Building a Culture of Inquiry and Evidence

April 22, 2013
Discussion

- Where are you in the process of implementing a culture of evidence?
  - Institution level
  - Project level

- What data is routinely shared with faculty and staff?

- What tools (dashboards, data briefs, reports, etc.) do you use to share data with faculty and staff?

- What challenges exist?
  - Institution level
  - Project level
What do we know about student success?
Remediation: Too many students need it, and too few succeed when they get it.

50.1% of those seeking an associate degree require remediation

20.7% of those seeking a bachelor’s degree require remediation

Success is what counts.
Source: Complete College America
Remedial students are much less likely to graduate.

1-year certificate in 1.5 years
- All students: 22.6%
- Remedial: 13.1%

2-year associate in 3 years
- All students: 13.9%
- Remedial: 9.5%

4-year bachelor’s in 6 years
- All students: 55.7%
- Remedial: 35.1%

Success is what counts.
Source: Complete College America
Students are wasting time on excess credits …

Certificate
Should take 30 credits
Students take 63.5 credits

Associate
Should take 60 credits
Students take 79.0 credits

Bachelor's
Should take 120 credits
Students take 136.5 credits

Success is what counts.
Source: Complete College America
... and taking too much time to earn a degree.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Should take <strong>1 year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students take <strong>3.3 years</strong></td>
<td></td>
</tr>
<tr>
<td>Part-time students take <strong>4.4 years</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate</th>
<th>Should take <strong>2 years</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students take <strong>3.8 years</strong></td>
<td></td>
</tr>
<tr>
<td>Part-time students take <strong>5 years</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor’s</th>
<th>Should take <strong>4 years</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students take <strong>4.7 years</strong></td>
<td></td>
</tr>
<tr>
<td>Part-time students take <strong>5.6 years</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Success is what counts.*

Source: Complete College America
Nontraditional students are the new majority.

75% of students are college commuters, often juggling families, jobs, and school.

25% of students attend full-time at residential colleges.

Success is what counts.

Source: Complete College America
### Of Every 100 Kindergartners…

<table>
<thead>
<tr>
<th>Graduates</th>
<th>White</th>
<th>African American</th>
<th>Latino/ Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>94</td>
<td>89</td>
<td>62</td>
</tr>
<tr>
<td>Some College</td>
<td>66</td>
<td>51</td>
<td>31</td>
</tr>
<tr>
<td>At Least Bachelor’s</td>
<td>34</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: US Department of Commerce
College Graduates by Age 24

75% From High Income Families

9% From Low Income Families

Source: Postsecondary Educational Opportunity

Success is what counts.
If we only focus on High School Grads, we’ll never close the gap.
Enter Achieving the Dream…

- We need to change the community college equation, turning stories of access into stories of success.

- Achieving the Dream’s Goal: Success for more of the nation’s 6.7 million community college students, particularly students of color and low-income students.
Success is what counts.

http://www.achievingthedream.org/map/colleges/all
Three Pillars

Achieving the Dream’s work is characterized by:

1. **A student-centered vision.** Helping all students—particularly low-income students and students of color—achieve their educational and career goals is of paramount importance.

2. **Equity and excellence.** Achieving the Dream is dedicated to excellent education for all students.

3. **A culture of inquiry, evidence, and accountability.** A hallmark of Achieving the Dream is our commitment to evidence-based decision-making.
Four Levers

To accomplish our goal of student success Achieving the Dream focuses on these four objectives:

1. Improving results at institutions.
2. Influencing public policy.
3. Generating knowledge.
4. Engaging the public.
What is a culture of evidence?

- Collecting and analyzing data to improve student outcomes
  - Institutional level
  - Program level
  - Faculty/staff level

- Strong evaluation component
## Improving Results at Institutions

### 5 Principles
1. Committed leadership
2. Use of evidence to improve programs & services
3. Broad engagement
4. Systemic institutional improvement
5. Equity

### 5 Steps
1. Commit
2. Use data to prioritize actions
3. Engage stakeholders
4. Implement, evaluate, and improve
5. Establish a culture of continuous improvement

### 1 Goal: Student Success & Completion

*Success is what counts.*
Step 1: Commit

The college’s senior leadership, with support from the board of trustees and faculty leaders, commits to making changes in policy and resource allocation necessary to improve student outcomes, communicates the vision widely within the institution.
Step 2: Use Data to Prioritize Actions

The college uses longitudinal student cohort data and other evidence to identify gaps in student achievement.
Step 3: Engage Stakeholders

The college engages faculty, staff, and other internal and external stakeholders in developing strategies to improve student outcomes.
Step 4: Implement, Evaluate, Improve

The college implements the strategies for increasing student success, making sure to evaluate the outcomes and using the results to make further improvement.
Step 5: Establish a Culture of Continuous Improvement

The college takes steps to institutionalize process for improving the impact of programs and services on student outcomes including resource allocation/reallocation.
Success is what counts.
Success is what counts.
Student Success Scorecard Indicators

- Persistence in college from year to year
- Completion of 30 units
- Completion of a degree, certificate, 60 UC/CSU transferable units, or transfer
- Remedial progress
- Career technical progress
Example 1: Understanding Student Persistence

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall to Spring</td>
<td>67%</td>
<td>67%</td>
<td>68%</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall to Fall</td>
<td>54%</td>
<td>53%</td>
<td>56%</td>
<td>58%</td>
<td>57%</td>
</tr>
</tbody>
</table>

What does this tell us about student persistence?
Example: Gaps in Student Persistence

Fall to Spring

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>Black</td>
<td>64%</td>
<td>63%</td>
<td>67%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69%</td>
<td>69%</td>
<td>69%</td>
<td>73%</td>
<td>73%</td>
</tr>
</tbody>
</table>

What additional data would facilitate a greater understanding?
Example: Gaps in Student Persistence

**Fall to Fall**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>53%</td>
<td>52%</td>
<td>54%</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>Black</td>
<td>50%</td>
<td>50%</td>
<td>54%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>60%</td>
<td>59%</td>
<td>60%</td>
<td>63%</td>
<td>61%</td>
</tr>
</tbody>
</table>

What additional data would facilitate a greater understanding?
Example 2: Late Registration & Student Success

- Late registration defined
  - Register on or after the 1st Class Day of a term

- Fall 2004 – 800 students
  - 4.5% of Total Enrollment
  - 674 (84%) Paid & remained enrolled
  - 126 (16%) Dropped for non-payment

✏ Student body drops is less than 4% each semester
How did they do in the Fall 2004?

- 335 (49.7%) earned a GPA of 2.0 or greater
- 339 (50.3%) earned less than a 2.0

Should late registration be eliminated?
How did they do in the Fall 2004?

- 335 (49.7%) earned a GPA of 2.0 or greater
- 339 (50.3%) earned less than a 2.0
  - 147 earned a GPA between 0.1 and 1.86
  - 192 earned a GPA of 0

Should we eliminate late registration?
How do they compare to students who register on time?

<table>
<thead>
<tr>
<th>Grade</th>
<th>On-Time Registrants</th>
<th>Late Registrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>23%</td>
<td>12%</td>
</tr>
<tr>
<td>B</td>
<td>28%</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>D</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>F</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>W</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>I</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Fall 2004 Grade Comparison

Success is what counts.
Did it make a difference?

Success is what counts.
What did we learn?

Data is Key

- Drill Down Deeper
- Multiple looks at the data
- Cross-divisional dialogue
- Communication plan
- Institutionalization through policies and business processes
The Role of Quantitative Data: Identifying Gaps in Student Success

The Role of Qualitative Data: Understanding the Underlying Factors of Gaps in Student Success
Qualitative Data Sources

- Focus Groups
- Interviews
- Essays
- Open Ended Questions in Surveys
- Others???
A Theory and a Method of Conducting Focus Groups

Understanding Knowledge, Actions, Attitudes in Overcoming Barriers to Student Success

Adapted from Developing local Models of minority student success. Padilla, Trevino, Gonzalez, and Trevino (1997).

Success is what counts.
Developing Local Models of Minority Student Success

Three Assumptions of Framework:
1) Campus is a Black Box
2) Barriers are contextually dependent
3) Students viewed as experts

Successful outcomes:
- Degree
- Certificate
- Completion
- Transfer

No Degree

Adapted from Developing local Models of minority student success. Padilla, Trevino, Gonzalez, and Trevino (1997).

Success is what counts.
The Role of Knowledge

Source: Student Success Model as adapted from Padilla, Gonzalez, & Treviño, 1996

Success is what counts.
<table>
<thead>
<tr>
<th>Barriers</th>
<th>Freq.</th>
<th>Knowledge</th>
<th>Actions</th>
<th>Changes</th>
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</thead>
<tbody>
<tr>
<td></td>
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Are the barriers different for successful students as compared to unsuccessful students?
Data Suggests …

… successful students navigate barriers

… unsuccessful students do not
Data Driven … Student Focused
Helping Low-Skilled Low-Literacy Adults Earn Postsecondary Certificates and Degrees

- Aligning Programs
- Accelerating Time to Completion
- Providing Comprehensive Services
- Ensuring Labor Market Payoffs
 Collaborative Approaches

- Local Workforce Board
  - Funding, Case Management, Support Services
- National, State, Regional, and Local Organizations
  - Funding, Technical Assistance
- Community Based Organization
  - Career Counseling, Support Services
- Community College
  - Training, Noncredit to Credit Pathways, Support Services
What will success look like for this group?
How will you tell your story of student success?
Our economic future, to a great extent, will be influenced by our ability to increase the educational level and competitive workforce skills of all residents in our communities.
“Student success is everybody’s business”

-- George Kuh

Director of the Center for Postsecondary Research at Indiana University Bloomington and founder of NSSE
Questions/Final Thoughts