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Data-Informed Practice: A Crash Course

Leveraging the LaunchBoard to Lead Student-Centered Change on your Campus

Allan Hancock College

December 3, 2021

ALLAN HANCOCK COLLEGE

Link to access materials: https://bit.ly/DataInformed12-3-21

It's nice to meet you!

Alexandra Lozanoff

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Objectives

By the end of this session, you will be prepared to facilitate a **data-informed practice** on your campus, using data from the LaunchBoard and other sources

Deliverables

By the end of this session, you will leave with:

- **Facilitation techniques** that can be applied to any topic

- **Activity templates** to adapt and use in your work

- **Data and materials** needed to lead a conversation on *how might we address declining enrollment?*

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Data-Informed Practice

What is the extent of the problem? For whom?

Why is this happening?
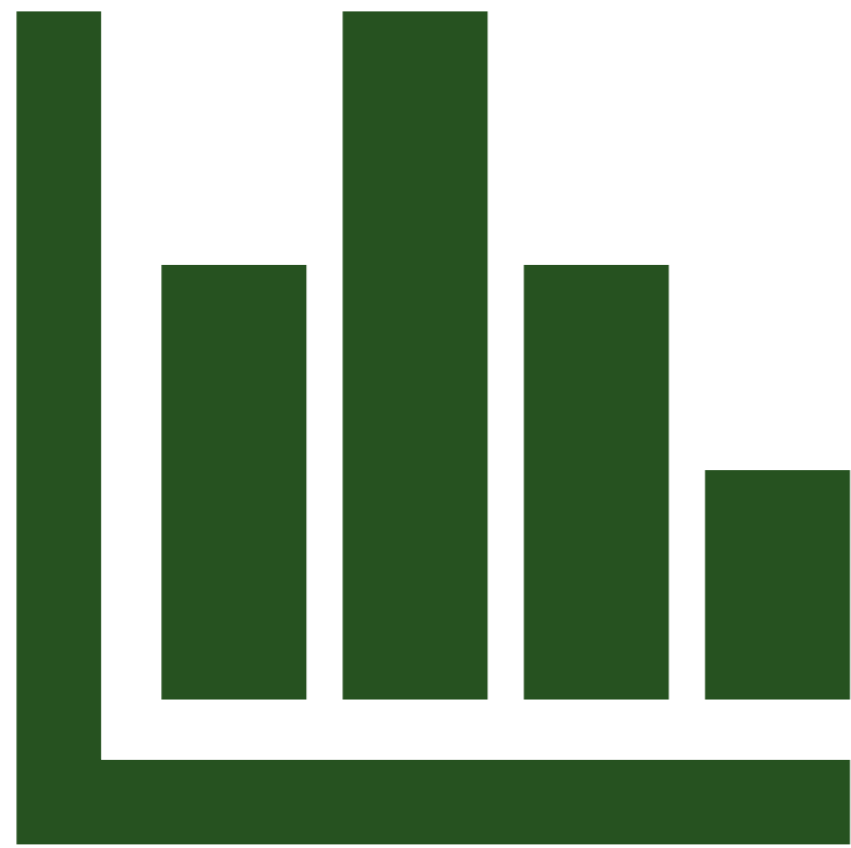
How might you bring change?

Our approach

- Learn by doing

- Move quickly and pause intentionally

- Be focused and prescriptive

- Offer tangible, ready-to-use resources

Like learning to bake. . . .

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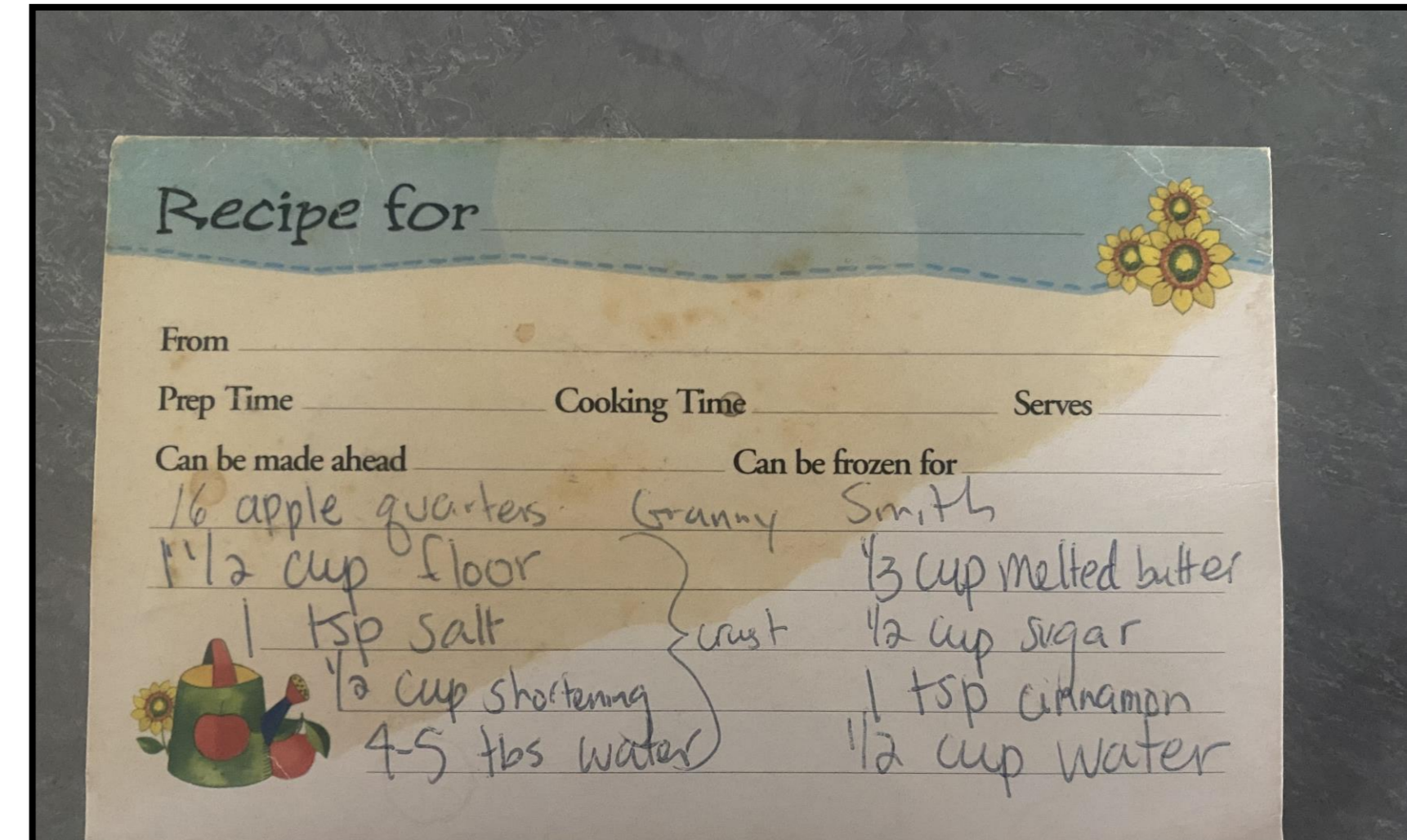
Step 1: What is the extent of the problem? And for whom?

Use quantitative data to quantify the problem

Disaggregate by student populations (race/ethnicity, gender, financial aid status, age, etc) to identify for whom this is a problem

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As we look at data to determine the extent of the problem, reflect and record:
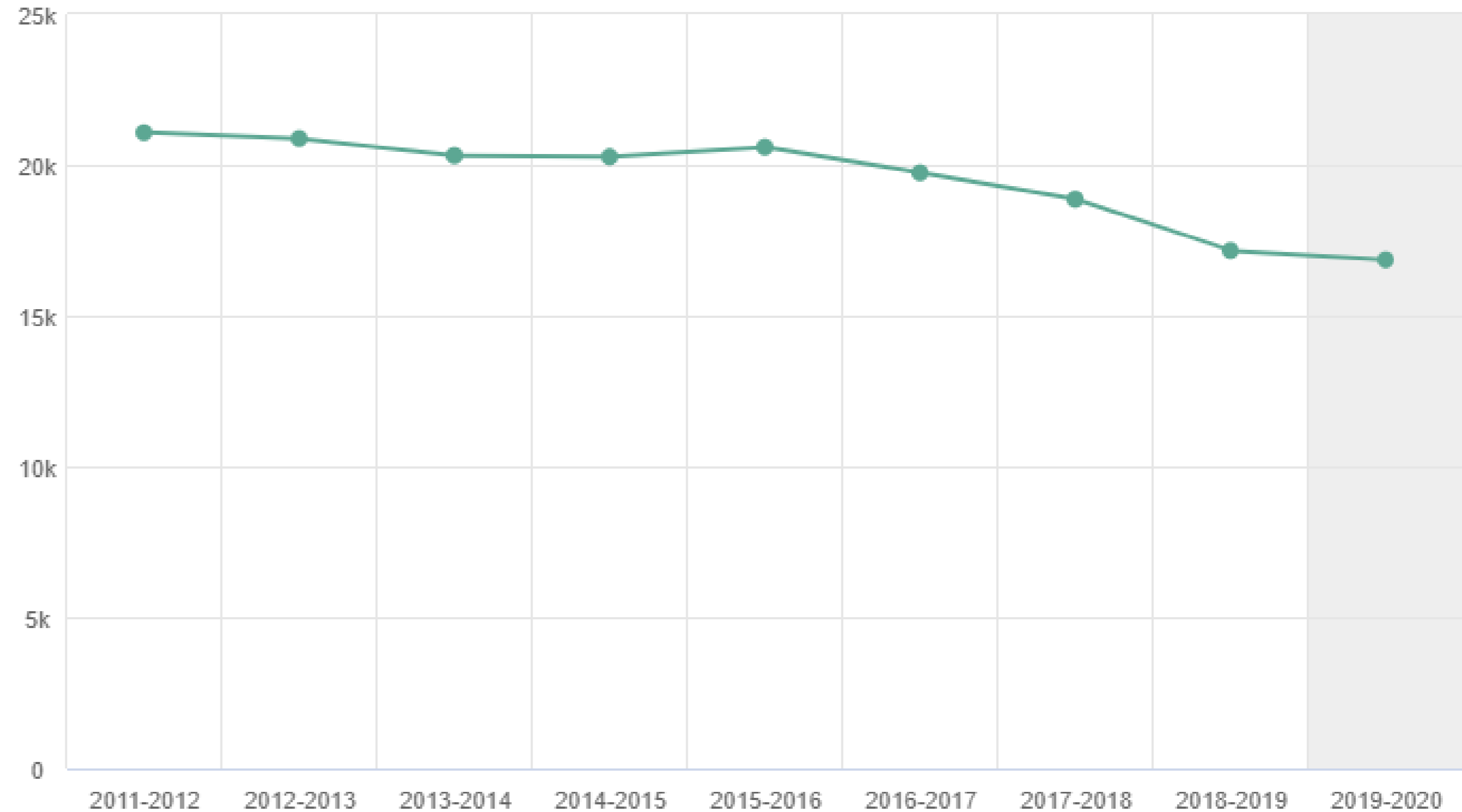
What do you notice?

What else do you want to know?

https://bit.ly/Data-Informed-AH-Jamboard

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Using the California Community College Chancellor Office's
LaunchBoard

Join us at: https://www.calpassplus.org/LaunchBoard/Home

Enrollment at Allan Hancock

A total of

16,851

students took courses.

What is the extent of the problem?
Using comparisons for context

Community College Pipeline Students

All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020

● Allan Hancock College, All CTE Programs, 2019-2020   ● Allan Hancock College, All Non-CTE Programs, 2019-2020

DRILL DOWN

Time Trend

Source: Chancellor's Office Management Information System

Overall	●	●
2011-2012	12,126	15,235
2012-2013	11,986	15,048
2013-2014	11,253	14,921
2014-2015	11,425	14,762
2015-2016	11,352	15,197
2016-2017	10,249	15,101
2017-2018	9,913	14,537
2018-2019	9,274	13,435
2019-2020	9,276	12,925

Source: Community College Pipeline Dashboard
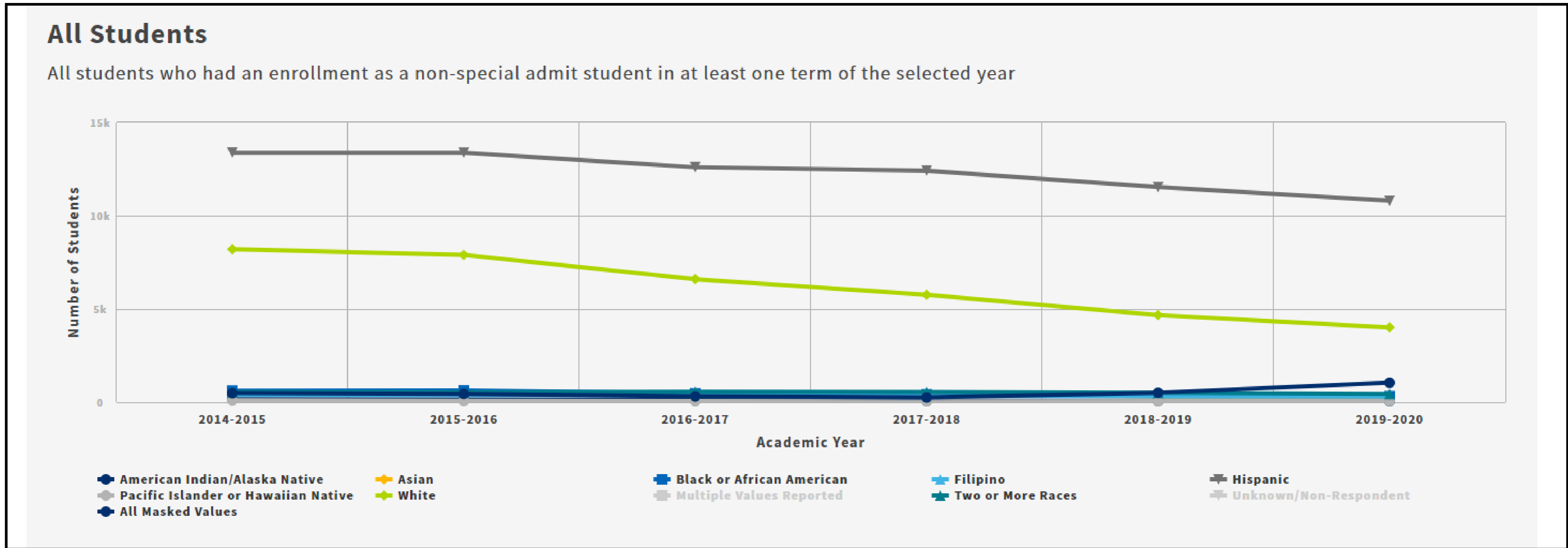
For whom is this a problem?

Gender

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year

Number of Students (y-axis: 0, 2.5k, 5k, 7.5k, 10k, 12.5k, 15k)
Academic Year (x-axis: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020)

Legend: Female — Male — Non-Binary — Multiple Values Reported — Unknown/Non-Respondent — All Masked Values

Economically Disadvantaged Status

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year

Number of Students (y-axis: 0, 5k, 10k, 15k, 20k)
Academic Year (x-axis: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020)

Legend: Perkins Economically Disadvantaged — Not Perkins Economically Disadvantaged

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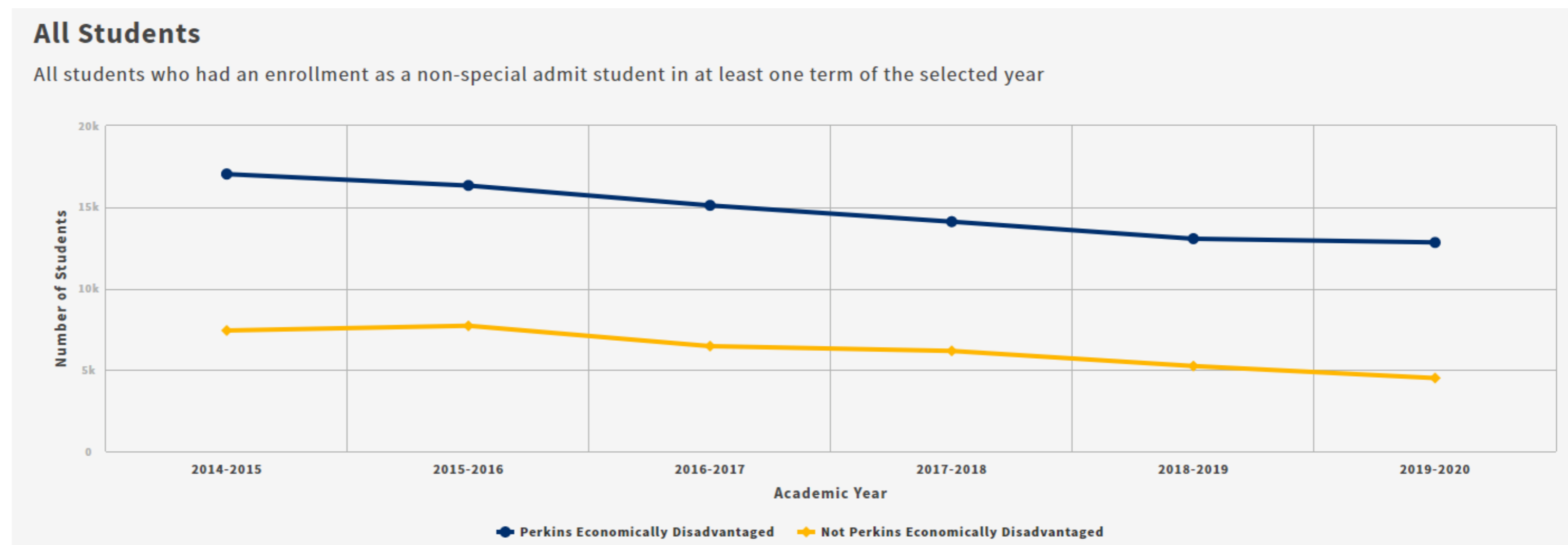
For whom is this a problem?
Race/ethnicity

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year

Legend:
- American Indian/Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic
- Pacific Islander or Hawaiian Native
- White
- Multiple Values Reported
- Two or More Races
- Unknown/Non-Respondent
- All Masked Values

X-axis: Academic Year (2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020)
Y-axis: Number of Students (0, 5k, 10k, 15k)

For whom is this a problem?
Age

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year

Legend: 19 or Less | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 49 | 50 and Older

X-axis: Academic Year (2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020)
Y-axis: Number of Students (0 to 8k)

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For whom is this a problem? Gender

Community College Pipeline Students

All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020

● Allan Hancock College, All Programs, 2011-2012

DRILL DOWN

Gender ▼

10,909   10,115   42

2011-2012

● Female   ● Male
● Non-Binary   ● Multiple Values Reported
● Unknown/Non-Respondent   ● All Masked Values

Community College Pipeline Students

All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020

● Allan Hancock College, All Programs, 2019-2020

DRILL DOWN

Gender ▼

9,218   7,440   193

2019-2020

● Female   ● Male
● Non-Binary   ● Multiple Values Reported
● Unknown/Non-Respondent   ● All Masked Values

Gender	11-12 Enrollment	19-20 Enrollment	Change in number of students*	Percent change*
Female	10,909	9,218	-1691	-15%
Male	10,115	7440	-2675	-26%

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For whom is this a problem?
Gender Equity Gaps within Advanced Manufacturing

Are there Equity Gaps in Access using a Proportionality Index? ❓

For more detailed information, go to the Detailed Data view under the Equity Gap section. Please make any selection besides "All Programs" under Program or Sector.

For the locale, program/sector and year selection made above, the Equity Gap charts shows how many students need to enroll in order to Close the Equity Gap for underrepresented populations disproportionately impacted either by gender, race/ethnicity or age. The number of students needed to Close the Equity Gap refers to the number of students who need to enroll (by gender, by race/ethnicity or by age) to achieve a one-to-one ratio. Example of a one-one-ratio: % of female students who enrolled in Accounting in 2017-18 = % of female students who enrolled in All Programs in 2017-18 at the college, district, microregion, macroregion, or statewide selected

DRILL DOWN

Gender ▾
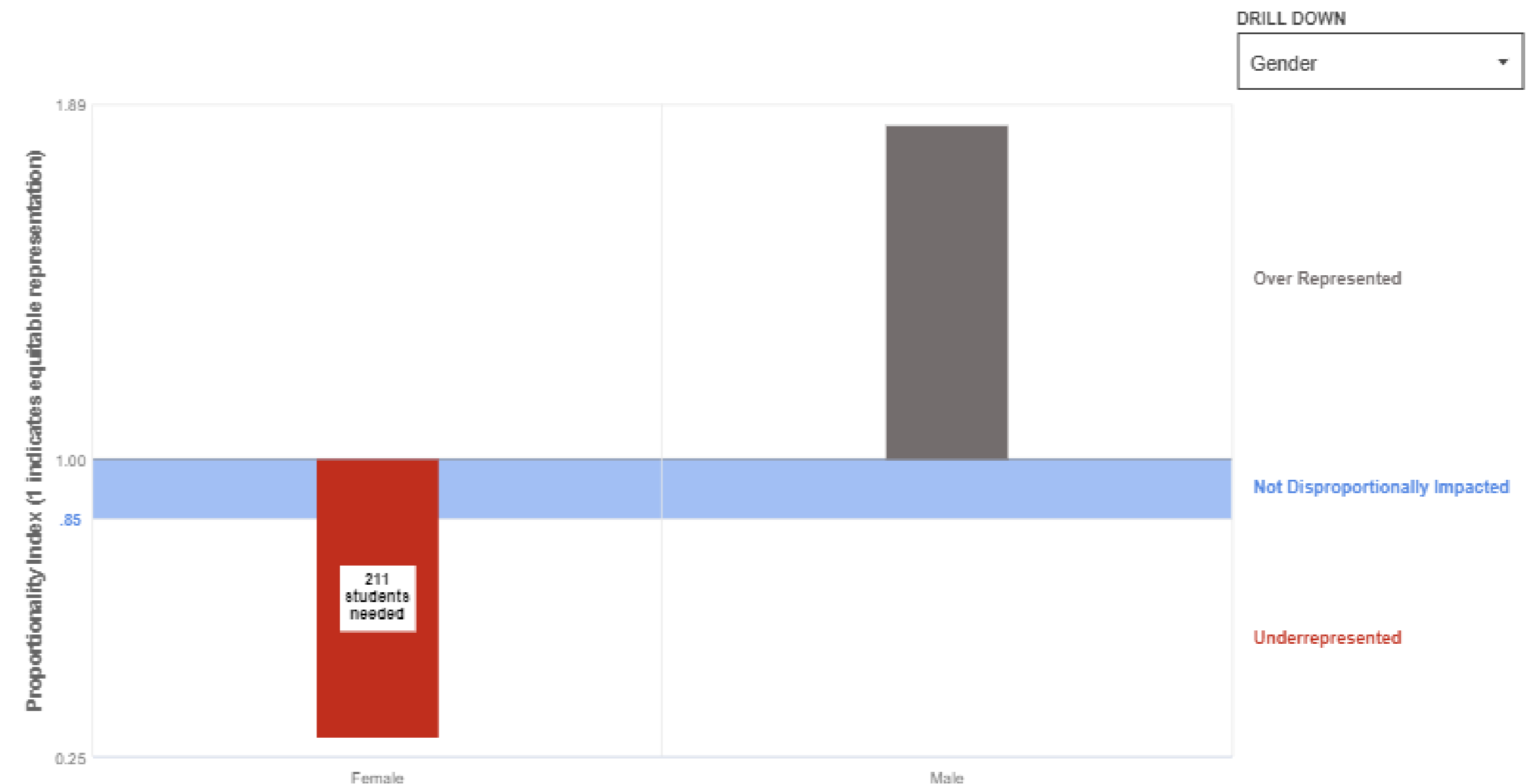
Ratio: percentage of the subgroup who completed compared to the percentage of the subgroup at the locale selected (college, district, microregion, macroregion, statewide)
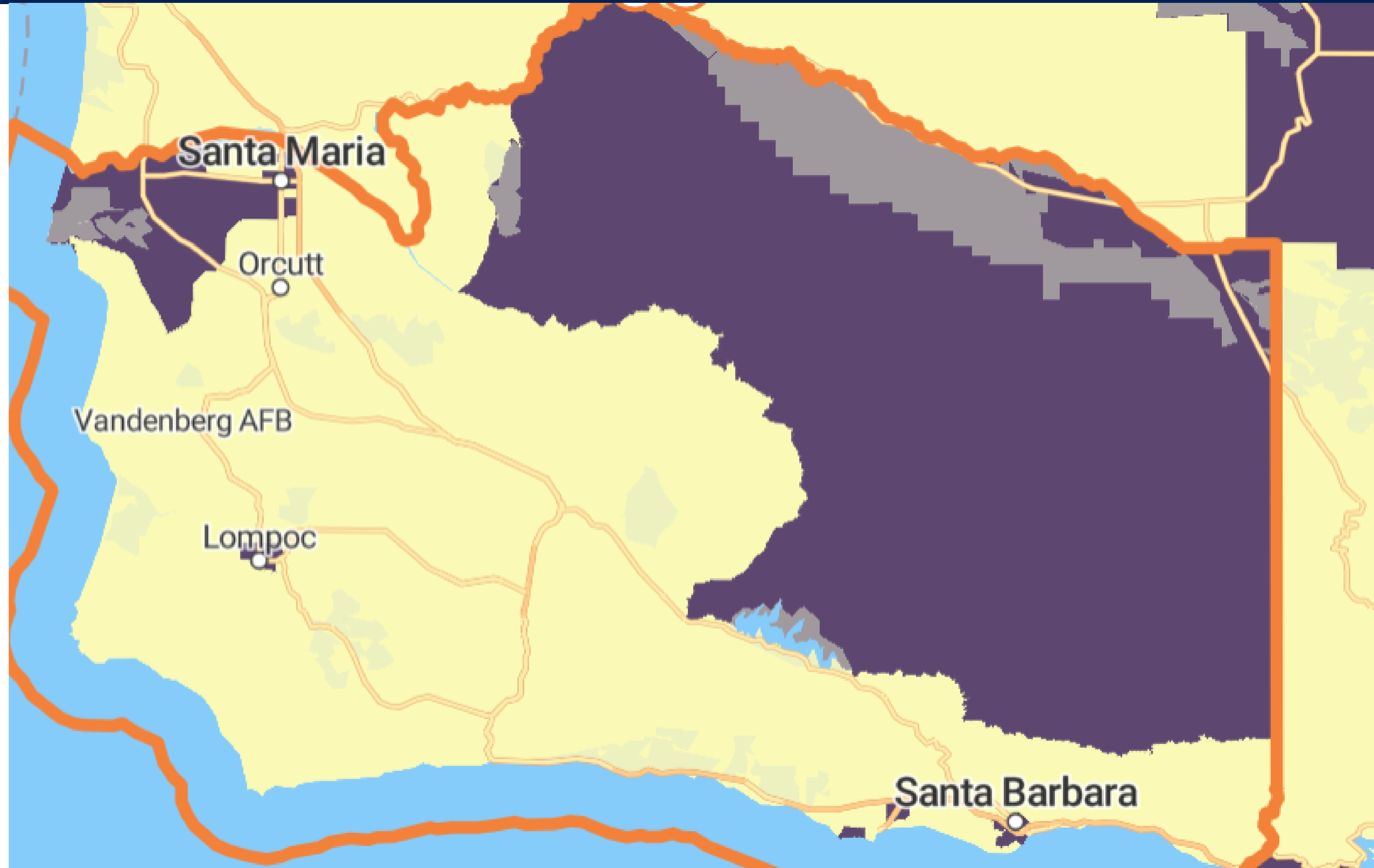
Santa Barbara County
Low-income Policy Map
by Census Tracks

Median Household Income
(2019)
$74,600

Do we provide access to education and training in our low-income communities?
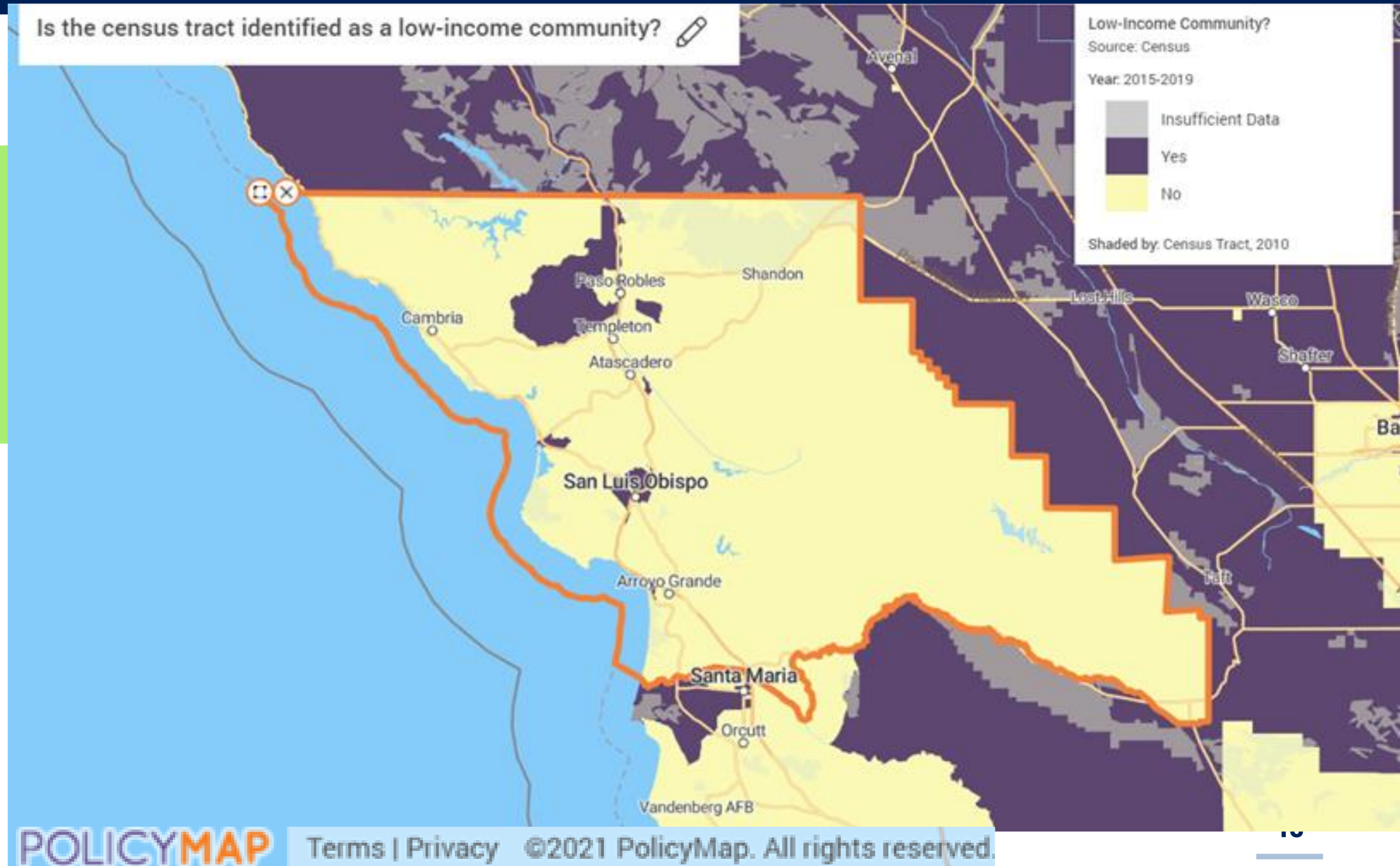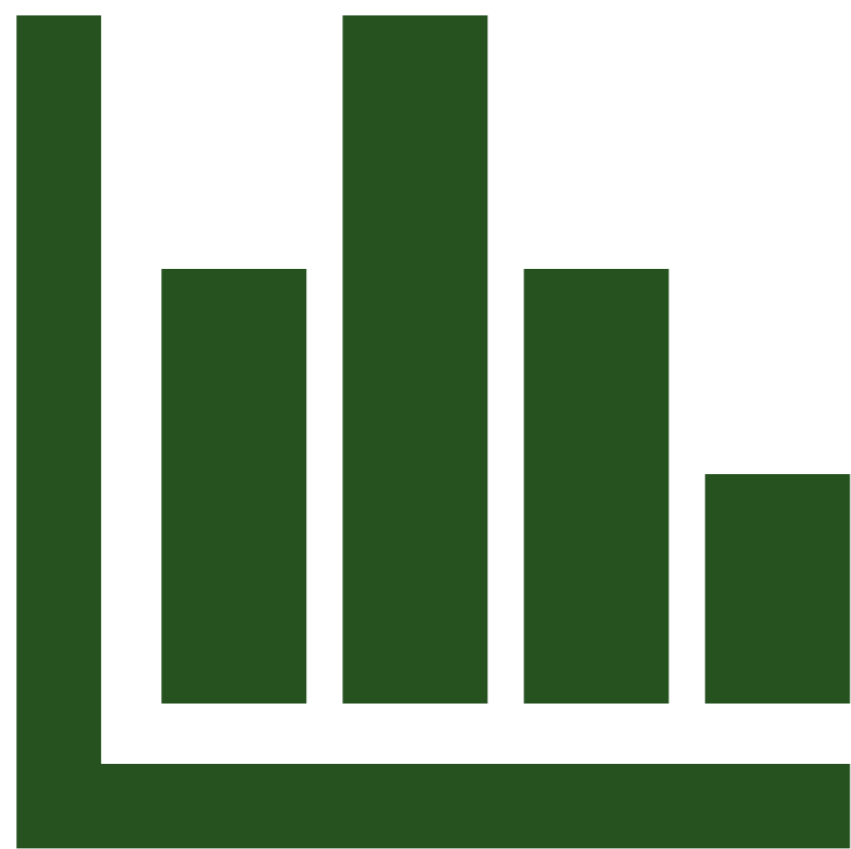**Are there community partnerships that can improve access to education in low-income communities?**

https://sbaeidl.policymap.com/newmaps#/

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San Luis Obispo County
Low-income Policy Map by Census Tracks

Median Household Income
(2019)
$73,518

Do we provide access to education and training in our low-income communities?
Are there community partnerships that can improve access to education in low-income communities?

Is the census tract identified as a low-income community?

Low-Income Community?
Source: Census
Year: 2015-2019

Insufficient Data
Yes
No

Shaded by: Census Tract, 2010

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Break

Step 2: Why is this happening

Use quantitative data to identify trends and barriers

Gather qualitative data from students and others to understand the root causes of the problem

Trace the student journey to identify barriers

In the case of declining enrollments, consider the following journey:

- Students choose to apply

- Students finish an application*

- Students enroll in courses*

- Students complete courses*

- Students return*

- Students complete*

*Available on the LaunchBoard

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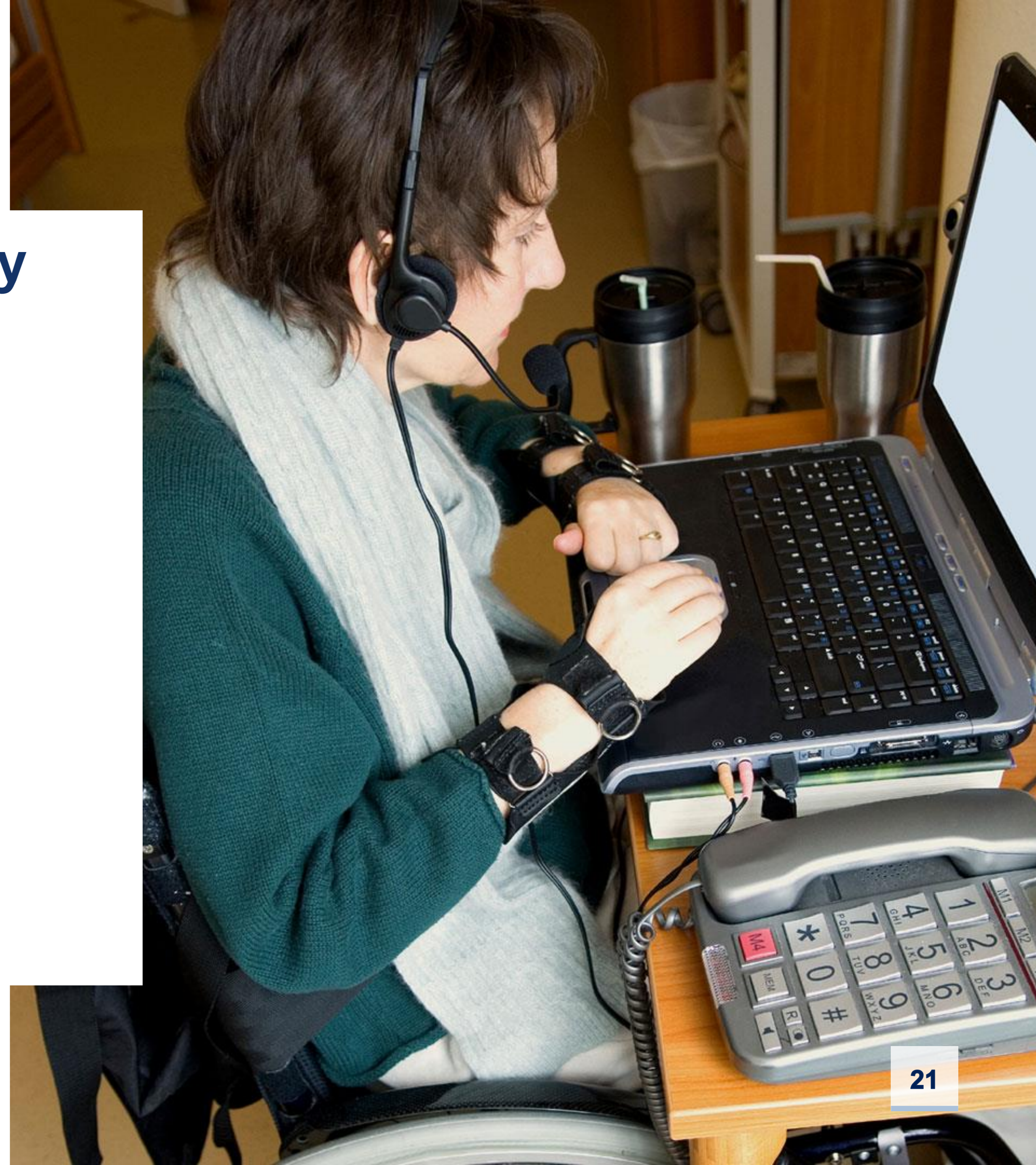
Students apply and enroll: Student Success Metrics

SUCCESSFUL ENROLLMENT

Applicants Who Enrolled in a Community College

Among applicants who indicated an intent to enroll in the selected college in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student at a community college in the selected year
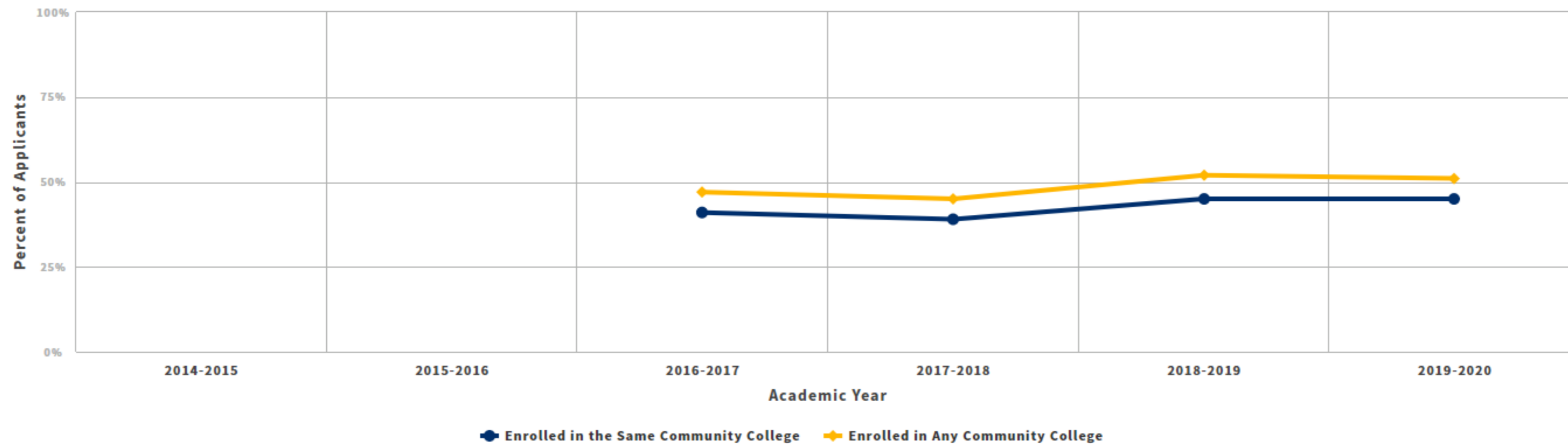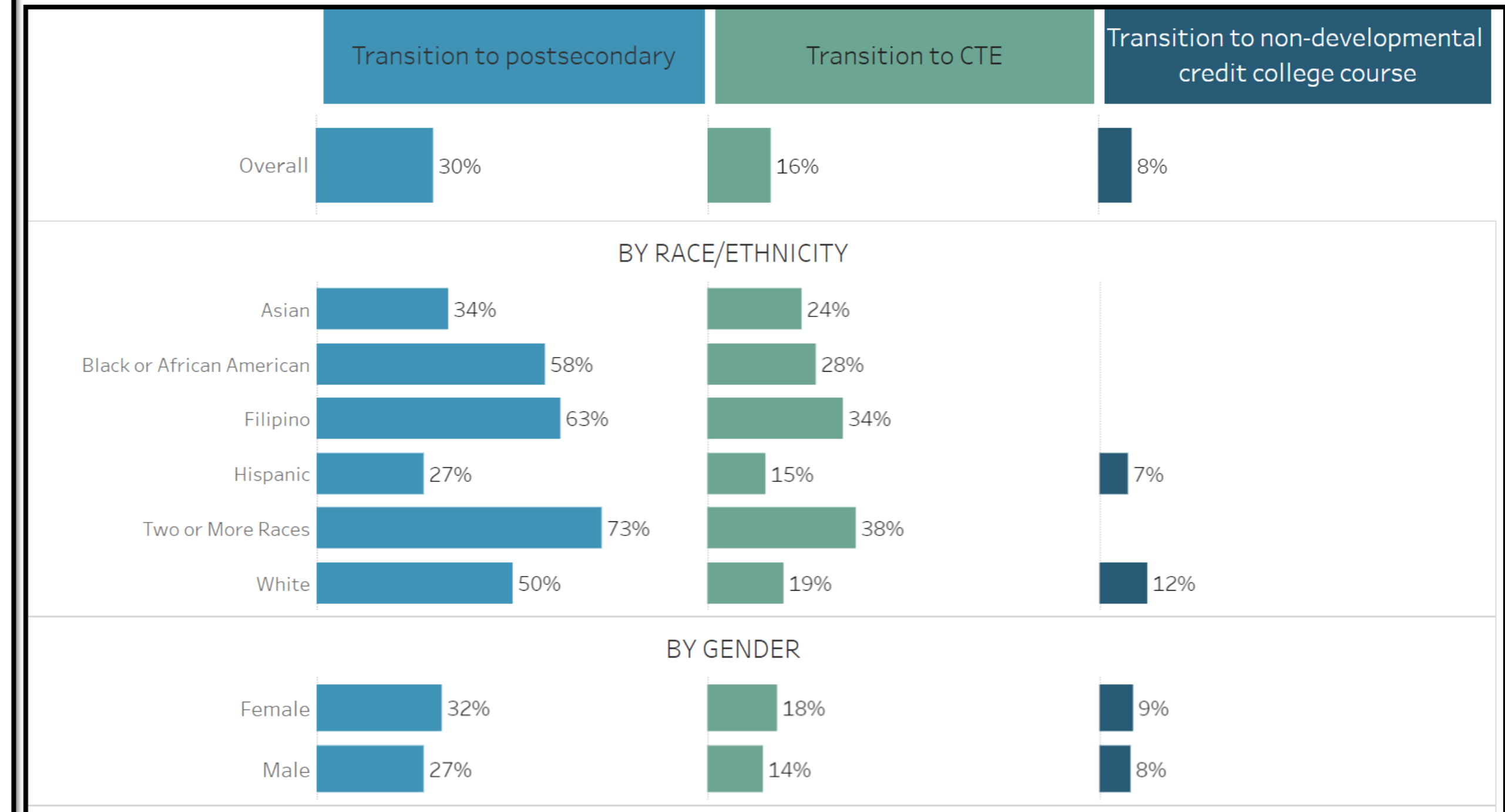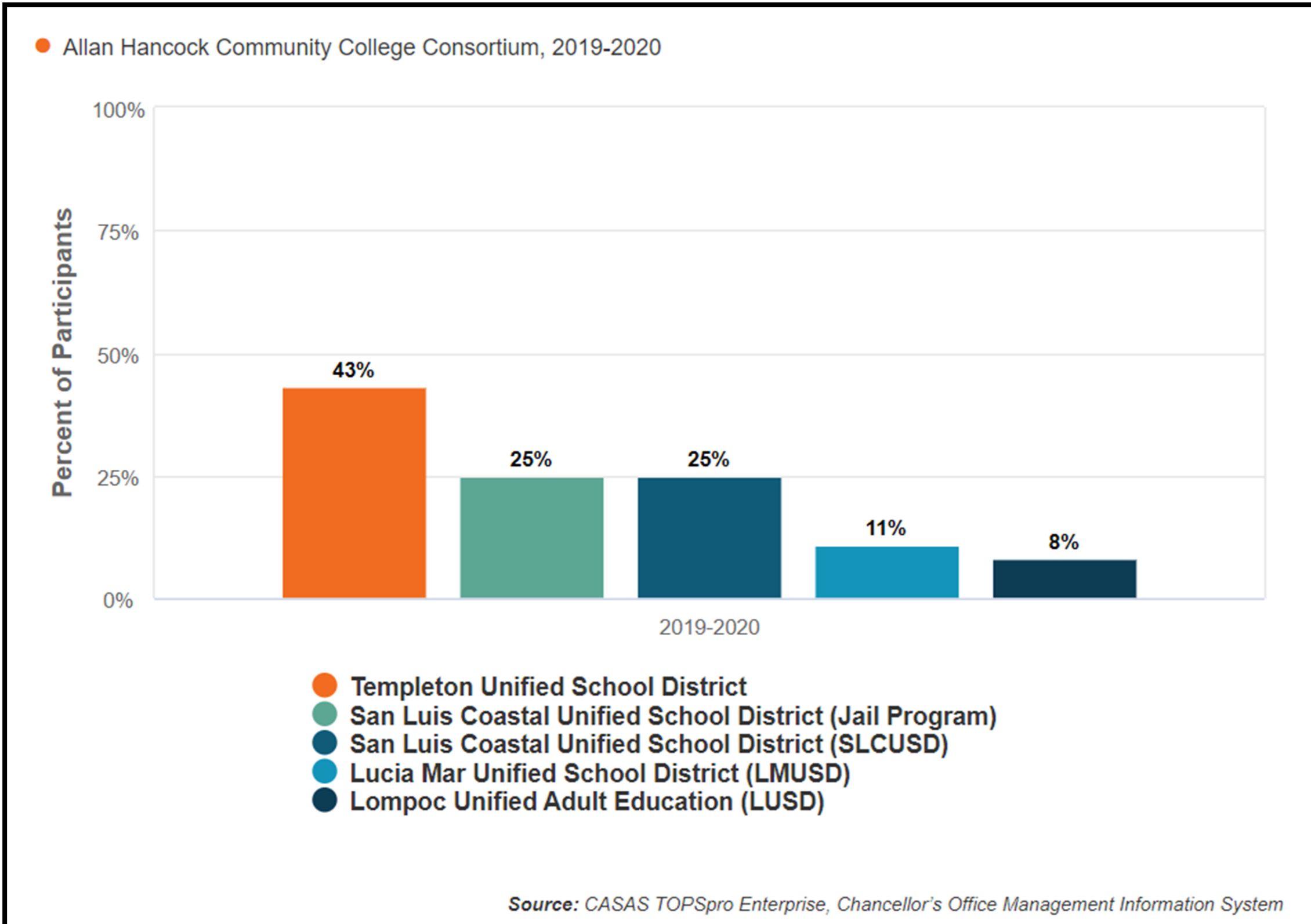

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

Source: Open CCC Apply, CCC Apply International, Chancellor's Office Management Information System

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Students apply and enroll: Adult Education Transitions

Allan Hancock Community College Consortium, 2019-2020

Legend:
- Templeton Unified School District — 43%
- San Luis Coastal Unified School District (Jail Program) — 25%
- San Luis Coastal Unified School District (SLCUSD) — 25%
- Lucia Mar Unified School District (LMUSD) — 11%
- Lompoc Unified Adult Education (LUSD) — 8%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

	Transition to postsecondary	Transition to CTE	Transition to non-developmental credit college course
Overall	30%	16%	8%
BY RACE/ETHNICITY			
Asian	34%	24%	
Black or African American	58%	28%	
Filipino	63%	34%	
Hispanic	27%	15%	7%
Two or More Races	73%	38%	
White	50%	19%	12%
BY GENDER			
Female	32%	18%	9%
Male	27%	14%	8%

Source: Adult Education Pipeline Dashboard

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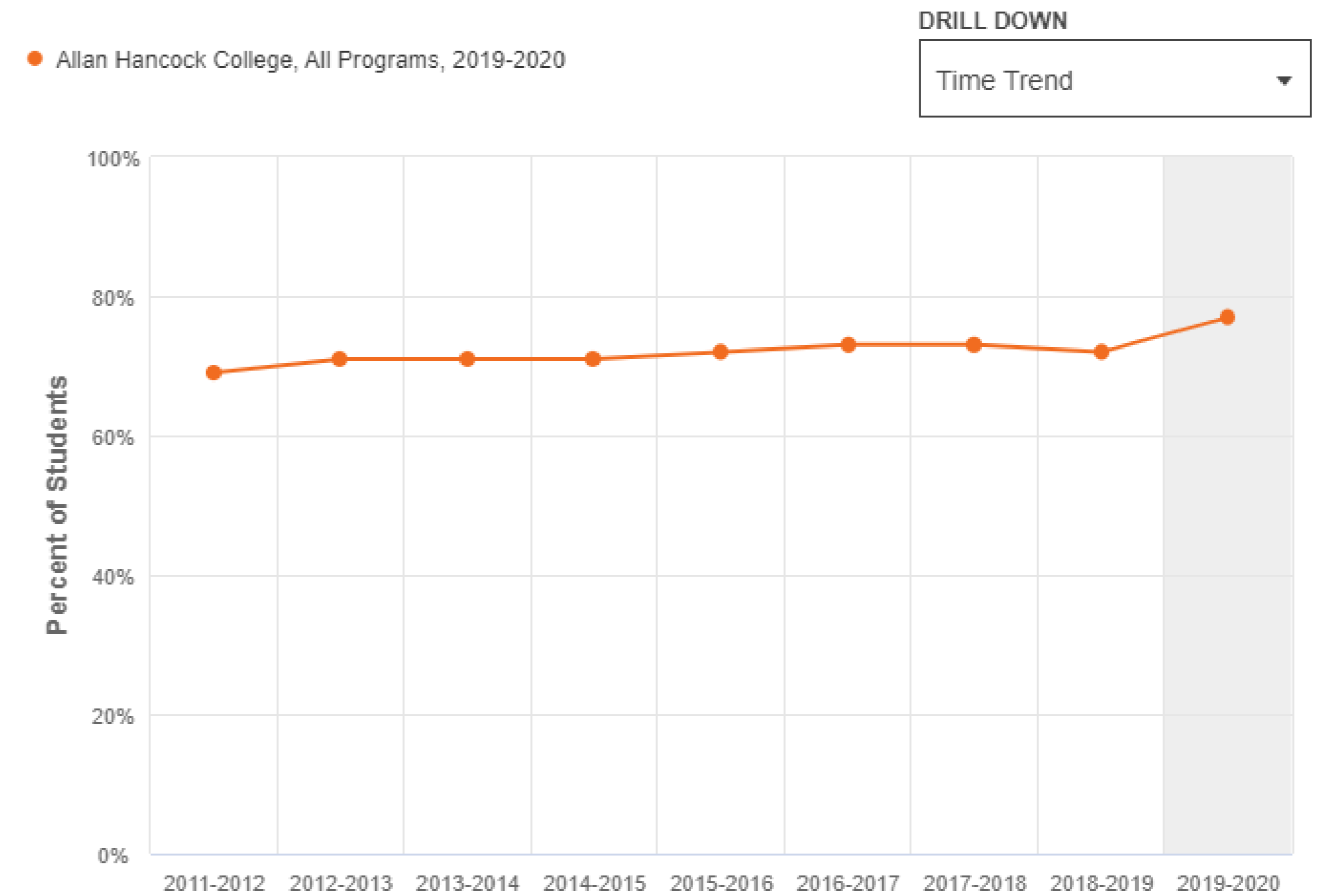23

Students complete courses

Course Retention Rate

Among all credit enrollments, percentage of enrollments where students did not withdraw and received a valid grade in the selected year

● Allan Hancock College, All Programs, 2019-2020

DRILL DOWN
Time Trend
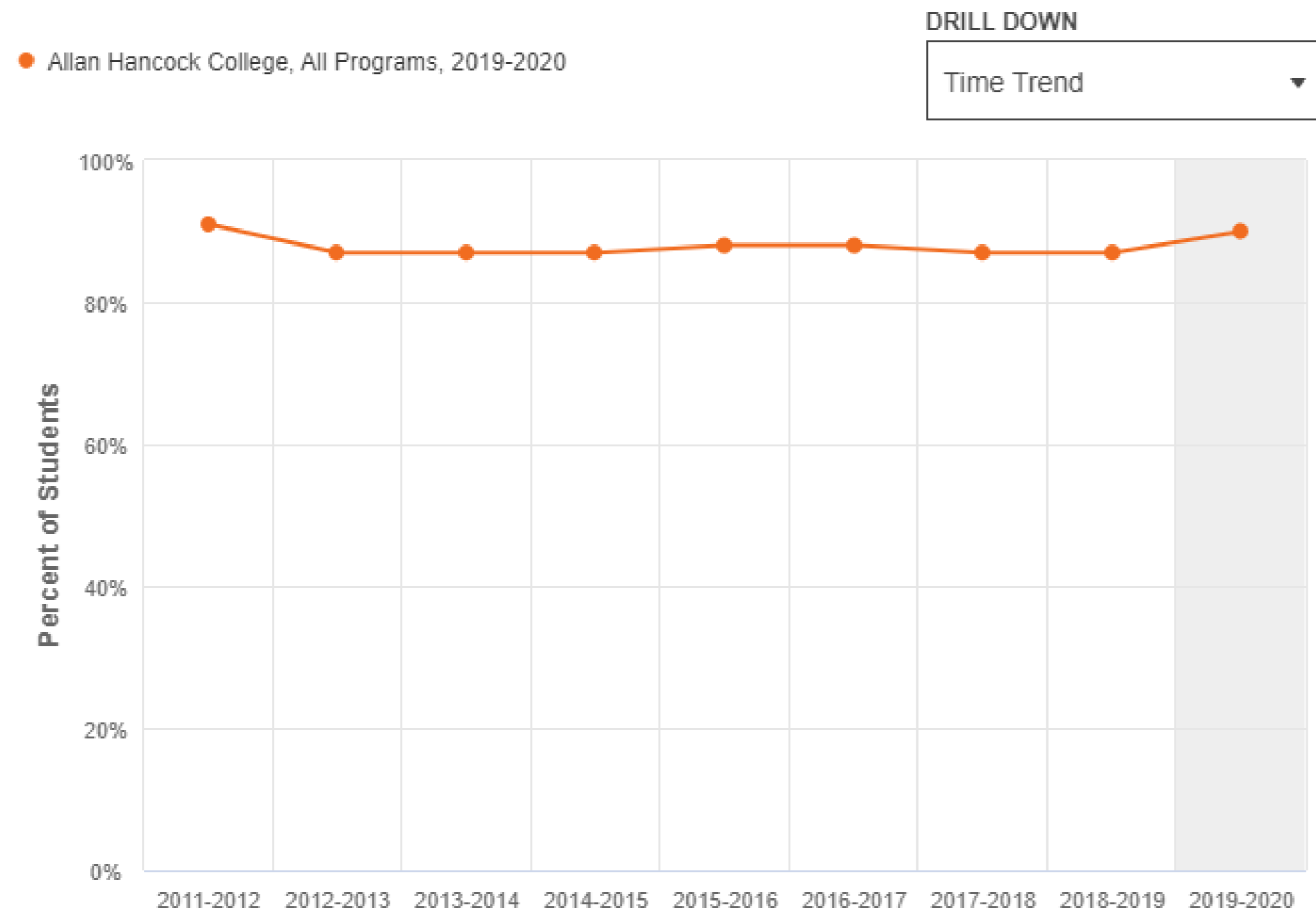
Course Success Rate*

Among all credit enrollments, the percentage of enrollments where students successfully completed the course

● Allan Hancock College, All Programs, 2019-2020

DRILL DOWN
Time Trend

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Students return for a second term at the same college

Course Retention Rate

Among all credit enrollments, percentage of enrollments where students did not withdraw and received a valid grade in the selected year

● Allan Hancock College, All Programs, 2019-2020

DRILL DOWN

Time Trend ▼
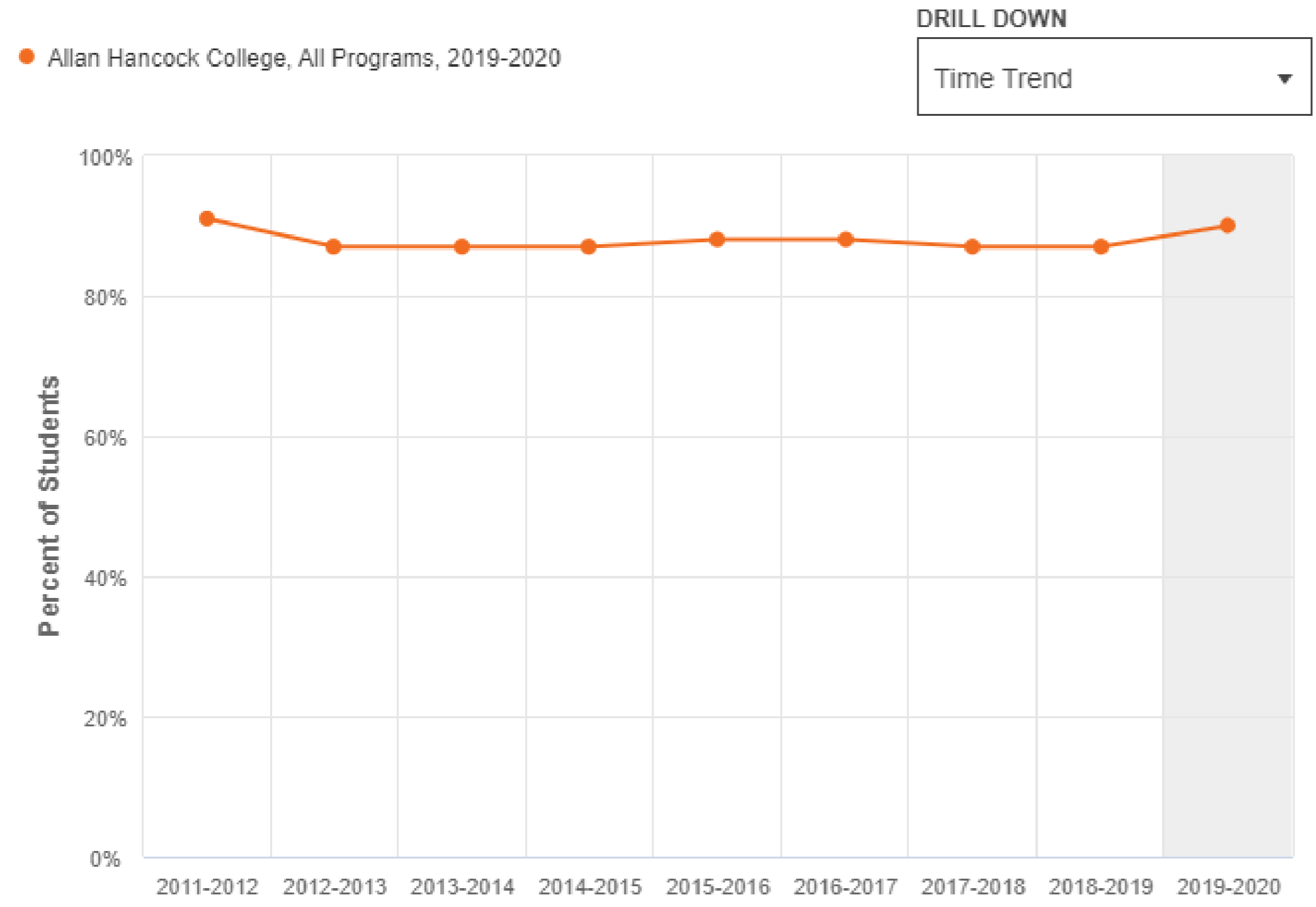
Overall	
2011-2012	91% 62,393 / 68,655
2012-2013	87% 57,476 / 66,138
2013-2014	87% 56,737 / 65,581
2014-2015	87% 56,544 / 65,340
2015-2016	88% 57,292 / 65,109
2016-2017	88% 55,718 / 63,398
2017-2018	87% 53,606 / 61,341
2018-2019	87% 51,801 / 59,428
2019-2020	90% 49,945 / 55,772

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Students persist in three semesters at the same college

Persistence in Three Semesters at Same College

Among CCP students who enrolled in at least one course in a TOP code in any term of the selected year at the selected institution who did not transfer or who did not earn an award in the selected year, the percentage who enrolled in at least one course in any TOP code in the next two consecutive primary semesters or in the next three consecutive primary quarters at the selected college
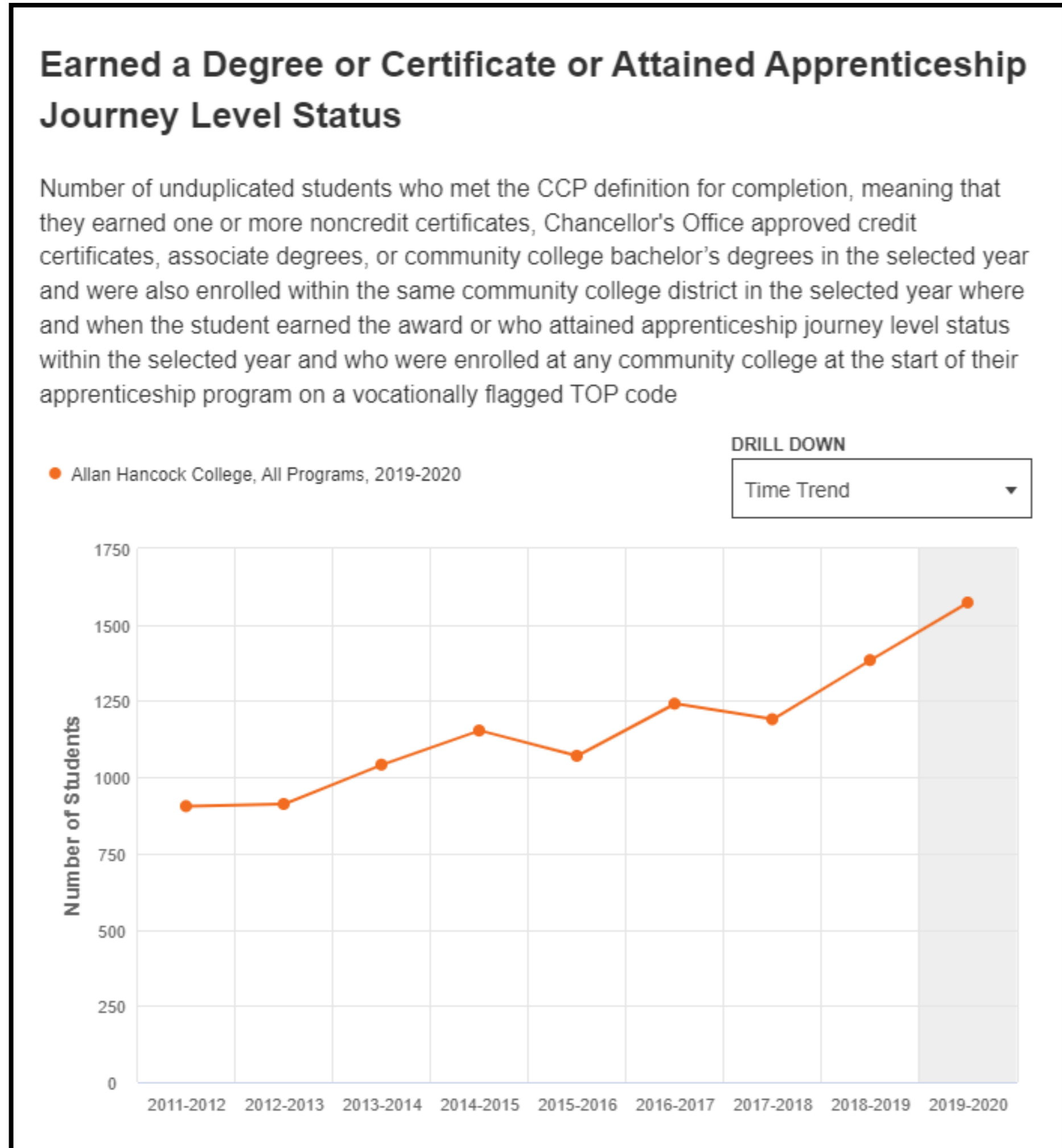
● Allan Hancock College, All Programs, 2019-2020

DRILL DOWN

Time Trend
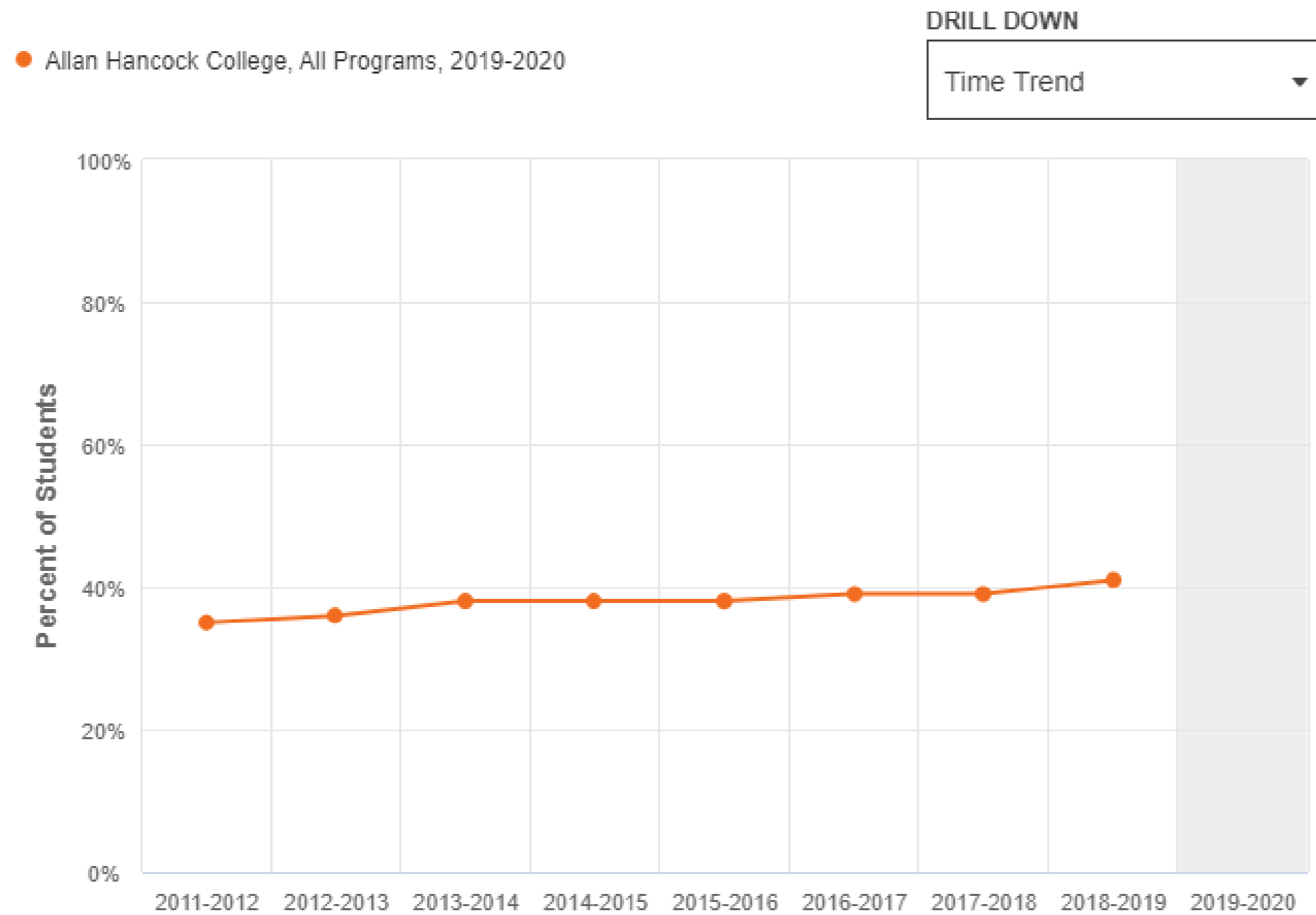
Overall	
2011-2012	35%
	6,108 / 17,400
2012-2013	36%
	6,259 / 17,207
2013-2014	38%
	6,347 / 16,714
2014-2015	38%
	6,363 / 16,775
2015-2016	38%
	6,387 / 17,001
2016-2017	39%
	6,304 / 16,159
2017-2018	39%
	6,041 / 15,586
2018-2019	41%
	5,798 / 14,052
2019-2020	-

Students earn a degree, certificate, or journeyman's apprenticeship status

Earned a Degree or Certificate or Attained Apprenticeship Journey Level Status

Number of unduplicated students who met the CCP definition for completion, meaning that they earned one or more noncredit certificates, Chancellor's Office approved credit certificates, associate degrees, or community college bachelor's degrees in the selected year and were also enrolled within the same community college district in the selected year where and when the student earned the award or who attained apprenticeship journey level status within the selected year and who were enrolled at any community college at the start of their apprenticeship program on a vocationally flagged TOP code

● Allan Hancock College, All Programs, 2019-2020

DRILL DOWN
Time Trend

Overall	●
2011-2012	905
2012-2013	912
2013-2014	1,041
2014-2015	1,153
2015-2016	1,070
2016-2017	1,241
2017-2018	1,190
2018-2019	1,384
2019-2020	1,573

Source: Community College Pipeline Dashboard

Where are the gaps or barriers on students' journey?

What do you notice?

What do you know about why this is happening?

What other information do you want to know?

Strong Workforce Program Dashboard

Provides data on eight Strong Workforce Program accountability metrics

- Number of students enrolled in CTE Programs

- Earned 9 or more Career Education Units in the District in a Single Year

- Completed a Noncredit CTE or Workforce Preparation Course

- Earn a Degree or Certificate or Attained Apprenticeship Journey Level Status

- Transferred to a Four-Year Postsecondary

- Job Closely Related to their Field of Study

- Median Annual Earnings

- Median Change in Earnings

- Attained the Living Wage

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Strong Workforce Program Dashboard offers program-specific information for nine metrics

Location	Program	Year	Drill Down
• Statewide • Macroregion • Microregion • District • College	• All CTE Program • Sector • Top04 • Top06	• 2011-2012 to 2019-2020	• Benchmarks • Age Group • Gender • Race/Ethnicity • Economically Disadvantaged (Perkins)

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Links to Data Sources

LaunchBoard dashboards: https://www.calpassplus.org/LaunchBoard/Home.aspx

- Strong Workforce Program

- Adult Education Pipeline

- Guided Pathways

- Student Success Metrics

- Community College Pipeline

DataMart: https://datamart.cccco.edu/Outcomes/Default.aspx

Chancellor's Office Course Inventory System: https://coci2.ccctechcenter.org/courses

Community information

- Low-income policy map: https://sbaeidl.policymap.com/newmaps#/

- Census data: https://caladulted.org/2021FactSheets

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Collect qualitative data to understand root causes

- **Student Empathy Interviews**

- **Focus Groups**

- **Surveys**

Empathy Interviews are open-ended interviews to understand students' values and experiences to investigate the **why** behind the numbers

Empathy Interviews – Example Questions

Can you tell me about the last time you decided whether to take courses at a community college?

- What things were you thinking about when you were making that decision?

- What did you decide? Why did you make that decision?

- How did you feel while you were making that decision?

What keeps you up at night?

Tips on designing and conducting empathy interviews

- Identify your interviewees and your questions based the trends in the quantitative data

- Embrace a beginner's mindset – let go of your assumptions

- Listen actively and be present

- Ask open-ended questions that provide insight into students' goals, values, and experiences

- Ask for specific stories and examples

- When in doubt, ask 'why'

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What questions would you want to ask students?

Break

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Step 3: How might you bring change?
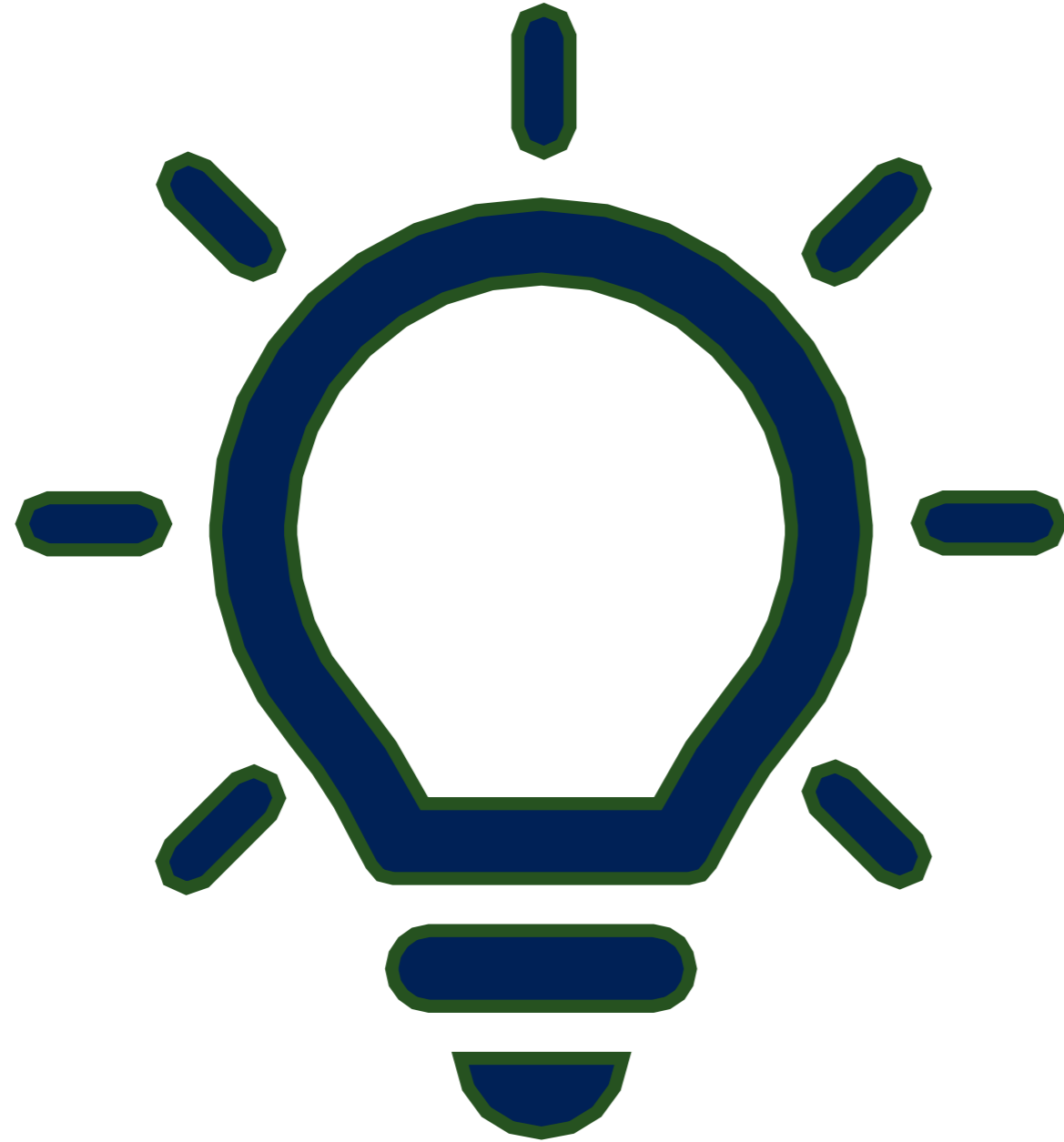
Identify what you **learned** from the quantitative and qualitative data

Use those insights to **narrow your focus** on a specific problem that you can influence

Tips for narrowing your focus

Surfacing insights:

- Focus on what was most surprising

- Encourage an **asset-based** approach

- Focus on what needs to change about our **institutions**, not our students

- Avoid jumping to solutions

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Tips for narrowing your focus

Narrow your focus

- Use a **quick vote** to pick an insight or problem to focus on

  - Look for the problem that is (1) in your realm of influence; (2) would make the biggest impact if addressed

- Define the problem with as much specificity as possible, but broad enough that there are **many possible solutions**

- **Re-center** on the student: if you solved this problem, would that make a difference for the students you interviewed?

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Explore Solutions

Identify many possible solutions and identify a few to implement
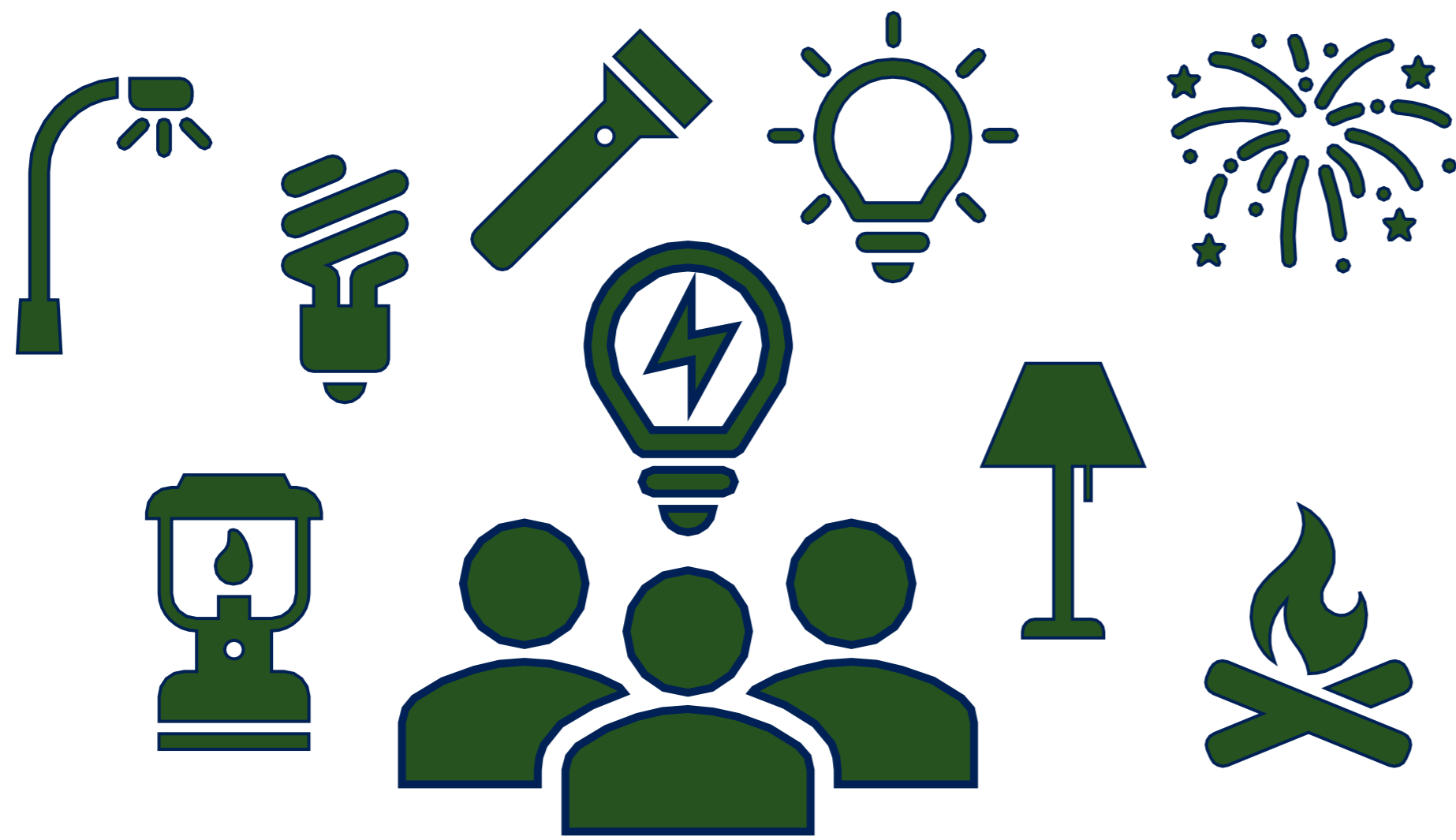
Generate as many different ideas from as many perspectives as possible
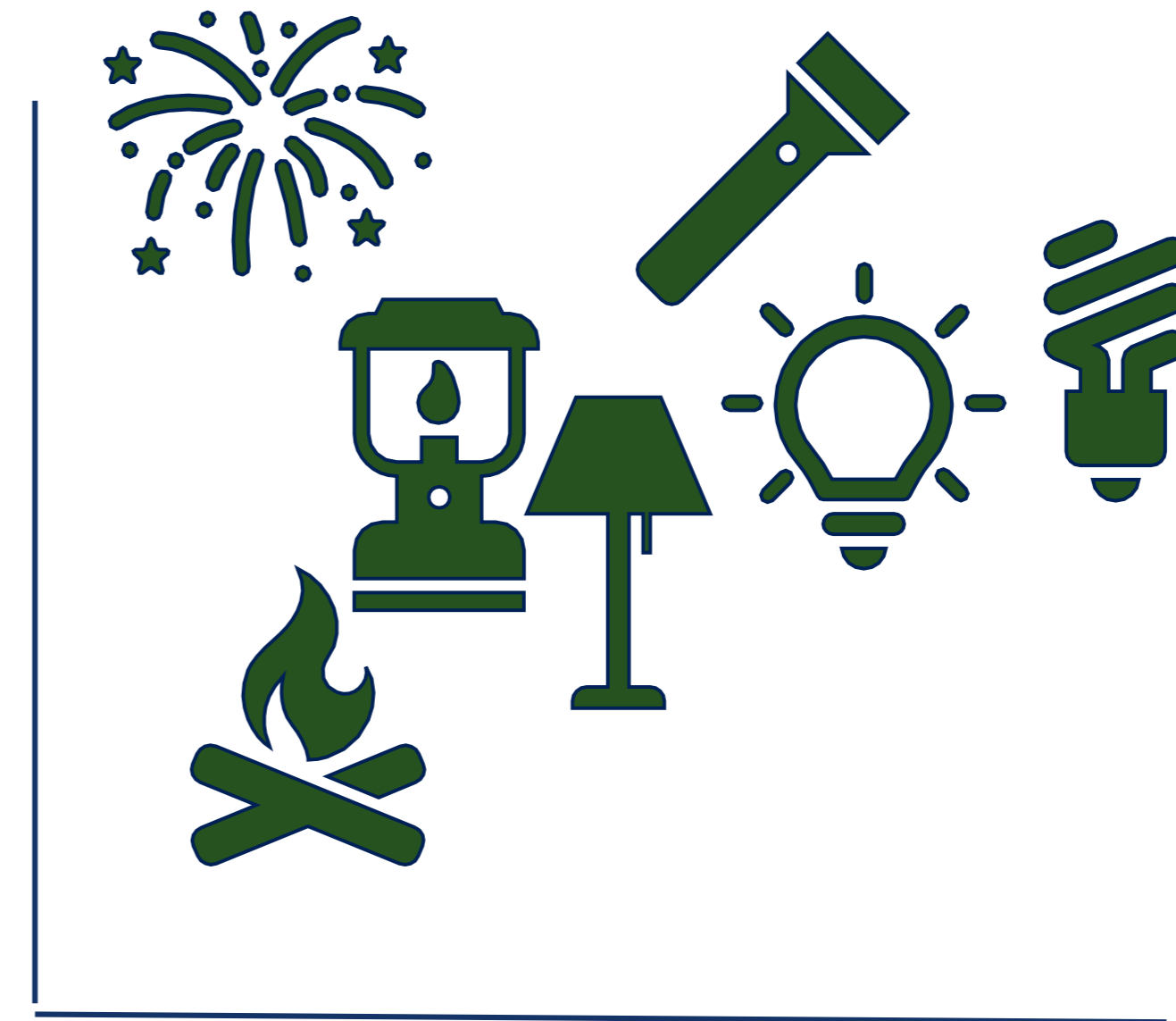
Narrow based on feasibility and impact, then try them. . . And try again

Explore Solutions through a Creative Matrix

Goal: Every member of the group generates as many ideas as possible in a short amount of time

Step 1

For 10 minutes, people silently add ideas to the board

Step 2

For 5 minutes, people ask each other questions about the ideas on the board, adding new ideas as they arise

Step 3

Each person selects two ideas that excites them the most

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Explore Solutions through Creative Matrix Brainstorming

Tips:

• Encourage wild ideas

• Build on the ideas of others

• One conversation at a time

• Write it down!

Most importantly:

• Defer judgement – of yourself and others

• **Be sure to balance time for reflection and writing with verbal brainstorming**

Identify promising ideas with an impact feasibility matrix

Goal: Select a few ideas that you want to explore further based on their feasibility and potential for impact

Step 1
Create a graph; label one axis 'impact' and the other 'feasibility'

Step 2
As a group, decide where each idea would fit on the graph

Step 3
Once all ideas are charted, select 1-2 ideas that you want to develop and try

Identify promising ideas with an impact-feasibility matrix

Tips:

- Chart each idea based on its relative feasibility and impact – the matrix is of no use if all ideas are in the same quadrant!

- After all the ideas are on the graph, divide the graph into **four quadrants**

- Take time to discuss where on the matrix the group wants to **focus attention**

Most importantly: **The role of the matrix is to guide conversations**

High impact Low feasibility	High impact High feasibility
Low impact Low feasibility	Low impact High feasibility

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Explore Solutions: Your Turn

You will work in groups of six to complete:

1. A round of B**rainstorming** to answer our refined question

2. Graph ~10 of your ideas on an **Impact-Feasibility Matrix**

3. As a group, choose at least one idea that you would be interested in exploring on your campus

4. Return to full groups to share your idea

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Closing

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Data-Informed Practice Summary

What is the extent of the problem? For whom?	Why is this happening?	How might you bring change?
⬇	⬇	⬇
Use quantitative data to quantify the problem	Use quantitative data to identify trends and barriers	Identify a focus for your efforts
⬇	⬇	⬇
Disaggregate by student populations (race/ethnicity, gender, age, etc) to identify for whom this is a problem	Gather qualitative information to understand the root causes behind the data	Collaboratively generate a range of possible solutions and prioritize a few to try and learn

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Data-Informed Practice (Continued)

As you develop your new idea, continue using principles of data-informed practice:

Data:

- Define your target outcomes and measure the extent you achieve your impact

- Ask students what they think of your idea, early and often

Informed: Readjust your understanding of the problem and potential solutions based on what you learn

Practice: Continue this process again and again

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Reflections

How did this feel?

What will be easy to replicate?

What will be challenging?

Resources

- Template PowerPoint with LaunchBoard data instructions

- Facilitator Deck

- Jamboard Template

Resources available at: https://bit.ly/DataInformed12-3-21

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Agenda for Reference Only

Part I: To what extent is there a problem and for whom?

- 10am to 10:20am: Welcome, Warm-Up

- 10:20 to 10:50: Data Overview

- 10:40 to 11:10: Data Reflection

- 11:10 to 11:30: Share out-its

- 11:30 to 11:50: Problem statement, review, and voting

- 11:50: wrap up

Part II: Why is this happening?

- 1pm to 1:15: Welcome and recap

- 1:15 to 1:20pm: Mapping the student journey and brainstorming data sources

- 1:20 – 1:40pm: Reviewing data sources and example

- 1:40pm to 1:50: Qualitative information & empathy interviews

- 1:50 to 2pm: Brainstorm – why is this happening?

- 2pm – 2:10: Break

Part III: How might we bring change?

- 2:10pm to 2:20: Narrowing focus/defining a How-Might-We

- 2:30 to 2:50 Creative matrix brainstorm

- 2:50 to 3:10: Impact-Feasibility Matrix

- 3:10 to 3:25: Impact Feasibility Matrix Gallery Walk

- 3:25 to 3:45: Collectively identifying next steps

- 3:45: Reflection: what is one thing you experienced or learned today that you'll bring to your work next week?

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It's nice to meet you!

Alexandra Lozanoff
Senior Project Manager
WestEd

Alexandria Wright Ph.D.
Senior Research Associate
WestEd

Objectives

By the end of this session, you will be prepared to facilitate a **data-informed practice** that will prepare you to begin taking action to close equity gaps on your campus

Deliverables

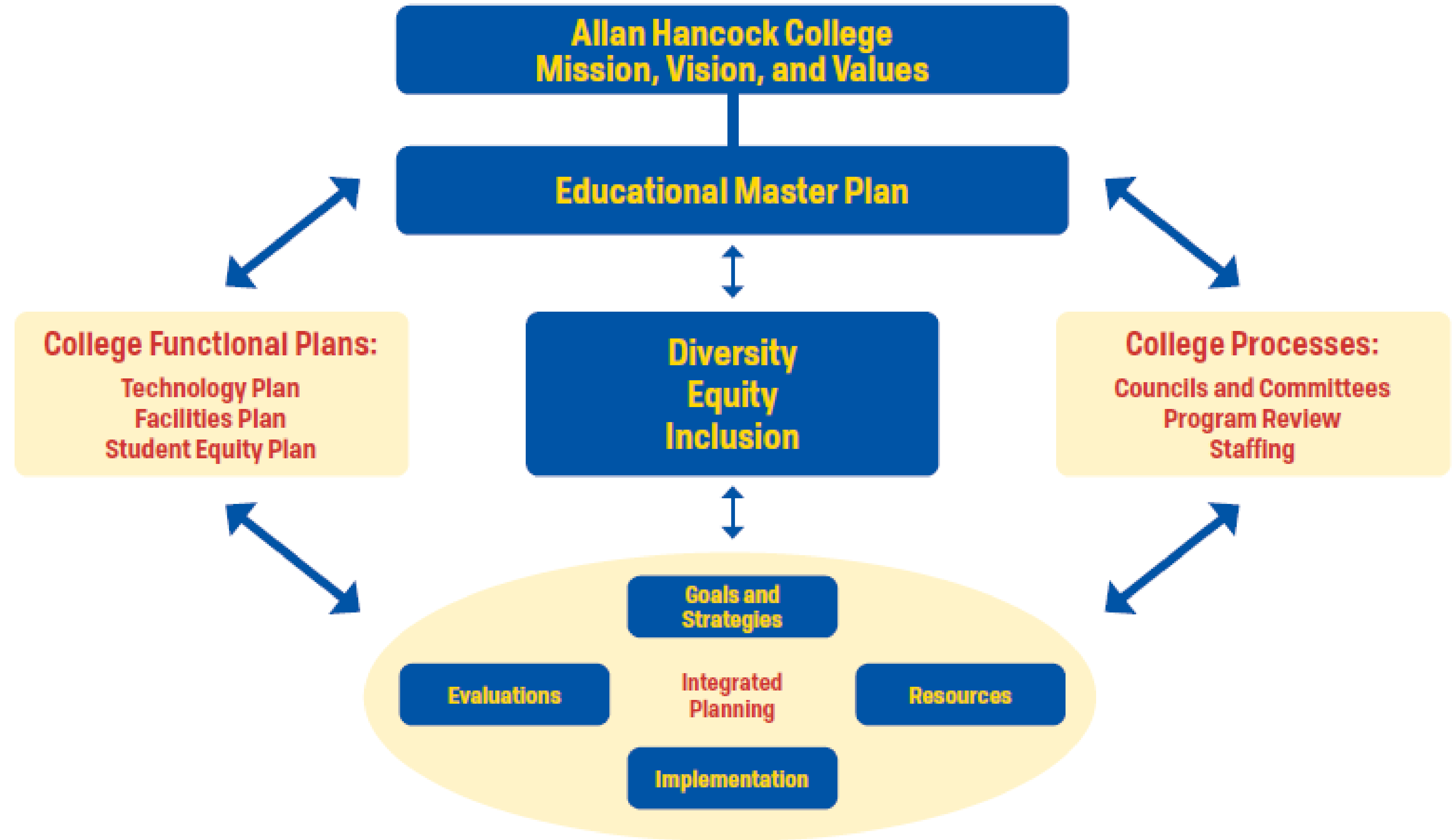By the end of this session, you will leave with:

- **Facilitation techniques** that can be applied to any topic

- **Activity templates** to adapt and use in your work

- **Data and materials** needed to lead a conversation on *how might we eliminate equity gaps on campus?*

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Data-Informed Practice

What is the extent of the problem? For whom? → Why is this happening? → How might you bring change?

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Alignment to Allan Hancock Education Master Plan

The college commitment to diversity, equity, and inclusion serves as an integrating focus within and between major college plans and in conjunction with college processes, including the council and committee structure.

Allan Hancock College Mission, Vision, and Values

Educational Master Plan

College Functional Plans:
Technology Plan
Facilities Plan
Student Equity Plan

Diversity Equity Inclusion

College Processes:
Councils and Committees
Program Review
Staffing

Goals and Strategies

Evaluations

Integrated Planning

Resources

Implementation

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Alignment to Allan Hancock Education Master Plan

The goals of the EMP are established around the student journey. Within each goal area the plan includes multiple strategies to guide the implementation of the plan.

Keep these strategies (p.13) in mind as you move through the data…

GOALS	STATEMENT
A. Connect with Students	Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers.
B. Successful Entry into an Area of Interest and Program of Study	Allan Hancock College will facilitate student entry into areas of interest by helping students choose and enter a program of study as quickly as possible.
C. Student Progression through Program of Study	Allan Hancock College will ensure students' progress along their pathways to complete program requirements and achieve their educational goals.
D. Student Completion	Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.
E. Transition to Transfer and/or Gainful Employment	Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students.

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Our Equity Planning Principals

We honor and celebrate the many assets, strengths, and skills that our students bring

Our role is to investigate and understand how the institution needs to change to better serve students

Closing equity gaps requires intentional strategies that are designed specifically for the students who are least well served by the current system

Data is a flashlight, not a map – it illuminates areas of concern, it does not provide information on where to head next

Sustained, meaningful change depends on going beyond activities to redesign and integrate structures and systems

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