



RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS

Mini Guide to Using Disaggregated Data

COS

August 2022

SEQUOIAS COMMUNITY COLLEGE DISTRICT
HANFORD | TULARE | VISALIA



To: COS Community
From: Dr. Mehmet “Dali” Ozturk, Dean, Research, Planning and Institutional Effectiveness
Date: August 4, 2022
Subject: Mini Guide to Using Disaggregated Data

District-wide feedback and data use are valued and are integral parts of our improvement efforts at the College of the Sequoias. The Office of Research, Planning and Institutional Effectiveness (Research Office) is committed to employ and promote an equity lens framework for data use and decision-making in support of student success. Disaggregated data is essential for conducting equity-minded research, inquiry, and analysis, which provides critical insight needed for addressing equity gaps.

Attached for your review and use is the Mini Guide to Using Disaggregated Data.

The mini guide defines disaggregated data, explains why it should be utilized, instructs District employees on how to access the data, suggests multiple questions that can be answered via disaggregated data, and explains how to analyze the data to answer suggested questions.

The Office of Research, Planning and Institutional Effectiveness is happy to provide consultation and assistance with interpretations of the dashboards, if needed. We highly encourage you to explore the existing [COS Giant Dashboards](#) as well as disaggregated data reports, which can be accessed via the Research Office’s [Reports, Studies, and Surveys](#) webpage. Additionally, you may submit a Data/Research Request form for additional disaggregated data and analysis: <https://www.cos.edu/datarequest/>

Sincerely,

A handwritten signature in black ink, appearing to read 'Dali', written in a cursive style.

Mehmet “Dali” Öztürk, Ph.D.
Dean, Research, Planning and Institutional Effectiveness

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How to Use Disaggregated Data

What is disaggregated data?

- Disaggregated data refers to data that is broken down by student attributes such as race/ethnicity, gender, sexual orientation, etc.
- Data can be disaggregated by a single attribute (See Illustration 1) as well as by multiple attributes to examine intersectionality (See Illustration 2).

Why should I use disaggregated data?

- Disaggregated data assists in identifying equity gaps that may exist, as it can highlight student groups that fall below the District average, fall below other student groups, or are underrepresented in programs when compared to the District's demographic profile.

How can I access disaggregated data?

- Visit the [COS Giant Dashboards Site](#) to select a dashboard such as the [Program Review Dashboard](#). Please see below for instructions on using the Program Review Dashboard.
 - Identify the outcome measure of interest (i.e. success rates, unduplicated headcounts, census enrollments, etc.)
 - Determine the time period you are interested in. You can select multiple terms and academic years.
 - Select the student attribute you want the data disaggregated by. To examine intersectionality, select more than one student attribute for data disaggregation. Please be aware that selecting multiple student attributes for data disaggregation may result in small group sizes.

How can I analyze disaggregated data, and what are some questions I can answer with disaggregated data?

- Review percentages/numbers for all student groups and compare to the District average.
 - Do equity gaps exist, and if so, what are they? (***Which student groups consistently fall below the District average [See example 1] or are the outcomes/results equitable for all locations and instruction methods?***)
 - Are any student groups underrepresented in our program when compared to the District's demographic profile? (***Do certain student groups account for a smaller percentage of your program/department than they do for the District total?***)
- Review and compare percentages/numbers across the student groups.
 - Are there any performance gaps between student groups? (***Do certain student groups consistently fall below others?***)
- Review and compare percentages/numbers within a single student group (term-to-term, year-to-year).
 - How has the data changed over time? (***Have outcomes improved or declined for certain student groups? [See example 2]***)
- Review and compare multi-year data either across groups or to the District average to examine trends. Multi-year data may be beneficial for student attributes that result in small group sizes.

- Are student groups making progress towards closing existing equity gaps? (**Have lower performing student groups made greater improvements than the District/other groups over the years?**)

Data Disaggregation Examples

Example 1: When examining course success rates (from 2019/20 to 2021/22) by enrollment status, which student groups may be experiencing equity gaps?

- Identify the outcome measure of interest: Success Rate Excludes EW
- Determine the time period you are interested in: Fall and Spring terms from 2019/20 through 2021/22
- Select the student attribute you want the data disaggregated by: Enrollment Status

First-time, and Returning students fell below the District’s average course success rate in each of the past three years, which may indicate a trending equity gap for these student groups.

Program Review and Planning Dashboard by [College of the Sequoias](#)

[Notice of Privacy](#) | [Program Review](#) | [Success & Enrollments](#) | [Faculty Growth](#) | [Program Majors](#) | [Awards and Recipients](#) | [FTES](#) | [FTEF](#) | [FTES/FTEF Ratio](#) | [FTE Calculation Examples](#)

Success & Enrollments

Welcome to the Success Dashboard. This dashboard allows users to explore course success, withdrawals, excused withdrawals, census enrollments and unduplicated headcounts through an equity lens such as race/ethnicity, gender, enrollment status, unit load, campus location and instructional method. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes. Users can further disaggregate data by up to three groups. For example, success rates of Hispanic females in online courses can be produced by selecting race/ethnicity in Group 1, gender in Group 2, and instructional method in Group 3.

Note: Unduplicated headcount trend analysis is best utilized by selecting only one term/semester type (summer, fall or spring) as most student attributes are term-based (such as enrollment status, unit load, and athlete).

Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP)).
Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).
Withdrawal Rate - (Letter grade W / (All grades issued)).
Excused Rate - (Letter grade EW / (All grades issued)).
Census Enrollments - Count of students enrolled at census and issued a grade.
Unduplicated Headcount - Unduplicated count of all student who were enrolled at census and received any grade.

Department (select "All" for District Total): (All)
 Courses (select "All" for District or Dept. Total): (All)
 Outcomes and Enrollments: **Success Rate Excludes EW**

Equity Group 1: **Enrollment Status**
 Equity Group 2: None
 Equity Group 3: None

Success Rate Excludes EW: All Dept, All Courses

			2019-20	2020-21	2021-22	Multi-Year
Grand Total			77.2%	79.1%	69.4%	75.2%
First-Time Student	Null	Null	70.6%	73.2%	61.8%	68.6%
Continuing Student	Null	Null	78.5%	79.6%	69.4%	75.9%
Returning Student	Null	Null	71.8%	73.9%	66.2%	70.4%
First-Time Transfer Student	Null	Null	74.7%	76.3%	69.9%	73.5%
Not Applicable/K-12	Null	Null	91.9%	91.9%	87.8%	90.4%

Credit Courses: Credit, Non-Credit
 CTE Type: CTE Courses, Non CTE Courses
 Work Experience: Non WEXP Courses, WEXP Courses
 Terms: Summer, Fall, Spring
 Academic Year: 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Example 2: When examining course success rates (from 2019/20 to 2021/22) by gender, how do male and female students' course success rates change over time?

- Identify the outcome measure of interest: Success Rate Excludes EW
- Determine the time period you are interested in: Fall and Spring terms from 2019/20 through 2021/22
- Select the student attribute you want the data disaggregated by: Gender

Regardless of gender, students' course success rates increased from 2019/20 to 2020/21, but declined from 2020/21 to 2021/2022, which may be partially due to the Covid-19 pandemic.

Program Review and Planning Dashboard by [College of the Sequoias](#)

Notice of Privacy | Program Review | Success & Enrollments | Faculty Growth | Program Majors | Awards and Recipients | FTES | FTEF | FTES/FTEF Ratio | FTE Calculation Examples

Success & Enrollments

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Excused Rate - (Letter grade EW / (All grades issued)).
Census Enrollments - Count of students enrolled at census and issued a grade.
Unduplicated Headcount - Unduplicated count of all student who were enrolled at census and received any grade.

Department (select "All" for District Total): (All)
 Courses (select "All" for District or Dept. Total): (All)
 Outcomes and Enrollments: Success Rate Excludes EW
 Equity Group 1: Gender
 Equity Group 2: None
 Equity Group 3: None

Success Rate Excludes EW: All Dept, All Courses

	2019-20	2020-21	2021-22	Multi-Year
Grand Total	77.2%	79.1%	69.4%	75.2%
Female	78.5%	79.7%	68.9%	75.7%
Male	75.6%	78.2%	70.2%	74.5%
Unknown	70.4%	78.2%	69.2%	72.2%

Credit Courses
 Credit
 Non-Credit
 Cancel Apply

CTE Type
 CTE Courses
 Non CTE Courses
 Cancel Apply

Work Experience
 Non WEXP Courses
 WEXP Courses

Terms
 Summer
 Fall
 Spring
 Cancel Apply

Academic Year
 2016-17
 2017-18
 2018-19
 2019-20
 2020-21
 2021-22
 Cancel Apply

Example 3: For the past six academic years, what is the overall trend for course success rates among foster youth students by gender?

- Identify the outcome measure of interest: Success Rate Excludes EW
- Determine the time period you are interested in: Fall and Spring terms from 2016/17 through 2021/22
- Select the student attribute you want the data disaggregated by: Foster Youth Gender

The multi-year average course success rate for both male and female foster youth students falls below the District’s multi-year average course success. Additionally, female foster youth students have a greater multi-year average course success rate when compared to male foster youth students.

Program Review and Planning Dashboard by [College of the Sequoias](#)

Success & Enrollments

Welcome to the Success Dashboard. This dashboard allows users to explore course success, withdrawals, excused withdrawals, census enrollments and unduplicated headcounts through an equity lens such as race/ethnicity, gender, enrollment status, unit load, campus location and instructional method. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes. Users can further disaggregate data by up to three groups. For example, success rates of Hispanic females in online courses can be produced by selecting race/ethnicity in Group 1, gender in Group 2, and instructional method in Group 3.

Note: Unduplicated headcount trend analysis is best utilized by selecting only one term/semester type (summer, fall or spring) as most student attributes are term-based (such as enrollment status, unit load, and athlete).

Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP)).
Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).
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Census Enrollments - Count of students enrolled at census and issued a grade.
Unduplicated Headcount - Unduplicated count of all student who were enrolled at census and received any grade.

Department (select "All" for District Total): (All)
 Courses (select "All" for District or Dept. Total): (All)
 Outcomes and Enrollments: Success Rate Excludes EW
 Equity Group 1: Foster Youth
 Equity Group 2: Gender
 Equity Group 3: None

Success Rate Excludes EW: All Dept, All Courses			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Multi-Year
Grand Total			71.9%	72.2%	74.7%	77.3%	79.1%	69.4%	74.1%
Foster Youth Student	Female	Null	60.8%	61.8%	64.2%	67.9%	74.7%	58.3%	64.4%
	Male	Null	53.1%	58.6%	53.8%	59.3%	65.7%	52.4%	56.9%
Not Foster Youth	Female	Null	73.3%	74.1%	76.4%	78.9%	79.9%	69.3%	75.3%
	Male	Null	70.9%	70.5%	73.4%	75.9%	78.4%	70.5%	73.1%

Credit Courses: Credit, Non-Credit
 CTE Type: CTE Courses, Non CTE Courses
 Work Experience: Non WEXP Courses, WEXP Courses
 Terms: Summer, Fall, Spring
 Academic Year: 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Single-Attribute Disaggregation

Group: 20 individuals



Disaggregate by
Gender



10 Men



10 Women

Disaggregate by
Color



7 Orange



7 Blue



6 Green

Disaggregate by
Letter



11 A



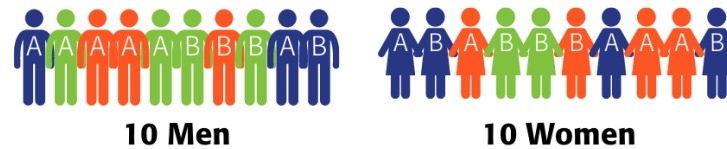
9 B

Multi-Level Disaggregation

Group: 20 individuals



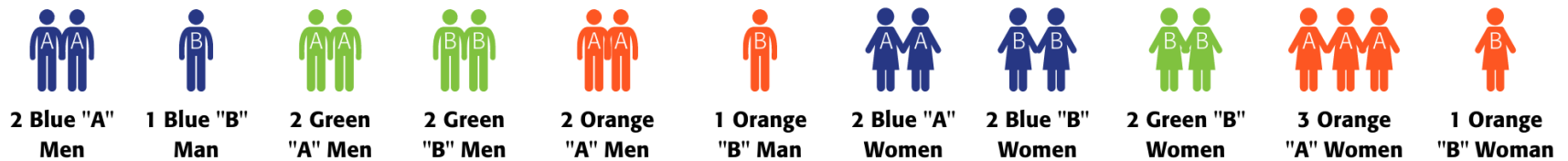
Disaggregate by **Gender**



Then disaggregate by **Color**



Then disaggregate by **Letter**





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