FROM EVIDENCE TO ACTIONABLE INFORMATION:
INSTITUTIONAL PRACTICES IN SUPPORT OF STUDENT SUCCESS

Kurt Ewen
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From Gathering to Using Assessment Results: Lessons from the Wabash National Study

Charles Blaich and Kathleen Wise
Foreword by George D. Kuh

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National Institute for Learning Outcomes Assessment (NILOA)
FROM GATHERING TO USING ASSESSMENT RESULTS

• “Most institutions have routinized data collection, but they have little experience in reviewing and making sense of data.”

• “It is far easier to sign up for a survey offered by an outside entity or to have an associate dean interview exiting students than to orchestrate a series of complex conversations with different groups on campus about what the findings from these data mean and what actions might follow.”
LANGUAGE IN AN AGE OF ACCOUNTABILITY

• The language we use makes a difference
  – Data driven / supported decision making
  – Culture of evidence / inquiry
  – Evidence based (informed) improvement
INSTITUTIONAL PRACTICES: THE PROMISE OF HABITS & RITUALS

• Practice makes permanent (not perfect)
• A Culture of Evidence requires rituals

We are what we repeatedly do. Excellence is not an act, but a habit. Aristotle
INSTITUTIONAL EFFECTIVENESS & REGIONAL ACCREDITATION – INSTITUTIONALIZED HABITS

Continuous cycle of Improvement

Identify Intended Outcomes

Assess for Progress

Changes based on reflection

Reflect on Results

The process of reflection is rarely given sufficient attention

Office of Institutional Assessment - September 2007
The institution identifies expected outcomes, assess the extent to which it achieves these outcomes, and provides evidence of improvement based upon analysis of the results in each of the following areas:

- 3.3.1.1 – educational programs, to include student learning outcomes
- 3.3.1.2 – Administrative Support Services
- 3.3.1.3 – Education Support Services
ACHIEVING THE DREAM
A NATIONAL STRATEGY WITH LOCAL STRATEGIES

Developing Institutional Habits on the way to Culture
89 Good Ideas

Ripeness
Effectiveness
Scalability

3 District Wide Strategies
Innovation Funnel

Climate of Innovation

1000’s of opportunities tried. Maintain a Research and Development Component.

Level I

100 are selected for support as Phase I Innovations.

“Angel Capital Stage”

Prototype

Level II

10 supported as Phase II Innovations.

“Venture Capital Stage”

Implementation (Limited Scale)

Level III

Level II Innovations must be scalable and must show potential to bring systemic change and “business-changing results.”

“The biggest challenge is moving from Level II to Level III.

“Eye for Evidence”: More rigorous at each level.

Strategy

Hypothesis

Standard of evidence and reflection increases at each level.
STRATEGY FOUR YEAR IMPLEMENTATION TIMELINE

**Phase I**
Supplemental Learning

**Phase II**
Linked SLS Course (*LinC*)

**Phase III**
Linked Interdisciplinary Courses (*LinC*)

**Phase IV**
Required SLS Enrollment

2005-06

- **Phase I**
  - MAT 0012, 0024, 1033

2006-07

- **Phase II**
  - SLS *LinC* w/ MAT 0012, 0024, 1033 & ENC 1101, POS 2041, MAC 1105 as option

2007-08

- **Phase III**
  - ENC 1101, POS 2041, MAC 1105

2008-09

- **Phase IV**
  - 3 Prep Course Mandates

2009-10

- 2 Prep Course Mandates

**FTICs**
- 1600 FTICs
- 600 FTICs
- 300 FTICs
- 2500 FTICs
HABITS ON THE WAY TO CULTURE

• A “culture of evidence”
  
  (1) gives careful consideration to the question being asked (the desired outcome) and
  
  (2) gives careful consideration to the data needed in order to answer the question.
HABITS ON THE WAY TO CULTURE

- Structured reflection and dialogue allows data to be transformed into meaningful information
  - The “meaning” of data is not generally self-evident
DIALOGUE VS. DISCUSSION
AN ETYMOLOGICAL DISTINCTION

Dialogue:
• Seeing the whole among the parts
• Seeing the connections between parts
• Inquiring into assumptions
• Learning through inquiry and disclosure
• Creating shared meaning

Discussion:
• Breaking issues / problems into parts
• Seeing distinctions between parts
• Justifying / defending assumptions
• Gaining agreement on one meaning / result
Information is shared with internal and external stakeholders

The sharing of information is rooted in three questions:
- What is the purpose of the presentation?
- What does the group in question need to know?
- What are we hoping that they will do with the information?

Processed data is reviewed for trends and insights that enhance our understanding of the effectiveness of our efforts.

Information for distribution is tailored to the needs and expectations of various audiences.

Structured reflection and dialogue by people at varying levels of engagement with the strategies transforms data about the results into meaningful information.

Data on the impact of AtD strategies is collected in a consistent and systematic way.
Data on the impact of AtD strategies is collected in a consistent and systematic way.

Processed data is reviewed for trends and insights that enhance our understanding of the effectiveness of our efforts.

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Structured reflection and dialogue by people at varying levels of engagement with the strategies transforms data about the results into meaningful information.
DIALOGUE & SIX COMMON QUESTIONS

1. What connections/patterns do you see in the data?
2. What else do you need to know?
3. Items of promise?
4. Items of concern?
5. Who needs to be brought into the conversation to help clarify the data?
6. Based what we “know,” what needs our attention (Ideas for possible action)
HABITS ON THE WAY TO CULTURE

• Meaningful information creates the possibility for consensus about lessons learned and a shared vision / plan for the future
  – No data should be shared as information until it has been processed in a collaborative and thoughtful way.
Information is shared with internal and external stakeholders

Meaningful information promotes consensus about lessons learned and a shared vision / plan for the future

The sharing of Information is rooted in three questions:
- What is the purpose of the presentation?
- What does the group in question need to know?
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AtD Data Team

Shaping the Message

Information Sharing
HABITS ON THE WAY TO CULTURE

• A culture of evidence seeks data supported decisions.
  – Data driven decision making
  • Can overlook / underestimate human realities
  • Can remove us from the decision making process
  – A on word anecdotal evidence
HABITS ON THE WAY TO CULTURE

• **Meaningful information from data does not emerge from a single data point (or single form of data)**
  – When it comes to student learning and success there is no silver bullet.
Fall FTIC Degree-seeking Developmental Education Students

Two terms is the median time to complete developmental education requirements

- 2011
- 2009
- 2007
- 2005
- 2003

Fall Cohort

Median time to complete Developmental Education is 2 terms:
- 2011: 32.4%
- 2009: 42.9%
- 2007: 43.2%
- 2005: 45.1%

Years to Graduation After Completing Developmental Education:
- 2011: 4.9%
- 2009: 57.7%
- 2007: 56.0%
- 2005: 53.0%
- 2003: 50.5%

Years to Complete Developmental Education:
- 2011: 49.7%
- 2009: 50.0%
- 2007: 51.0%
- 2005: 53.0%
- 2003: 50.5%

Institutional Research
SJR1213 Student Progression (1113 Data)
Graduation Rates for Developmental Education Students
Fall Cohort FTIC Degree-seekers over 5 Years by Ethnicity and Gender

- African Amer. Female
- African Amer. Male
- Caucasian Female
- Caucasian Male
- Hispanic Female
- Hispanic Male

% of Starting Cohort

Fall 99: 25.9% African Amer. Female, 22.0% Caucasian Female, 15.6% Hispanic Female
Fall 00: 28.6% African Amer. Male, 24.0% Caucasian Male, 23.3% Hispanic Male
Fall 01: 28.0% African Amer. Female, 21.0% Caucasian Female, 13.0% Hispanic Female
Fall 02: 20.3% African Amer. Male, 20.0% Caucasian Male, 15.1% Hispanic Male
Fall 03: 28.6% African Amer. Female, 24.0% Caucasian Female, 15.6% Hispanic Female
Fall 04: 28.0% African Amer. Male, 23.3% Caucasian Male, 13.0% Hispanic Male
Fall 05: 20.3% African Amer. Female, 20.0% Caucasian Female, 15.1% Hispanic Female
Fall 06: 28.6% African Amer. Male, 24.0% Caucasian Male, 15.6% Hispanic Female
Fall 07: 28.0% African Amer. Female, 23.3% Caucasian Female, 13.0% Hispanic Female
“Meaningful Information” found at this intersection often appears to be more of a hypothesis or experience informed hunch.

Anecdotal evidence

Predictive Analytic Data

Learning Outcomes Data

Standardized Measures of Student Performance

Qualitative Measures of Student and Faculty / Staff Experience

Student Engagement Data
HABITS ON THE WAY TO CULTURE

• Data supported decisions may require balancing data with the following:
  – Reflection on the “human impact”
  – Economic efficiency in relationship to difficulty of the task at hand.
  – A consideration of perception as it relates to benefit versus cost.
  – Etc.
HABITS ON THE WAY TO CULTURE

• Scholarly communication and evidence
  – Biases and conclusions are clearly articulated
  – Open and unanswered questions should be articulated (but not stop the process)
  – Differing perspectives is given equal time
  – Jargon is kept to a minimum
  – The visual presentation of information is monitored for consistency
HABITS ON THE WAY TO CULTURE

• The best insights often come as an unintended result of simple questions asked about things you were not planning to question.
HABITS ON THE WAY TO CULTURE

• How are our new students doing?
• Data was provide on FTIC Degree Seeking Students
• Who are our new students?
• Development of our Philosophy statement on the New Student
  – All Students with less than 15 College-level credits at Valencia
• Who are our new Students?
WHO ARE OUR NEW STUDENTS?

Fall 2008

- 47% New to College: First Term
- 17% New to College, Beyond first term w/less than 15 Valencia college level hours
- 17% New to Valencia, Transfer w/less than 15 transfer hours
- 10% New to Valencia, Transfer w/15 or more transfer hours
- 9% Other
New Valencia Degree-seeking Students
Fall to Fall Persistence
Students Starting Fall 2002 through Fall 2009

- FTIC College Ready
- FTIC College Prep
- Transfer College Ready
- Transfer College Prep
CONCLUSION

• Practice makes permanent (not perfect)

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

Aristotle
PRESENTER

Kurt Ewen
AVP, Institutional Effectiveness and Planning
Valencia College
407-582-3413
kewen@valenciacollege.edu