



BUILDING INSTITUTIONAL CAPACITY TO USE DATA EFFECTIVELY

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WHERE ARE WE NOW?

PRACTICE, PRACTICE, PRACTICE!

Exercise: [Deep Dive into Data and Donuts](#)

DATA FROM CCSE

Engagement

Students who report that they...	Always Full-Time	Fluid Attendance	Always Part-Time
NEVER worked with classmates outside of class to prepare class assignments	30%	33%	45%
NEVER prepared two or more drafts of a paper or assignment before turning it in	14%	16%	22%
NEVER discussed grades or assignments with an instructor	7%	8%	10%
NEVER talked about career plans with an instructor or advisor	19%	22%	30%

Outcomes

Percentage of students...	Always Full-Time	Fluid Attendance	Always Part-Time
Passing gateway English with a C or better	87%	89%	77%
Passing gateway math with a C or better	85%	81%	66%
Who graduated with an associate or certificate	50%	34%	23%
Courses taught by a full-time faculty	62%	59%	48%

DATA FROM DACC

Part time are less likely to persist to the second semester

Full-time

78%

Part-time

53%

Part time are less likely to persist to the second fall semester

Full-time

60%

Part-time

40%

Part time students are less likely to enroll in CCDE the first semester

Full-time

60%

Part-time

28%

Part time students are less likely to enroll in CCDM the first semester

Full-time

63%

Part-time

37%

Part time students are less likely to pass gateway English within 2 years

Full-time

46%

Part-time

19%

Part time students are less likely to pass gateway Math within 2 years

Full-time

26%

Part-time

8%

Part time students are less likely earn a degree or transfer to a 4-year institution in 4 years

Full-time

23%

Part-time

7%

DACC full-time students (N=5,444)

DACC part-time students (N=1,367)

WHERE ARE WE NOW?

- What are the facts that the data present?
- What questions do the data raise?
- Can you draw any conclusions based on the data?
- What might be some “closing-the-loop” suggestions based on the data?

HOW DID WE GET HERE?

- Articulated the value of data
- Created a sense of exigency
- Developed infrastructure
- Reinforced the expectation that we would use data
- Provided opportunities to PRACTICE, PRACTICE, PRACTICE

ARTICULATING THE VALUE OF DATA AND CREATING A SENSE OF EXIGENCY

“Numbers are People, Too”: A Professional Development Exercise

- Kick-off for our Program Review process
- Purpose: to demonstrate that student data represent real people with real lives
- Participants: Fifty faculty/staff were assigned student profiles that included demographic information and academic history of real students at DACC.

ARTICULATING THE VALUE OF DATA AND CREATING A SENSE OF EXIGENCY

Activity: A series of questions prompted participants forward (or not) based on the academic history of the student in their profile.

- Did you successfully finish all of your courses? (Course Completion)
- Did you return to school the next semester? (Retention)
- Did you graduate? (Completion)

ARTICULATING THE VALUE OF DATA AND CREATING A SENSE OF EXIGENCY

Student stories

- *“During the course there was much miscommunication between me and the instructor. When I asked for help I was asked to search on Google. And when I explained to the instructor that I was having trouble with an assignment, the instructor never replied.”*
- *“After graduation we remained in contact, my instructor advised and supported me in my decision to study abroad, which was a life changing experience. Without the instructor’s encouragement I would have overlooked one of the greatest opportunities of my life. The instructor understands the importance of school and motivates me to never give up.”*

ARTICULATING THE VALUE OF DATA AND CREATING A SENSE OF EXIGENCY

Participant Responses

“If the students can get through the first year, they might have a chance.”

“We need constant, consistent advising.”

“We need to know within our own programs why did the students leave?”

“There were 50 individuals here and 50 individual reasons as to why they did or did not make it.”

DEVELOPING INFRASTRUCTURE

- Data Strategy Framework Guidelines and Procedures
- Data Literacy Team (DaLT)
- Institutional Student Success Report
- Data Request Process



DEVELOPING INFRASTRUCTURE

Data Strategy Framework Guidelines and Procedures

DEVELOPING INFRASTRUCTURE

Data Literacy Team (DaLT)

Mission: build data literacy on campus by engaging faculty, staff, and students in collaborative inquiry about student success. To this end, DALT is committed to

- Organizing professional development opportunities
- Building a foundation for student success by
 - analyzing student success data each semester, and
 - sharing the results with the campus community.

DEVELOPING INFRASTRUCTURE

DaLT is comprised of the following members:

- AVPAA for assessment and accreditation (chair)
- Director of IA Office
- Staff and Faculty from a variety of disciplines/offices interested in using data to support student success

Other members include:

- IA Office staff representative
- NMSU Faculty assigned to help DACC with research
- VPAA as Ex-officio Member

DEVELOPING INFRASTRUCTURE

Data Literacy Team (DaLT): data consultants

- College Services Review survey data
- Academic Program Review metrics
- Student Survey of Instruction data
- Data for online classes

DEVELOPING INFRASTRUCTURE

Data Literacy Team (DaLT): professional development facilitators

- Deep Dive Into Data and Donuts (focused presentations for specific audiences)

The Effect of Full-time Enrollment on Student Engagement and Success (one for faculty and advisors and two for students)

Retention is Everyone's Business (one for staff, one at convocation, one for department chairs and program directors)

Evaluation of DDDD

- Professional Development Day workshops offered by DaLT
- Mining Program Data Using Canvas



DEVELOPING INFRASTRUCTURE

Institutional Student Success Report



DEVELOPING INFRASTRUCTURE

Data Request Process

DEVELOPING INFRASTRUCTURE

Institutional Analysis

Supporting Student Learning and Discovery

Mission

The Office of Institutional Analysis is a proactive team that provides data acquisition, research, and coordination of planning processes to advance a culture of evidence in support of the DACC Mission.



Need Data From Us?
Use This Request Form

DATA REQUEST PROCESS

Data Request

Need data? This form certainly comes in handy.

Your Name *

First

Last

Your Department *

Your Telephone *

Your Email *

Your DACC email, preferably.

Date Needed *



This must be at least two weeks from today's date.

You Are: *

administrator

faculty member

staff member

student

community member

Other

What research question will these data help you answer?

Please describe in detail the data you are requesting *

How will this information be used? *

Will these results be shared outside of DACC? *

DEVELOPING INFRASTRUCTURE: SUMMARY

- Data Strategy Framework Guidelines and Procedures
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- Institutional Student Success Report
- Data Request Process

REINFORCING THE EXPECTATION TO USE DATA

- Ruffalo Noel Levitz – Student Satisfaction Inventory:
ran focus groups based on our analysis of the survey
- Internally-developed Leadership Survey:
developed a DACC [Leadership Expectation Framework](#)
- Institutional Change Assessment Tool (ICAT) and ICAT World Café:
identified a need to develop communication plan (in progress)

REINFORCING THE EXPECTATION TO USE DATA

- Program Review: metrics used to prompt conversations about program strengths, challenges, opportunities, and goals
- Sustainability Process: internal metrics used to prompt conversations and decisions about viability of existing programs; external metrics use to prompt conversations about the feasibility of potential new programs
- Budget Process: data expected when programs submit proposals for budget requests

EMBEDDING DATA USE INTO COLLEGE PRACTICES

- Use a *Data Request Process* to streamline, prioritize, and track on data requests
- Offer professional development to increase the capacity of faculty, staff and administrators to use data effectively and accurately
- Offer consulting services through DaLT to help units understand the data they collect

EMBEDDING DATA USE INTO COLLEGE PRACTICES

- Analyze survey data to identify opportunities for improvement
- Triangulate data from various sources to inform the Strategic Plan



THANK YOU

Questions?

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