Project Narrative:

The Student Success & Equity Gap Data Analytics allow CSUCI administrators, faculty, and staff to answer complex research questions and examine disaggregated student data across multiple variables and intersections in order to make data-informed recommendations and decisions. Student Success & Equity Gap Data Analytics contain an innovative approach to data visualization whereby users can "build their own cross tabs." This provides timely access to student success data, including retention rates, graduation rates, DFW rates and other course level outcomes, academic standing, and more. However, it goes beyond that to allow users to easily disaggregate student success outcomes across a variety of student characteristics in order to identify equity gaps across student dimensions such as race/ethnicity, Pell status, first-generation, gender, college readiness/math placement category, and major. Student Success & Equity Gap Data Analytics is designed to allow users to look at the intersection of these characteristics in order to identify patterns and develop a deeper understanding of the barriers our students face. For example, one can start by examining an equity gap in 1-year retention between students who receive a Pell grant and those who do not. They can then look at how Pell status intersects with race/ethnicity, parents' education, and so on to more deeply analyze how multiple characteristics and experiences impact student success simultaneously. This also allows for the development of more targeted and culturally relevant interventions.

While access to freshmen retention data and Stop Out Survey data support our campus in meeting strategic actions around timely access to data (2.4) and analyzing disaggregated data (3.8), the first year math data also supports the campus in meeting the requirements of EO 1110 (2.3) by examining student opportunities, experiences, and outcomes in first year math courses. Specifically, it is being used by the EO 1110 Implementation Team to develop data-informed recommendations that will support and improve student opportunities and success in first year math courses. Additionally, the Stop Out Survey reports the reasons new students did not return to campus the following year, helping us better understand potential institutional barriers to student persistence, retention, and timely completion (2.5). By examining both qualitative and quantitative data, the cross-divisional Freshmen Retention Project is able to make data-informed recommendations for interventions for first-year students as well as improvements to how we as a campus communicate with our first-year students from the time they are accepted to CSUCI and throughout their academic career.

With this infrastructure in place, all Student Success and Equity Gap Data Analytics will be integrated in a single platform to support with reporting (i.e., GI 2025, EO 1110, HSI and other institutional grants), interpretation, and analysis by allowing users access to data to answer research questions around different topics, to examine equity gaps, and to inform the development and effectiveness of student success interventions. This will improve timely access to data and allow for greater utilization of data across campus as those interested in first year math will also have access to stop out data, for example. The increased capacity within the Division of Academic Affairs to examine multiple student success outcomes as well as the effectiveness of academic success interventions is key to expanding cross-divisional efforts to support GI 2025 to improve graduation rates and close equity gaps.

Baseline Data

Phase one of this project was completed in Spring 2019 with the piloting of the Student Success & Equity Gap Data Analytics for first year math, stop out, and freshmen retention. The pilot was a success as it allowed us to better understand campus users' ability to navigate dashboards, data visualization, and learn about additional data needs. The pilot First Year Math Student Success & Equity Gap Data Analytics have been used to create recommendations to Cabinet for the restructuring of first year math, including the creation of math pathways for students based on major and the expansion of math course offerings that are associated with student success (i.e. lower DFW rates, higher retention rates, and smaller equity gaps). It was also instrumental in preparation for a CSU system-wide meeting on EO 1110 progress in Summer 2019. The pilot Freshmen Retention and Stop Out Student Success & Equity Gap Data Analytics have been used by the Freshmen Retention Project group to develop a process map for the freshmen experience from acceptance through retention to the second year and was key in identifying multiple points in time where first year students experience attrition and why. The most common reasons full-time first-time freshmen reported not returning to CSUCI were: CSUCI is not the right place for me (33% of respondents), could not afford to return (30% of respondents), and personal reasons, e.g. health, family situation, etc. (29% of respondents).

The Student Success & Equity Gap Data Analytics continue to be used by the EO 1110 Implementation Team, the Freshmen Retention Project, and HSI initiatives as we enter phase two of this project. In this phase, we will use the lessons learned in the piloting phase to build out a centralized platform for all Student Success and Equity Gap Data Analytics as we continue to add new fields and combine projects to better understand the intersectionality of students' experiences and what contributes to student success across student groups.

Goals

In Fall 2019, these three initiatives within Academic Affairs will become integrated (i.e., the central Student Success & Equity Gap Data Analytics platform) to create ongoing access and use of First Year Math data, Freshmen Retention Project data, Stop Out Survey data, and HSI and other student academic success initiatives data to allow users to answer research questions around different topics, to examine equity gaps, and to inform the development and effectiveness of student success interventions. This will improve data accessibility and consistency in reporting, particularly in support of Strategic Initiative and GI 2025 goals around improving student success and closing equity

gaps. Student Success & Equity Gap Data Analytics will be available for use within the Division of Academic Affairs in Fall 2019. Student Success & Equity Gap Data Analytics will be available for use across other divisions by Spring 2020, particularly between Academic Affairs and Student Affairs, to support the development and continuous improvement of cross-divisional student success partnerships. While no usage goals have been set, we plan to monitor workbook traffic and track the number of data requests that can be redirected to the central Student Success & Equity Gap Data Analytics platform. The roll out of the central Student Success & Equity Gap Data Analytics platform will be supported by video tutorials for users and supplemented by infographic data summaries (e.g. GI 2025 progress, student attrition and stop out) and annual reports on the state of student academic success, regional transfer success, and data impact.

Project Status

Implementing phase

Key Leaders and Divisions

Lead Division	Division of Academic Affairs
Collaborating Division	Spring 2020: Division of Student Affairs
Action Champions	Amanda Quintero, Associate Vice Provost, Student Success & Community Engagement Michelle Hasendonckx, Assistant Director, Student Academic Success & Equity Initiatives
Action Project Leads	Kristin Jordan, Research Analyst, Student Academic Success & Equity Initiatives
Action Collaborators	Jill, Leafstedt, Associate Vice Provost for Innovation and Faculty Development, Data Warehouse Database Manager, Information Technology Services (ITS) Analysts / Programmers, Registrar's Office and other data entry sources on campus, Academic Advising, Student Affairs

Additional Information

Because Student Success & Equity Gap Data Analytics contain student records and individual students could be identified when data is disaggregated they are published securely on our campus' Tableau server. Access can be granted to campus users with an institutional need by request (please contact Kristin Jordan (kristin.jordan@csuci.edu))