GETTING STARTED ON YOUR DIVERSITY INITIATIVES
GETTING THE DATA

What to collect

Build your diversity initiatives on a foundation of solid data. To get started, collect the following statistics to establish a baseline and to benchmark the impact of your initiatives.

1. **student demographic characteristics at your institution** (total number of students, gender, racial/ethnicity, median age, full-time and part-time, etc.)
2. **declared majors in your computing programs/majors/certificates** by gender and race/ethnicity (counts and relative percentages).
3. **completions by gender and race/ethnicity in your computing programs/majors/certificates.** In the case of programs where students may transfer without obtaining a degree, you may need to be creative in finding metrics for how many students successfully transfer to a computing major at a 4-year college.
4. **enrollments in your key "gateway" courses** (e.g., a "CS0" and then the next "CS1" course) by gender and race/ethnicity.

TIP: For all of these metric, it is often helpful, if possible, to report the intersection of gender and race. Reporting gender and race/ethnicity can often obscure important patterns. For example, instead of reporting # of men vs. # of women, and then # African-American students vs. # white student, report the # and % of African-American women, African-American men, white women, white men, Asian women, Asian men, etc. You may find that one particular subgroup is especially underrepresented.

TIP: Where possible, it is really helpful to collect data across several years to see if there are trends.

TIP: It can sometimes take a bit of time to get this data. Plan for delays! But once you have a relationship with Institutional Research at your college, it often goes faster the next time.

How to find it

Unsure how to find these data?
● For #1 look up your institution at this website: http://www.aacc.nche.edu/pages/ccfinder.aspx or contact your **Institutional Research (IR) office** for the latest data.
● For #2, call/write your **Institutional Research (IR) office**. Simply copy and paste relevant text from the "What to Collect" section above as part of your email.

- For #3 - sometimes Institutional Research may have this but often you need to go to department or program directors, or directly to the instructors.

How to use it

Start by considering your college's demographics compared to the demographics of students in the targeted program. Is your program representative of the college as a whole? Are certain types of students overrepresented? If, for example, women are underrepresented in the target program, you might follow-up with IR to find out in which programs women are well-represented. In general, math courses are a good place to recruit for computing majors as are some medical/biology/nursing programs.

Compare retention rates from initial courses to later courses and to graduation rates, by gender and race/ethnicity. Are certain groups more likely to persist in the terminal degree? Are certain groups more likely to transfer? If so, you might follow-up with a short survey of students to discover why some decide not to persist.

An Example of Using Data to Focus Efforts

"City Community College"

Student demographic characteristics at "City Community College"
institution (total number of students, gender, racial/ethnicity, median age, full-time and part-time, etc.)

Declared majors in computing majors
     computing programs/majors/certificates by gender and race/ethnicity (counts and relative percentages).
     No data is available for students intending to gain a certificate since they simply take the classes and then apply for the certificate once they've completed the courses.

Graduation rates in computing majors and certificates

Enrollments in key "gateway" courses (e.g., a "CS0" and then the next "CS1" course) by gender and race/ethnicity.