Disaggregated Data: An Introduction

Office of Assessment and Educational Effectiveness

Office of Academic Programs and Educational Effectiveness

Lehman College, City University of New York

Donald Sutherland, Manager for Assessment And Educational Effectiveness

Workshop Learning Outcomes

At the end of the workshop, participants will:

- Understand what disaggregated data is
- Understand its value in helping an institution identify and address equity gaps

The Lehman Context

Mission: Lehman College... is a national engine for social mobility... providing a transformative educational experience while advancing equity, inclusion, and social justice.

Vision: Lehman College... will be a model of engaged citizenship and a leading force for a more just and sustainable world.

Values:
Social Justice: Advocating for human rights, honoring differences, and working towards equality and equity for all.

Ethics: ...demonstrating honesty, integrity, respect, and care in our interactions with others.

Disaggregation of data is key to understanding whether Lehman College is fulfilling its mission, achieving its vision, and living up to its values.

Accreditation Expectations

Data-Based Decision-Making: Guiding Principle 4:
The standards reflect our commitment to data-based decision-making. Institutions must analyze a range of data, including ==disaggregated data==, to ensure students are appropriately served and institutional mission and goals are met.

Standard V:
...consideration and use of ==disaggregated assessment results== for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness...

Source: Middle States Commission on Higher Education

Societal Context

> Decades of programmatic efforts and interventions have failed to make a difference in the success of racially minoritized, low-income, and first-generation students, whose populations are increasing on college campuses. Higher education remains profoundly inequitable, and institutions have not made the transformational changes necessary to create truly inclusive environments and equitable outcomes for students.

Source: Kezar et al., 2021

Definition

Disaggregated Data:

The presentation of data broken into segments, for example test scores for students from various ethnic groups instead of in the aggregate, for the entire student population (EdSource).

IPEDS Classifications

- **Ethnicity:** Hispanic or Latino/Not Hispanic or Latino

- **Race:** American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White

Disaggregating Data

Examples of how data can be disaggregated:

- Race/ethnicity/gender/underrepresented

- First-generation college student

- Native-born or immigrant

- Age

- Income/Financial Aid status

- Full-time/first-time, transfer student, adult education student

- New or continuing student

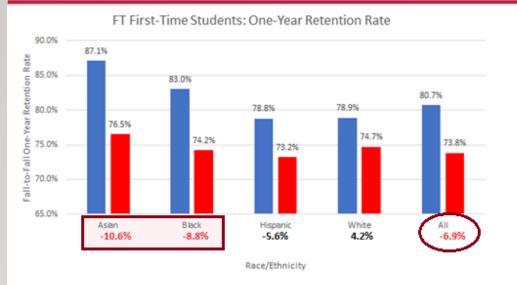- Full-time or part-time student

Benefits of Using Disaggregated Data

- Can be used to assess program effectiveness

- Can identify equity issues

- Can identify gaps and trends that might not stand out in more coarse datasets

- Can be used for improvement, reporting, and fundraising

Using Disaggregated Data

FT First-Time Students: One-Year Retention Rate

Cohort Sizes:
Asian: 2017: 101; 2020: 119
Black: 2017: 218; 2020: 387
Hispanic: 2017: 543; 2020: 723
White: 2017: 57; 2020: 75

All: 2017: 919; 2020: 1,307

-Are there any disparities?

-Wait for more data or

intervene immediately?

-Are there factors Lehman can

influence or are they beyond

Lehman's control (causes)

Current Practices

Interactive Factbook:

- **Enrollment:** Race/ethnicity, new student type, gender, degree/nondegree, class standing, admission type, Seek/Regular, age group, graduate/undergraduate, county

- **Institutional Outcomes:** Retention, graduation by race/ethnicity, gender, new student type, Seek/Regular

Upon Request or Divisional/School Data:

- Institutional Research can obtain additional data by the above categories e.g., DWF rates

- EAB Navigate used widely by Enrollment Management and the Schools can disaggregate data for a wide range of indicators ranging from early alerts to credit accumulation rates
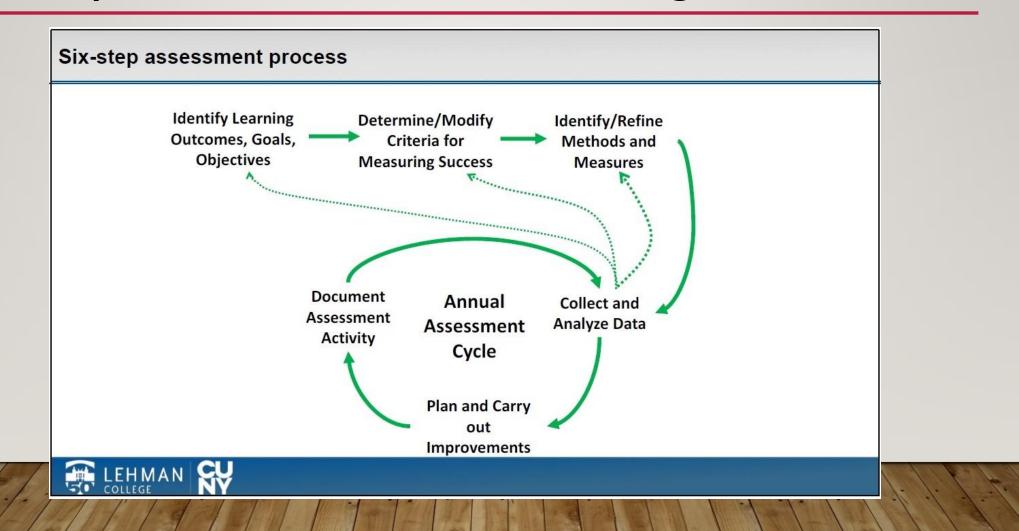
- Possibly D2L LMS

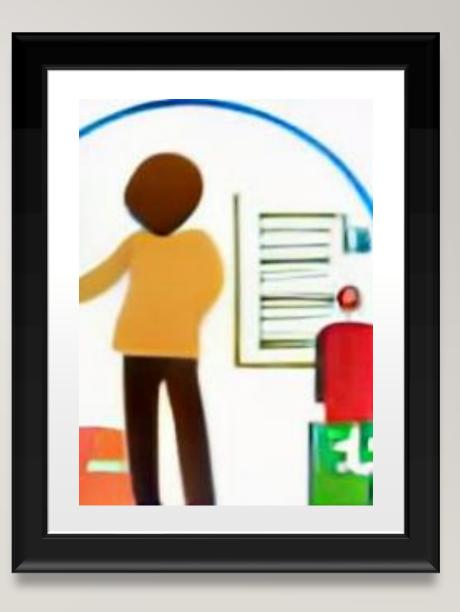# Assessment

6-Step Process at Lehman College

Assessment is a means by which academic programs measure progress toward their goals, including student learning goals

Guiding Question:
Are the results consistent across student groups?

Has this question even been addressed?

Annual Assessment Plan

Foundation of an ongoing continuous multi-year improvement process and consists of:

- Unit/Department/Program Name

- Person(s) responsible for the unit/department/program and its assessment

- A broad goal

- Learning, Support, or Performance Outcomes associated with that goal

- Indicators of progress/success ⟵ **Opportunity to set targets using disaggregated data**

- Methods for measuring progress/success

- Timeframe for collecting the data, analyzing the data, and implementing the plan

Step 2: Criteria For Measuring Success

Guiding Question:

What evidence will be needed to demonstrate how well students are learning or a department, program, or unit is performing?

Measurable Targets:

Statements about an expected level of success.

- Minimum levels of success
- Aspirational levels of success

Overall target(s) and targets for major student groups

Step 2:

Demonstrate ability to:

- Articulate a goal
  - 75% will be able to demonstrate…
    - At least 70% of students in all major groups will be able to demonstrate…

- Analyze data
  - 75% draw correct conclusion…
    - At least 70% of students in all major groups will draw the correct conclusion…

Application of Disaggregated Data

Institutional outcomes: Differences can highlight areas that lead to a closer look at the program level e.g., large differences in Math pass rates, or student support services e.g., targeted advising

- Pass rates

- Retention rates

- Graduation rates

- Early alerts data

Examples:

- **University of Wisconsin-Milwaukee:** Data led to reform related to holds, development of micro-grants for retention, new transfer pathways, and instructional changes in math

- **Georgia State University:** GPS advising and predictive analytics

Both institutions achieved large reductions in equity gaps on key student performance measures

Examples: Beyond Higher Education

- **Highline Public Schools:** Increased collaboration with community based organizations that provide support services

- **Hawaii Department of Education:** Identifying students in need of English Language Learner instruction (ELL) and increasing ELL staff

- **Guam Department of Education:** Development of new learning programs/revision of existing programs

Key Takeaways

- Findings from the use of disaggregated data are essential to determining Lehman College's success in achieving its student success goals consistent with its mission, vision, and values

- Accreditors expect results for key student success benchmarks to be disaggregated (institutions have flexibility in setting benchmarks based on their missions and goals)

- Assessment can become more meaningful and effective when results are disaggregated (sample size is important)

For Further Information

Contact:

Don Sutherland, Manager of Assessment and Educational Effectiveness

Email: Donald.Sutherland@lehman.cuny.edu

Tel: +1 (718) 960-7193