



Data-Informed Practice: A Crash Course

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

Allan Hancock College
December 3, 2021



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

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** 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?*

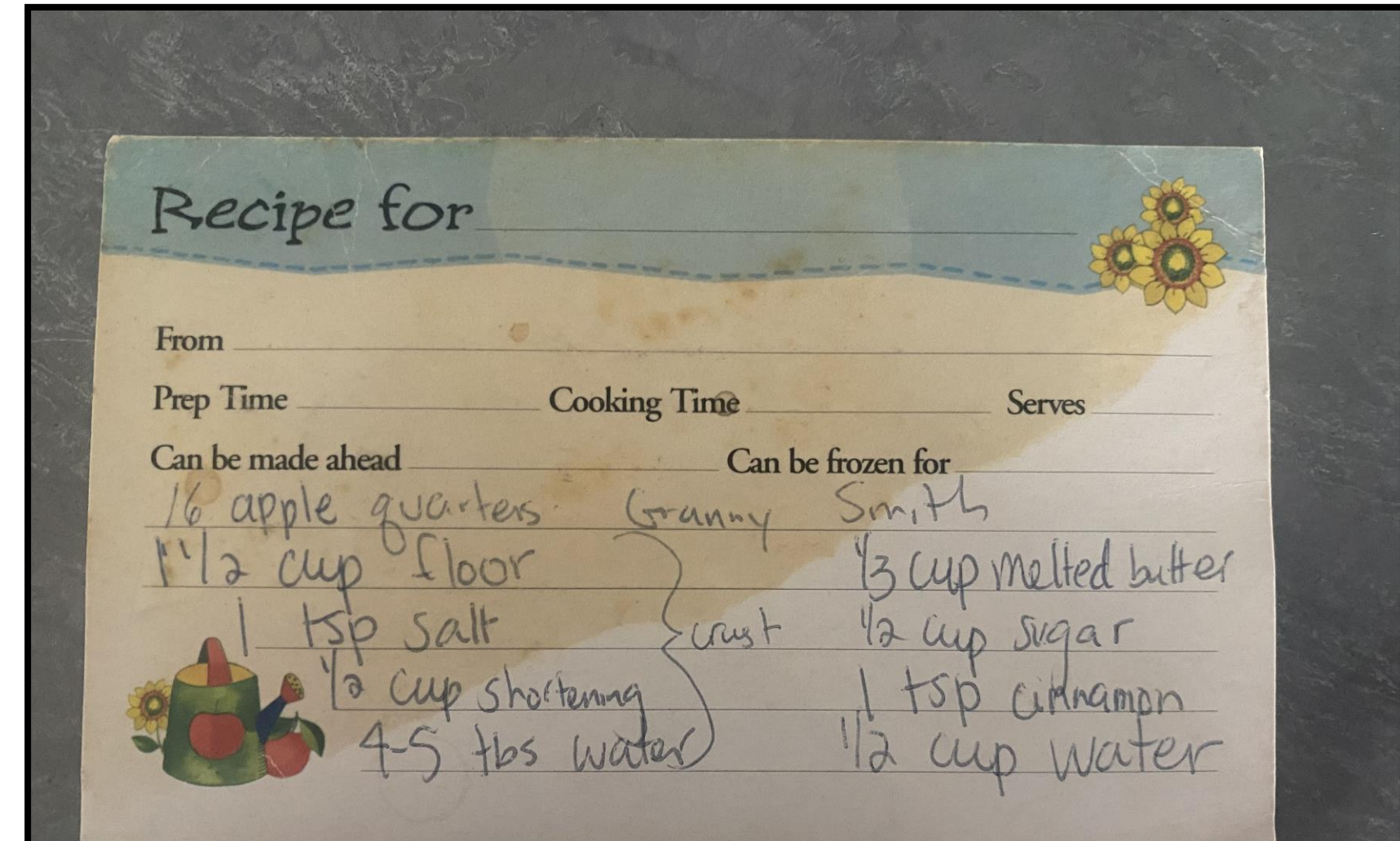
Data-Informed Practice



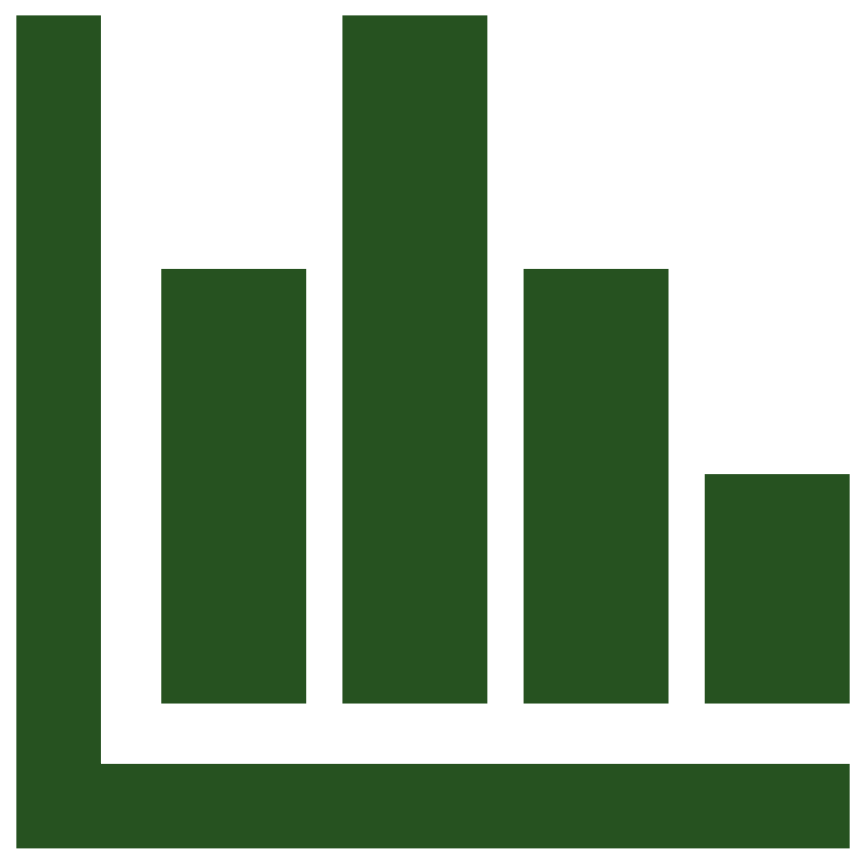
Our approach

- Learn by doing
- Move quickly and pause intentionally
- Be focused and prescriptive
- Offer tangible, ready-to-use resources

Like learning to bake. . . .



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

As we look at data to determine the extent of the problem, reflect and record:

What do you notice?

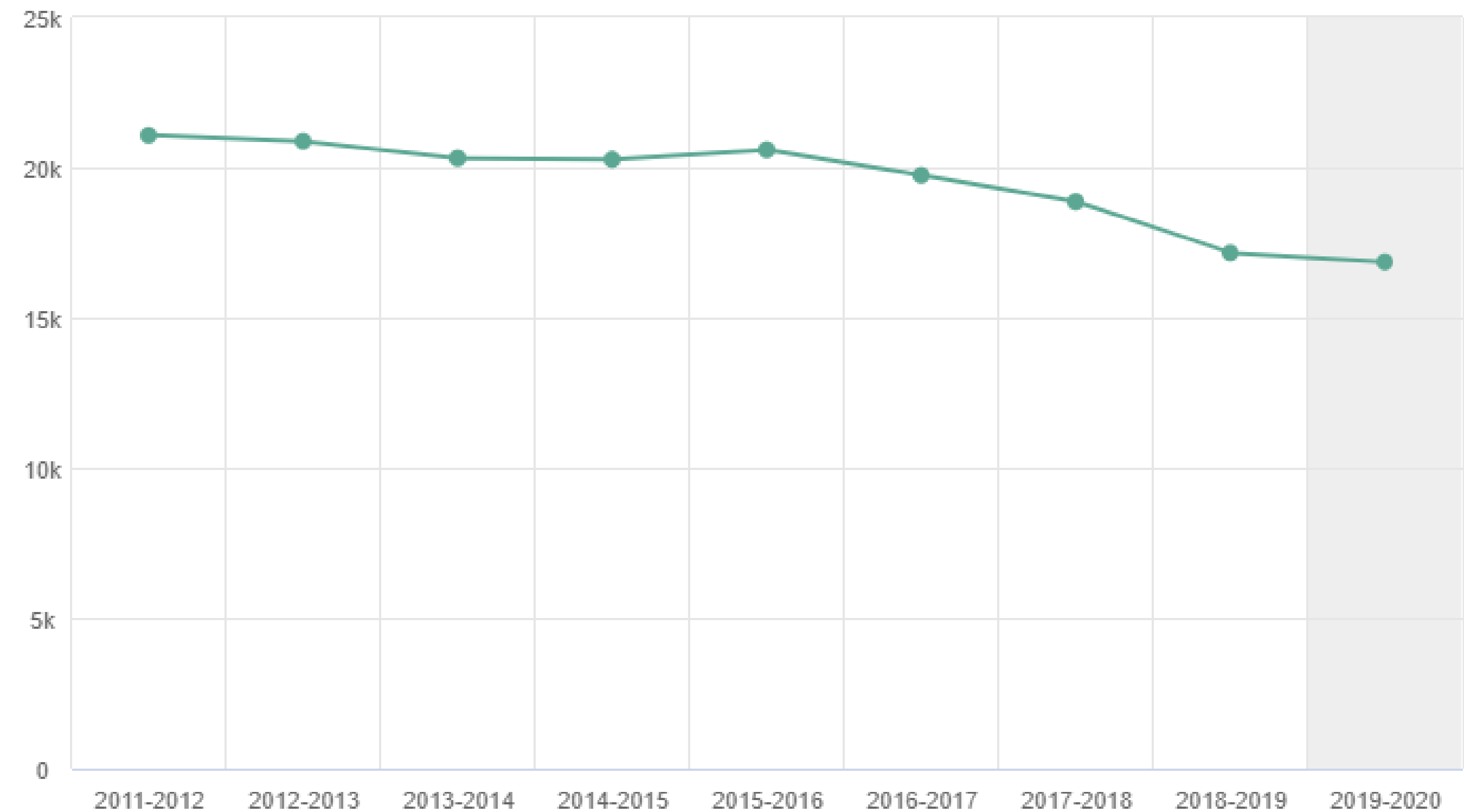
What else do you want to know?

Using the California Community College Chancellor Office's LaunchBoard

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

Enrollment at Allan Hancock

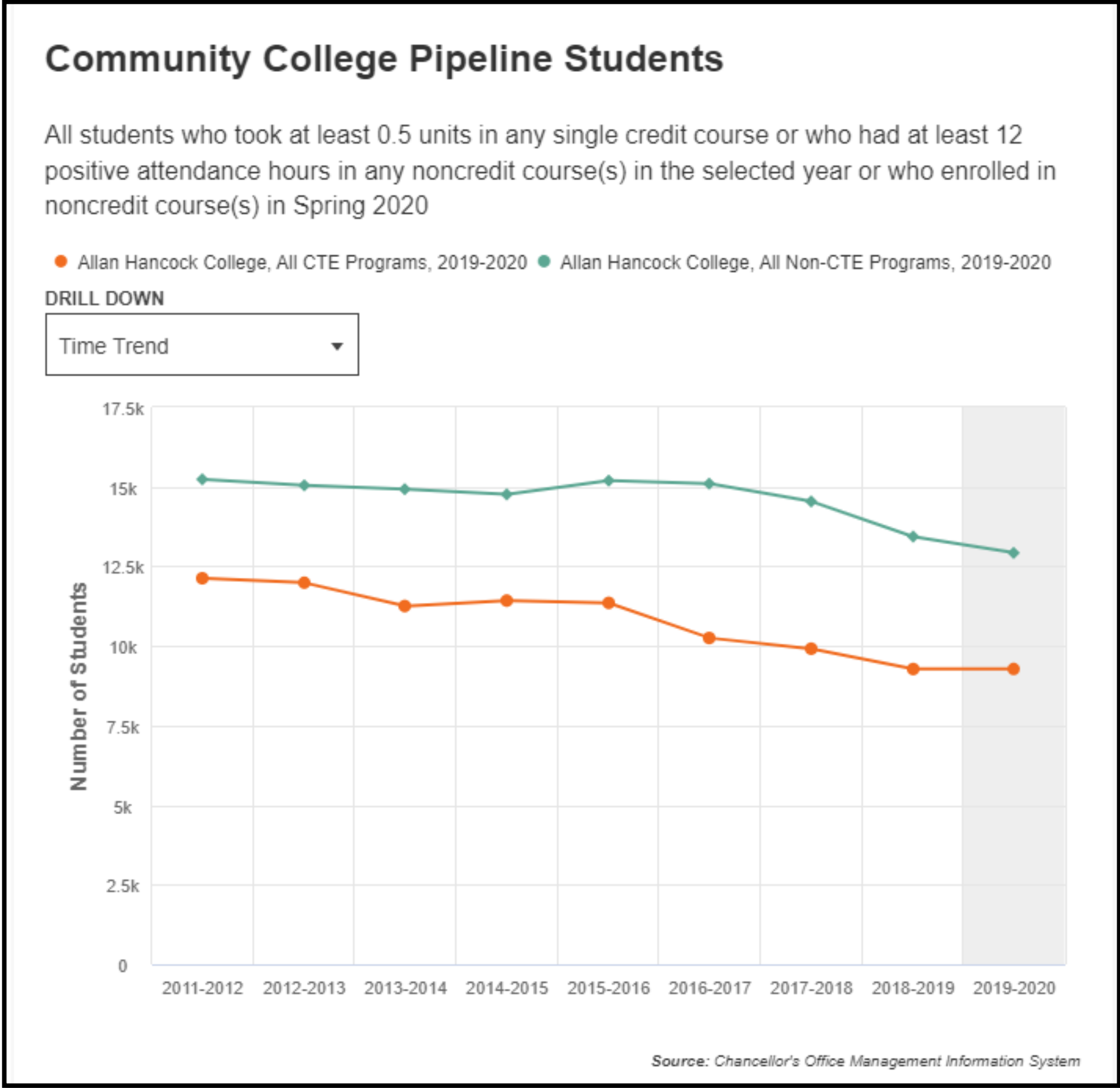
A total of
16,851
students took courses.



Source: Community College Pipeline Dashboard

What is the extent of the problem?

Using comparisons for context

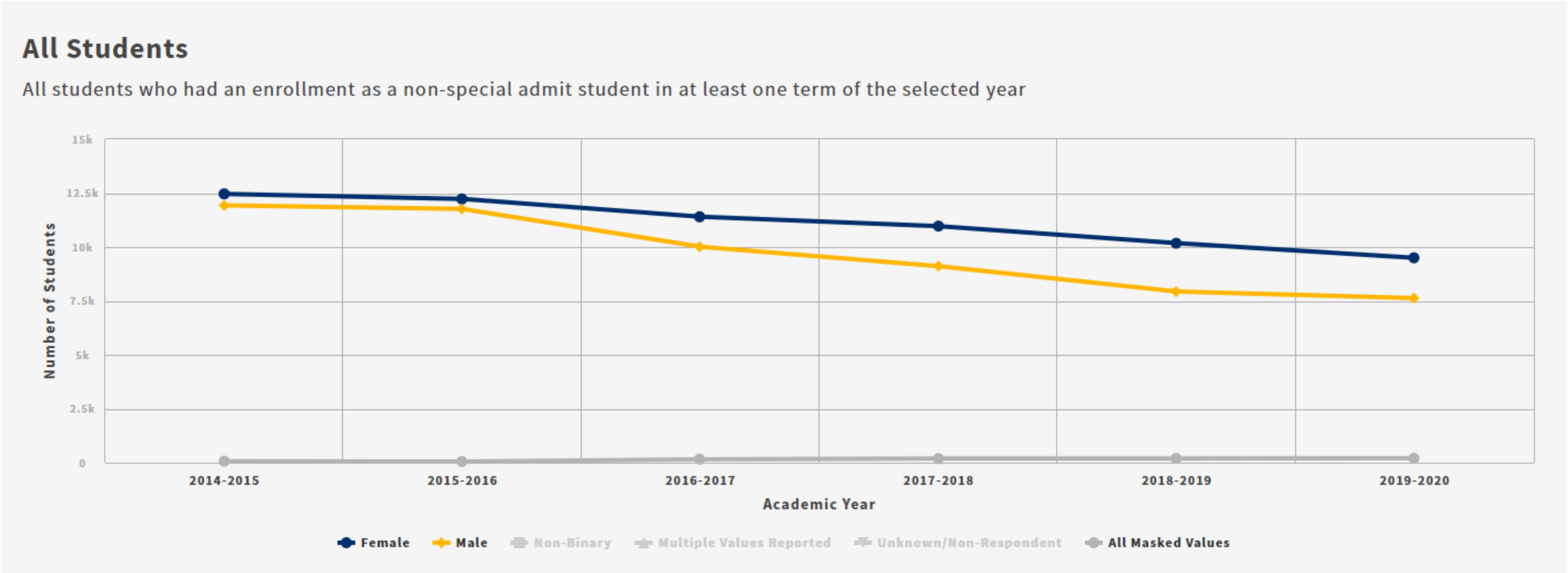


Overall		
2011-2012	12,126	15,235
2012-2013	11,986	15,048
2013-2014	11,253	14,921
2014-2015	11,425	14,762
2015-2016	11,352	15,197
2016-2017	10,249	15,101
2017-2018	9,913	14,537
2018-2019	9,274	13,435
2019-2020	9,276	12,925

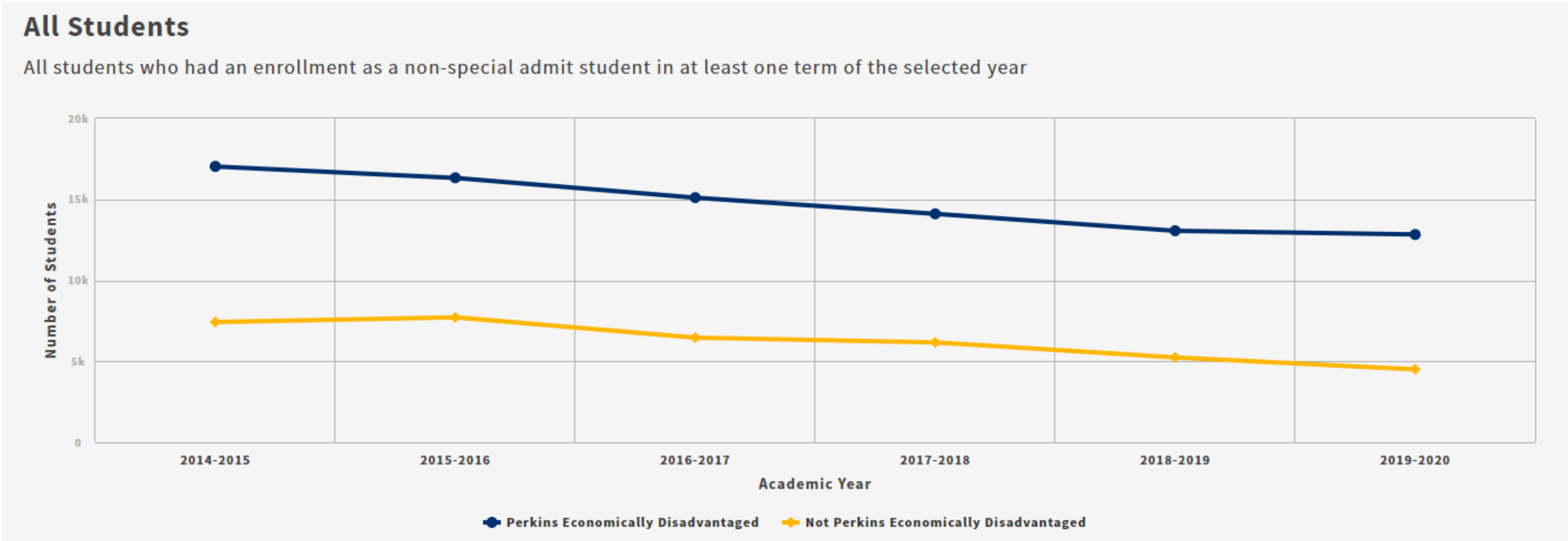
Source: Community College Pipeline Dashboard

For whom is this a problem?

Gender

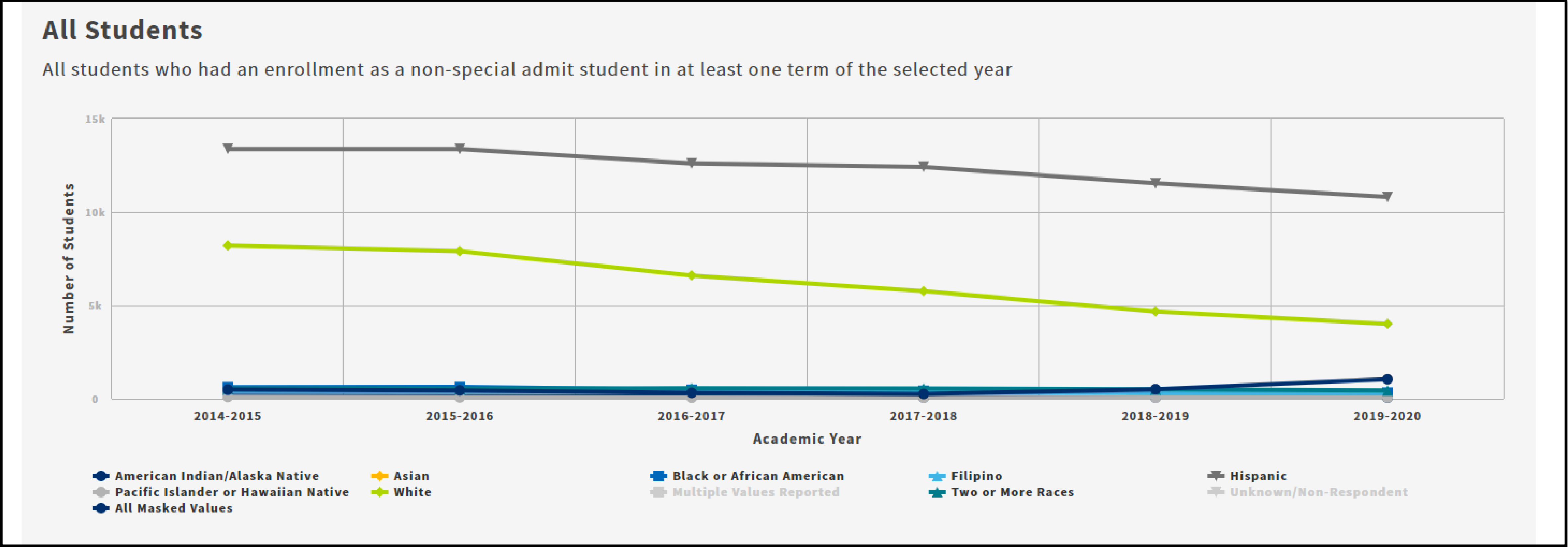


Economically Disadvantaged Status



For whom is this a problem?

Race/ethnicity



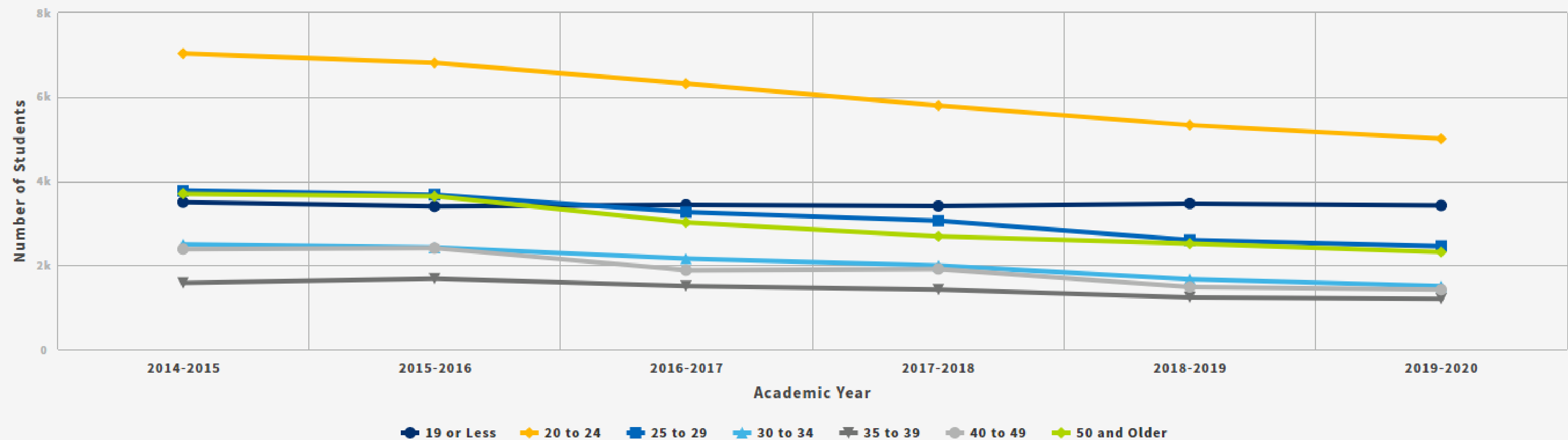
Source: Community College Pipeline Dashboard

For whom is this a problem?

Age

All Students

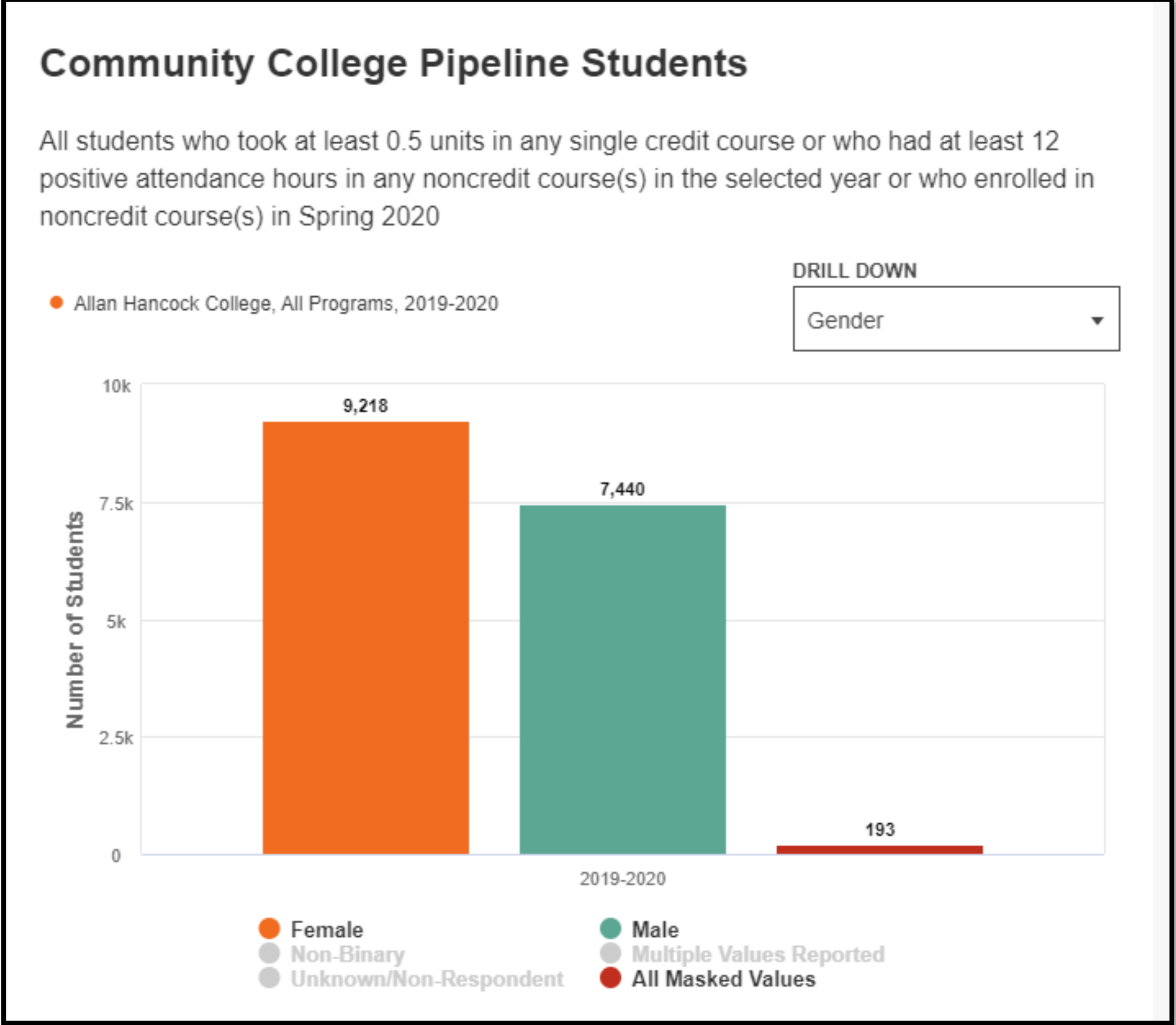
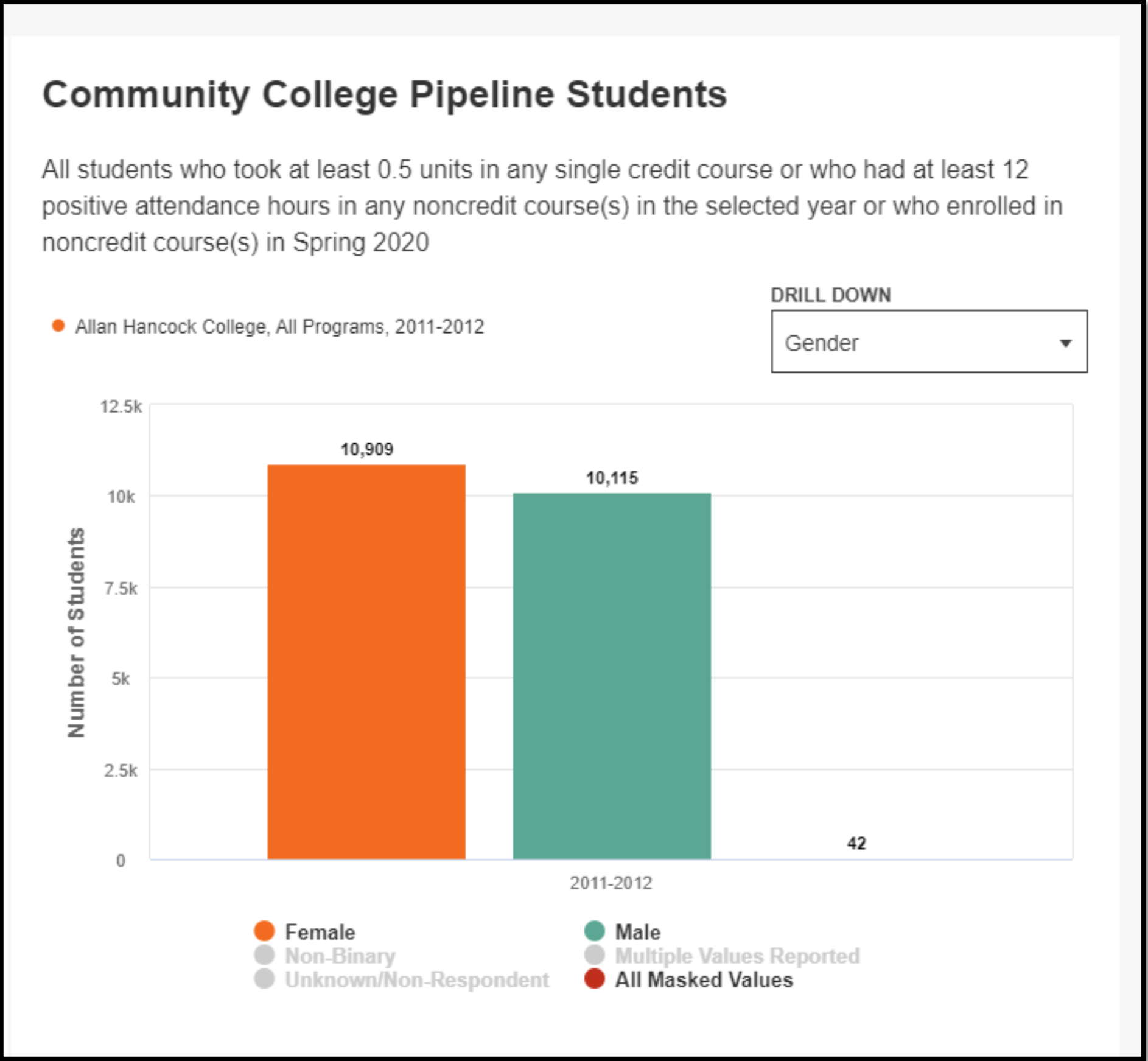
All students who had an enrollment as a non-special admit student in at least one term of the selected year



Source: Community College Pipeline Dashboard

For whom is this a problem?

Gender



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%

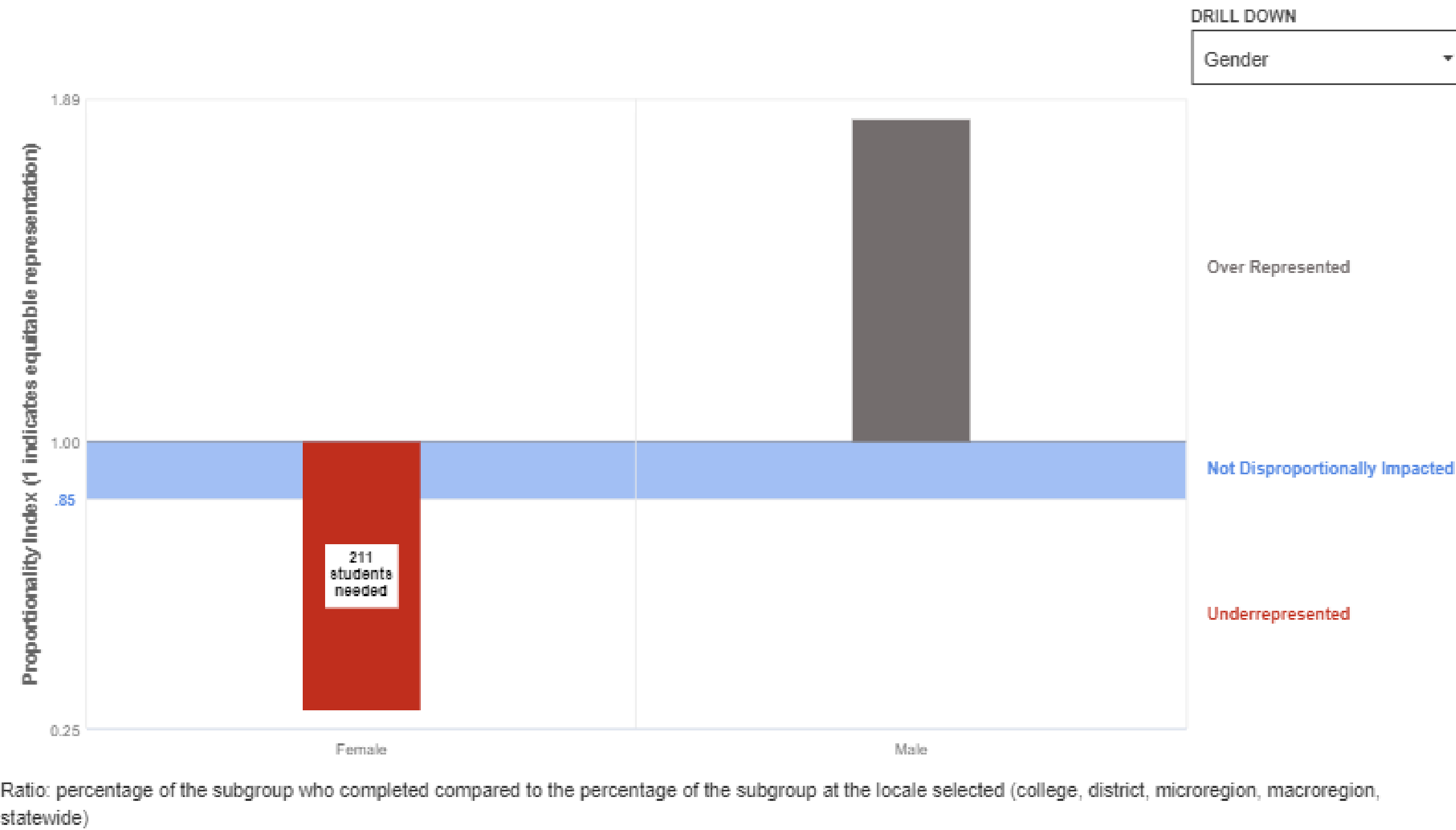
For whom is this a problem?

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



Source: Community College Pipeline

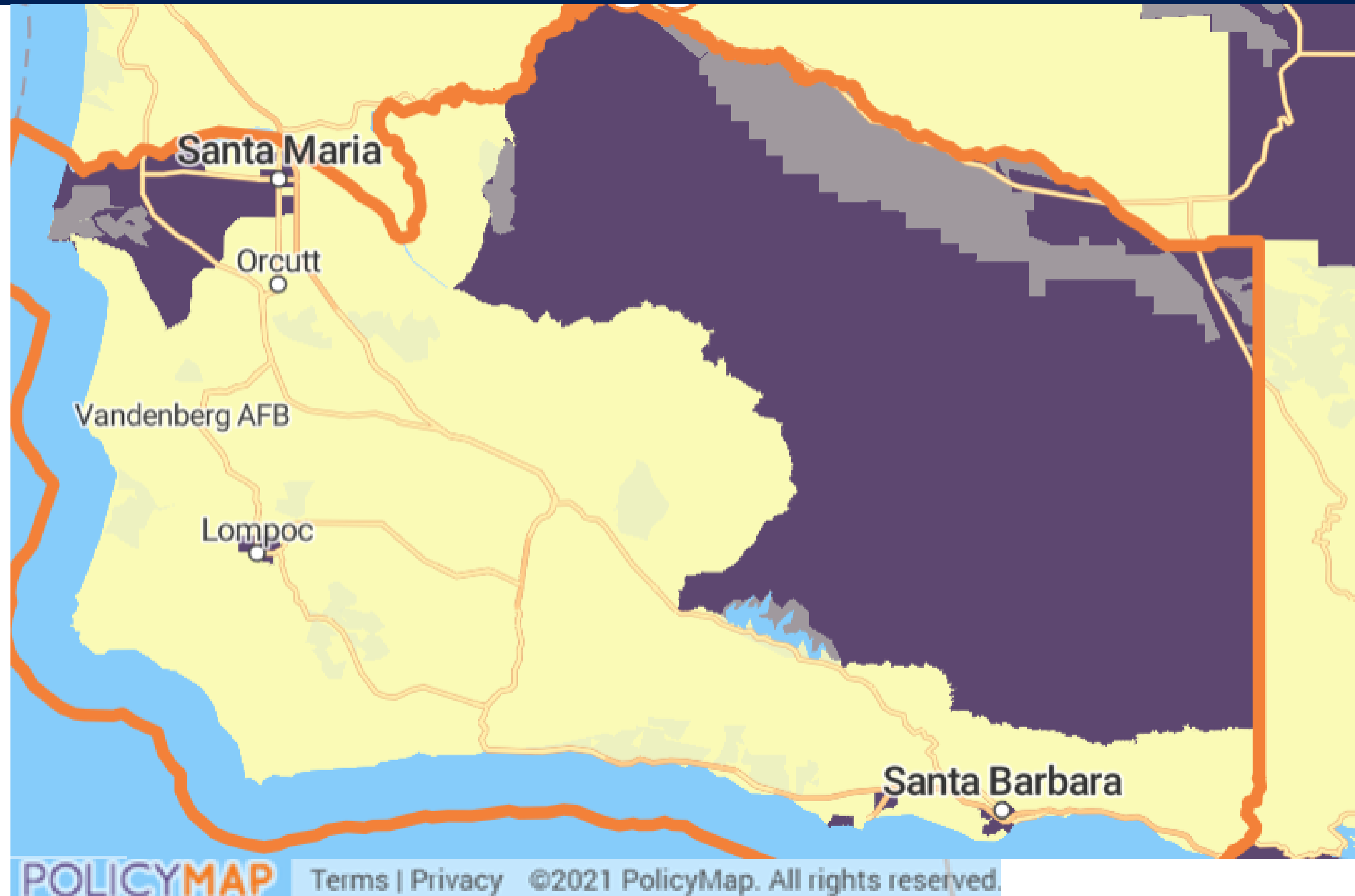
Santa Barbara County

Low-income Policy Map by Census Tracts

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#/>



San Luis Obispo County

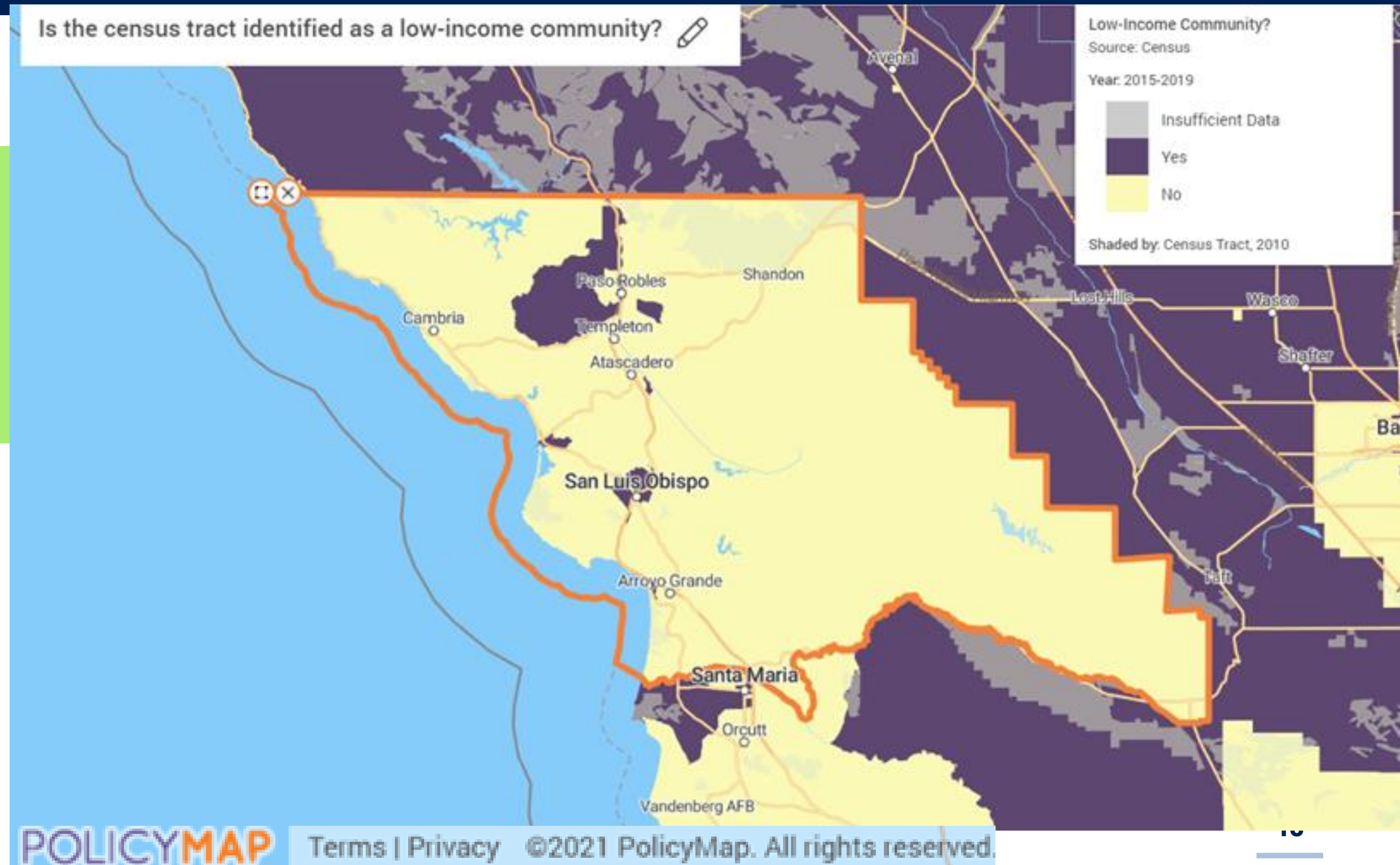
Low-income Policy Map

by Census Tracts

Median Household Income
(2019)
\$73,518

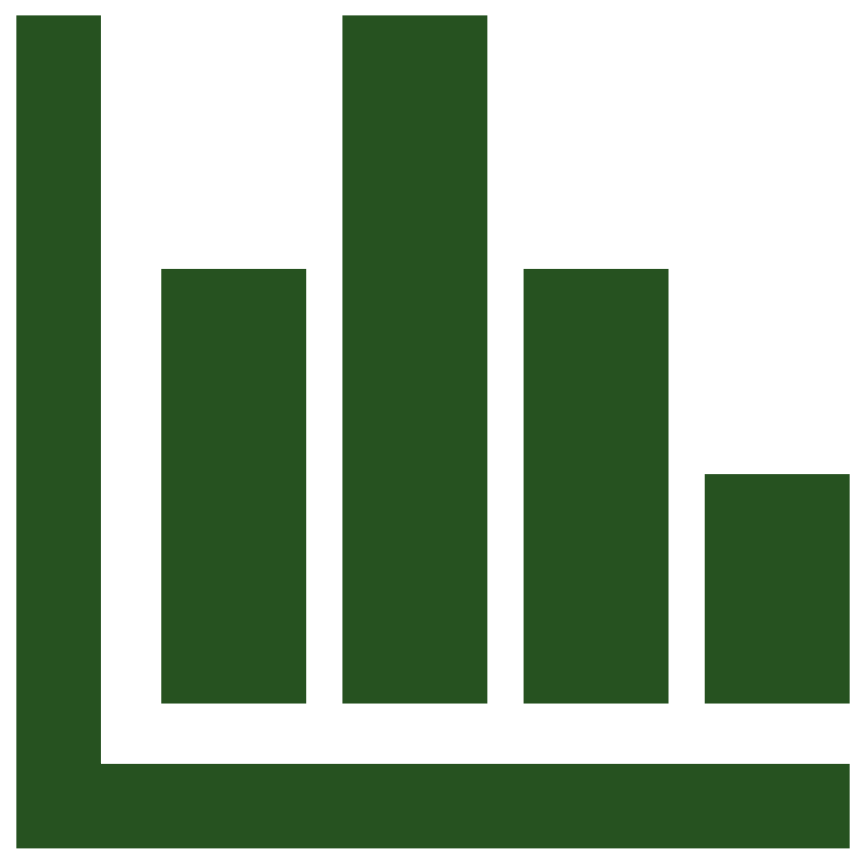
Do we provide access to education and training in our low-income communities?

Are there community partnerships that can improve access to education in low-income communities?



Break

Step 2: Why is this happening



Use quantitative data to identify trends and barriers

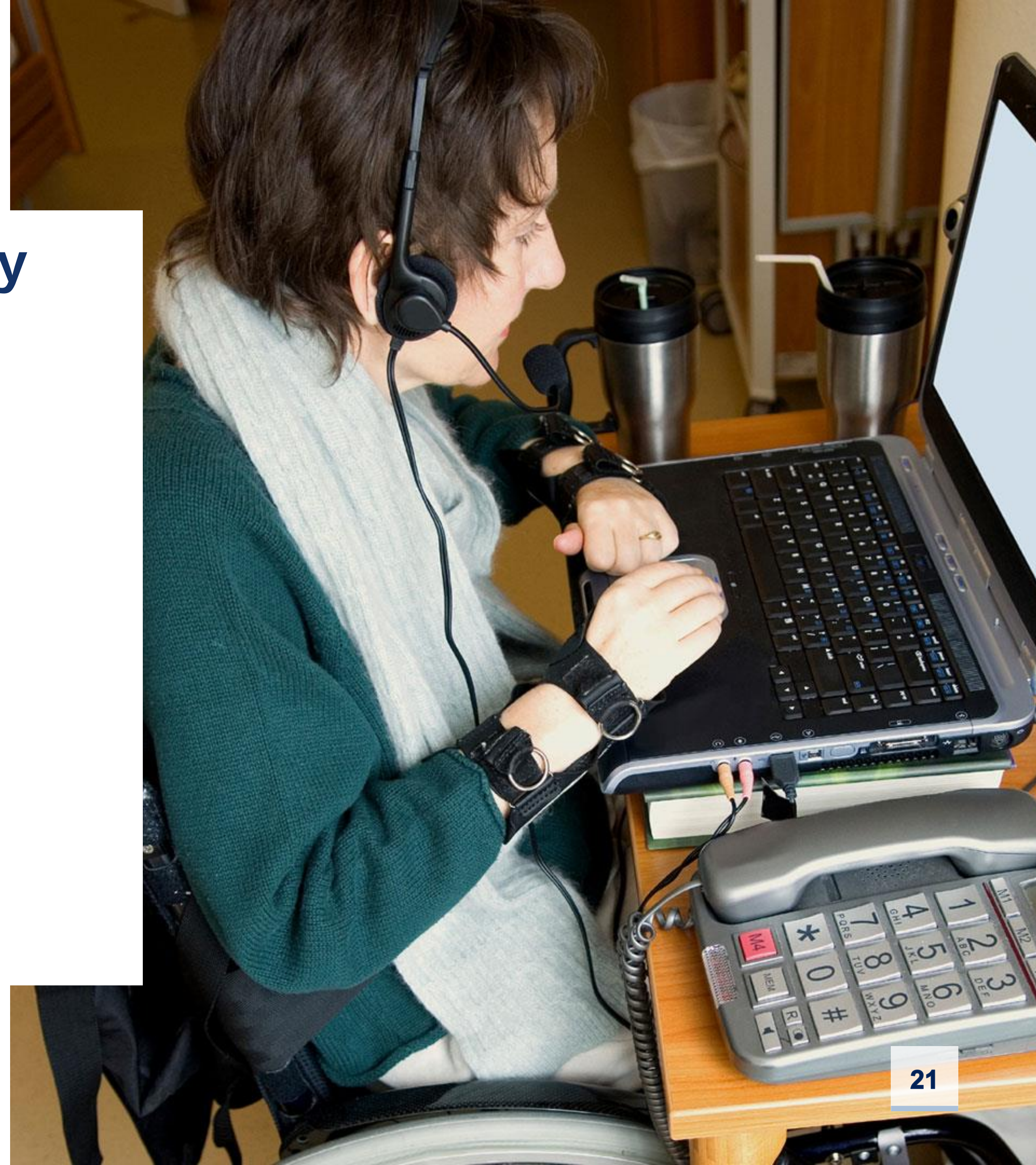


Gather qualitative data from students and others to understand the root causes of the problem

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*

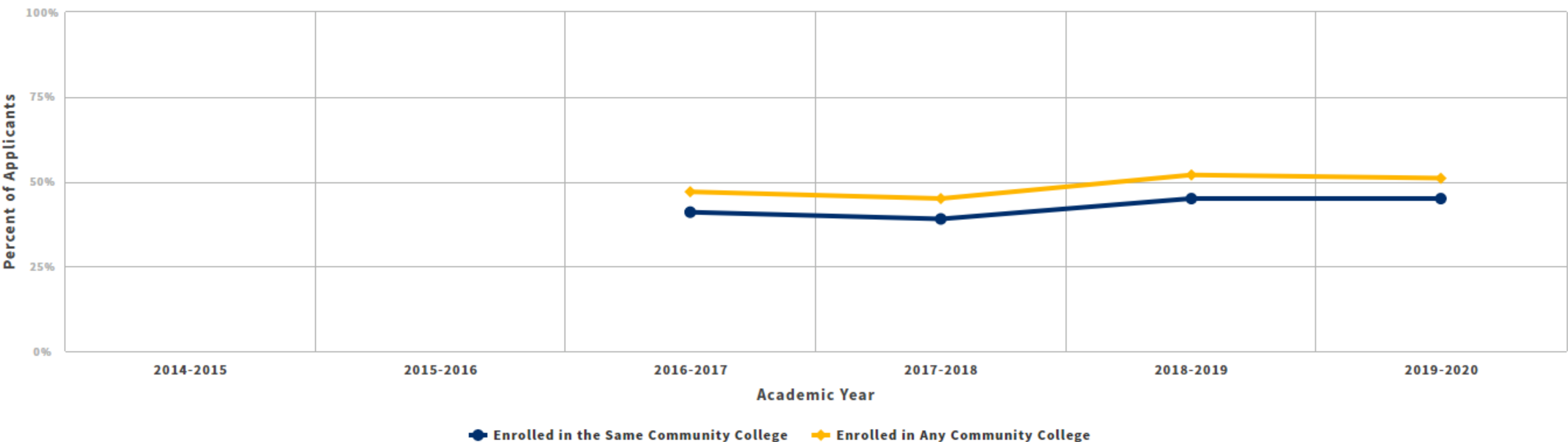


Students apply and enroll: Student Success Metrics

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

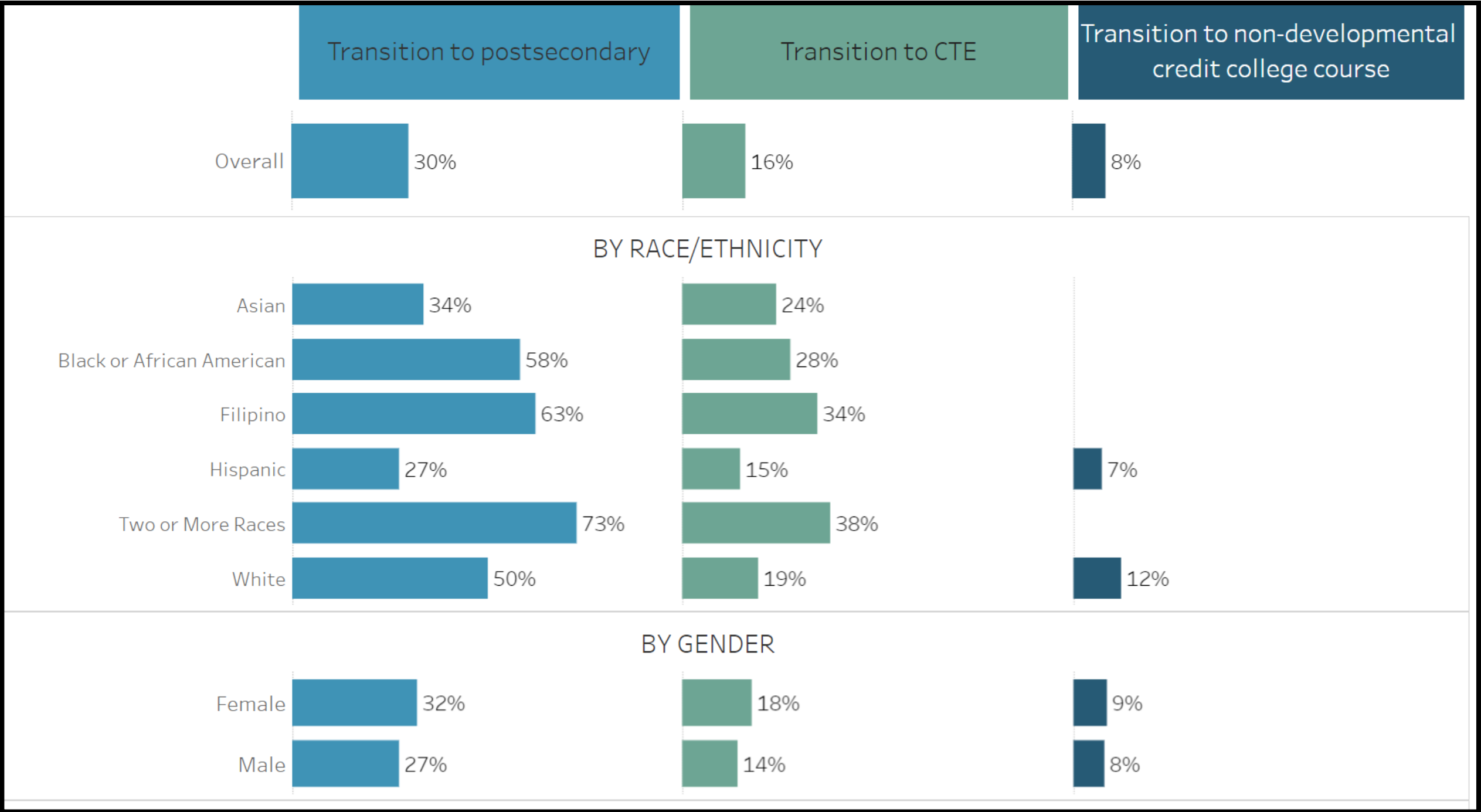
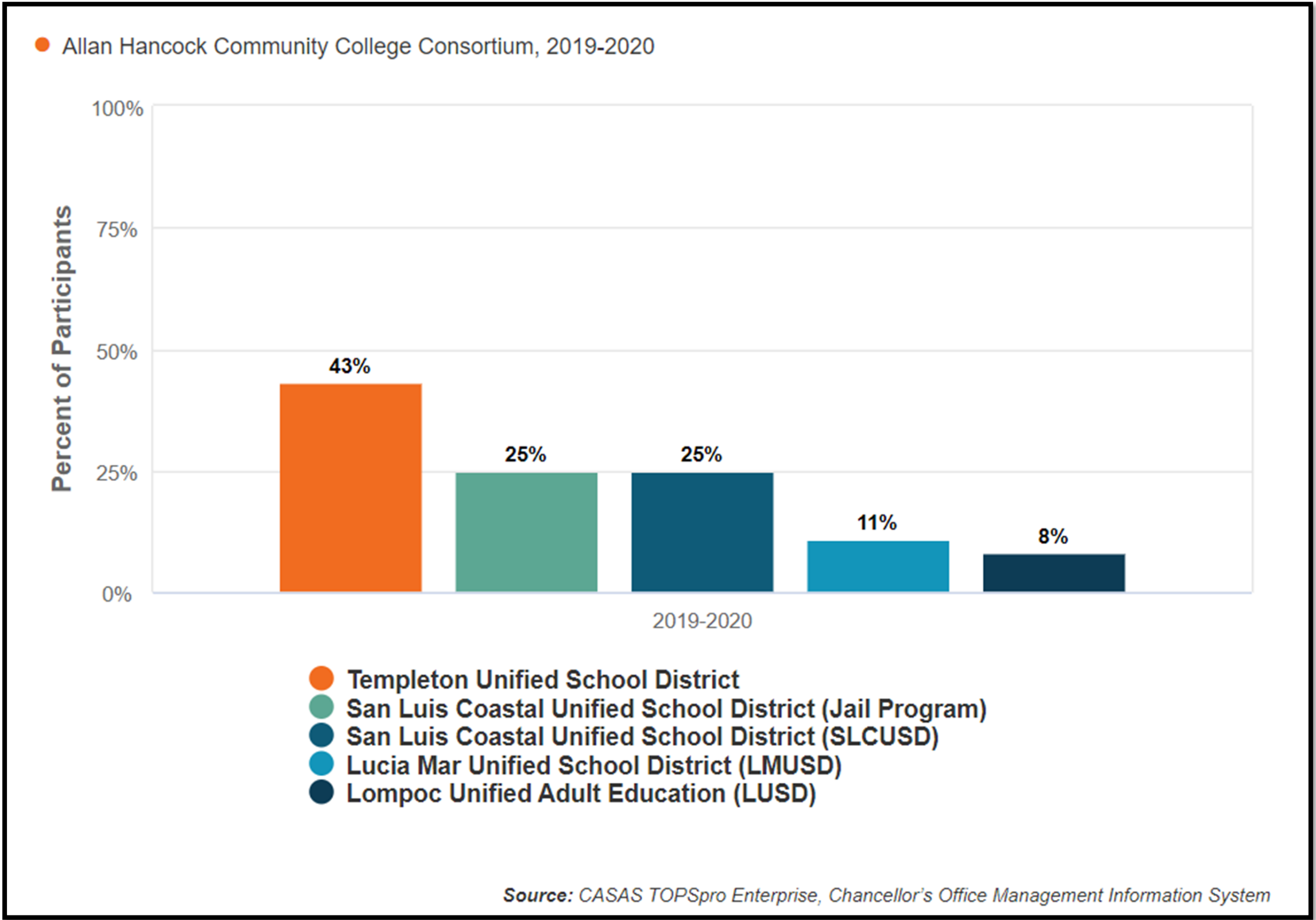


Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

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

Source: Student Success Metrics

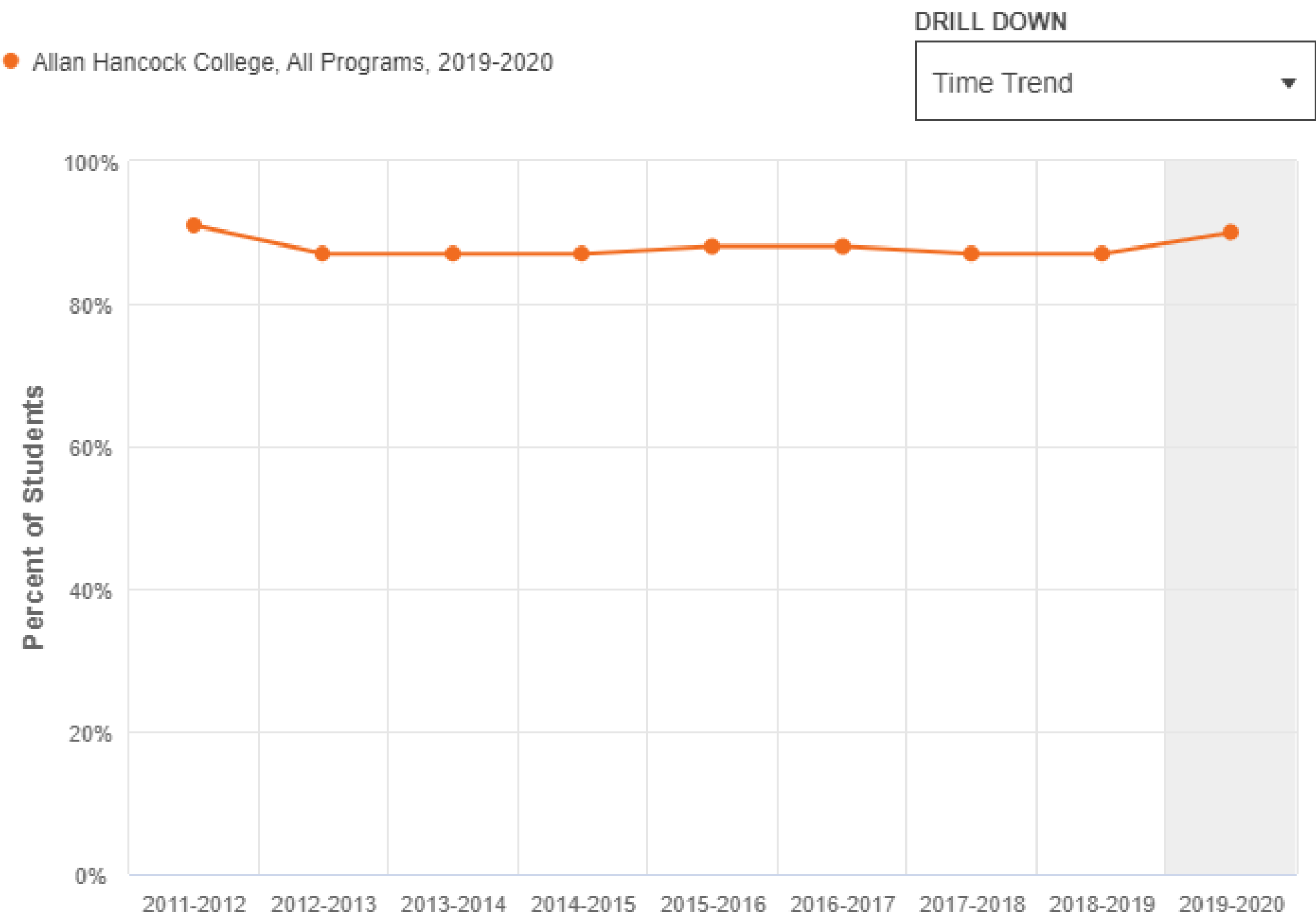
Students apply and enroll: Adult Education Transitions



Students complete courses

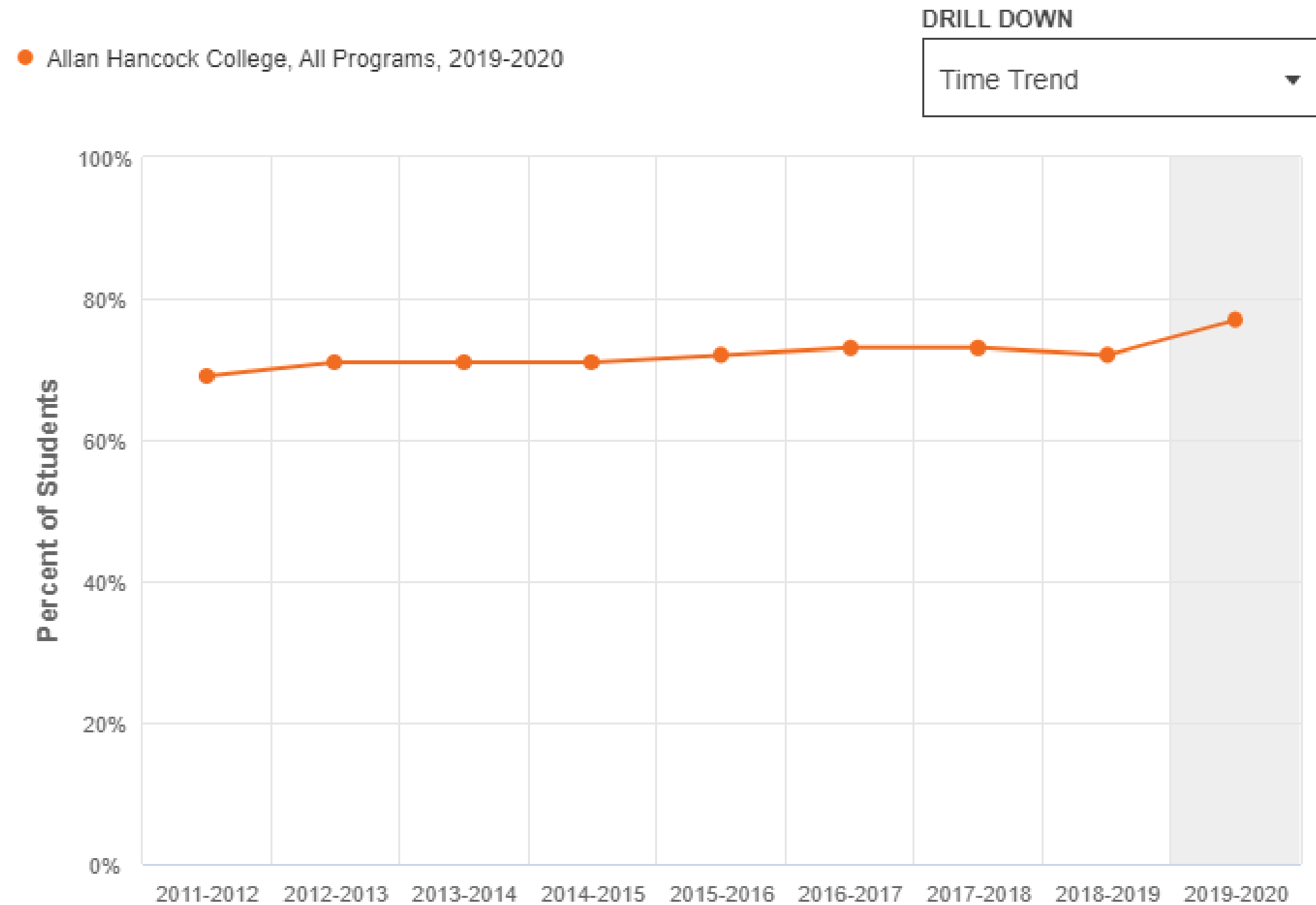
Course Retention Rate

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



Course Success Rate*

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

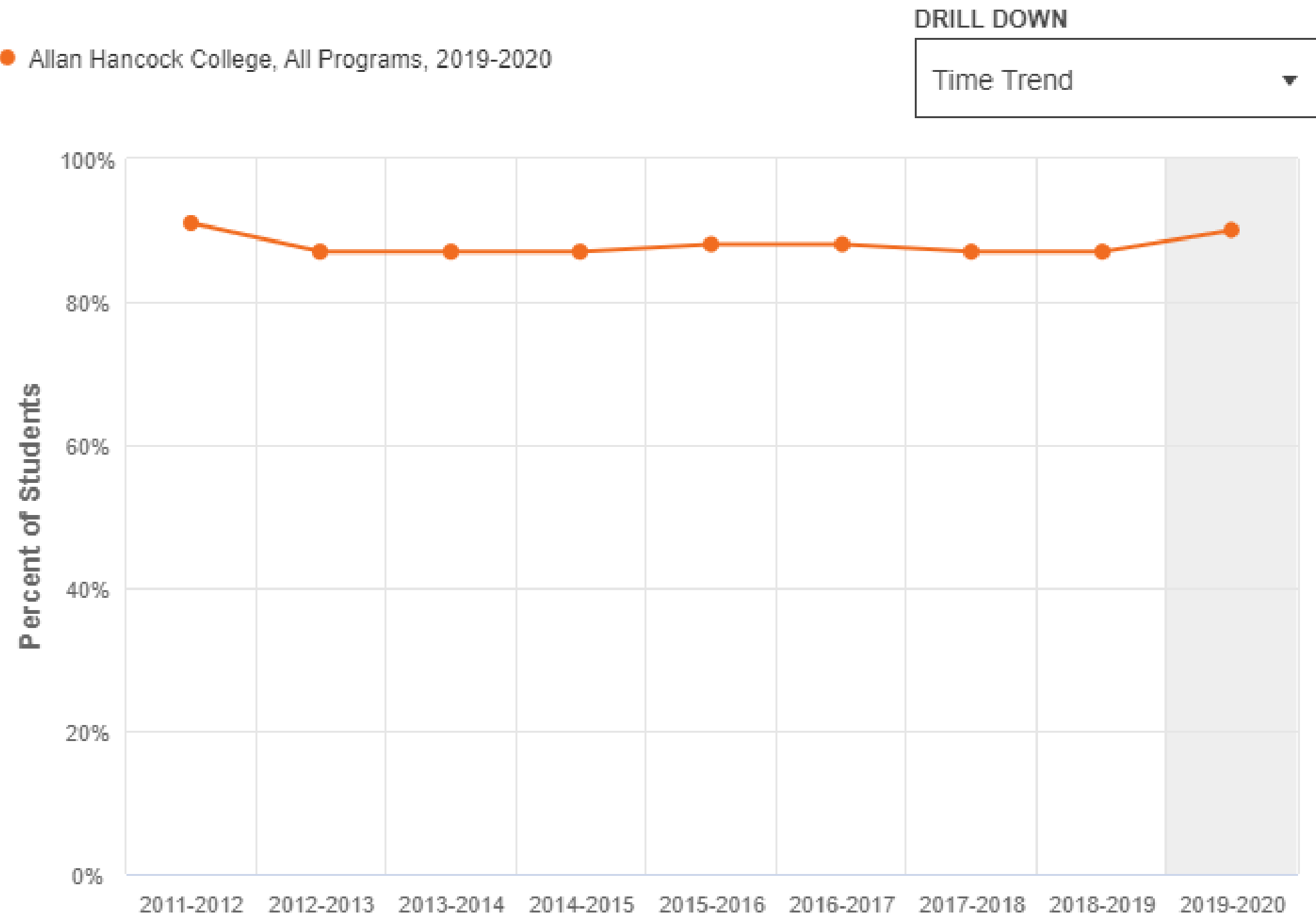


Source: Community College Pipeline Dashboard

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



Overall

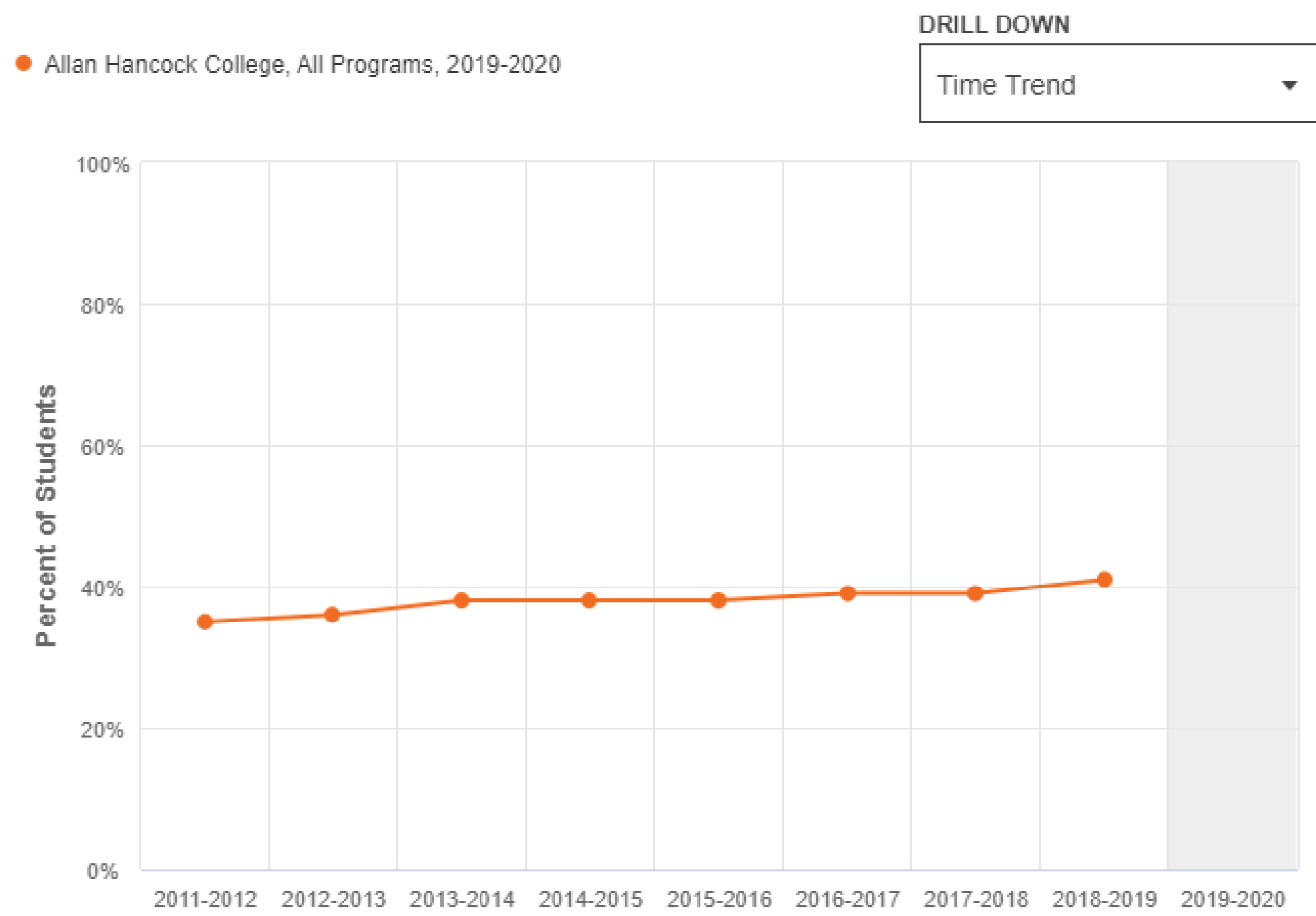
2011-2012	91%
62,393 / 68,655	
2012-2013	87%
57,476 / 66,138	
2013-2014	87%
56,737 / 65,581	
2014-2015	87%
56,544 / 65,340	
2015-2016	88%
57,292 / 65,109	
2016-2017	88%
55,718 / 63,398	
2017-2018	87%
53,606 / 61,341	
2018-2019	87%
51,801 / 59,428	
2019-2020	90%
49,945 / 55,772	

Source: Community College Pipeline Dashboard

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

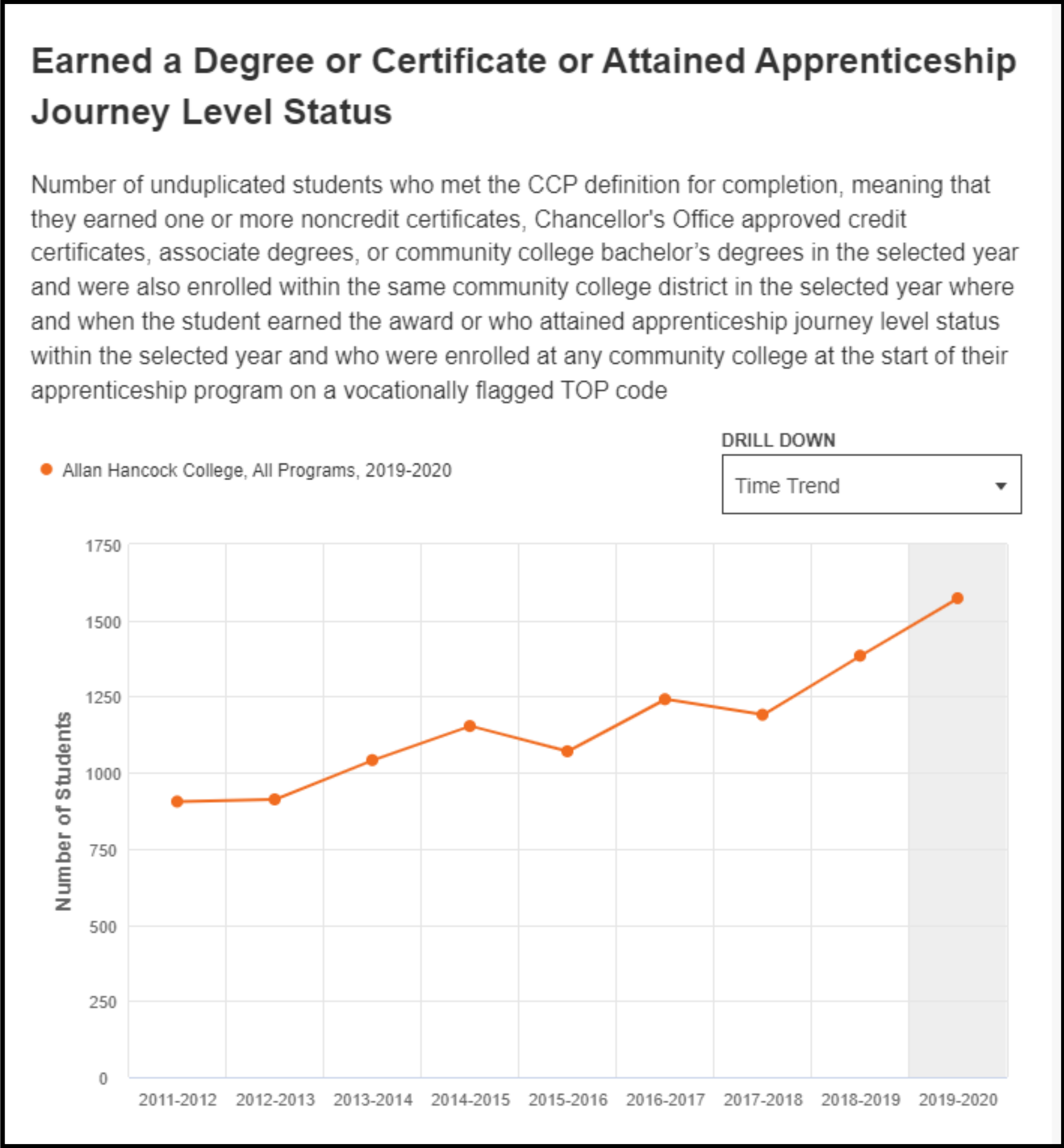


Overall

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	-	-

Source: Community College Pipeline Dashboard

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



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

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)

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>



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?

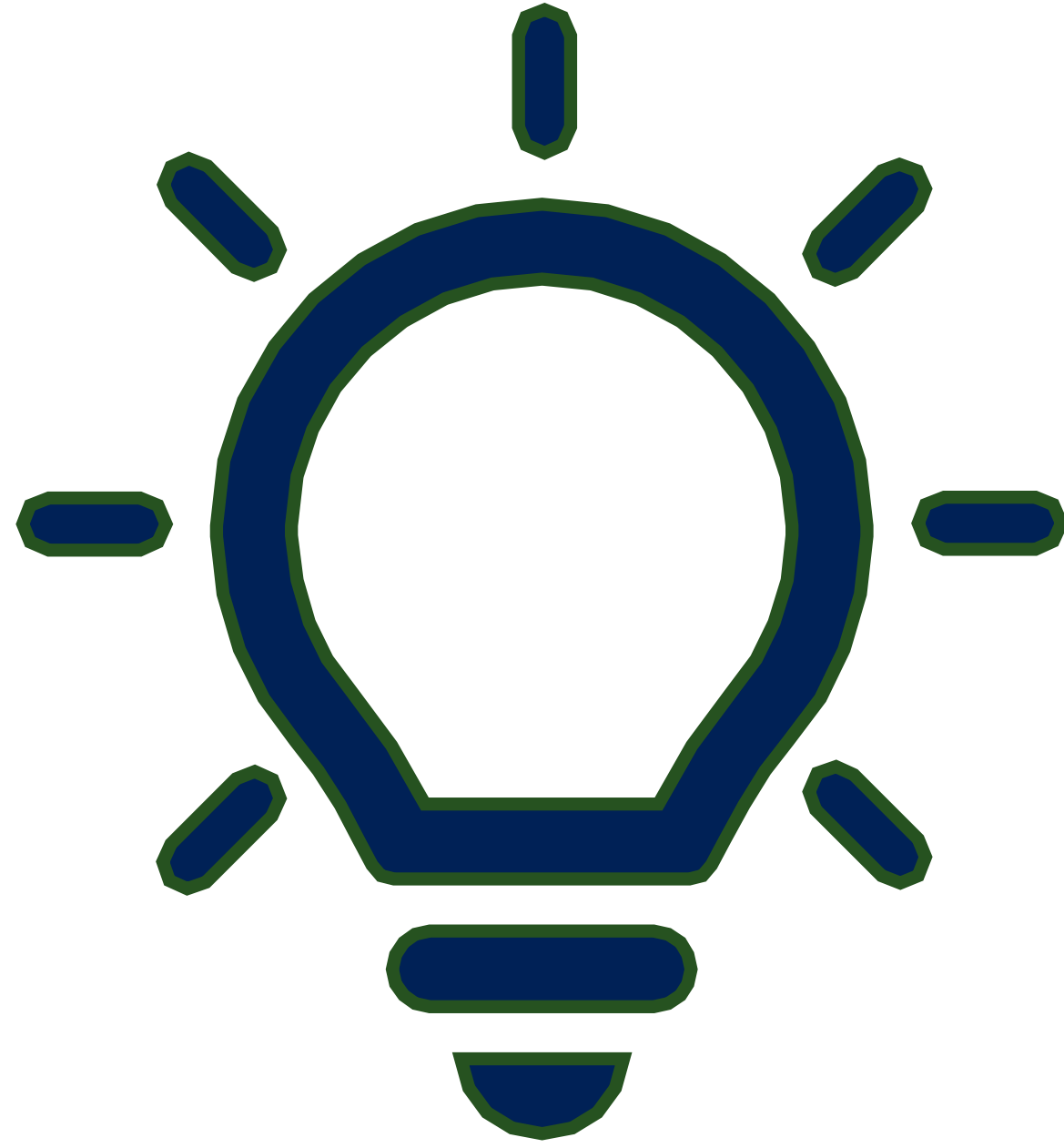
Tips on designing and conducting empathy interviews

- 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'

What questions would you want to ask students?

Break

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

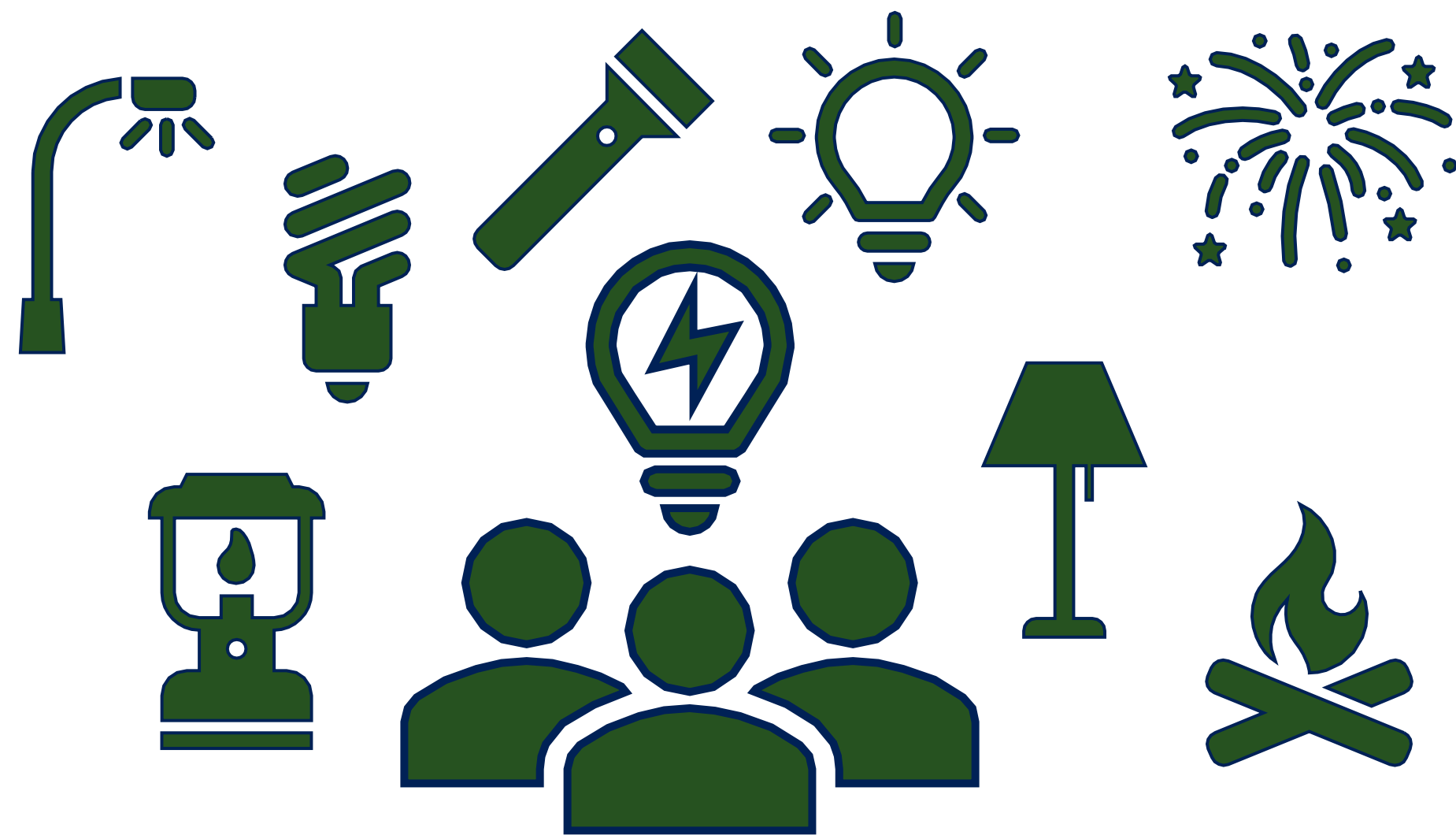
Tips for narrowing your focus

Narrow your focus

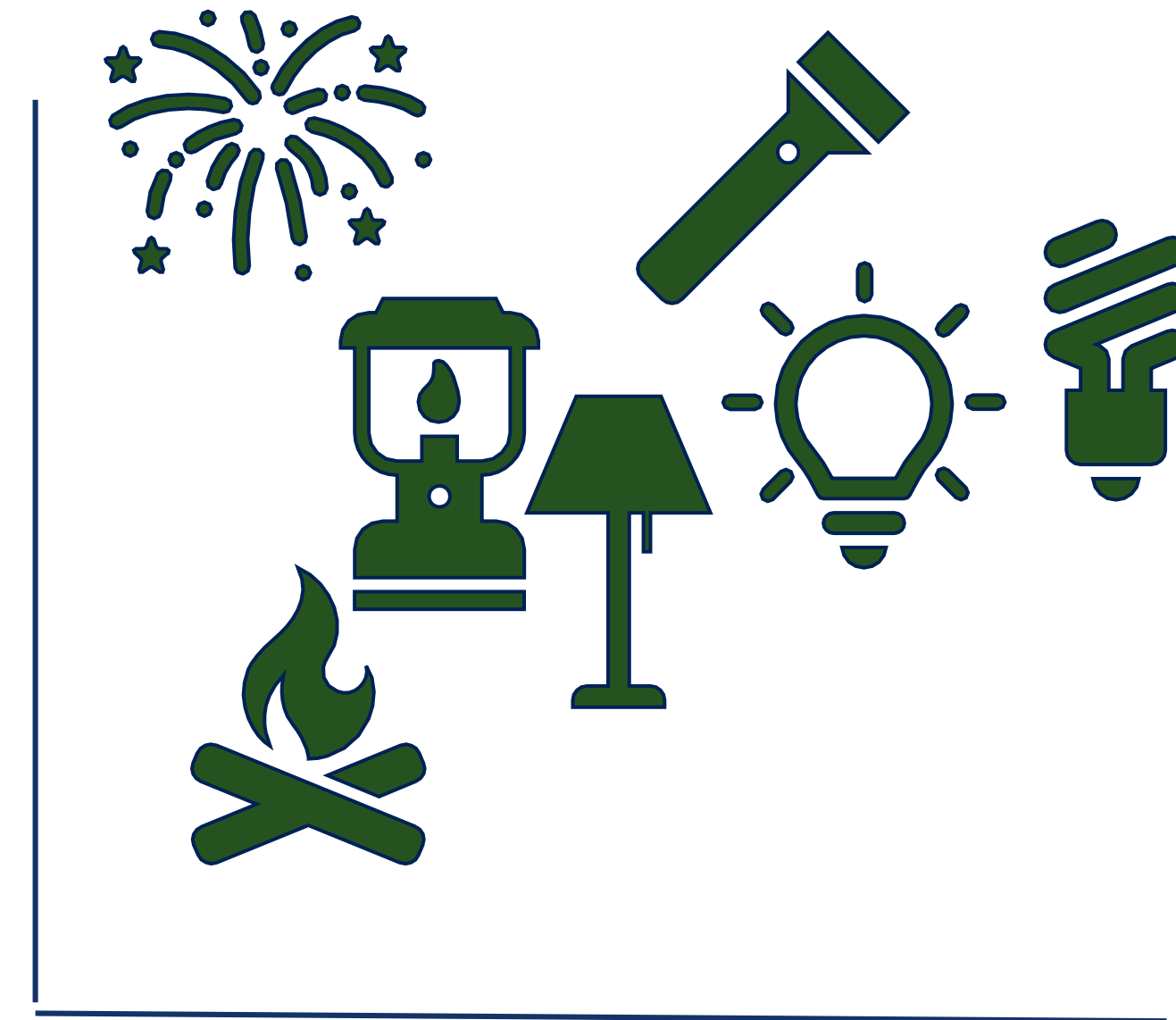
- Use a **quick vote** to pick an insight or problem to focus on
 - Look for the problem that is (1) in your realm of influence; (2) would make the biggest impact if addressed
- Define the problem with as much specificity as possible, but broad enough that there are **many possible solutions**
- **Re-center** on the student: if you solved this problem, would that make a difference for the students you interviewed?

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

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

Explore Solutions: Your Turn

You will work in groups of six to complete:

1. A round of **Brainstorming** 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

Closing

Data-Informed Practice Summary

What is the extent of the problem? For whom?



Use quantitative data to quantify the problem



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

Why is this happening?



Use quantitative data to identify trends and barriers



Gather qualitative information to understand the root causes behind the data

How might you bring change?



Identify a focus for your efforts



Collaboratively generate a range of possible solutions and prioritize a few to try and learn

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

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>

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?



Data-Informed Practice: A Crash Course

Leveraging data and collaborative problem-solving to address equity gaps on your campus

Allan Hancock College
April 22, 2022



3

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:

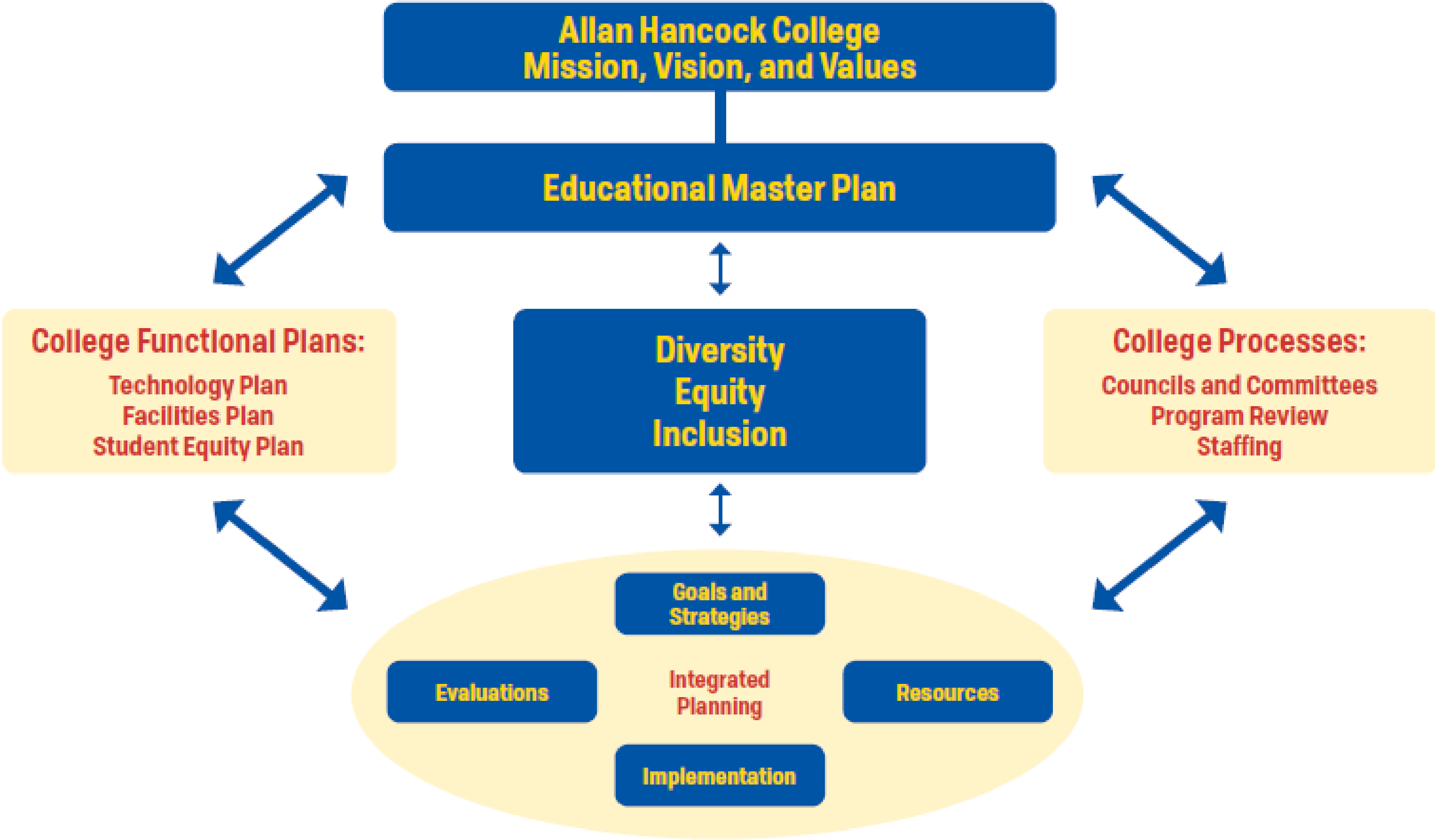
- **Facilitation techniques** that can be applied to any topic
- **Activity templates** to adapt and use in your work
- **Data and materials** needed to lead a conversation on *how might we eliminate equity gaps on campus?*

Data-Informed Practice



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.



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.

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

