



DECC Workbook

Overview

This form is a workbook for participants in Miramar College's Data and Equity Coaching Community (DECC). It has two main parts separated into four sections:

Part I: Investigative Research and Reflection (Sections I through III)

The investigative research consists of quantitative and qualitative questions about your courses and students. You will fill out each section to the best of your ability, using data/information provided by the Research Office and your own knowledge of your courses/students.

Part II: Action Plan (Section IV)

The action plan is what you plan to change in the classroom based on what you have learned during the investigative research. You will determine your own timeline and activities in the action plan, after consulting your dean and researchers.

This form is estimated to take 60 minutes to complete (not including time spent discussing questions with other DECC participants). If you do not complete the survey in one session, you can use the link emailed to you to edit your responses until the survey closes. Responses are only saved when you click the "Next" button at the bottom of each page or complete the entire form.

It is recommended that you complete the form on a device with a full keyboard (i.e., a laptop or desktop computer).



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Section I: Enrollment, Retention, and Success

Section I.1: ENROLLMENT BY DEMOGRAPHIC

For each demographic below (i.e., race/ethnicity, gender, age group), what percentage of students enrolled in your course(s) fall into each category?

As you fill in the tables below with your percentages, please keep in mind which demographics in your course are higher or lower compared to your overall college.

1. Enrollment Percentage by Race/Ethnicity

American Indian	<input type="text"/>
Asian	<input type="text"/>
Black/African American	<input type="text"/>
Filipino/a	<input type="text"/>
Latinx	<input type="text"/>
Pacific Islander	<input type="text"/>
White	<input type="text"/>
Multiple Ethnicities	<input type="text"/>
Other, unreported or N/A	<input type="text"/>

2. Enrollment Percentage by Gender

Female	<input type="text"/>
Male	<input type="text"/>
Non-Binary	<input type="text"/>
Other, unreported, or N/A	<input type="text"/>

3. Enrollment Percentage by Age Group

17 and Under

18-24

25-29

30-39

40-49

50 and Over

Other, unreported or N/A

4. What enrollment trends do you see among the different demographics? Are there any ethnic/racial groups at your institution that are not enrolled in your course? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

5. After analyzing your course enrollments, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

6. Are you interested in increasing the enrollment of a specific demographic? If Yes, what information, support, or training would you need to help you increase that demographic's enrollment rates? What would be your next steps?

☐ Yes (please elaborate below)

☐ No

If Yes, what information, support, or training would you need to help you increase that demographic's enrollment rates? What would be your next steps?



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Section I.2: COURSE RETENTION RATES BY DEMOGRAPHIC

For each demographic below, what percentage of students enrolled in your course(s) did not withdraw and received a valid grade (i.e., course retention rate)? A valid grade is typically any grade A-F.

As you fill in the tables below with your percentages, please keep in mind which demographics in your course are higher or lower compared to your overall college.

7. Retention Rate by Race/Ethnicity

American Indian	<input type="text"/>
Asian	<input type="text"/>
Black/African American	<input type="text"/>
Filipino/a	<input type="text"/>
Latinx	<input type="text"/>
Pacific Islander	<input type="text"/>
White	<input type="text"/>
Multiple Ethnicities	<input type="text"/>
Other, unreported or N/A	<input type="text"/>

8. Retention Rate by Gender

Female	<input type="text"/>
Male	<input type="text"/>
Non-Binary	<input type="text"/>
Other, unreported, or N/A	<input type="text"/>

9. Retention Rate by Age Group

17 and Under

18-24

25-29

30-39

40-49

50 and Over

Other, unreported or N/A

10. What retention trends do you see among the different demographics? Do you notice any similarities among the students who retained or withdrew? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

11. After analyzing your course retention rates, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

12. Are you interested in increasing the retention rates of a specific demographic? If Yes, what information, support, or training would you need to help you increase that demographic's retention rates? What would be your next steps?

☐ Yes (please elaborate below)

☐ No

If Yes, what information, support, or training would you need to help you increase that demographic's retention rates? What would be your next steps?



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Section I.3: COURSE SUCCESS RATES BY DEMOGRAPHIC

For each demographic below, what percentage of students enrolled in your course(s) earned a passing or satisfactory grade (i.e., course success rate)? A passing grade is typically any grade A-C or “pass.”

As you fill in the tables below with your percentages, please keep in mind which demographics in your course are higher or lower compared to your overall college.

13. Success Rate by Race/Ethnicity

American Indian	<input type="text"/>
Asian	<input type="text"/>
Black/African American	<input type="text"/>
Filipino/a	<input type="text"/>
Hispanic	<input type="text"/>
Pacific Islander	<input type="text"/>
White	<input type="text"/>
Multiple Ethnicities	<input type="text"/>
Other, unreported or N/A	<input type="text"/>

14. Success Rate by Gender

Female	<input type="text"/>
Male	<input type="text"/>
Non-Binary	<input type="text"/>
Other, unreported, or N/A	<input type="text"/>

15. Success Rate by Age Group

17 and Under

18-24

25-29

30-39

40-49

50 and Over

Other, unreported or N/A



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Section I.3: COURSE SUCCESS RATES BY DEMOGRAPHIC PART II

Looking at the course retention and success rates of students enrolled in your course compared to your college overall, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

16. What is your grade distribution across the different demographics? In other words, what demographics are getting A's, B's, and C's in your course Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

17. Do you have any demographics with a high retention rate, but low success rate? Conversely, do you have any demographics with a low retention rate, but high success rate? If so, why do you think these trends exist?

18. After analyzing your course retention and success rates, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

19. Are you interested in increasing the course success rates of a specific demographic? If Yes, what information, support, or training would you need to help you increase that demographic's success rates? What would be your next steps?

☐ Yes (please elaborate below)

☐ No

If Yes, what information, support, or training would you need to help you increase that demographic's success rates? What would be your next steps?



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Section I.4: LONGITUDINAL ANALYSIS (IF APPLICABLE)

INSTRUCTIONS:

1. In this part of the section, you will review enrollment, retention, and success for courses that you have taught for more than one term.
2. Prior to starting, you must meet with your institutional researcher(s) to determine what course data is available for you to analyze.
3. If you have not taught more than one term, leave these questions blank and continue to the next page.
4. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

20. Do you see differences in enrollments, course retention, and course success/completion due to your **course format** (e.g., fully on campus/in person, fully online, or hybrid)? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

21. Do you see differences in enrollments, course retention, and course success/completion due to **different terms**? For example, do your courses have higher attendance in the spring term compared to the fall term? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

22. Do you see differences in enrollments, course retention, and course success/completion **when the course is offered** in the evening versus in the morning versus in the afternoon? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

23. Do you see differences in enrollments, course retention, and course success/completion depending on **different course lengths** (e.g., 4-week intersession, 6 weeks, 8 weeks, 12 weeks, 16 weeks, 18+ weeks)? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?



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Section I.5: STUDENT CHARACTERISTICS

INSTRUCTIONS:

1. In this part of Section I, you will be asked to reflect on the types of students you previously taught.
2. Take time to reflect and answer each question to the best of your ability.
3. You and/or your institution may have captured information about student characteristics, but you do not necessarily need data or research to answer these questions.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

24. Have you ever taught students with any of the following characteristics?

	Yes	No	I don't know/data not available
Students who have part- or full-time jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students whose primary language is not English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who received DSPS services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-generation students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are active military or veterans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are currently, or were previously, in the foster care system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-country residents (e.g., Mexico)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low income students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who participated in Extended Opportunity Programs and Services (EOPS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How do you find out about your students' backgrounds or characteristics (above)? What methods or strategies do you use to learn more about your students beyond what they do in the classroom?

26. If you selected “No” or “I don’t know/data not available” for **all** student characteristics above, what next steps could you take to get to know your students beyond what they do in the classroom?

27. For each characteristic that you selected “Yes” for (above), what methods or strategies do you apply in the classroom to retain these types of students or to help them complete your course? What could you do more or less of?

28. If you selected “No” or “I don’t know/data not available” for **all** student characteristics above, what methods or strategies do you apply in the classroom that could help these types of students with course retention or completion?

29. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the DECC—and share how you learn about your students’ backgrounds and how your methods and strategies may help these types of students with course retention and completion. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

30. After reflecting on your student engagement practices, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions? What information, training, or support would you need to complete your next steps?



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Section II.1: Course Materials

INSTRUCTIONS:

1. Now that you reviewed student demographics and characteristics—Section I and Section II, respectively—this section will ask you to reflect on the language used in your course materials, specifically the syllabus.
2. Please have a recent syllabus in hand as you reflect and answer each question.
3. You do not need data or research to answer these questions.
4. You may choose to repeat this exercise/section for other materials in your course (e.g., assignments); however, for the purpose of this online form, you are only expected to provide information about your syllabus.
5. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
6. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

With your syllabus (or someone else's syllabus) in hand, please answer the following questions as objectively as possible:

31. *First impression:* How are you, as the reader, greeted? What are the first messages students might receive from this document? How does the document make you feel (e.g., overwhelmed, empowered, tired, excited, confused)?

32. *Message:* From your point of view as the reader, is the purpose/goal of the document well-articulated? What needs to be clarified, elaborated, or illustrated to help students understand? Does the document add more clarity or is it likely to make students feel overwhelmed?

33. *Language:* What technical or "specialized" language is used? Is there limited academic jargon or does the student need a glossary to understand the contents?

34. *Tone*: How would you describe the tone of the document? Is it respectful, encouraging, and supportive? Is it motivational and non-threatening? Does the tone convey a sense of belonging? How do you think students might respond to the tone?

35. *Resources*: Does the document share additional contact information or resources if the student has questions or needs additional help? Does the document convey a willingness to help students succeed?

36. *Assumptions*: Does the document make assumptions about what students should know? Does it convey high expectations for students?

37. *Disproportionate impact*: How might one student group benefit from this document over another?

38. *Conclusion and follow-up*: How does the document conclude? Are there any “next steps”? Are expected actions clearly communicated? What questions are left unanswered?

39. Now, with **your** syllabus in hand, to what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Conveys the message of a welcoming academic environment for: - students of any demographic (e.g., gender, ethnicity/race, age). - students with any characteristic (e.g., dependent on public transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a caring and encouraging tone that encourages students of any demographic or characteristic to participate in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Validates that all students have the potential to successfully complete the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulates the message that the instructor will play an active role in the student's success in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Is there language in your syllabus that you plan to revise after this exercise? Why or why not? What next steps could you take to revise your syllabus or other course material? What information, training, or support would you need to complete your next steps?



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Section II.2: Classroom Policies and Assessments

INSTRUCTIONS:

1. In this part of the section, you will be asked to reflect on your classroom policies and assessments.
2. You do not need data or research to answer questions in this part of the section.
3. Select the answer that is closest to your own practices.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

CLASSROOM POLICIES

41. How do you **initially** respond when a student is absent? Select the answer that is closest to your own practice.

- ☐ I mark them as absent
- ☐ I ask them if they would like to withdraw from the class
- ☐ I contact the student or ask them directly why they were absent
- ☐ I deduct points from their overall grade
- ☐ I do nothing / I do not penalize them
- ☐ Other, please specify:

42. How do you respond when a student is **consistently** absent? Select the answer that is closest to your own practice.

- ☐ I mark them as absent
- ☐ I ask them if they would like to withdraw from the class
- ☐ I contact the student or ask them directly why they were absent
- ☐ I deduct points from their overall grade
- ☐ I do nothing / I do not penalize them
- ☐ Other, please specify:

43. How do you **initially** respond when a student is late to class? Select the answer that is closest to your own practice.

- ☐ I mark them as absent
- ☐ I ask them if they would like to withdraw from the class
- ☐ I deny entry to prevent disruption to the class (e.g., lock the doors)
- ☐ I invite them to participate in the current class activity
- ☐ I do nothing / I do not penalize them
- ☐ I deduct points from their overall grade
- ☐ Other, please specify:

44. How do you respond when students are **consistently** late to class? Select the answer that is closest to your own practice.

- ☐ I mark them as absent
- ☐ I ask them if they would like to withdraw from the class
- ☐ I deny entry to prevent disruption to the class (e.g., lock the doors)
- ☐ I invite them to participate in the current class activity
- ☐ I do nothing / I do not penalize them
- ☐ I deduct points from their overall grade
- ☐ Other, please specify:

45. How do you **initially** respond to students who do not finish assignments completely or on time? Select the answer that is closest to your own practice.

- ☐ I talk to them and determine if I should give them an extension
- ☐ I do not accept the assignment and give them no points
- ☐ I accept the assignment but take points off the grade (i.e., late penalty)
- ☐ I ask them if they would like to withdraw from the class
- ☐ Other, please specify:

46. How do you **initially** respond to students who do not successfully pass an exam (or another major assessment)? Select the answer that is closest to your own practice.

- ☐ I talk to them and determine if they should retake the exam
- ☐ I give them the grade based on their performance
- ☐ I ask them if they would like to withdraw from the class
- ☐ Other, please specify:

47. How do you respond to students who consistently do not successfully pass an exam (or another major assessment)? Select the answer that is closest to your own practice.

- ☐ I talk to them and determine if they should retake the assessment
- ☐ I give them the grade based on their performance
- ☐ I ask them if they would like to withdraw from the class
- ☐ Other, please specify:

48. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the DECC—and share your attendance, tardiness, and assessment policies. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

49. Thinking about the different student demographics and characteristics you explored in Section I and Section II, respectively, are your classroom policies conducive to the success of these types of students? Why or why not?



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Section II.3: ASSESSMENT ANALYSIS

INSTRUCTIONS:

1. In this part of the section, you will reflect on the timing of your assessments with the number of students remaining in your class throughout the term.
2. Refer to one course section to answer these questions. You and/or your institution may have captured data on student attendance.
3. You may repeat this exercise with other course sections to determine if trends exist; however, for the purpose of this online form, you are only expected to provide information about one section.
4. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

What assessments do you incorporate in your class to capture your students' progress? For up to eight assessments, describe the assessment type (e.g., quizzes, team projects, homework assignments, exams, essays), the weight of each assessment (e.g., 50% of total grade), and the number of times that assessment is given in a term.

50. Assessment One

Assessment Type

Weight of Each Assessment

Number of Assessments

51. Assessment Two

Assessment Type

Weight of Each Assessment

Number of Assessments

52. Assessment Three

Assessment Type

Weight of Each Assessment

Number of Assessments

53. Assessment Four

Assessment Type

Weight of Each Assessment

Number of Assessments

54. Assessment Five

Assessment Type

Weight of Each Assessment

Number of Assessments

55. Assessment Six

Assessment Type

Weight of Each Assessment

Number of Assessments

56. Assessment Seven

Assessment Type

Weight of Each Assessment

Number of Assessments

57. Assessment Eight

Assessment Type

Weight of Each Assessment

Number of Assessments

58. If the above questions about assessment type, weight, and number do not apply to you, please explain your assessment strategy and how you determine students' grades.



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Section II. 4: Assessment Timeline

Answer the questions below to create an assessment timeline for your course. An example assessment timeline table is pictured below.

Continue to the next page if this information is not available.

Example Assessment Timeline

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Assessment	Assign ment #1	Assign ment #2		Midterm		Assign ment #3	Final project	Final exam
Number of Students Remaining in the Course	30	29	29	29	26	21	20	20

59. Enter the **assessments given** during the first eight weeks of you class.

Week 1.

Week 2.

Week 3.

Week 4.

Week 5.

Week 6.

Week 7.

Week 8.

60. Enter the **number of students remaining in the course** during the first eight weeks of you class.

Week 1.

Week 2.

Week 3.

Week 4.

Week 5.

Week 6.

Week 7.

Week 8.

61. Do you see trends regarding the timing of student drop outs and due dates of major assessments? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist? Are there any adjustments that you can make to major assessments to improve student retention? Why or why not?



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Section III: Student Engagement and Characteristics

INSTRUCTIONS:

1. In this part of Section II, you will be asked to reflect on how you engage with your students in general.
2. You do not need data or research to answer these questions.
3. Select the answer that is closest to your own practices.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

STUDENT ENGAGEMENT

62. How do you generally engage with your students **before** the first day of class? Select the answer that is closest to your own practice.

- ☐ I allow students to access the learning system (e.g., Blackboard, Canvas) so they can review course materials, but I do not send them an email before the first day of class
- ☐ I email students a welcome letter, course website, syllabus, and other logistics
- ☐ I email students an assignment, which is due on/before the first day of class
- ☐ I do not communicate with students prior to the first day of class
- ☐ Other, please specify:

63. How do you generally engage with your students **during** the first day of class? Select the answer that is closest to your own practice.

- ☐ I provide an orientation of the class (e.g., review the syllabus, set course expectations).
- ☐ I ask students to introduce themselves and/or do icebreakers, and then I provide an orientation of the class.
- ☐ I provide an orientation of the class and then I start teaching the material (i.e., dive into the course material).
- ☐ Other, please specify:

64. How do you get to know, or connect with, students enrolled in your course? Select the answer that is closest to your own practice.

- ☐ I give my students a survey to respond to about their interests, why they enrolled in my course, etc.
- ☐ I have one-on-one conversations with my students.
- ☐ I have my students submit a reflection essay or an assignment about their intent, background, etc.
- ☐ I get to know them during the icebreakers in class.
- ☐ Other, please specify:

65. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the DECC—and share how you connect with students. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?



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Section IV: Action Plan

INSTRUCTIONS:

1. Now that you completed the investigative research and reflection questions of the online form (Section I through Section III), this section will ask you to develop an action plan in your classroom.
2. Think about what you are able to accomplish specifically in your own classroom.
3. You can refer to your answers in the previous sections (using the printed version of this online form) to help you answer this section's questions.
4. You are encouraged to discuss this section with your fellow faculty, researchers, and deans as you complete this form. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the workbook to keep track of your answers in case technical issues arise.

66. Statement of Need

Based on what you learned in Section I through Section IV of this online form, what challenge(s) or issue(s) would you like to address with your action plan? *(Example answer: "Based on Section I, I found that female students have lower retention rates than male students in my course. I would like to increase the retention rate of my female students from 50% to 65%.")*

67. Proposed Action Plan

Based on what you learned in Section I through Section IV, what intervention do you plan to apply in the classroom to improve the retention and success rates of your students? For example:

- a) Did you find any enrollment, retention, and success trends that you would like to address in your action plan (Section I)?
- b) Are there student engagement and/or teaching and learning strategies that you would like to experiment in your classroom to better connect with your students (Section II)?
- c) Is there a need for you to revise your syllabus and other course materials to incorporate equity-minded language (Section III)?
- d) Are there changes you would like to make in your classroom tardiness, attendance, and assessment policies that would increase the retention and success of students from any background (Section IV)?

68. Project Timeline

What activities do you plan to complete to accomplish your action plan? When will they be completed by? List your activities **and** their respective due dates.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
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9.	
10.	
11.	
12.	
13.	
14.	
15.	

69. Metrics

How will you measure the effectiveness of your intervention or action plan? What metrics do you plan to track? How will you track those metrics? How will you use the information to improve future attempts if the first time you implement the intervention is not as successful as you would like?

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70. Alignment with Other Initiatives

How will your action plan align with other initiatives at your colleges (e.g., Guided Pathways, integrated/equity plan, college master plan)? If you are unfamiliar with other initiatives occurring at your college, consult your dean.

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71. Risks

What risks may complicate the execution of your action plan? What solutions can help minimize potential risks?

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72. Sustainability Plan

How do you plan to sustain your action plan or intervention?

Do you plan to review results after the first implementation, adjust your action plan accordingly, and implement the intervention again at another time? What types of information, training, or support would you need to sustain your action plan or intervention?