ENGL&101 Common Course Dashboard Help Sheet

Hello all!

What follows are some responses to several of the questions that came up at the November 8th session, about how to navigate the Common Course Dashboards and efficiently explore the data.

Remember that your first stop will usually be the 'Menu' tab, where you can compare your question to the sample questions listed to find the right tab to use. The 'Glossary' tab will answer questions about who is included in the different data sets and what terms mean, and the 'Intro' tab provides some basic context and technical tips.

I've attempted to provide some guidelines and resources here to help you navigate and apply the dashboards in the context of ENGL&101. I can keep this as an informal 'living' document for this group and add sections as questions or suggestions arise.

Peer Groups

If you want to set up a custom peer comparison group in the 'Make Your Own Comparison' tab, the first place to look might be to see who your institution uses as their peer group for the annual IPEDS Data Feedback report. This report is publicly available through the IPEDS Data Center, and contains a useful summary of every college's basic data. On the second page of each report is the list of colleges that your IR department (most likely) has identified as peer colleges for comparison. The premise for this choice may vary from college to college, and your IR office can tell you the basis for peer college selection. The benefit of using the Data Feedback Report to select peers is that you also have the overall data set for your college and the same peer group, which might be helpful in making broader, institutional-level comparisons.

You can find your (or another) college's Data Feedback Report here:

https://nces.ed.gov/ipeds/datacenter/Expt/SelectDataReport.aspx

If you want to build a custom peer group using enrolment, certain programs (e.g. Running Start, IBEST, Applied Bachelor's, etc.), and some demographics (e.g. race, student age, FT or PT status, need based aid, etc.), the Field Guide makes it very easy to quickly browse through and find your own college's stats as well as other colleges' data. The Field Guide is updated annually and is available here:

https://www.sbctc.edu/about/facts-publications/field-guide-2019.aspx

The system pages of the Field Guide also includes a map of college locations so you can quickly identify colleges in a specific geographical area.

Remember to include your college in the Peer Colleges list as well to display the side-by-side graphs.

Colleges with ENGL&101 Corrections data

- Peninsula College (starting 2015-16)
- Spokane Community College (starting 2016-17)
- Tacoma Community College
- Walla Walla Community College

Finding highest performers (by ENGL&101 Completion rate)

The tab 'College Comparison' is the easiest way to find the colleges with the highest ENGL&101 completion rates. Be sure to select ENGL&101 in the 'Course Code and Title' filter. You can then easily switch between all courses, online, hybrid, and face to face, and see recent year trends (to see which college are improving completion rates most rapidly). Do pay attention to the total number of students though – students in technical colleges for example don't necessarily take ENGL&101 for their college-level English. These populations can be small and their rates are more affected by smaller numbers of students completing or not completing in a given year.

For breakdowns within the 'Make Your Own Comparisons' tab, you work through one college at a time depending on the particular disaggregation you are using. I did do a few quick searches to give you a couple starting points and an example of the kinds of questions that might arise.

HUSOC (2018-19 completion rate)

- Yakima Valley 80% (and a consistently narrow gap)
- Everett 77%
- Olympic 77% (also note the narrow gap between he disaggregates)
- Peninsula 76% (also HUSOC outperformed non HUSOC in 2018-19)
- Highline 75%
- South Puget Sound 75% (also a consistently very narrow gap)

This is just a cursory review; I did not attempt to capture all of the facets of high performance available. It is worth investigating the results for colleges or peer clusters that may not be among the colleges with the highest completion rates but which also are closing the gap (e.g. Tacoma, Big Bend); have years where the HUSOC completion rate outperformed non HUSOC, and where there may have been specific interventions or initiatives (e.g. Cascadia); or are showing increased completion rates in both categories (e.g. Gray's Harbor, Renton).

Students Receiving Need-Based Aid (2018-19 completion rate)

- Cascadia 83%
- Olympic 83% (and recipient students surpassed others for the first time in recent years)
- Bellevue 81%
- Yakima Valley 79%

And again, there are other things to look for too, such as where recipient students consistently outperform other students, for example, Bates, Bellevue, Bellingham (in most years), Clover Park, Lake Washington, Shoreline (most years), and others; or where recipient students enrolled on line are exceeding peer averages, such as Everett (consistently over 80%).

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