DEMystifying Data
West Los Angeles College Data Summit
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Agymen Boateng: Office of Institutional Effectiveness
PURPOSE

To share with you our experience in promoting engagement with data on our campus
PREVIEW

• Project Overview
• Beginning Stages
• Issues Along the Way
• Aligning Our Project with Campus Traditions
• Data Summit / Leadership Retreat
PROJECT OVERVIEW

• One faculty member’s perspective
PROJECT OVERVIEW

• One faculty member’s perspective

— Consider one issue on your campus where you may be facing some challenges.
ORIGIN

• 3csn : BSILI Summer 2016

• Student Success Committee
  — Achieving the Dream
SOME QUESTIONS WE HAD

- How can we make vital student success data more attractive to the campus community?

- How can we encourage people on this campus to talk about these data?
CONCEPTUALIZATION & COLLABORATION

- Fall 2016 – Early meetings helped us with conceptualization

- Subsequent meetings brought us in collaboration with administrators
  - Met with skepticism
  - Appreciative Inquiry (AI) to the rescue!

- Suggestion to team up with Leadership Retreat
• Long-standing event at West, inviting
  – Faculty
  – Staff
  – Administrators
  – Students

providing a day of workshops and learning, conceiving all in the West community as Leaders
INITIAL THOUGHTS

- Focus on Equity
- Incorporating Appreciative Inquiry
  - Awareness of Efforts Around Campus
- World Café Model
- Interaction
  - with the Data
  - with Colleagues
GENERATING BUZZ

• Road Shows to Committee and Division Meetings
  – Data Trivia game
GENERATING BUZZ

• Email Invitations
  – Data Trivia Game

This year’s Leadership Retreat will focus on addressing student success and how data tells the story of student success.

R.S.V.P. through our: JEOPARDY GAME!

Leadership Retreat
May 5, 2017
8:30 a.m. - 2:30 p.m.
HLRC, 4th Floor
DATA SUMMIT
8:30 a.m. - 8:50 a.m.  Check-in & Breakfast
9:00 a.m. - 9:05 a.m.  Welcome
9:05 a.m. - 9:10 a.m.  Chancellor’s Message
9:10 a.m. - 9:15 a.m.  President’s Welcome
9:15 a.m. - 9:30 a.m.  Introduction of Activities
9:30 a.m. - 11:00 a.m.  Moving the Needle World Café
11:00 a.m. - 1:00 p.m.  Dr. Pedro Noguera: Strategies for Moving the Needle Forward
1:00 p.m. - 1:30 p.m.  Lunch
1:30 p.m. - 2:30 p.m.  Scenarios & Closing (Drawing & Survey)
EQUITY

Equity is grounded in the principle of fairness. In higher education, equity refers to ensuring that each student receives what he or she needs to be successful through the intentional design of the college experience.

Source: http://achievingthedream.org/focus-areas/equity

Dr. Pedro Noguera
WORLD CAFÉ ELEMENTS

Creating an Inviting Environment
- Round Tables, Flowers, Place Settings, Music

Fostering Engagement
- Rotating Participants Etiquette

Table Hosts
- Introductions
- Discussion Prompts

Guests should be encouraged to illustrate ideas on the paper tablecloths, and the hosts should record something to capture the discussion.
DATA SUMMIT ACTIVITIES

• Three rounds using elements of the World Café model focusing on data interpretation and dialogue
ROUND ONE (20 minutes) Keep Placemats!

Introductions at tables

We will consider some data reports individually and together:

**Individually:**
- Team Journal first two columns

**With a partner:**
- Team Journal last two columns

**Table-wide share out**
ROUND ONE: SCORECARD COMPLETION

37% of degree, certificate and/or transfer-seeking students starting first time at West in 2010-2011 COMPLETED within six years, meaning they: completed a degree or certificate, transferred, or reached 60 units by the end of 2015-2016.

Below are the rates of completion within six years among students who self-identify as members of particular racial/ethnic groups:

- **Black or African American**
  - Completed: 88 students (30%)
  - Did Not Complete: 203 students (70%)

- **Hispanic / Latino**
  - Completed: 133 students (37%)
  - Did Not Complete: 225 students (63%)

- **White**
  - Completed: 40 students (49%)
  - Did Not Complete: 41 students (51%)

- **Asian**
  - Completed: 14 students (58%)
  - Did Not Complete: 10 students (42%)

*The terminology and figures reflect the Completion Rate in the California Community College Chancellor’s Office Student Success Scorecard: [http://scorecard.cccco.edu/scorecard.aspx](http://scorecard.cccco.edu/scorecard.aspx)*
**ROUND ONE: SCORECARD COMPLETION**

**Shared Journal Activity (Round 1)**

<table>
<thead>
<tr>
<th>Complete the blue columns individually.</th>
<th>Complete the yellow columns with a partner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I see?</td>
<td>My partner's perspective.</td>
</tr>
<tr>
<td>How does it make me feel?</td>
<td>What do we think together?</td>
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ROUND TWO: STRATEGIES DISCUSSION & POSTER

ROUND TWO (25 minutes) Keep Placemats!

Introductions at table

Provide a summary of table discussion in Round 1.

Make a poster at your table that shows what strategies that West is using to address the equity gap.
ROUND TWO: STRATEGIES DISCUSSION & POSTER
ROUND THREE: COURSE SUCCESS DATA

In Spring 2016, the Average Course Success Rate* at West was 65%.

The Course Success Rates for the courses with the highest enrollments in Spring 2016 are depicted in the chart and table below, disaggregated by student racial/ethnic identity.

* Course Success Rate is calculated as the number of students who received “A”, “B”, “C”, or “Pass” divided by the number that receive any mark in the class (including “D”, “F”, “W”, and “I”).
ROUND THREE: COURSE SUCCESS DATA

ROUND THREE (20 minutes)

Introductions at table

Provide a summary of table discussion in Round 2.

Individually:

- Team Journal first two columns

With a partner:

- Team Journal last two columns

Table-wide share out:

- What are some ways you can personally address the equity gap?
- How can West do more to address the equity gap?
**ROUND THREE: COURSE SUCCESS DATA**

**Shared Journal Activity (Round 3)**

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<thead>
<tr>
<th>Complete the blue columns individually.</th>
<th>Complete the yellow columns with a partner.</th>
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</thead>
<tbody>
<tr>
<td>What is on this table?</td>
<td>What do I make of it?</td>
</tr>
<tr>
<td></td>
<td>My partner's perspective.</td>
</tr>
<tr>
<td></td>
<td>What I discovered.</td>
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</table>
DATA SHEETS

- Developing the Data Sheets
  - How much technical context / qualification is too much? Too little?
  - Point of entry / relevance for faculty, staff
  - Assumptions about audience’s prior knowledge (“Completion”)
  - Readability, clarity, clutter

- Lots of discussion among those proficient in comprehending data and those who are not.
POST-EVENT SURVEY

• 53 respondents
  – Classified: 23%
  – Adjunct Faculty: 15%
  – Full-time Faculty: 57%

• 95% Rated the event positively
Presented data at most recent Leadership Retreat on Students' Non-Academic Challenges (Food and Housing Insecurity) at our campus

This was another opportunity to encourage dialogue about data relevant to student success
QUESTIONS?